

Assessment Plan
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

March 15, 2021

Table of Contents

I. Introduction.....	3
A. Background/History of the Institution	3
B. Institutional Mission and Goals	4
C. Development of the Assessment Plan — Process and Participants.....	5
II. Institution-Wide Assessment Structure	7
A. Organizational Functionality Structure for Assessment	7
B. Review of the Foundational Statements	8
C. Personnel for Assessment	9
1. Office of Institutional Effectiveness.....	9
2. Faculty	10
3. Administrators and AES Units Personnel	11
D. Major Institutionally Administered Assessment Instruments.....	12
E. Four-Year Assessment Cycle.....	13
F. Annual Assessment Calendar	14
III. Assessment of Student Learning	18
A. Learning Across the Curriculum.....	18
1. Spiritual Goals.....	18
2. Intellectual Goals.....	19
3. Social Goals.....	20
4. Practical Goals.....	20
B. Program Specific Learning	21
1. Ministerial Program.....	21
2. Missions Program.....	22
3. Christian Music Education Program	24
4. Christian Education Program	25
5. Child Evangelism Program	26
6. Biblical Studies Program.....	26
IV. Assessment of Institutional Effectiveness	29
A. General Assessment Procedures for AES Units	29
1. Personnel and Responsibilities.....	29
2. Institutionally Administered Assessment Instruments	29
3. Other Means of Assessment	30
4. AES Units Assessment.....	30
5. Decentralized Nature of AES Units Assessment	31
B. Administrative and Educational Support (AES) Units	32
1. 131 Institutional Effectiveness	33
2. 200 Public Relations.....	34
3. 460 Information Technology.....	35
4. 511 Ministerial Studies.....	36
5. 630 Student Services	38
V. Conclusion	39
VI. References.....	40

I. INTRODUCTION

Penn View Bible Institute practices assessment through a variety of means, both formal and informal. The institution has articulated its Mission Statement, amplified through Institutional Goals that describe the character of the graduates Penn View desires to produce. Each of the academic programs has established Program Objectives that lay out the characteristics desired for its graduates. In addition, the organization is organized into Administrative and Educational Support (AES) units that support the Mission Statement and the Institutional Goals. The PVBI [Compliance Document](#) applies the assessment data to the related ABHE Standards and Essential Elements. The PVBI [Improvement Plan](#) describes the operational plan to address the issues that arose from the Assessment Plan and the [Compliance Document](#).

The PVBI Assessment and Planning Cycle begins by planning and setting goals that are carried into subordinate objectives. Assessment strategies are designed to measure whether each part of the institution is achieving those objectives, which in turn work toward the Institutional Goals. After the assessment strategies have been implemented, the data are interpreted to identify any weaknesses and to propose improvements to the program. This cycles back into planning and goal setting to continue the process.

A. 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 flame-like forked lightning hovered over the Bible. 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 fall of 1967 witnessed the addition of Grade 12 and the opening of the Institute.



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 Emeritus John Zechman, Academic Dean Timothy Cooley, Sr., and Randall Hess. The promotional video at <https://pvbi.edu/history-video.html> recounts the event.

Penn View Bible Institute offers education on the postsecondary level but does not offer degrees (see further explanation in the [Compliance Document](#), Standard 4). The four-year programs are termed “Advanced Diploma” and the one-year program is termed “Certificate.” The [Catalog](#) (2021) 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
- Advanced Diploma in Missionary Studies
- Advanced Diploma in Missionary Nursing
- Advanced Diploma in Muslim Studies
- Certificate in Biblical Studies

The Institute classifies 1,624 people as alumni (attended at least one semester). There are 475 graduates, including one-year Certificates and four-year Advanced Diplomas.

B. Institutional Mission and Goals

For many years, a mission statement with intent similar to the current Mission Statement was published in the PVBI [Catalog](#). In seeking accreditation, the PVBI Board of Directors and the faculty and staff worked through a process of broad participation to articulate a Mission Statement, Core Values, and Institutional Goals toward which the entire organization directs its efforts. That means every employee labors in some capacity to produce “Christlike Servant Leaders” and so on. The Board of Directors approved the Mission Statement on October 4, 2010. The whole organizational family also participated in articulating the Core Values and the Institutional Goals. Those Foundational Documents have been reaffirmed periodically since then. Most recently the Foundational Documents were reaffirmed by the Steering Committee (March 18, 2020), by the Faculty (April 13, 2020), by the Administrative Committee (July 22, 2020, as well as each administrator with his or her subordinates on other dates), and by the Board of Directors (April 15, 2020). The Faculty Staff Perception survey administered each April/May keeps our people thinking about the Institutional Goals and considering how well we are achieving those in the lives of students and graduates.

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 Institutional Goals are published in the [Catalog](#) (2021, pp. 8-9) and are also a part of the PVBI Constitution. Each academic program has program-specific objectives ([Catalog](#), 2021, pp. 26-37).

C. Development of the Assessment Plan — Process and Participants

PVBI has established the following committee and sub-committee structure for the accreditation process. There is a permanent committee named “Administrative Committee,” which is composed of the President and the administrators who report directly to him (Director of Operations, Director of Finance, Director of Student Life, Director of Public Relations, and Academic Dean). This Administrative Committee is to be distinguished from the Administrative Sub-committee, which was created to assist in the Self-Study process.

<i>Committee</i>	<i>Responsibilities</i>	<i>Chair Person</i>	<i>Members</i>
Steering Committee	Oversee entire process, receive reports from subcommittees	T Cooley, Sr., Academic Dean	President Durkee, Chairpersons from subcommittees, Coordinator of Institutional Effectiveness
Administrative Sub-committee	Standards 1, 4, 5 1 Mission, Goals, and Objectives 4 Authority and Governance 5 Administration	F Heidler, Director of Operations	President Durkee, L Shuey, S Shaffer
Academic Sub-committee	Standards 2, 11 2 Student Learning, Institutional Effectiveness, and Planning 11 Academic Programs	T Cooley, Sr., Academic Dean	B Black, J Anthony, A Shelenberger, S Paulus, W Reese
Financial Sub-committee	Standards 3, 6 3 Institutional Integrity 6 Institutional Resources	R Shiery, Director of Finance	President Durkee, W McDonald, F Heidler
Student Services Sub-committee	Standards 7, 8 7 Enrollment 8 Student Services	N Rine, Director of Student Life	W McDonald, Tim Cooley, Jr.
Faculty and Library Sub-committee	Standards 9, 10 9 Faculty 10 Library	P Brenizer, Division Director and Faculty	M Mason, F Stetler, A Shelenberger, P Ryan

This Assessment Plan was prepared under the direction of the Steering Committee by the Coordinator of Institutional Effectiveness and the Assessment Committee, through collaboration with the sub-committees and other individuals relative to the Standards for which each was responsible. Members of the faculty work together on assessment during faculty meetings and the annual Faculty Assessment and Planning Week. The Administrative Committee and the Board of Directors have also been engaged. The document was reviewed in stages with final approval by the Steering Committee and by the Board, both on March 8, 2021.

II. INSTITUTION-WIDE ASSESSMENT STRUCTURE

The Assessment Plan purposes to “provide things honest in the sight of all men” (Romans 12:17) and to increase institutional effectiveness for the glory of God and the benefit of our students (Ecclesiastes 9:10; I Corinthians 10:31).

A. Organizational Functionality Structure for Assessment

For assessment, PVBI has identified six broad Administrative Areas: Executive, Public Relations, Finance, Operations, Academics, and Student Life. All aspects of the institution are categorized under these six areas. The full map of the Administrative Areas and the AES Units, approved by the Steering Committee on January 20, 2021 is displayed in [Exhibit Y](#) and is given in table form on page 19.

Administrative and Educational Support (AES) Units

100 Executive Administrative Area	500 Academics Administrative Area
105 Executive Administration	505 Academic Administration
106 President’s Office	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 Institutional Research and Effectiveness	520 Christian Service
140 Development	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 Marketing and Communication	562 Collection Development
220 Church Relations	563 Circulation
230 Music Groups	564 Reference
240 Student Recruitment	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 Human Resources	610 Spiritual Life
320 Accounting Services	620 Social Life
321 Accounts Receivable	630 Student Services
322 Accounts Payable	631 Advisement
323 Payroll	632 Financial Aid
330 Financial Resources	633 Health and Safety
400 Operations Administrative Area	634 Housing
405 Operations Administration	640 Student Government
410 Physical Resources	650 Retention
420 Maintenance	660 Work Scholarship Program
430 Food Services	
450 Auxiliary Enterprises	
451 Rentals	
452 Coach Service	
453 Bookstore	
460 Information Technology	
470 Campus Security	

Implementing formal assessment throughout the entire structure is a multiyear project, as described in IV.A.4. below.

The Assessment Committee approved the use of a five-column chart (see example in [Exhibit Z](#)), 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 of assessment and criteria, recording a summary of assessment data, stating judgments about effectiveness, and documenting data-based decisions. The Coordinator of Institutional Effectiveness (CIE) prepared a training PowerPoint™ for AES Units personnel, presented throughout the organization, that expounds PVBI's philosophy of institutional effectiveness and assessment, and explains the use of the five-column chart.

B. Review of the Foundational Statements

In accordance with Assessment Plan (2016), PVBI reviewed and reaffirmed the Institutional Goals through a broad-based process initiated by the faculty and then extended to the entire institution (see [Compliance Document](#)). The statement of Institutional Goals preserves the essence of the earlier statements of goals but includes wording that is more appropriate to biblical higher education. 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. All other facets of the organization serve the purpose of supporting, facilitating, and advancing student learning.

A broad-based process was used to write the statement of Core Values. The Mission Statement was reviewed and reaffirmed without change. The Philosophy of Education was revised by the faculty June 1, 2018, and approved by the Board of Directors September 13, 2018 (See [Catalog](#), 2021, p. 8).

PVBI focuses its Institutional Goals directly on student outcomes; thus, it is vital that a) the administrative and support unit personnel make the connection between their role and PVBI's Mission, Core Values, and Institutional Goals and b) a system exists to monitor institutional progress of all aspects of the institution. To these ends, PVBI approved a statement to link the Institutional Goals to the entire organization (see [Compliance Document](#)). The table below demonstrates how the entire organization is related to the Mission Statement, the Core Values, and the Institutional Goals. This provides alignment of all the parts of the institution with the Mission Statement and unity in "preparing Christ-like Servant Leaders."

<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>Spiritually</p> <p>To know Christ as personal Savior and to make a total consecration of one's life to Christ in entire sanctification</p> <p>To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching</p> <p>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>Intellectually</p> <p>To understand basic Bible content and doctrine</p> <p>To construct a biblical worldview</p> <p>To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning</p> <p>To establish an adequate intellectual foundation for professional ministry</p> <p>Socially</p> <p>To become effective in the cultivation of interpersonal relationships</p> <p>To develop communication skills, professional courtesy, and a culture of mutual understanding</p> <p>To become a responsible member of social structures such as family, church, nation, and world</p> <p>Practically</p> <p>To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance</p> <p>To achieve entry-level proficiency in professional Christian service</p> <p>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

Since these foundational statements form the basis for meaningful assessment, the Assessment Plan includes a schedule for their periodic review (see below). Revisions of goals and objectives may necessitate modifications in the Assessment Plan itself; therefore, the four-year cycle also includes a review of the overall Assessment Plan and further designates opportunities for annual adjustments as needed within the plan.

C. Personnel for Assessment

1. Office of Institutional Effectiveness

In August 2012, PVBI created an Assessment Committee to oversee the assessment of student learning (Standard 2A), with the anticipation that, as the PVBI assessment process matured, the responsibilities and membership of the Assessment Committee would broaden to encompass overall institutional effectiveness (Standard 2B). Since its creation, the Assessment Committee has indeed been modified. In 2013, PVBI created the position of Coordinator of Institutional Effectiveness (CIE) to coordinate assessment activities in conjunction with the Assessment Committee, of which the CIE became the chair *ex officio*. The CIE and Assessment Committee constitute the Office of Institutional Effectiveness. The Academic Dean remains *ex officio* the committee's vice chair, and the Registrar continues *ex officio* as a member. Two faculty members (a division director and a faculty member from a different division) are annually elected to the committee by the faculty. The committee further expanded its membership (February 25, 2016) to include representatives from the non-academic areas of PVBI, currently

the Director of Operations and the Director of Student Life. The committee elects its own secretary. The committee’s membership is summarized in the following table.

<i>Assessment Committee Membership</i>		
Coordinator of Institutional Effectiveness	Chair	<i>Ex officio</i>
Academic Dean	Vice Chair	<i>Ex officio</i>
Registrar		<i>Ex officio</i>
Academic division director		Elected by faculty each fall
Faculty member (from a different division)		Elected by faculty each fall
Representative, non-academic area, Director of Operations		<i>Ex officio</i>
Representative, non-academic area, Director of Student Life		<i>Ex officio</i>
*Committee elects its own secretary		

The Assessment Committee is responsible to oversee, systematize, and improve all assessment of both student learning and institutional effectiveness. Its mission statement reads,

The Office of Institutional Effectiveness (OIE) serves Penn View Bible Institute’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.

The Assessment Committee is scheduled for four regular meetings each school year, in September, November, late April or early May, and the Faculty Assessment and Planning Week (Assessment Committee Minutes, October 22, 2015). Other meetings may be convened as needed.

2. Faculty

All faculty are involved in the assessment of student learning, especially learning across the curriculum; that is, the assessment of the Institutional Goals. Academic division directors lead assessment of their academic program objectives.

a) Academic Division Directors

The directors of the academic divisions (programs) are responsible, with the input and approval of the whole faculty, for reviewing quadrennially, and revising as necessary, their respective program objectives for student learning, according to the Assessment Cycle (see below). Division directors are then responsible for assessing the achievement of those objectives, recording their findings in a 5-column chart, and using the assessment data for decision making leading to the improvement of student learning.

b) Faculty

The faculty participate in assessment of student learning in the following ways:

Approval of Proposed Program Objectives and Curriculum Changes. According to procedures established for the review and revision of program objectives and curriculum (Academic Sub-Committee minutes, November 25, 2013), the faculty reviews changes proposed by the division director, either approving them or returning them to the director for modification. The faculty has established a Curriculum committee to further facilitate this process (Faculty Minutes, ##)

Faculty Assessment Review During Fall Orientation/Registration Week. The faculty meet during Orientation/Registration Week (the week before fall classes begin) to briefly review the results of the previous school year's assessment of student learning and the plans for improvement that arose from it. They also review where PVBI is in its Four-Year Assessment Cycle. They go over the Annual Assessment Calendar for the new school year, checking it for any needed modifications. This time of looking backward and forward reorients them to the ongoing assessment process and prepares them for implementing the Assessment Plan in the new year.

Regular Faculty Meeting Assessment Review. In accordance with the Four-Year Assessment Cycle and the Annual Assessment Calendar, the faculty address assessment, as needed, in their regular monthly meetings by conducting their reviews of the foundational statements, reviewing proposed changes to program objectives and curriculum, and considering data from specific instruments.

Faculty Midyear Assessment Review. In the February Faculty Meeting, the faculty reviews the Annual Assessment Calendar to that point in the school year. They consider the assessment data collected during the first part of the school year for the purpose of determining any needed midcourse corrections.

Faculty Assessment and Planning Week. Under the guidance of the Assessment Committee, the faculty use this week immediately following Commencement to accomplish the following goals in relation to the assessment and improvement of student learning:

1. Evaluate the implementation of the Annual Assessment Calendar in the school year that has just ended.
2. Assemble all assessment results harvested during that school year, with any analyses that have already been done.
3. Carry out any further analysis needed on assessment data from that school year
4. Use the assessment data and analyses to assess the outcomes that the Assessment Plan targeted for that school year and record the findings.
5. Make plans for improvement based on the results of that school year's Annual Assessment Calendar.
6. Finalize the results of the reviews that the Assessment Plan scheduled for that school year; the reviews are conducted throughout the year in the regular faculty meetings.
7. Fine tune plans for the next school year's Annual Assessment Calendar, making any necessary adjustments based on the results of this week's work.
8. Compile the product of this week's work into a *Year 20__ Assessment Record*.
9. Communicate indicated information (e.g., plans for improvement, adjustments to the Annual Assessment Calendar) to the appropriate stakeholders.

3. Administrators and AES Units Personnel

The relevant administrators, in conjunction with the relevant personnel, are responsible for annually completing a 5-column chart for their respective AES Units. That chart, essentially a unit-level assessment plan, links the unit's mission, services, and objectives to the institutional mission and goals; identifies means and criteria for assessing the achievement of targeted objectives; summarizes the assessment data collected; and documents judgments and decisions made on the basis of the data.

D. Major Institutionally Administered Assessment Instruments

Several of these instruments relate both to student learning and to institutional effectiveness; a few yield data primarily useful to one or the other.

The Student Course Evaluations (SCE, see [Exhibit CC](#)) are collected digitally for every course every term.

The Student Survey (SS, see [Exhibit BB](#)) is a paper survey administered in an individual envelope placed in students' mailbox in even-numbered fall terms. Due to the introduction of the Wesleyan Wellness Profile and the Noel-Levitz Student Satisfaction Inventory, the SS was revised in 2017 to minimize redundancy. The SS uses a six-point Likert-type scale. Means of 5 *mostly true of me* are interpreted to indicate that these items are habitual in the lives of the students and therefore satisfactory. The survey is sent to all students except:

- Students exclusively enrolled in online courses
- High school students taking minimal college courses
- Faculty / Staff taking a course or two

The Wesleyan Wellness Profile (WWP, see [Exhibit DD](#)) is a research-based paper instrument (Cooley, 2011 and Hall, 2014) for measuring indicators that suggest spiritual transformation. It is administered to all students in odd-numbered fall terms (during a chapel setting of those present). Like the SS, the WWP uses a six-point Likert-type scale. Means of 5 *mostly true of me* are interpreted to indicate that these items are habitual in the lives of the students and therefore satisfactory. Cooley (2011, pp. 33-40) demonstrated substantial basis for using six response categories and for performing parametric tests with Likert-type data.

The Noel-Levitz Student Satisfaction Inventory (SSI) is an online survey administered in even-numbered fall terms to all students.

All Students except:

- Students exclusively enrolled in online courses
- High school students taking minimal college courses
- Faculty / Staff taking a course or two

The SSI asks respondents to rate various statements on a scale of 1 *not satisfied at all* to 7 *very satisfied*. Means of 6 *satisfied* on the SSI are interpreted as satisfactory.

The New Student Survey (NSS) is an online survey administered each fall to all new students, gathering data on the factors contributing to their decision to enroll at PVBI. In 2015, this survey was developed in collaboration with four other Bible colleges serving the conservative Wesleyan-Arminian tradition.

The Noel-Levitz College Student Inventory (CSI) enables early identification of at-risk students and is used to identify needs in students as well as to improve student retention. The CSI is an online survey administered each fall to all new students with the following exceptions.

- Students exclusively enrolled in online courses
- High school students taking minimal college courses
- Faculty / Staff taking a course or two
- Transfer students who have already completed 27 hours of college credit

The ABHE/CLT Bible Exam is administered online to all entering freshmen each fall (with exceptions similar to the above) and to graduating seniors each spring. The Bible exam facilitates comparing the level of Bible knowledge with students at other Bible colleges (as well

as knowledge gain in students from entering to exiting PVBI). Because the new test was just introduced in Fall 2020, comparative data for freshman to senior will not be available until Spring 2024.

The Faculty/Staff Perception Survey (FSP, see [Exhibit AA](#)), based on PVBI's Institutional Goals, is administered to the faculty and staff each spring term. Members of the campus family at Penn View Bible Institute are closely engaged with students through personal conversations, revival services, local church attendance, chapel services, classroom discussions, mealtimes, and numerous social activities. Faculty and staff persons participate alongside students in campus activities, such as the Christmas Musical and the Benefit Auction, and they play informal sports together. In addition, many employees live on campus in this rural setting. This all produces a unique atmosphere of closeness in the whole campus family that facilitates personal, holistic knowledge of the students' spiritual, intellectual, social, and practical development. Like the SS and the WWP, the FSP uses a six-point Likert-type scale. Means of 5 *mostly true* are interpreted to indicate that these items are characteristic of the students; the Faculty has agreed that means of 4.5 are satisfactory when participants are evaluating another person.

Christian Service-Learning Reports (CSL, see [Exhibit K](#)) are submitted each semester by all students who are taking more than six hours of classes.

A Graduates Survey was developed in Spring 2016 in collaboration with four other Bible colleges serving the conservative Wesleyan-Arminian tradition. This online survey has been administered to all graduating seniors, beginning Spring 2016, addressing general education outcomes, ministry competencies, critical-thinking skills, research skills, communication skills, achievement of program objectives, and preparation for graduate studies.

The CAR (College Administrators Roundtable) Alumni Survey in collaboration with four other Bible colleges serving the conservative Wesleyan-Arminian tradition was developed in January 2019 and was first administered to PVBI Alumni in February 2020. This is designed to be issued in even-numbered spring terms to graduates four or five years after graduating.

An Employer Survey, requesting evaluation of the graduates' spirituality, general education level, commitment to life-long learning, and ministry performance, was developed in 2017. The Employer Survey is to be administered in odd-numbered spring terms to employers of PVBI graduates four or five years after the latter graduate. However, the task of follow-up on graduates has been much more demanding than was anticipated so that survey has not yet been administered.

In addition to these instruments, other means of assessment are listed in the details below.

E. Four-Year Assessment Cycle

PVBI has established a four-year Assessment Cycle as follows:

Year 1 [2020-2021]

- Review the Mission Statement and Core Values

- Review the objectives and curriculum of the Biblical Studies, Biblical Certificate, and Ministerial Programs

- Review by AES Units of their mission statement and list of services

- Assess selected Institutional Goals: Spiritual 1; Intellectual 1; Social 1

Assessment by academic divisions (excluding those being reviewed) of selected program objectives

Assessment by AES Units of 2-3 unit objectives

Year 2 [2021-2022]

Review the Philosophy of Education

Review the objectives and curriculum of the Child Evangelism Program

Review by AES Units of their mission statement and list of services

Assess selected Institutional Goals: Spiritual 2; Intellectual 2; Practical 1

Assessment by academic divisions (excluding those being reviewed) of selected program objectives

Assessment by AES Units of 2-3 unit objectives

Year 3 [2022-2023]

Review the Institutional Goals

Review the objectives and curriculum of the Christian Education (Elementary, Secondary English, Secondary Social Science), and Christian Music Education Programs

Review by AES Units of their mission statement and list of services

Assess selected Institutional Goals: Spiritual 3; Intellectual 3; Social 2; Practical 2

Assessment by academic divisions (excluding those being reviewed) of selected program objectives

Assessment by AES Units of 2-3 unit objectives

Year 4 [2023-2024]

Review and update the overall Assessment Plan

Review the objectives and curriculum of the Hispanic Studies, Missionary Studies, Muslim Studies, and Missionary Nursing Programs

Review by AES Units of their mission statement and list of services

Assess selected Institutional Goals: Intellectual 4; Social 3; Practical 3

Assessment by academic divisions (excluding those being reviewed) of selected program objectives

Assessment by AES Units of 2-3 unit objectives

Although the above cycle indicates specific years for its implementation, it is a repeating cycle that guarantees the continual ongoing assessment of student learning and institutional effectiveness.

F. Annual Assessment Calendar

Each year of the four-year Assessment Cycle, the following assessment activities are to be completed month by month.

August

CIE:

prepare and present Faculty Assessment Review in Faculty Orientation

oversee administration of CSI, Bible Exam

administer CSI to all new students during registration week

administer Bible Exam to all freshmen during registration week

assure that data from previous spring semester SCE is analyzed and communicated to the instructors

Faculty Orientation:

- conduct the beginning-of-the-year Faculty Assessment Review
- elect two members to the Assessment Committee

September

CIE:

- activate CSI follow up with students
- prepare for Fall survey administration
(SSI, SS in even-numbered years; WWP in odd-numbered years)
- prepare for the assessment review part of September faculty meeting

Assessment Committee:

- receive, analyze, disseminate data from CSI
prepare findings for October faculty meeting
- receive, analyze, disseminate data from Bible Exam
- receive, review 5-column charts from AES Units, division directors

Division Directors:

- initiate review of program(s) scheduled for this year
- conduct assessment activities according to Column 3
- promote review and/or rewriting of 5-column charts with emphasis on this year's Institutional Goals

Faculty Meeting:

- begin review of foundational statements scheduled for this year

AES Units:

- review mission statement and list of services
- complete 5-column chart
- conduct assessment activities throughout year according to Column 3

October

CIE:

- oversee administration of scheduled survey(s)
- administer NSS to all new students

Faculty Meeting:

- consider import of CSI, Bible Exam data

November

CIE:

- Oversee administration of scheduled survey(s)
- receive, analyze, disseminate data from NSS

Assessment Committee:

- review semester's assessment activities
- receive, analyze, disseminate survey data
- prepare for February faculty meeting

Faculty Meeting:

finish, as needed, considering import of CSI, NSS, Bible Exam data
continue review of foundational statements scheduled for this year

December

CIE:

continue preparation for February faculty meeting

Registrar:

collect SCE for all fall courses

Faculty Meeting:

continue, as needed, review of foundational statements scheduled for this year
begin review of program(s) scheduled for this year
conduct, as needed, any further assessment consideration for this semester

January

Director of CSL:

tabulate fall CSL reports

Registrar:

collect SCE for all InterSession courses
communicate data from fall SCEs to Academic Dean and instructors

CIE:

continue preparation for February faculty meeting

February

Registrar:

communicate data from InterSession SCEs to Academic Dean and instructors

CIE:

finalize preparation for February faculty meeting

Faculty meeting:

review annual assessment activities (student learning) to date
consider import of survey(s), fall CSL and SCE data

March

CIE:

oversee administration of Graduates Survey to graduating seniors
oversee administration of Alumni Survey (even-numbered year) to graduates 4 or 5 years
after graduating, or Employer Survey (odd-numbered year) for graduates 4 or 5 years
after they graduate
prepare to administer Bible Exam to seniors and FSP to faculty and staff

Assessment Committee (late March or early April):

review semester's assessment activities
review, as needed, assessment data collected since November meeting
prepare for Faculty Assessment and Planning Week

Faculty meeting:

- finish review of foundational statements scheduled for this year
- finish review of program(s) scheduled for this year

April

CIE:

- oversee administration of Bible Exam, FSP
 - Bible Exam: administer to all graduating seniors
 - FSP: administer to all faculty and staff
- receive, analyze, disseminate data from Bible Exam
- tabulate, analyze, disseminate FSP data

May

Division Directors:

- assure completion of program reviews scheduled for this year
- complete 5-column charts

Director of CSL:

- tabulate CSL reports

Registrar:

- collect SCE for all spring courses

CIE:

- receive, analyze, disseminate data from Graduates Survey and Employer Survey
- connect with AES Units and division directors about completion of 5-column charts
- continue preparation for Faculty Assessment and Planning Week

AES Units:

- complete 5-column charts

Faculty Assessment and Planning Week

- (Tuesday – Friday following Commencement; see description above)

Assessment Committee:

- confirm completion of assessment work for current academic year

June

Registrar:

- communicate data from spring SCEs to Academic Dean and instructors

III. ASSESSMENT OF STUDENT LEARNING

A. Learning Across the Curriculum

The assessment of student learning is organized around the Institutional Goals articulated in the [Catalog](#), (2021, pp. 8-9). In addition to formal and informal interviews, various strategies are used to assess student learning.

The ABHE *Self-Study Guide* (2020) suggests addressing the following areas in assessing learning across the curriculum: Bible knowledge, biblical worldview, spiritual formation, attitudes/values, communications skills, interpersonal skills, problem solving skills, and general education knowledge. In the tables below, the fourth column specifically references these domains.

1. Spiritual Goals

Because spiritual transformation is a divine work, there will always be deeper depths to plumb and perhaps it cannot be measured empirically (Cooley, 2011; Thayer, 2000; Boa, 2001). Thayer (2000, pp. 20, 23) lamented “the reductionism that is necessary in empirical study” and explained that at Andrews University, they measure “spiritual indicators” instead of spirituality. The following measures are an effort to arrive at indicators and levels that suggest that students are achieving the spiritual goals.

Goals	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
1. The student will know Christ as personal Savior and to make a total consecration of one’s life to Christ in entire sanctification.	90% of students will give personal testimony of knowing Christ as personal Savior in written testimony 75% of students will practice personal prayer two or more times a week Means of 5 <i>mostly true of me</i> on WWP line items Means of 5 <i>mostly true</i> on FSP line item	SS #5, 6, 7, 8a, 8b, 8c, 8d WWP #7a WWP #2i, 2j, 3c, 5a, 5c, 5d, 5e, 5g, 5h FSP To be evaluated Year 1 [2020-2021]	Addresses spiritual formation, Biblical worldview
2. The student will cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching.	75% of students will practice regular personal prayer, regular personal devotional Bible reading, and church/chapel attendance two or more times a week Means of 5 <i>mostly true of me</i> on WWP line items Means of 5 <i>mostly true</i> on FSP line item	SS #8b WWP #7a, 7b, 7c, 7d WWP #4a-o FSP To be evaluated Year 2 [2021-2022]	Addresses spiritual formation, attitudes/values

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
3. The student will 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.	Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	WWP #2o, 3a-j, 4b FSP To be evaluated Year 3 [2022-2023]	Addresses spiritual formation, Biblical worldview

2. Intellectual Goals

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. The student will understand basic Bible content and doctrine.	At or above national norm on ABHE Bible Exam Means of <i>5 mostly true</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	ABHE Bible Exam administered to entering freshmen and graduating seniors WWP #2a-p FSP To be evaluated Year 1 [2020-2021]	Addresses Bible knowledge, Biblical worldview
2. The student will construct a biblical worldview.	At or above national norm on ABHE Bible Exam 80% of graduates will “Agree” or “Strongly Agree” with applicable items in the Graduate Survey Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	ABHE Bible Exam administered to entering freshmen and graduating seniors Graduates Survey WWP #2a-p, 3a, 3b, 3d, 4a, 4b, and consideration of #7b FSP To be evaluated Year 2 [2021-2022]	Addresses Bible knowledge, Biblical worldview
3. The student will obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning.	Minimum of 2.0 GPA in general education courses 80% of graduates will “Agree” or “Strongly Agree” with applicable items in the Graduate Survey Means of <i>5 mostly true</i> on SS line items Means of <i>6 satisfied</i> on SSI line items Means of <i>5 mostly true</i> on FSP line item	Minimum of 2.0 GPA in general education courses Graduates Survey SS #3a-e, and consideration of 4, 17 SSI # 39, 41 FSP To be evaluated Year 3[2022-2023]	Addresses general education knowledge, communication skills, problem-solving skills
4. The student will establish an adequate intellectual foundation for professional ministry.	At or above national norm on ABHE Bible Exam 80% of graduates will “Agree” or “Strongly Agree” with applicable items in the Graduate Survey Means of <i>6 satisfied</i> on SSI line items Means of <i>5 mostly true</i> on FSP line item	ABHE Bible Exam administered to entering freshmen and graduating seniors Graduates Survey Employer Survey SSI #8, 16 FSP To be evaluated Year 4 [2023-2024]	Addresses Bible knowledge, general education knowledge

3. Social Goals

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. The student will become effective in the cultivation of interpersonal relationships.	Appropriate behavior in interpersonal relations in various settings Means of <i>5 mostly true of me</i> on SS line items Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	Social Dean interviews Dean of Student interviews Choir / Ensemble Director report SS# 10d, 10f WWP #5b, 5i, 5j, 5L, 5m, 5o, 5p, 5q, 9d, 9f FSP To be evaluated Year 1 [2020-2021]	Addresses interpersonal skills, problem-solving skills, communication skills
2. The student will develop communication skills, professional courtesy, and a culture of mutual understanding.	Minimum of 2.0 GPA in Speech Communication and Homiletics Means of <i>5 mostly true of me</i> on SS line items Means of <i>5 mostly true of me</i> on WWP line items	Minimum of 2.0 GPA in Speech Communication and Homiletics SS# 10d, 10f WWP #5j, 5o, 5q, 9d, 9f FSP To be evaluated Year 3 [2022-2023]	Addresses communication skills, interpersonal skills
3. The student will become a responsible member of social structures such as family, church, nation, and world.	80% of students will be active in Christian service Means of <i>5 mostly true of me</i> on SS line items Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	CSL reports SS #9b, 9c, 9f, 9h, and consideration of 8e WWP #5b, 5i, 5j, 5L, 5m, 5o, 5p, 5q, 8b, 8c, 8f, 8h, and consideration of 7e FSP To be evaluated Year 4 [2023-2024]	Addresses attitudes/values, interpersonal skills, , problem-solving skills, communication skills, Biblical worldview

4. Practical Goals

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. The student will apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance.	80% of graduates will “Agree” or “Strongly Agree” with applicable items in the Graduate Survey Means of <i>5 mostly true</i> on FSP line item	Graduates Survey FSP To be evaluated Year 2 [2021-2022]	Addresses Biblical worldview, problem-solving skills
2. The student will achieve entry-level proficiency in professional Christian service.	80% of graduates will “Agree” or “Strongly Agree” with applicable items in the Graduate Survey 80% of students will be active in Christian service 80% affirmative response on SS line items Average GPA of 3.0 or higher in internships and specific classes (such as, Pastoral Ministries, Principles of Missions, teaching or pedagogy classes, etc.) Means of <i>5 mostly true</i> on FSP line item	Graduates Survey Christian Service Learning (CSL) reports SS #28 Average GPA of 3.0 in indicated courses Employer Survey FSP To be evaluated Year 3 [2022-2023]	Addresses communication skills, problem-solving skills

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
3. The student will develop commitment to lifelong learning.	80% of graduates will “Agree” or “Strongly Agree” with applicable items in the Graduate Survey Means of 5 <i>mostly true</i> on FSP line item	Graduates Survey Employer Survey FSP To be evaluated Year 4 [2023-2024]	Addresses Bible knowledge, Biblical worldview, spiritual formation, attitudes/values, communication skills, interpersonal skills, problem-solving skills, general education knowledge

B. Program Specific Learning

The assessment of program specific learning is organized around the objectives listed with each program in the [Catalog](#), (2021, pp. 26-38).

1. Ministerial Program

The objectives for the Ministerial program are listed in the [Catalog](#), (2021, p. 34). The Ministerial program is to be assessed in Year 1 [2020-2021].

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books	At or above national norm on ABHE/CLT Bible Exam Means of 5 <i>mostly true of me</i> on WWP line items Passing grades in required Bible / Theology courses	ABHE/CLT Bible Exam in spring semester of senior year WWP #2a-p Completion of required Bible / Theology courses: Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, others	This program objective needs to be distinguished from a similar General Objective.
2. To aid the student in developing: a) a thorough understanding of the great doctrines of Scripture, b) skills in interpreting Scripture properly, and c) the ability to make application of its message in practical Christian living	Passing grades in ministerial and selected Bible/theology courses Means of 5 <i>mostly true of me</i> on WWP line items Favorable reports from pastors where students have preached	Completion of Intro Homiletics, Adv Homiletics, Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, Greek I and II WWP #2a-p Summary of reports from pastors where students have preached	Process will need to be formalized
3. To assist the student in understanding and appreciating the New Testament Church as God’s plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the pastoral ministry	Passing grades in ministerial and selected Bible/theology courses Participation in a local church Passing grades in Ministerial Internships (includes ratings from supervising pastor)	Pers Evang I, II, and III, Pastoral Ministry, Church History I and II, Acts, Pauline Epistles, and other Bible CSL reports Ministerial Internship calling requirements and quality ratings from the supervising pastor	
4. To help the student prepare for a life of total dedication to the ministry of Christ and His church	Passing grades in ministerial courses Satisfactory progress in CSL	Prin Chr Liv I and II, Chr Marriage, Pastoral Ministries, Leadership and Administration, Missions elective CSL reports Division director conducts personal conversations with each student each semester	Process will need to be formalized

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
5. To enable the student to enter the pastoral ministry, equipped with beginning-level skills	Favorable recommendations from various pastors where students minister Recommendation from supervising pastors in two six-weeks Ministerial Internships Recommendation from ministerial division director Passing grades in ministerial courses 75% of the graduates will be involved in pastoral ministry in five years from graduation	Students preach in various churches several times a semester; division director receives feedback from pastors Ministerial Internship entails meeting of requirements, reflective observation of the supervising pastor's ministry, personal interviews with ministerial division director. Pastoral Ministry, Homiletics, Biblical Counseling Graduates Survey Employer Survey	Need to specify preaching in these Program Objectives

2. Missions Program

The objectives for the Missions program are listed in the [Catalog](#), (2021, p. 35). This section includes Missionary Studies, Hispanic Studies, Muslim Studies, and Missionary Nursing. Assessment is being designed for the whole group. The Missions programs are to be assessed in Year 4 [2023-2024]. The program objectives for the Missionary Studies program are:

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. To help the student come to a commitment of fulfilling the Great Commission of our Lord and Savior	1a. WWP line item #3d: I am committed to live by the Great Commission (reaching the lost) Mean of 5 <i>mostly true of me</i> 1b. Employer Survey questions asking how they feel our graduates are committed to the Great Commission. The goal is an average of between 4 and 5 of all surveys combined. 1c. Teacher evaluation of the student responses to the course reflection paper in Survey of Missions.	1a. In 2019 all students rated themselves at a 5.67 <i>mostly true of me</i> . Students within Missionary Studies all rated themselves at a 6.0 <i>very true of me</i> . 1b. The average from the employer survey was a 6. This was the highest category that it could be. This means they all feel the graduates are exceptional in this category. 1c. In the course reflections there were robust signs of the students being committed to fulfilling the Great Commission.	

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
<p>2. To help the student arrive at an understanding of God's heartbeat to reach every person with the gospel, as revealed in the entirety of Scripture</p>	<p>2a. Paper on showing God's heartbeat for the world throughout Scripture, in <i>World Evangelism</i>. These papers will be evaluated by three people (Including two independent sources) using an assessment rubric. The goal is a mean score of between 4 and 5 of all papers combined.</p> <p>2b. Essay exam question on showing God's heartbeat throughout Scripture, in <i>World Evangelism</i>. 75% of the students will achieve a grade of at least 80% on the "Biblical Basis for World Evangelism" exam.</p> <p>2c. Employer Survey questions asking how they feel our graduates understand God's Heartbeat to reach people. The goal is an average of between 4 and 5 of all surveys combined.</p>	<p>2a. Waiting on data from rubric for assessment of the data.</p> <p>2b. In Spring of 2019 the average grade on this essay exam was a 99% for all missions students and those with high interest in missions. No student was below a 98% on this assignment.</p> <p>2c. The average from the employer survey is a 5.5. This is on the high side between adequate and exceptional.</p>	
<p>3. To assist the student in developing an understanding of concepts relative to living and working in a foreign culture, including culture shock and the cross-cultural communication of the Gospel</p>	<p>3Aa. Employer Survey questions asking how well graduates understand culture shock. The goal is an average of between 4 and 5 of all surveys combined.</p> <p>3Ab. Cultural study paper in anthropology, assessed w/rubric. 75% of the students will achieve a grade of at least 80% on this extensive Cultural Study paper.</p> <p>3Ac. Graduate Survey Q87 (My appreciation of cultural diversity increased) will be 75% agree.</p> <p>3Ba. Personal/Professional Profile including vita, prepared in Principles of Missions w/ rubric</p> <p>3Bb. Employer Survey questions asking how well he/she works in the organization. The goal is an average of between 4 and 5 of all surveys combined.</p> <p>3Ca. Deputation Package including newsletter, sign up sheet, display board, PowerPoint or similar presentation, w/ rubric, rated by three persons (instructor, teen, adult). 75% of the students will achieve a grade of at least 80% on this project.</p> <p>3Cb. Employer Survey question asking about graduates' effectiveness in missionary. The goal is an average of between 4 and 5 of all surveys combined. deputation.</p>	<p>3Aa. The average from the employer survey is a 5.25. This is on the high side of adequate.</p> <p>3Ab. In the Fall of 2018 the average grade among missions students was a 92.33% and no grade was below an 89%.</p> <p>3Ac. In 2018 100% of the students rated this as true.</p> <p>3Ba. We did not do this assignment during this cycle. It will be done and assessed during the next class cycle.</p> <p>3Bb. The average from the employer survey is a 5.5. This is on the high side between adequate and exceptional.</p> <p>3Ca. In the Fall of 2018 the average grade was a 94% on this project, with nobody receiving lower than a 92%.</p> <p>3Cb. The average from the employer survey is a 5.25. This is strongly within adequate.</p>	

3. Christian Music Education Program

The objectives for the Christian Music Education program are listed in the *Catalog*, (2021, p. 31). The Christian Music Education program is to be assessed in Year 3 [2022-2023].

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
1. To enable the student to develop a Biblical/Christian philosophy of music.	75% of students writing the Philosophy of Music Paper in the Church Music Administration course will score a "good" rating or higher on all columns of the grading rubric.	Church Music Administration was not offered this year. No data was collected.	
2. To promote active participation in campus music organizations in order to provide practical experience in the ministry of music			This objective is like Objective 4. We will combine/edit the two objectives for next year.
3. To aid the student in developing skills in piano, voice, and other instruments	90% of Music Students will score a B or higher on their spring semester jury for their major or minor instruments.	100% of the music students scored a B or higher on their spring semester jury.	The goal was met. We will continue to strive to achieve this goal each year, because we feel that it holds us and our students to a high but attainable standard of achievement.
4. To prepare the student for a music ministry in the local congregation or other phase of Christian work	90% of the students in Fundamentals of Conducting will score a 12 or higher out of 15, on the grading rubric. (see the attached rubric) for the course assignment to lead congregational singing in chapel.	100% of the students in Fundamentals of Conducting scored a 12 or higher out of 15 on the grading rubric for the course assignment to lead congregational singing in chapel	The goal was met. We will continue to strive to achieve this goal each year, because we feel that it holds us and our students to a high but attainable standard of achievement
5. To develop the ability to teach music in the Christian school in kindergarten through twelfth grade	75% of the students enrolled in Music Student Teaching will score a B or higher on the Student Teaching Evaluation rubric	Data will be assessed when five students have completed student teaching.	Student Teaching Evaluation scores will be examined when five students have completed student teaching. 1 student will complete Student Teaching in 2019-2020.
6. To achieve an advanced level of music proficiency in one's major instrument and be prepared to teach that instrument in the Christian school	90% of Music Students will score a B or higher on their spring semester jury for their major or minor instruments	100% of the music students scored a B or higher on their spring semester jury.	The goal was met. We will continue to strive to achieve this goal each year, because we feel that it holds us and our students to a high but attainable standard of achievement.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
7. To develop a working knowledge of teaching music through observation, and supervised student teaching experience	80% of the students that complete Student Teaching will achieve an B or higher on the Student Teaching Evaluation.	We had 1 student teacher this year. The data has been saved and will be used once we have information from 5 student teachers.	Student Teaching Evaluation scores will be examined when five students have completed student teaching. 1 student will complete Student Teaching in 2019-2020. This objective is like Objective 5. We will combine/edit the two objectives for next year.
8. To prepare the Music major for graduate level study in music			We have decided to remove this objective in the future.

4. Christian Education Program

The objectives for the Christian Education program are listed in the [Catalog](#), (2021, pp. 28-30). PVBI offers three programs (elementary, secondary English, secondary Social Science), and they all have the same objectives except for the third objective, which specifies age level and subject. The Christian Education program is to be assessed in Year 3 [2022-2023].

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. To assist the student in developing a personal philosophy of education based on Biblical/Christian principles	Passing grades in selected teaching courses	Completion of Intro to Christian Education	
2. To promote active growth in the personal spiritual life of the student and to help him develop an understanding of the principles and precepts of God's Word for holy Christian life	Means of <i>5 mostly true of me</i> on WWP line items	WWP #2a-6e, but this not need to be specified by program	This is covered in the Institutional Goals and may therefore be unnecessary in the program objectives.
3. To prepare the student a) to teach in the Christian Day School at the elementary level, b) teach English in the Christian Day School at the secondary level, or teach Social Studies in the Christian Day School at the secondary level	Successful completion of Classroom Observation 1, 2, 3, 4; and Student Teaching GPA of 3.00 in the professional education courses	Classroom Observation 1, 2, and 3 require written, reflective observation of practicing teachers Classroom Observation 4 involves serving as teacher aide GPA in professional education courses Student Teaching (with a grade of at least B) Graduates Survey Employer Survey	This age-specific and subject-specific objective branches into the three programs. These may need to be merged into one program.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
4. To help the student achieve proper levels of maturity; academically, socially, emotionally, and spiritually	Successful completion of Student Teaching (with a grade of at least B); narrative summary placed in student's permanent record Overall GPA minimum of 2.75, with at least 3.00 average in the professional education courses	Observation of the College Coordinator, Supervising Teacher, Principal, and Academic Dean in Student Teaching WWP #2a-6e	

5. Child Evangelism Program

The objectives for the Child Evangelism program are listed in the [Catalog](#), (2021, p. 27). The Child Evangelism program is to be assessed in Year 2 [2021-2022].

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. To enable the student to construct a Biblical understanding of Christian ministry to children	Passing grades in selected teaching courses Specific assignment ??	Child Evangelism course Child Evangelism Practicum, Teaching Bible Specific assignment on personal philosophy of Child Evangelism in ??	
2. To prepare the student to organize and administer a children's ministry in the local church	Satisfactory performance in actual ministry setting	Personal observation by Child Evangelism division director in Teaching Bible and Child Evangelism courses Graduates Survey	
3. To develop excellence in teaching	Passing grades in Teaching Bible and Child Evangelism Practicum	Successful completion of Teaching Bible and Child Evangelism Practicum Graduates Survey	
4. To acquaint the student with materials and resources necessary to children's ministry	Passing grades in selected courses	Successful completion of Child Evangelism course, Teaching Bible	
5. To enable the student to use his understanding of the characteristics of each age group in effectively presenting Bible content and in applying Biblical truth to life	Satisfactory performance in simulated and actual ministry settings	Personal observation by Child Evangelism division director in Teaching Bible, Child Evangelism, and Child Evangelism Practicum courses Graduates Survey	
6. To equip the student to lead children into a definite faith in Christ as Savior and on to a spiritual life	Satisfactory performance in simulated and actual ministry settings	Personal observation by Child Evangelism division director in Teaching Bible, Child Evangelism, and Child Evangelism Practicum courses	

6. Biblical Studies Program

The objectives for the Biblical Studies program are listed in the [Catalog](#), (2021, p. 26). The one-year Certificate in Biblical Studies is described separately below. The Biblical Studies program and the Certificate in Biblical Studies are to be assessed in Year 1 [2020-2021].

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
--------------------	--------------------------------	--------------------------------------------------------------------------------------	-----------------

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books	At or above national norm on ABHE/CLT Bible Exam Means of <i>5 mostly true of me</i> on WWP line items Passing grades in required Bible / Theology courses	ABHE/CLT Bible Exam in spring semester of senior year WWP #2a-p Completion of required Bible / Theology courses: Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, others	This program objective may need to be distinguished from a similar General Objective.
2. To aid the student in developing: a) a thorough understanding of the great doctrines of the Scripture, b) skills in interpreting Scripture properly, and c) the ability to make application of its message in practical Christian living	Passing grades in selected teaching and Bible/theology courses Means of <i>5 mostly true of me</i> on WWP line items	Completion of Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, Teaching Bible, Teaching Bible Practicum WWP #2a-p	
3. To prepare the student to teach Bible in a variety of settings	Passing grades and satisfactory performance in Teaching Bible course and practicum	Personal observation in Teaching Bible course and Teaching Bible Practicum Graduates Survey Employer Survey	
4. To assist the student in understanding and appreciating the New Testament Church as God's plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the ministry of the church	Passing grades in ministry and selected Bible/theology courses Participation in a local church	Personal Evangelism I, II, III, Church History I and II, Acts, Pauline Epistles, and other Bible CSL reports	
5. To help the student prepare for life a total dedication to the ministry of Christ and His church		Graduates Survey Employer Survey	This is covered and assessed in the Institutional Goals and may therefore be unnecessary in the program objectives.

The objectives for the one-year Certificate in Biblical Studies are listed in the [Catalog](#), (2021, p. 38).

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
1. To improve the student's overall understanding of the Scriptures, his effectiveness as a personal soul winner, and his personal spiritual life	Passing grades in required and elective Bible courses	Personal Evangelism I, II, III, OT Survey, NT Survey, Gospels I, II, and other Bible CSL reports	Consider a special administration of the ABHE/CLT Bible Exam
2. To develop the student's communication skills, his ability in leading a song service, and his overall effectiveness as a Sunday School teacher or other leader in the local church	Increase in communication skills Passing grade in Elements of Music Effectiveness as a Sunday School teacher might be a by-product of an increase in Bible knowledge	Passing grades in English Composition I as well as either English Composition II or Speech Completion of Elements of Music, which involves practice in song leading	Since this is only a one-year program, measurement is much more difficult and expected gain is much less

The courses and the chapel program are designed to advance the Mission Statement both directly and indirectly through the achievement of the Institutional Goals and, within each major, the program objectives. All of campus life is designed to advance the same objectives synergistically.

IV. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

The entire institution is designed to advance Penn View Bible Institute's Mission Statement and support the fulfillment of the Institutional Goals. Student learning is PVBI's primary focus; the rest of the organization supports student learning by supporting instruction and maintaining institutional effectiveness. The six Administrative Areas and corresponding Administrative and Educational Support (AES) Units described above in II.A. provide the organizational functionality structure for assessment of the entire institution.

A. General Assessment Procedures for AES Units

1. Personnel and Responsibilities

The **Office of Institutional Effectiveness** (OIE) is responsible for coordinating the assessment activities of the AES Units, providing adequate training to unit personnel, supporting them in the assessment process, and ensuring that assessment is done, and the results used for improvement.

The relevant **administrators**, in conjunction with their relevant personnel, are responsible for the following AES Unit assessment activities:

- Review and/or revise the unit mission statement.
- Review the list of services that the unit offers.
- Maintain a list of specific unit objectives that, over time, need to be assessed. Strive for SMART (Specific, Measurable, Appropriate, Realistic, Time-specific) objectives.
- By September 15 of each year, select 2-3 of those objectives for assessment during that academic year. The unit does not assess all objectives or even necessarily all services every year, but over time, all services and objectives are assessed in an ongoing cycle.
- By September 15, complete the first three columns of the 5-column chart, assuring alignment of the unit's objectives with its mission statement and PVBI's Mission and Institutional Goals (Columns 1 and 2), identifying at least one means of assessment for each objective, establishing criteria for effectiveness, and indicating the details of assessment administration (by whom, to whom, when; Column 3).
- Submit a copy of the unit's 5-column chart to the Coordinator of Institutional Effectiveness (CIE) in time for the Assessment Committee's review in its September meeting.
- During the academic year, carry out the assessment activities from Column 3.
- By May 15, revise the last two columns of the 5-column chart, analyzing and summarizing the data collected (Column 4), making a judgment about the unit's effectiveness in accomplishing each objective, and making data-based decisions for improvement of the unit's effectiveness (Column 5). If the data comes from institutionally administered assessment instruments such as the Student Survey (SS), the Noel-Levitz Student Satisfaction Inventory (SSI), or the Graduate Survey, the responsible person gets the needed information from the Coordinator of Institutional Effectiveness (CIE).
- Submit a copy of the unit's 5-column chart to the CIE by the Friday before Memorial Day for the Assessment Committee's review in its final meeting of the year.

2. Institutionally Administered Assessment Instruments

Of the major institutionally administered assessment instruments (II.D), the following yield particularly useful data for assessing many of the AES Units:

- New Student Survey (NSS). The NSS gathers data on the factors that contribute to new students' decision to enroll at PVBI.
- Student Survey (SS, see [Exhibit BB](#)). The SS uses a six-point Likert-type scale. Means of *5 mostly true* are interpreted to indicate that these items are satisfactory.
- Noel-Levitz Student Satisfaction Inventory (SSI). The SSI asks respondents to rate various statements on a scale of *1 not satisfied at all* to *7 very satisfied*. Means of *6 satisfied* on the SSI are accepted as satisfactory.
- Graduates Survey. This survey, administered to graduating seniors, asks for their evaluation of support services as well as academic programs.
- Alumni Survey. This survey is administered to alumni four or five years after graduation.
- Employer Survey. This survey will be administered to the employers of alumni four or five years after their graduation.

3. Other Means of Assessment

The CIE instructs administrators and staff in other possible means of assessment that they may utilize and stands ready to assist in choosing appropriate means. Such means include the following (Nichols & Nichols, 2005):

- Attitudinal assessment: measuring level of clients' satisfaction
- Direct measures: counting degree/volume of service
- External validation: from outside agencies/peers
- Observation or client performance
- Semi-structured interviews
- Focus groups

Personnel are not limited to the listed means as they seek to answer the question: What will provide information as to whether this unit is accomplishing its objectives effectively?

4. AES Units Assessment

Implementing formal assessment throughout the entire organization was a multiyear project which has brought to light needed minor adjustments within the functionality structure itself. The process was divided into three phases:

Phase 1: Introduction (2015-2016)

- Prepared training materials; introduced most personnel to the philosophy and practice of AES Unit assessment; introduced 5-column chart (done Spring 2016)

Phase 2: Initial Implementation (2016-2017)

- Targeted AES Units created and completed their first 5-column chart; began Spring 2016, continued through 2016-2017

Phase 3: Full Implementation (2017-2020)

- Remaining AES Units, as determined appropriate, created and completed their first 5-column chart
- All AES Units continue using 5-column chart to cyclically assess services and objectives

The following table indicates the AES units that are being assessed with 5-column charts. Gray text indicates placeholders that are not being used. Faculty and instructional effectiveness are assessed but not with a 5-column chart.

AES Units Assessment

<ul style="list-style-type: none"> 100 Executive Administrative Area <ul style="list-style-type: none"> 105 Executive Administration <ul style="list-style-type: none"> 106 President’s Office 107 General Office 110 Board of Directors 120 External Recognition <ul style="list-style-type: none"> 121 PDE 122 ABHE 130 Assessment & Planning <ul style="list-style-type: none"> 131 Institutional Research and Effectiveness 140 Development <ul style="list-style-type: none"> 141 Planned Giving 142 Donors 143 [Grant Writing] 150 Alumni 200 Public Relations Administrative Area <ul style="list-style-type: none"> 205 Public Relations Administration 210 Marketing and Communication 220 Church Relations 230 Music Groups 240 Student Recruitment 300 Finance Administrative Area <ul style="list-style-type: none"> 305 Finance Administration <ul style="list-style-type: none"> 306 Finance Committee 310 Human Resources 320 Accounting Services <ul style="list-style-type: none"> 321 Accounts Receivable 322 Accounts Payable 323 Payroll 330 Financial Resources 400 Operations Administrative Area <ul style="list-style-type: none"> 405 Operations Administration 410 Physical Resources 420 Maintenance 430 Food Services 450 Auxiliary Enterprises <ul style="list-style-type: none"> 451 Rentals 452 Coach Service 453 Bookstore 460 Information Technology 470 Campus Security 	<ul style="list-style-type: none"> 500 Academics Administrative Area <ul style="list-style-type: none"> 505 Academic Administration 510 Academic Programs <ul style="list-style-type: none"> 511 Ministerial 512 Missions 513 Christian Music Education 514 Christian Education 515 Child Evangelism 516 Biblical Studies 520 Christian Service Learning 530 Registrar 540 Enrollment Management 550 Faculty <ul style="list-style-type: none"> 551 Instruction 552 [Professional Development] 560 Library <ul style="list-style-type: none"> 561 Library Administration 562 Collection Development 563 Circulation 564 Reference 565 Technical Services 566 Preservation 600 Student Life Administrative Area <ul style="list-style-type: none"> 605 Student Life Administration 610 Spiritual Life 620 Social Life 630 Student Services <ul style="list-style-type: none"> 631 Advisement 632 Financial Aid 633 Health and Safety 634 Housing 640 Student Government 650 Retention 660 Work Scholarship Program
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5. Decentralized Nature of AES Units Assessment

The Office of Institutional Effectiveness is responsible for coordinating and overseeing the assessment activities of the AES Units, as well as conducting the institutionally administered surveys. Much of assessment, however, is done by the AES Unit administrator and personnel. Furthermore, assessment of a unit’s services and objectives is cyclical in nature. For these reasons, it is inappropriate to list every objective (with means and criteria of assessment) of every AES Unit in this Assessment Plan; rather, we have included the following 5-column charts as an example of all.

These 5-column charts show a range of expressions, as is to be expected with a mix of persons building their individual charts. We allow each writer the latitude of their personal perception in their charts' development.

B. Administrative and Educational Support (AES) Units

The following examples, from the six (100-600) Administrative Areas that have two or more developed charts, are representative of Penn View's use of Nichols and Nichols (2005) 5-column charts for unit assessment throughout the organization.

1. 131 Institutional Effectiveness

Penn View Bible Institute 131 Institutional Effectiveness Evaluation of Excellence 2019-2020				
<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><i>Institutional Mission</i></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 style="text-align: center;">↓</p> <p><i>Institutional Goals</i></p> <p><i>Intellectual Goal #3:</i> To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning</p> <p><i>Practical Goal #1:</i> To apply the biblical worldview in problem solving and in decision-making that includes seeking divine guidance</p> <p style="text-align: center;">↓</p> <p><i>Unit Mission Statement</i></p> <p>The Office of Institutional Effectiveness (OIE) serves Penn View Bible Institute'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.</p>	<p>1. OIE will coordinate the institution-wide, timely, and consistent collection and organization of the assessment data needed to improve institutional effectiveness.</p> <p>2. OIE will coordinate the institution-wide, timely analysis and interpretation of institutional assessment data.</p> <p>3. OIE will coordinate the dissemination of pertinent information arising from the institution's assessment processes to internal and external stakeholders.</p>	<p>1a. Compare records of collection to the Annual Assessment Calendars for the 4-Year Assessment Cycle.* 80% of collection happens according to Calendars/Cycle.</p> <p>1b. Achieve favorable recommendation from the ABHE Evaluative Team.</p> <p>2a. Ensure by reports from relevant administrators that appropriate analysis is happening in AES units and academic programs.* 80% of targeted units and programs demonstrate appropriate analysis.</p> <p>2b. Evaluate through relevant administrators columns 4 and 5 of units' 5-column charts for use of data interpretations.* 80% of targeted units and programs demonstrate data-based decisions.</p> <p>3a. Document compliance with all instructional effectiveness publication required by ABHE, USDE, and PDE. Persons responsible will report to CIE for inclusion in Yearly Assessment Record.</p> <p>3b. Document through relevant administrators the flow of pertinent information to internal constituencies.* 80% of targeted constituencies receive pertinent information.</p> <p>*Procedures, persons responsible: Relevant administrators will submit records of collection, analysis, and information flow to CIE as those actions happen (1a, 2a, 2b); they will submit evaluations of 5-column charts for data usage to CIE at start of Assessment & Planning Week. CIE will enter on Annual Assessment Activities Report. Assessment Committee will review Report at end of Assessment & Planning Week, reporting its evaluation to Administration.</p>	<p>1a. Records of collection compared to 4-year Assessment Calendar are on schedule at 86%</p> <p>1b. ABHE reports were submitted on time: most recent response from ABHE CoA addressed concerns in Assessment Plan Standard 2a, EE3 and 2b,EE2</p> <p>2a. We recognize that the current staff and load scale for the CIE is inadequate to accomplish all desired analysis</p> <p>2b. 5-column chart reviews indicate that administrators in the 6 different AES categories are assessing their arenas of activity</p> <p>3a. Documents essential to our constituency are available through the PVBI web-site and school catalog</p> <p>3b. We have been achieving above 80% dissemination of data analysis</p>	<p>1a. The Administration and Assessment Liaison recognized the need for more assessment hours. More hours were made available for the work of the CIE position.</p> <p>1b. Concerns were addressed in the <i>Progress Report</i> submitted to the CoA: 2a, EE3, and 2b, EE2 Nov. 15, 2017, while Standard 2b was the focus of attention in the Nov. 15, 2018 <i>Progress Report</i>. A new report was presented Nov. 15, 2019.</p> <p>2a. An assistant was added to the Office of Institutional Effectiveness and Research starting with the 2018-19 academic year. This person has been included in the meetings of the Assessment Committee and is being used in 5-column chart reviews and data processing.</p> <p>3a. The whole of the above is benefitting PVBI as it makes for better awareness of the value of assessment as it pertains to our mission of "Preparing Christ-like servant leaders. . . to fulfill the Lord's Great Commission." Administrators and Departmental Chairs are maturing in assessment as the organization advances in its role as an accredited institution.</p> <p>3b. A broader involvement and understanding of assessment and its merit is permeating our campus in each of the six AES units.</p>

2. 200 Public Relations

Penn View Bible Institute 200 Public Relations Evaluation of Excellence 2019-2020

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Institutional Mission</u> 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 style="text-align: center;">↓</p> <p><u>Institutional Goals</u> <i>Social Goal #1:</i> To become effective in the cultivation of interpersonal relations <i>Social Goal #2:</i> To develop communication skills, professional courtesy and a culture of mutual understanding</p> <p><u>Unit Mission Statement</u> Public Relations cultivates personal and professional connections with churches, Christian schools, organizations, alumni, and prospective students through publications, PR groups, fundraisers, and presence at events.</p>	<p>1. Establish and maintain positive relationships with the constituencies (church, Christian schools, prospective students) (AES #220, 240).</p> <p>2. Increase visibility and communication with the constituencies (church, Christian schools, prospective students) while accurately representing the institution in communiques, promotional materials and presentation (AES#210).</p> <p>3. Manage the PR music groups' internal relations and assignments (AES #230).</p>	<p>1. The "PR Service Surveys," which includes the following assessment:</p> <ul style="list-style-type: none"> a. Courtesy of the person who contacted the church for a service (A.1) b. The communication from the PR office was clear and accurate (A.2,3) c. The group was neat, professional, demonstrated appropriate table manners, left the place of lodging clean and in order, and was friendly and courteous (B.1,2,3,4) d. Sound quality of service was clear and tasteful (C.1) e. PR speech was engaging and informative (C.2) f. Song selection was appropriate and uplifting (C.3) g. The group ministered effectively to the congregation and seemed interested and interacted with the young people (C.4,5) h. Would the church have this group again at their church? (C.6) <p>80% rating Strongly Agree or Agree will be counted as satisfactory performance.</p> <p>2a. Written contacts (letters, birthday cards, emails, texting), verbal contacts (face to face, phone) are counted and logged. Facebook and Instagram post, shares, and likes will be counted.</p> <p>2b. All communiques, promotional materials and presentations checked regularly for errors, and accuracy in descriptions, wordage, etc. Maintain 80% rating Strongly agree or Agree in sections A.2,3 from the "PR Service Survey"</p> <p>3a. Weekly job assignments & practice times are completed & logged</p> <p>3b. Maintain 80% rating Strongly Agree or Agree in sections B and C from "PR Service Surveys"</p>	<p>1. From Jan 2019 – Oct 2020 the Data collected from the PR Service Surveys showed that an overall 100% rating of Strongly Agree or Agree was reached for the specified period of time.</p> <p>2a. Data collected Jan 2019 – Oct 2020 phone calls/Text/emails were not properly logged from Jan 2019 – Aug 2020 and therefore data is insufficient. 150 Facebook messages 2000 Birthday cards 17000 Letters/postcards 380 Facebook Post 236 Instagram Post</p> <p>2b. Printed materials were "proofed" multiple times before print, minimizing errors, and correcting accuracy issues. Website and Facebook post were checked in the same manner. From Jan 2019 – Oct 2020 the data collected from the "PR Service Surveys" showed that a 99.5% rating of Strongly Agree or Agree was achieved in sections A.2,3</p> <p>3a. From Jan 2019 – Oct 2020 the data collected from the job assignment and practice logs showed that 90% of the required practice time was completed and 98% of the weekly job assignments were completed.</p> <p>3b. From Jan 2019 – Oct 2020 the data collected from the PR Service Surveys showed that an overall 99.6% rating of Strongly Agree or Agree was achieved in sections B and C.</p>	<p>1. We will analyze any areas in the survey that were "weaker" areas, and work to improve those areas, as well as maintain the overall high standard that we were able to achieve in this period of time.</p> <p>2a. As we continue to track the increase in contacts with our constituencies, and the visibility of the Institution. We will then be able to calculate the effect this may or may not have on recruitment, enrollment and retention, as well as an increase in the general interest, and opinion of Penn View. We need to look at the Facebook likes and shares data more closely. We need to further embrace digital means of connection. Steps have been taken to ensure calls/texts/emails are properly logged for the purpose of verifying the appropriate amount of communication.</p> <p>2b. We will continue to "proof" printed materials and graphics, for accuracy in the description and representation of the Institution as well as "human" error. We will work on a systematic approach to monitoring and updating our website. We will increase "video" updates of the Institution, utilizing Social media, i.e. Facebook. We will work to maintain the high standard that we achieved in sections A.2,3 of the "PR Service Survey" in this period of time</p> <p>3a. We continue to monitor and log the practice times and weekly job assignments, making adjustments as needed.</p> <p>3b. We will analyze any areas in the survey that were "weaker" areas, and work to improve those areas, as well as maintain the overall high standard that we were able to achieve in this period of time.</p>

3. 460 Information Technology

Penn View Bible Institute 460 Information Technology Evaluation of Excellence 2020-2021

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives/ Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u><i>Institutional Mission Statement</i></u> 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><u><i>Institutional Goals</i></u></p> <p>Intellectual Goal #3: To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning.</p> <p>Socially Goal #2: To develop communications skills, professional courtesy, and a culture of mutual understanding</p> <p><u><i>Unit Mission Statement</i></u></p> <p>The Information Technology department (IT) is responsible for all Internet & Network Services including Security, Accountability, and Connectivity; Campus Hardware Setup Maintenance, Upgrade and Expansion; Software distribution and troubleshooting; limited student device troubleshooting.</p>	<p>1. Students and Staff will be satisfied with the internet service.</p> <p>2. Respond to IT requests within 24 hours and complete 75% of requests by requested deadline.</p> <p>3. Ability to offer security and accountability with our internet service</p>	<p>1A. At the end of every even year, Students will be issued a Student Survey. This Survey will contain questions to determine the level of satisfaction with PVBI Computer, Network, and Internet Services.</p> <p>1B. At the beginning of every even school year, a Student Satisfaction Inventory is issued to analyze Student Satisfaction. Under the Campus Support Services, the survey asks how adequate and accessible our Computer Labs are.</p> <p>1C. Staff will be issued a Survey once a year to determine their level of satisfaction with PVBI Computer, Network, and Internet Services.</p> <p>2. Analyze Technology Request forms to determine response times and completion times.</p> <p>3A. Using Covenant Eyes to Provide Internet Accountability.</p> <p>3B. Cisco Meraki has discontinued its URL logging feature with its firewalls, which means the only way the firewall can be used to monitor internet activity is in the event log, which only shows sites that were blocked 30 events at a time and cannot be drilled down.</p>	<p>1A. The most current Student Survey (2018) shows that 53% of students don't use our Library computers. 25% of students use the Library computers at least once a month. 89% students use their own laptops with 72% connect to the internet with their laptops. Only 38% of students go off campus for internet at least once a month.</p> <p>1B. The 2020 SSI survey shows that students rated the importance of having an adequate and accessible Computer Lab is high (6.23/7.0) with a Satisfaction score of (6.16/7.0). This is higher than the National Average (5.95/7.0) (5.68/7.0) respectfully.</p> <p>1C. Staff Surveys show that 66.7% of Staff have a company issued computer with 90% reporting they are satisfied with their computer computers' performance. 96.6% are satisfied or better with IT departments response to IT service needs. 89.9% are Satisfied or better with our Wi-Fi coverage. 93.3% our Satisfied or better with our internet services.</p> <p>2. The majority IT requests did not have a Technology Request Form. Most Requests were done over the phone, text, and e-mail, and where taken care of right away. Current form does not have a time stamp for initial response.</p> <p>3A. Covenant Eyes shows that students using the software are using the internet in a safe way.</p> <p>3B. The 2018 Student Survey showed that 35% students reported that they were somewhat satisfied or better with Covenant Eyes while 48% reported that they don't know, or the question was not relevant to them.</p>	<p>1. Since the last Student Surveys were issued, we have improved and expanded our network and internet infrastructure. The number of WiFi Access Points have been increased to improve coverage. Fiber on campus has been upgraded to allow 10G connections between the admin and lower campus.</p> <p>2. Will require more technology requests to be filed so better data can be collected. E-mails received will be printed and filed as Technology Requests. A Technology Request form will be filled if a request over the phone is requested. An online "intranet" form has been created so tech requests can be filled electronically.</p> <p>3. Covenant Eyes is currently the only viable method we have to monitor internet activity. Unfortunately using Cov. Eyes is voluntary, and the vast majority of students opt out of using this software. Alternate methods of monitoring internet activity is currently being researched.</p>

4. 511 Ministerial Studies

Penn View Bible Institute 511 Ministerial Studies Program Evaluation of Excellence 2019-2020

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Institutional Mission Statement</u></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 style="text-align: center;"><u>Institutional Goal</u></p> <p><i>Spiritual,</i> 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>Intellectual,</i> To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral</p>	<p>1. To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books</p>	<p>1a. See the details in the 2016 Assessment Plan</p> <p>WWP #2o, 3a, 3b, 3d, 3e, 4b, 7b,</p> <p>SS #3a, 3b, 3c, 3d, 3e, 4,</p>	<p>1a.</p> <p>WWP – Results #2o - 94% chose a 5 or 6 #3a – 96% #3b – 96% #3d – 85% #3e – 84% #4b – 92% choose 5 or 6 #7a – 87% said they read the Bible 2 or 3 times a day #7b – 67% chose a 5 or 6</p> <p>SS 2017: #3a – e shows 71% (chose 5 or 6) SS 2017: #4 – 60% states they spent 11 or more hrs. preparing for class.</p>	<p>1a. Judging the results from this data, we are achieving our intended objectives.</p> <p>Reviewing these results, we concluded Ministerial students need to spend more hours in sermon preparation.</p> <p>Acknowledging these results, we have included more in class exercises to strengthen this weakness in their personal sermon preparation.</p>
	<p>2. To aid the student in developing: a) a thorough understanding of the great doctrines of Scripture, b) skills in interpreting Scripture properly, and c) the ability to make application of its message in practical Christian living.</p>	<p>2. See the details in the 2016 Assessment Plan</p> <p>ABHE Bible Exam administered to entering freshmen and graduating seniors.</p> <p>WWP #2a – p, 3a, 3b, 4b.</p> <p>A sampling of papers from a Bible Class.</p>	<p>2.</p> <p>WWP - #2a – p ... 95% of responses were 5 or 6 ...</p> <p>3b – 96% 4b – 92%</p> <p>Grades on these papers demonstrate student's ability to assimilate biblical research into a systematic and theological presentation.</p>	<p>2. In class preaching assignments demonstrate students' abilities to assimilate Biblical doctrines into a systematic and theological presentation.</p> <p>In review of these responses, students are living out the practical applications found in scripture.</p>

<p>communication, and ethical reasoning</p> <p><i>Social,</i> To become a responsible member of social structures such as family, church, nation, and world</p> <p><i>Practical,</i> To achieve entry-level proficiency in professional Christian service</p> <p><u>Unit Mission Statement</u></p> <p>To prepare pastors as ministry leaders in the local church with the ability to communicate the Scriptures and to develop ministry relationships through evangelism and edification</p>	<p>3. To assist the student in understanding and appreciating the New Testament Church as God's plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the pastoral ministry</p>	<p>3a. See the details in the 2016 Assessment Plan</p> <p>SS #3a, 3b, 3c, 3d, 3e, 4,</p> <p>WWP# 2a-p,</p>	<p>3a. SS 2017: #3a – e shows 71% (chose 5 or 6)</p> <p>4 – 60% states they spent 11 or more hrs. preparing for class.</p> <p>WWP - #2a – p ... 95% of responses were 5 or 6 ...</p>	<p>3a. In review of this data, students are developing an understanding of basic concepts in evangelism and pastoral ministry.</p> <p>This item SS#4 does not apply, therefore we will remove it.</p>	
		<p>SS# 10d, 10f</p> <p>WWP #5b, 5i, 5j, 5L, 5m, 5o, 5p, 5q, 9d, 9f,</p>	<p>5b – 88%</p> <p>5i – 92%</p> <p>5j – 71%</p> <p>5l – 92%</p> <p>5m – 94%</p> <p>5o – 75%</p> <p>5p – 90%</p> <p>5q – 90%</p> <p>9d – 68%</p> <p>9f – 63%</p>	<p>Judging by these responses, this demonstrates ministerial students are growing in their social relationships.</p>	
		<p>3b. See the details in the 2016 Assessment Plan</p>			
		<p>4. To help the student prepare for a life of total dedication to the ministry of Christ and His church</p>	<p>CSL – Reports</p>		
		<p>5. To enable the student to enter the pastoral ministry, equipped with beginning-level skills</p>	<p>5. See the details in the 2016 Assessment Plan</p> <p>WWP #2a-p, 3a-j, 4a-o, 5a-q, 6a-e,</p> <p>Grades and Feedback on Internships</p> <p>Graduate Survey - 2019</p>	<p>Graduate Survey 2019</p> <p>70% would recommend their program of my major to prospective students.</p> <p>90% overall quality of the program was exceptional.</p> <p>WWP - #3a-j 91% of response were 5 or 6</p> <p>#4a – o (83% are 5 or 6)</p> <p>#5a – q (85% are 5 or 6)</p> <p>#6a – e (80% choose 5 or 6)</p>	

5. 630 Student Services

Penn View Bible Institute 630 Student Services Evaluation of Excellence 2019-2020

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Institutional Mission Statement</u></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><u>Institutional Goal</u></p> <p>To become a responsible member of social structures such as family, church, nation, and world</p> <p>To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching</p> <p>To become effective in the cultivation of interpersonal relationships</p> <p><u>Unit Mission Statement</u></p> <p>“Our mission is to provide holistic student services for the purpose of enhancing student life in at least four different aspects: spiritually, academically, physically, and socially so that students will demonstrate development towards an integrated Christian lifestyle.”</p> <p>These services include:</p>	<p>1. Encourage personal responsibility</p>	<p>1a. Weekly room check form that measures how well the student is maintaining discipline in the area of neatness and cleanliness.</p> <p>Room Check form indicating 75% of all students have improved in residence room cleanliness and a means of no more than 15 points for room check infractions in a 15-16 week semester.</p>	<p>1a. Room check forms in the men’s and women’s residence hall indicate at least 75% of students improved in residence room cleanliness.</p> <p>Those students that did not improve received points for infractions in residence room cleanliness.</p>	<p>1a. Offered incentives for students who are successful in personal responsibility: Room check exemption cards, extra dating privileges, free study hour pass.</p> <p>Prescribed disciplinary procedures for students who are not successful:</p> <p>One free work hour.</p>
		<p>1b. Student Interviews with social deans and Director of Student Life indicating that 75% student satisfaction for residence life and student services.</p>	<p>1b. Dorm survey indicates overall satisfaction with student services.</p>	<p>1b. Question 15f. indicated a 4.58 on a 1 to 6 scale for Student support services. The Student Life department now has a full time employee and we expect to see an increased satisfaction rating.</p>
	<p>2. Promote spiritual development</p>	<p>2a. Student feedback in residence hall reviews of group residence devotions, residence hall accountability groups, and small groups’ chapel.</p>	<p>2a. Question 15b indicates a 5.31 on a 1 to 6 scale for the level of spiritual Emphasis.</p>	<p>2a. Continue to provide and improve student satisfaction for group residence devotions, residence hall accountability groups, and small group’s chapel.</p>
		<p>2b. A Wesleyan Wellness survey means of 5.0 on a 1 to 6 scale “The campus atmosphere encourages everyone to spiritual growth.” – Question 9i</p>	<p>2b. Wesleyan Wellness survey indicates a means of 5.27 on a 1 to 6 scale.</p>	<p>2b.</p>
	<p>3. Inspire interpersonal relationships</p>	<p>3a. Student feedback in residence hall reviews and in satisfaction surveys indicating 75% overall satisfaction of Intramural activities in the fall and the spring and Student Government activities.</p>	<p>3a. Question 17e in In-house Student Survey indicates 3.87 level of student satisfaction on a 1 to 6 scale. (Spring 2017)</p>	<p>3a. Expecting the level of satisfaction to rise due to the soon completion of the Student Life Center here on Campus.</p>
		<p>3b. Student feedback of positive policy changes to facilitate student social interaction</p>	<p>3b. Student feedback indicating greater than 75% overall satisfaction of positive policy changes to facilitate student social interaction.</p>	<p>3b. Due to a lack of commitment in the Spring semester of 2018 we have intentionally raised the bar for our Students. We have seen great results in the Fall semester.</p>
	<p>4. Enhance student housing.</p>	<p>4a. Student feedback through the Student Survey will indicate 75% overall satisfaction with Student housing.</p>	<p>4a. Student survey relays a 4.86 on a 1 to 6 scale for residence Hall satisfaction. (This is based on a 2017 Spring Survey.)</p>	<p>4a. We just missed our 75% mark. However, we have just updated the Men’s residence with new carpet, paint, and new windows throughout the entire Residence Hall.</p>

V. CONCLUSION

The writing of the Assessment Plan, although depending heavily upon the Coordinator of Institutional Effectiveness and the Academic Dean (Accreditation Liaison), has included input from a broad representation of administrators, division directors, faculty members, and staff members, even though their names and positions are not all specifically recorded.

The Assessment Committee coordinates assessment throughout the institution, as well as provides training and support to the academic division directors and the administrators and personnel of Administrative and Educational Support (AES) Units who are responsible for conducting the assessment in their respective areas. The Assessment Plan contains a schedule for reviewing the Mission Statement, the Core Values, the Philosophy of Education, the Institutional Goals, the Program Objectives, and the academic programs themselves. Revisions are made, as necessary. The Plan contains processes for the collection of data and then the analysis and use of the data.

Assessment at PVBI continues to mature. The analysis, distribution, and use of assessment data is becoming more consistent. The progress made by training personnel and instituting use of the 5-column chart must be followed by assuring completion of the AES Units' charts and perhaps bringing other AES Units into the process. Judgments and decisions based on assessment data are to be documented on 5-column charts. The review of academic programs needs to happen in a timely manner. Equally important, however, is the need to streamline the total assessment system to avoid overload. Additional surveys are being developed. Whenever the question arises concerning accreditation, "When will this process be finished?" the answer is, "Never! This is a culture of continuing assessment and improvement."

VI. REFERENCES

- ABHE Commission on Accreditation. (2020). Commission on Accreditation Manual. Retrieved March 1, 2021 from <https://www.abhe.org/wp-content/uploads/2021/01/2020-COA-Manual-Dec.pdf>
- Association for Biblical Higher Education. (2020). *Self-Study Guide*. Orlando, FL: ABHE. Retrieved from <https://www.abhe.org/wp-content/uploads/2020/09/2020-Self-Study-Guide-Sept.pdf>
- Boa, K. (2001). *Conformed to His image: Biblical and practical approaches to spiritual formation*. Grand Rapids, MI: Zondervan.
- Cooley, T.L. (2011). *Spiritual assessment of students at conservative Wesleyan-Arminian Bible colleges*. Unpublished doctoral dissertation, Columbia International University, Columbia, SC. (UMI No. 3449525)
- Hall, H. R. (2014). *Spiritual Growth of Students at Baptist Bible Colleges*. (Unpublished doctoral dissertation).
- Nichols, J. O. & Nichols, K. W. (2005). *A road map for improvement of student learning and support services through assessment*. New York: Agathon Press.
- Penn View Bible Institute. *Catalog*. (2010). Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. *Catalog*. (2021). Penns Creek, PA: Penn View Bible Institute.
- Thayer, J. (2000). Assessing student spirituality: The Andrews University experience. *Journal of Adventist Education*, 62(4), 20-26. Retrieved March 4, 2021, from Curriculum and Instruction Resource Center Linking Educators Web site: <http://circle.adventist.org//files/jae/en/jae200062042007.pdf>