

Compliance Document
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
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INTRODUCTION

Background/History of the Institution

On July 31, 1966, after more than 15 years of praying and planning regarding the establishment of a Christian day school and Bible institute, the God's Missionary Church conference conducted a Ground Breaking Service on the newly purchased property adjoining the camp meeting grounds.¹ General Superintendent, George I. Straub, called on Rev. Truman Wise to read the Scripture. Rev. Arthur Thomas took a Polaroid picture of Rev. Wise reading from II Chronicles 6. Opening the camera, he seemed to hear a voice saying, "This is the seal of my approval upon the school." When the picture developed, a phenomenal 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.



Penn View Bible Institute offers education on the postsecondary level, but does not offer degrees (see further explanation under Standard 4). The four-year programs are termed "Advanced Diploma" and the one-year program is termed "Certificate." The 2018-2020 *Catalog* listed 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
- Certificate in Biblical Studies

¹ Accounts of this service have been published in the *Catalog* across the years and in several audio recordings that the school has produced. A number of individuals who were present at the service and are still alive frequently testify to the events. These include President Emeritus John Zechman, Academic Dean Timothy Cooley, Sr., and Randall Hess. The promotional video at <https://pvbi.edu/history-video.html> recounts the event.

In addition, a new Advanced Diploma in Muslim Studies was approved by the Commission on Accreditation July 15, 2019 (Action Letter).

The Institute classifies 1,629 people as alumni (attended at least one semester). There are 475 graduates, including one-year Certificates and four-year Advanced Diplomas.

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 “Christ-like 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).

Process of Development of the Compliance Document

On October 30, 2009, Penn View Bible Institute (PVBI) submitted its application to the Association for Biblical Higher Education (ABHE). In February 2010, the Commission on Accreditation (CoA) approved the institution for applicant status, and the Institute has traversed the following accreditation events:

| <i>When?</i> | <i>Who?</i> | <i>Action</i> | <i>Status</i> |
|---------------|------------------------------------|---|------------------|
| 02/17/2010 | CoA | Approved PVBI for Applicant Status (CoA Action letter dated 03/17/2010) | Completed |
| 02/19/2014 | CoA | Approved PVBI for Candidate Status (CoA Action letter dated 02/28/2014) | Completed |
| 02/09/2017 | CoA | Granted PVBI Initial Accreditation (CoA Action letter dated 02/22/2017) | Completed |
| 07/15/2019 | CoA | Approved Substantive Change Request Advanced Diploma in Muslim Studies (CoA Action letter dated 07/15/2019) | Completed |
| 07/23/2019 | Commission Staff Representative | Conducted one-day Supplemental Evaluation Visit | Completed |
| | | | |
| 03/15/2021 | PVBI | Submit Self-Study | |
| 04/13-15/2021 | Evaluation Team | Conduct three-day, on-site Evaluation Team Visit | |
| 02/__/2022 | CoA | Consider PVBI for Reaffirmation of Accreditation | |

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 accreditation 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 Compliance document is organized around the 2020 Comprehensive Integrated Standards for Institutional Accreditation of the ABHE, with the related Conditions of Eligibility (CoE) and Essential Elements (EE) listed under the respective standards.

The Compliance document was prepared by the Steering Committee with collaboration by the sub-committees and other individuals. It was reviewed in stages with final approval by the faculty (except for Standards 7, 8), by the Steering Committee (which

includes a quorum of the Administrative Committee), and by the Board on March 8, 2021.

Explanation of Related Files

The Exhibits referenced in the Compliance Document are located in a separate PDF file (named [2021.SS Penn View \(PA\) Exhibits.pdf](#) and bookmarked by section). For the reader's convenience, when an [Exhibit](#) is mentioned, the words are hyperlinked to the [Exhibits](#) file. The [Exhibits](#) file will open with bookmarks showing and the reader may click on that bookmark to go directly to that part of the [Exhibit](#) file.

STANDARD 1 – MISSION, GOALS, AND OBJECTIVES

ABHE Standard 1

The institution has a written mission statement that is clear and appropriate to biblical higher education supported by clearly defined institutional goals and student learning objectives.

- EE1. A clearly written mission statement appropriate to biblical higher education.
- EE2. Evidence that the mission statement is developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board.
- EE3. Evidence that the mission statement guides faculty, staff, administration, and the governing board in making decisions related to planning, resource allocation, and program development.
- EE4. Clearly articulated institutional goals that directly relate to the mission statement.
- EE5. Clearly articulated student learning objectives for each educational program that support fulfillment of the mission statement.
- EE6. The mission statement, institutional goals, and student learning objectives are easily located on the institution's website and in its catalog(s).

The Mission Statement (EE1), reads:

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 Mission Statement specifies higher education in four dimensions that are biblically substantiated and Great Commission focused (EE1).

The PVBI Board of Directors and the faculty and staff through a process of broad participation continue to articulate and affirm the 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 “Christ-like Servant Leaders.” 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) (EE2).

The Mission Statement guides the Board of Directors, the Administrative Committee, and the faculty in making decisions. A review of the minutes of the bodies named, while not always containing specific references to the Mission Statement itself, does give evidence that the matters being considered and the decisions that result work toward producing “Christ-like Servant Leaders” [for example, 1) discipline of students with careful attention to restoration where possible, 2) business relations, 3) the manner in which administrative actions illustrate Christ-like leadership, 4) decisions about revision of rules

in both the Student Handbook and the Faculty and Staff Handbook, 5) hiring decisions, and even 6) decisions about auxiliary operations]. 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. The President and special speakers emphasized the four Core Values in four separate Chapel services during September and October 2020 (EE3).

Institutional Goals

The following tables illustrate how the Mission Statement flows into the Institutional Goals. As related above in the Introduction, they were reviewed and approved by the faculty, the administration and the Board (EE4):

Spiritual Goals

| Mission Statement | Goals |
|---|--|
| To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation . . . in the conservative Wesleyan-Arminian tradition to fulfill our Lord’s Great Commission | 1. To know Christ as personal Savior and to make a total consecration of one’s life to Christ in entire sanctification |
| | 2. To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching |
| | 3. 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 |

Intellectual Goals

| Mission Statement | Goals |
|---|--|
| To prepare Christ-like Servant Leaders through higher education that engages . . . academic excellence | 1. To understand basic Bible content and doctrine |
| | 2. To construct a biblical worldview |
| | 3. To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning |
| | 4. To establish an adequate intellectual foundation for professional ministry |

Social Goals

| Mission Statement | Goals |
|--|--|
| To prepare Christ-like Servant Leaders through higher education that engages . . . social integrity | 1. To become effective in the cultivation of interpersonal relationships |
| | 2. To develop communication skills, professional courtesy, and a culture of mutual understanding |
| | 3. To become a responsible member of social structures such as family, church, nation, and world |

Practical Goals

| Mission Statement | Goals |
|--|--|
| To prepare Christ-like Servant Leaders through higher education that engages . . . practical experience | 1. To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance |
| | 2. To achieve entry-level proficiency in professional Christian service |
| | 3. To develop commitment to lifelong learning |

The Mission Statement specifies “the conservative Wesleyan-Arminian tradition.” Currently, Penn View alumni are serving Allegheny Wesleyan Methodist Connection, the Bible Holiness Church (both Kansas and Ohio), the Bible Methodist connections (Southern, Southwest, Heartland, Mid-America, Great Lakes, and Tennessee), Bible Missionary Church, Brethren in Christ, Central Yearly Meeting of Friends, Christian Nation Church, Church of the Nazarene, Church of Christ in Christian Union, Church of

God Holiness, Evangelical Methodist Church, God’s Missionary Church, Immanuel Holiness Church, Independent Methodist Church (Northern Ireland), InterChurch Holiness Convention, International Conservative Holiness Association, Midwest Pilgrim Holiness Church, Pilgrim Holiness Church of New York, Pilgrim Nazarene Church, Wesleyan Holiness Church of North America, Wesleyan Nazarene Church, Wesleyan Church, and many independent holiness churches. Penn View alumni are serving Evangelistic Faith Missions, FEA Ministries, Arms Around the World, East Asia Mission, and many independent mission works. Penn View alumni are serving at Allegheny Wesleyan College, God’s Bible School and College, Hobe Sound Bible College, Union Bible College, Northwest Indian Bible School, Ohio Christian University, and many Christian academies.

The following table shows a list of letters on file from conservative holiness denominational leaders, missions agency leaders, and local pastors ([Exhibit E](#)). All of them are highly commendatory about graduates and former students with whom they have worked and they welcome more graduates to their organization.

| | |
|---------------------------------|---|
| Denominational Leaders | Allegheny Wesleyan Methodist Connection of Churches, Salem OH Bible Holiness Church, Barberton, OH Bible Methodist Church, Heartland Conference, Arlington, OH Southwest Bible Methodist Connection of Churches, Durant, OK Southern Bible Methodist Connection of Churches, Pell City, AL Great Lakes Conference, Bible Methodist Church, Cedar Lake, MI God’s Missionary Church, Department of Home Missions, Middleburg, PA God’s Missionary Church, Inc., Middleburg, PA Pilgrim Holiness Church of New York, Schenectady, NY Pilgrim Holiness Church, Inc., Lima, OH Wesleyan Nazarene Church, Bentonville, AR |
| Missions Leaders | Evangelistic Faith Missions, Bedford, IN FEA Ministries, Hope International Missions, Hobe Sound, FL |
| InterChurch Holiness Convention | InterChurch Holiness Convention, Beaver Springs, PA |

The Faculty Staff Perception survey draws from the close face-to-face relationship that faculty and staff members sustain with the students. The results of this survey, administered in May 2020, indicate that the faculty and staff perceive that the Institutional Goals are being achieved, which also reflects their perception that the Mission Statement is being achieved. On a Likert-type scale of *1 very untrue* to *6 very true*, the average of the ratings for all the Institutional Goals was 5.16, well above the 4.5 benchmark established by the faculty as satisfactory. This survey is included in [Exhibit AA](#). The annual means of the means are reported in the table below.

| 2016 | 2017 | 2018 | 2019 | 05/22/2020 |
|------|------|------|------|------------|
| 4.80 | 4.72 | 4.59 | 5.16 | 5.16 |

As demonstrated above, all of the Institutional Goals flow out of the Mission Statement. All of the programs then spring from the Mission Statement as ministries “to fulfill our Lord’s Great Commission,” whether through the pastoral ministry, missionary endeavor, music ministry, children’s ministry, teaching Bible in the church, or teaching general subjects in a Christian school. Each academic program has its own Program Objectives, which are all published in the [Catalog](#) (2021) (EE5).

Program Objectives

The Ministerial Program endeavors to promote both the evangelization of unbelievers and the edification of believers, twin purposes of the Great Commission, through the pastoral ministry. Accordingly, the Ministerial Program is designed:

- 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.
- 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.
- 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.
- 4) To help the student prepare for a life of total dedication to the ministry of Christ and His church.
- 5) To enable the student to enter the pastoral ministry, equipped with beginning-level skills.

The basic requirements of Bible knowledge, doctrinal understanding, ability to interpret Scripture, and appreciation of the church as the body of Christ are intended to equip the graduate to enter the pastoral ministry (EE5). As a matter of fact, PVBI alumni were pastoring 23 of the 47 God's Missionary Churches listed in the *Conference Minutes and Journal* (2019, pp. 18-21). Many alumni who are serving the denominations listed above are actually pastors. In addition, within the God's Missionary Church, the Conference President, the Conference Vice President, the Director of Home Missions, the President of Missionary Crusaders (Youth), the President of God's Missionary Youth Camp, and the President of Kid's Kamp are all graduates of the Penn View Bible Institute Ministerial program. Furthermore, the Conference President of the Pilgrim Holiness Church of New York, the General Superintendent of the Evangelical Methodist Church, and the General Secretary of the InterChurch Holiness Convention are Penn View ministerial graduates. Penn View graduates have become "pastors' pastors."

The Missions Programs include the Missionary Studies Program, the Hispanic Studies Program, the Muslim Studies Program, and the Missionary Nursing Program. These programs focus especially on world evangelization, primarily in an intercultural setting. The Missionary Studies Program is designed:

- 1) To help the student come to a commitment of fulfilling the Great Commission of our Lord and Savior.
- 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.
- 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.

The requirements of Bible knowledge specific to the missions context, acceptance of the missions imperative, and preparation for intercultural ministry are intended to equip the graduate to enter the world missions ministry. The Hispanic Studies, Muslim Studies, and the Missionary Nursing programs focus on specific target populations. Currently, PVBI alumni are serving in Belize, Bolivia, Brazil, Canada, Colombia, Guatemala, Haiti, Honduras, Israel, Kenya, Lesotho, Malawi, Northern Ireland, Papua New Guinea, Romania, Russia, South Africa, and Vanuatu. They labor in inner-city mission works, such as Victory Inner City Mission, in Indianapolis and AWAKE Coffee shop in Detroit,

Michigan (see <https://awakedetroit.com/>). The missions organizations include African Outreach Ministry, Amazon River Ministry, Angel House Ministry, Arms Around the World, East Asia Mission, Evangelistic Faith Missions, God's Missionary Church, Hope International Missions, International Conservative Holiness Association, Kwasizabantu Mission, One Mission Society, Papua New Guinea Bible Church, Pilgrim Holiness Church of New York, Society of Indian Missions, Wesleyan Nazarene Church, and the World Gospel Mission. A Penn View graduate is the founder and administrator of the largest Accelerated Christian Education school in the world, located in Papua New Guinea, with over 1,200 students (enrollment dropped to 1,000 during COVID-19 crisis).

The Christian Music Education Program endeavors to produce musicians who can both minister and teach others to minister in music, both to edify believers and evangelize unbelievers. Accordingly, the Christian Music Program is designed:

- 1) Create a philosophy of music that is founded on Biblical principles.
- 2) Articulate a biblical philosophy of music ministry and demonstrate the musical and leadership abilities requisite for music ministry.
- 3) Effectively teach music at the elementary, middle, and high school level by selecting appropriate materials and music, planning course outcomes and activities, presenting course content, and evaluating course outcomes.
- 4) Be able to accurately read, analyze, and create music.
- 5) Achieve appropriate proficiency on their major and minor instruments and demonstrate the ability to teach piano or voice effectively in a private lesson setting.

More than 60 music graduates spanning 50 years have been serving their local churches, camp meetings, schools, and communities with music ministry and teaching.

The Christian Education program, actually one program with three tracks, endeavors to produce Christian teachers to teach in Christian schools. The program is designed:

- 1) To assist the student in developing a personal philosophy of education based on Biblical/Christian principles.
- 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.
- 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.
- 4) To help the student achieve proper levels of maturity; academically, socially, emotionally, and spiritually.

The requirements of developing a Biblical philosophy of education, experiencing personal spiritual growth, and practicing instructional methodology are intended to equip the graduate to minister in the Christian school (EE5).

The Child Evangelism Program endeavors to prepare graduates for ministry among children in a broad array of settings. The program is designed:

- 1) To enable the student to construct a Biblical understanding of Christian ministry to children.
- 2) To prepare the student to organize and administer a children's ministry in the local church.
- 3) To develop excellence in teaching.

- 4) To acquaint the student with materials and resources necessary to children's ministry.
- 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.
- 6) To equip the student to lead children into a definite faith in Christ as Savior and on to a spiritual life.

The requirements of an understanding of children's ministry, the ability to organize, instructional excellence, knowledge of educational psychology, Bible knowledge, and a grasp of how to lead a child to Christ are intended to equip the graduate to minister effectively to children (EE5).

The Biblical Studies Program endeavors to produce teachers of the Bible in a variety of church and perhaps school settings. The program is designed:

- 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.
- 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
- 3) To prepare the student to teach Bible in a variety of settings
- 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
- 5) To help the student prepare for life a total dedication to the ministry of Christ and His church.

The requirements of Bible knowledge, doctrinal knowledge, teaching effectiveness, and appreciation of the church as the body of Christ are intended to equip the graduate to present the message of the Bible in a variety of contexts (EE5).

The one-year Certificate in Biblical Studies endeavors to give students a basic introduction to Bible knowledge as well as a basic level of participation in church ministry. The program is designed:

- 1) To improve the student's overall understanding of the Scriptures, his effectiveness as a personal soul winner, and his personal spiritual life
- 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.

The requirements of Bible knowledge, personal witnessing, personal spiritual growth, and communication skills are intended to equip the graduate for more effective participation in his or her local church (EE5).

The Mission Statement, the Institutional Goals, and the Program Objectives are all published in the [Catalog](#) (2021). The question of students' ability to benefit is addressed in the [Catalog](#) (2021, pp. 20-21) under "Special Students" through the following statement: "In the effort to assure students' ability to benefit, PVBI requires either a high school diploma or satisfactory scores on the General Educational Development Test (GED)." (EE3, EE4)

The Mission Statement is communicated in the [Catalog](#) (2021), the Student Handbook, the Faculty and Staff Handbook, the promotional materials, and the institutional web site.

The statement has been communicated through memos and through verbal presentations to the faculty and staff. It is prominently displayed in the main entrance and lobby of the Administration/Classroom Building and in the Activity Room of the Student Life Center (4' x 8'). It is displayed on campus road signs, digital display screens, and used frequently by speakers as an abbreviated motto "Preparing Christ-like Servant Leaders" (EE6).

Evaluative Conclusion

The Mission Statement is appropriate to biblical higher education (EE1). The statement is prominently articulated in organizational communication, in various handbooks, and in public spaces of the institution (EE2). It is repeatedly referenced in the decision-making processes (EE3). The Mission Statement, the Institutional Goals, and the Core Values are periodically revisited, revised (as needed), and reaffirmed as well aligned (EE4). The Program Objectives are published in the [Catalog](#) (2021) and they align well with the Institutional Goals (EE5). The administration has concluded that the institution is in substantial compliance on Standard 1.

Documentation

Penn View Bible Institute. (2021). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

STANDARD 2 – STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS, AND PLANNING

ABHE Standard 2

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, fulfill goals and objectives, and improve institutional effectiveness through an ongoing system of assessment and planning.

- EE1. A written, comprehensive assessment plan that describes what data (qualitative and/or quantitative) the institution gathers to demonstrate fulfillment of institutional goals and student learning objectives and how and when data are gathered in an ongoing and structured way.
- EE2. Clearly defined and measurable student learning outcomes that support mission fulfillment accompanied by metrics or other means that effectively assess whether or not the institution is achieving its stated objectives.
- EE3. Student learning outcomes appropriate to the higher education credential to be awarded (certificate, associate, baccalaureate, master's, and/or doctoral study).
- EE4. Use of multiple means to validate student learning outcomes.
- EE5. Ongoing assessment of operations and services to evaluate the extent to which these functions are effective in supporting mission fulfillment and improving institutional effectiveness.
- EE6. Meaningful analysis of assessment data and use of results by appropriate constituencies in a clearly documented, ongoing planning process for the purpose of improvement in teaching, learning, and institutional effectiveness.
- EE7. A written, comprehensive institutional improvement plan based on assessment results and aligned with realistic resource projections.
- EE8. The ongoing provision of reliable information to the public regarding institutional performance and student achievement, including graduation rates and employment rates for graduates of professional programs. Such outcomes data must be available via the institution's website through an easily identified link on the homepage.

Penn View strives to maintain a culture of self-assessment and improvement that is focused on achieving the Mission of producing Christ-like servant leaders. The ABHE Comprehensive Integrated Standards and the accreditation process have strengthened and continue to mature the institution.

Assessment Plan (EE1)

Assessment Plan

The [Assessment Plan](#) describes the full system of evaluating programs and activities to determine whether PVBI is accomplishing its mission. The document describes the four-year Assessment Cycle, in which the Institution's foundational statements (Mission Statement, Core Values, Philosophy of Education, and Institutional Goals), its academic programs and their objectives, and the [Assessment Plan](#) itself are reviewed. The Institutional Goals (which are statements of intended student learning outcomes) and all program objectives are evaluated. The Plan also lays out the Annual Assessment Calendar that systematizes the assessment efforts and lists all the assessment instruments and methodologies. Data collection and use in decision making to fulfill Institutional Goals and objectives are evidenced throughout the [Assessment Plan](#) and the Compliance Document as well as in the annual Assessment Yearbook.

Institutional Goals: Student Learning Outcomes (SLOs)

The Institutional Goals are written in student-centered language and serve as Student Learning Outcomes. The foundational documents are presented in the table below.

Institutional Effectiveness

All units of the organization are organized to contribute to the Institutional Goals and thereby to the Mission Statement, as illustrated in the table below.

Appropriate Student Learning Outcomes (EE2)

SLOs: Defined, Measurable

The Institutional Goals are worded as Student Learning Outcomes (SLOs) and every unit of the organization focuses unit objectives, activities, and efforts, as well as the sense of reward from contributing toward producing Christ-like servant leaders. The institution has designed a system of measures both perspectival and objective to evaluate whether the unit is contributing successfully toward that Mission.

SLOs: Supporting Mission

Student learning outcomes are grounded in the institution's foundational documents: Mission Statement, Core Values and Institutional Goals. The foundational documents were all 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 Institutional Goals flow directly from the Mission Statement, as demonstrated in the table below. PVBI's Mission Statement, Core Values, and Institutional Goals are articulated and disseminated through its [Catalog](#), available in print and digitally (<https://pvbi.edu/catalog.html>).

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

Each academic program has its own program objectives that, in turn, flow from the Mission Statement and Institutional Goals (see Standard 1 for all the academic programs and their objectives). Program objectives, as well as course descriptions, are also published in the [Catalog](#). Reading the program objectives in light of the Mission Statement and Institutional Goals demonstrates their integration. Some program-specific objectives overlap the Institutional Goals; others extend the Institutional Goals into the specific ministry for which the individual program prepares its students.

SLOs: Means of Measuring

The means of measuring effectiveness engage both objective and subjective measurements and are described more fully in the [Assessment Plan](#). Faculty assess students' written papers as a group to ascertain the levels at which students are thinking. ABHE Bible Exams measure the knowledge of incoming freshmen and enable comparison with those same students when they graduate. The Faculty Staff Perception survey enables faculty and staff to articulate their holistic perception of how well students are achieving the institutional goals.

Program reviews are scheduled on the four-year Assessment Cycle ([Assessment Plan, 2021](#)), which separates student data according to the programs. Each program specifies particular Institutional Goals that the program targets. Course objectives, established by the course instructor and communicated through the course syllabus, support the program

objectives and the Institutional Goals. Instructors consistently make the integration explicit in syllabi. As the mapping of program objectives advances, instructors are encouraged to extend the mapping more clearly to their course objectives.

Level of Student Learning Outcomes (EE3)

SLOs: Appropriate to Higher Education

PVBI offers postsecondary, baccalaureate level and requires high school diploma as part of the standards for acceptance. The education prepares for ministry and most graduates move directly into some kind of ministry. Those who have chosen to pursue advanced degrees maintain an adequate GPA in those programs.

Credentials Awarded

PVBI is a postsecondary educational institution offering education intended to be equivalent to a baccalaureate degree (see Standard 11A). The Mission Statement specifies that PVBI prepares Christ-like servant leaders “through higher education.” A high school diploma or its equivalent is required for admission. The criteria used for evaluating successful achievement of student outcomes are appropriate for this level of education.

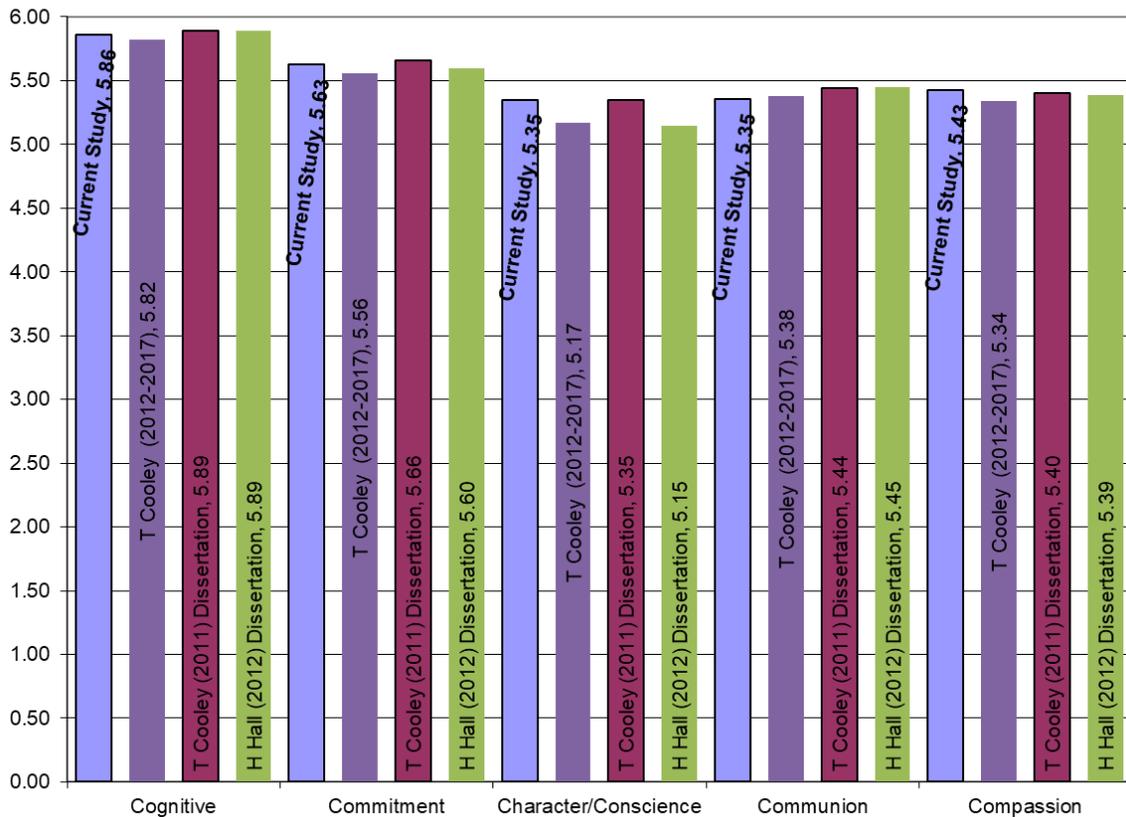
Validation of Student Learning Outcomes (EE4)

Assessment of whether Student Learning Outcomes are achieved flows from multiple sources as follows. Further detail is provided in [Exhibit S](#).

Wesleyan Wellness Profile (WWP)

The Wesleyan Wellness Profile (see [Exhibit DD](#)) was administered Spring 2012, Fall 2013, and each odd-numbered Fall since then. The WWP indicates successful achievement of spiritual goals in students’ lives. The WWP utilizes a Likert-type scale of *1 very false of me, 2 mostly false of me, 3 more false than true of me, 4 more true than false of me, 5 mostly true of me, and 6 very true of me*. Means of *5 mostly true of me* were established as indicating that these items are habitual in the lives of the students and therefore satisfactory. The 2019 mean of all five components of Spiritual Transformation (Cognitive, Commitment, Character/Conscience, Communion, Compassion) for PVBI was 5.52, well above *5 mostly true of me*. This compares favorably with benchmarks established among data collected from nine institutions (Cooley, 2012-2017), from five conservative holiness Bible colleges (Cooley, 2011), and from seven Baptist Bible colleges (Hall, 2012). The following figure illustrates the PVBI 2019 means for each component with a high of 5.86 on the Cognitive component and a low of 5.35 on both the Character/Conscience and the Communion components; it also compares PVBI students with those in the two dissertation studies. PVBI students rated well on all five components.

Spirituality Component Means



Since the Cognitive component entails students’ concept of God, human nature, Biblical authority, and ultimate meaning, the mean of 5.86 on the Cognitive component of Spiritual Transformation suggests that students do hold a Biblical worldview at a level which can be described as characterization (Dettmer, 2006). Furthermore, items #8 and #9 of the WWP ask students to rate the impact the Bible College experience and the Campus Atmosphere is having on their spiritual growth (#8, mean of 4.48, #9, mean of 5.22). (PVBI Faculty has agreed that where respondents are rating someone else, 4.50 is an acceptable mean.) Students’ affirmation that the Penn View experience positively impacts their spiritual growth testifies that the institution is achieving its mission and goals. Further data are provided in [Exhibit S](#). The WWP instrument is contained in [Exhibit DD](#).

ABHE Bible Exam

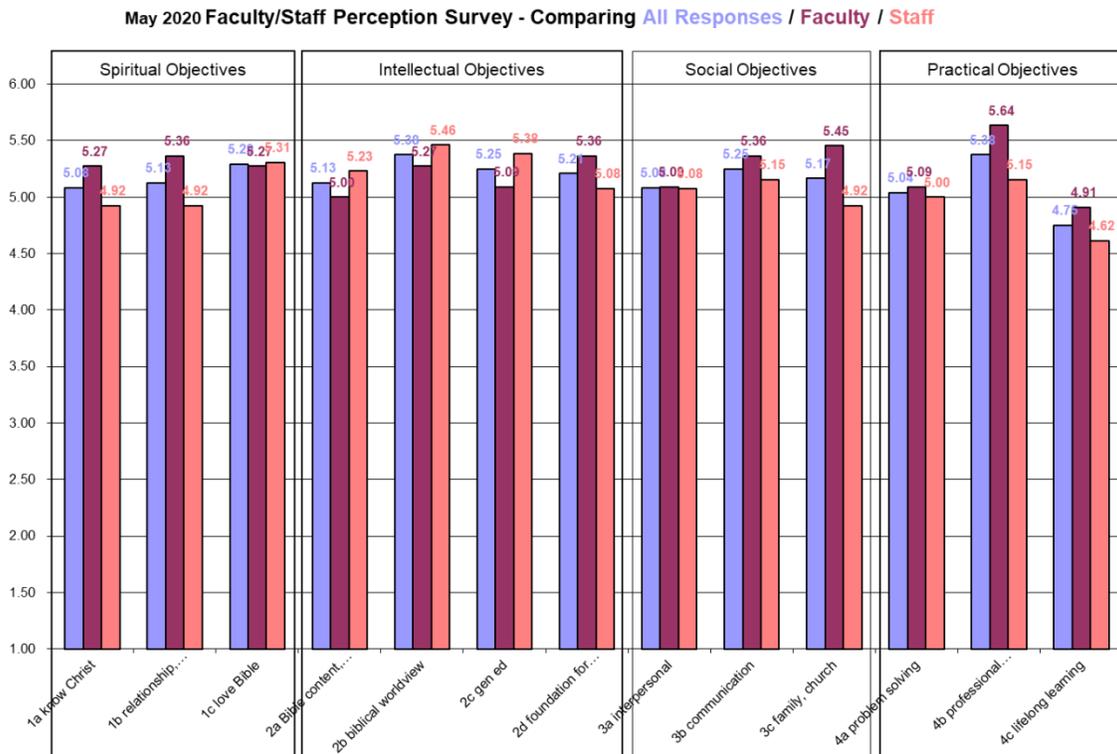
As also related under Standard 11, for the fall terms of 2009 through 2020, inclusive, incoming freshmen averaged 49% correct answers on Form G of the Bible Exams. Seniors during the 2010 through 2020 spring terms, inclusive, averaged 68% correct answers on Form H of the Bible Exams. This is an average net gain of 19 percentage-points correct answers from freshman to senior level. Freshmen scored four percentage points above the ABHE national norms, and seniors scored eight percentage points above the national norms. PVBI students gained in all of the 16 subsections of the test. PVBI students are keeping pace with their peers in the other ABHE institutions that use the Bible Exams. These results validate achievement of the Intellectual Goals *1. To understand basic Bible content and doctrine*, and *2. To construct a biblical worldview*.

They are also consistent with achievement of Spiritual Goal 3. *To cultivate a love for the Bible as the Word of God . . .*

In the fall of 2020, incoming freshmen took the new ABHE-CLT Bible Exam (see <https://www.abhe.org/bible-knowledge-exam/> and <https://abhe.cltexam.com/dashboard/institution>). This will begin a new series of data.

Faculty/Staff Perception Survey (FSP)

The Faculty/Staff Perception survey (administered each spring term) also gives some confirmation that students are achieving the Institutional Goals. The campus family is so interconnected that faculty and staff acquire personal knowledge of the students’ spiritual, social, and intellectual development. The faculty and staff members are asked to rate, on a Likert-type scale like the WWP, “your perception of how students in general are achieving PVBI’s stated [Institutional Goals].” The following chart displays the means of their 2020 ratings of the students for each Institutional Goal, separated into means from the faculty, means from the non-teaching staff, and overall means, because faculty see students through somewhat different lenses than the non-teaching staff and both perspectives are important to represent. Means of 5 *mostly true* or above are desirable, but the faculty has agreed that for instruments on a six-point Likert-type scale, when the respondents are rating some other than themselves, a mean of 4.5 is satisfactory. The overall mean was 5.16 (*SD* = 0.164). Further detail is provided in [Exhibit S](#). The FSP instrument is contained in the [Exhibit AA](#).



Graduates Survey

A Graduates Survey was developed in Spring 2016 in collaboration with four other Bible colleges serving the conservative Wesleyan-Arminian tradition. The survey has been administered every Spring since then to graduating seniors. This survey addresses

general education outcomes, ministry competencies, critical-thinking skills, research skills, communication skills, achievement of program objectives, and preparation for graduate studies.

Alumni Survey

Developed January 2019 in conjunction with four other Bible Colleges, this survey was first administered in the Spring of 2020. It is scheduled for even-numbered spring terms to graduates four or five years after they graduate. The survey addresses general education outcomes, ministry competencies, critical-thinking skills, research skills, communication skills, achievement of program objectives, and preparation for graduate studies. An Employer Survey, requesting evaluation of the graduates' spirituality, general education level, and ministry performance was developed in Summer 2017, but has not yet been administered. After further development, the survey is to be administered in odd-numbered spring terms to employers of PVBI graduates four or five years after the latter graduate. Both surveys will provide increased opportunity to validate student achievement of learning outcomes and to provide triangulation.

Ruffalo Noel Levitz Student Satisfaction Inventory (RNL SSI)

The Student Satisfaction Inventory (SSI), administered in the fall term of even-numbered years, enables PVBI to compare ratings with four-year colleges or universities across the U.S. The SSI implements two rating systems to measure students' satisfaction with various features of the institution and the relative importance they assign to those features; both ratings are on a scale of 1 to 7.

Employer Evaluations

PVBI has on record letters ([Exhibit E](#)) from leaders/employers of PVBI graduates that validate the graduates' achievement of both Institutional Goals and program objectives. The letters on file from conservative holiness denominational leaders, missions agency leaders, and local pastors, referenced under Standard 1, serve this purpose. As noted there, all of them are highly commendatory about graduates and former students with whom they have worked, and they welcome more graduates to their organization. Within God's Missionary Church, the Conference President, the Conference Vice President, the Director of Home Missions, and the President of Missionary Crusaders (Youth) are all graduates of Penn View Bible Institute. Furthermore, the Conference President of the Pilgrim Holiness Church of New York, the General Superintendent of the Evangelical Methodist Church, and the General Secretary of the InterChurch Holiness Convention are Penn View graduates. Penn View graduates have become "pastors' pastors."

Summary: Validation of SLOs

Results from the Wesleyan Wellness Profile demonstrate spiritual maturity comparable to that of Bible college students, for the instrument uses benchmarks established by research among five conservative holiness Bible colleges (Cooley, 2011, 2012) and seven Baptist Bible colleges (Hall, 2012), as well as nine institutions surveyed by Cooley from 2012 to 2017. The ABHE Bible Exam computes norms for Bible Colleges, and PVBI seniors rate well in comparison. On the Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL SSI), students rate PVBI higher than other students rate their four-year colleges or universities. The students' responses to the PVBI Student Survey (see [Exhibit BB](#)) affirm that they are experiencing mental growth and other Student Learning Outcomes; the results from the Graduates Survey testify that graduating seniors believe they have been prepared for their ministry; the Alumni Survey confirms that others who are already

in ministry agree. The Faculty/Staff Perception Survey based on the overall knowledge of students' lives that the faculty and staff members observe confirms that students are substantially achieving the Student Learning Outcomes (see [Exhibit AA](#)). As documented above under Standard 1, PVBI graduates are accepted into beginning-level professional ministries across a number of denominations and missions organizations, evidencing life competencies and professional skills that are appropriate to college graduates. Across the years, 60 PVBI graduates have pursued graduate studies at 19 graduate schools or seminaries and have performed well (see Standard 11A and [Exhibit C](#)), indicating that their academic grounding at PVBI appropriately prepared them for more advanced education.

Ongoing Assessment of Operations and Services (EE5)

Selected Assessment Instruments

The RNL SSI is administered every even-numbered year. Noel-Levitz (2014, p.4) stated, "Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5." Of the domains evaluated in the SSI (2020), none of the PVBI satisfaction ratings averaged less than 5.70 on the seven-point scale and all the performance gaps except one were better than the gaps at other four-year private institutions. The full data for the domains are displayed in the table below, listed in descending order according to importance with results from 2020 compared to those from 2018.

| RNL SSI (2018 compared to 2020) (listed in descending order by 2018 Importance) | Penn View Bible Institute (2018) | | | Penn View Bible Institute (2020) | | | Mean Difference In Satisfaction Ratings |
|--|----------------------------------|--------------|-----------------|----------------------------------|--------------|-----------------|---|
| | Importance | Satisfaction | Performance Gap | Importance | Satisfaction | Performance Gap | |
| Domains on Scale of 1 to 7 | | | | | | | |
| Concern for the Individual | 6.63 | 6.17 | 0.46 | 6.76 | 6.22 | 0.54 | 0.05 |
| Student Centeredness | 6.57 | 6.15 | 0.42 | 6.77 | 6.21 | 0.56 | 0.06 |
| Instructional Effectiveness | 6.55 | 6.11 | 0.44 | 6.76 | 6.31 | 0.45 | 0.20 |
| Campus Climate | 6.51 | 6.10 | 0.41 | 6.67 | 6.14 | 0.59 | 0.04 |
| Academic Advising | 6.45 | 6.23 | 0.22 | 6.64 | 6.38 | 0.26 | 0.15 |
| Service Excellence | 6.41 | 6.03 | 0.38 | 6.61 | 6.14 | 0.47 | 0.11 |
| Registration Effectiveness | 6.35 | 6.16 | 0.19 | 6.60 | 6.53 | 0.07 | 0.37 |
| Safety and Security | 6.23 | 5.72 | 0.51 | 6.38 | 6.20 | 0.18 | 0.48 |
| Recruitment and Financial Aid | 6.18 | 5.88 | 0.30 | 6.54 | 6.21 | 0.33 | 0.33 |
| Campus Support Services | 6.11 | 5.95 | 0.16 | 6.49 | 6.20 | 0.29 | 0.25 |
| Campus Life | 6.05 | 5.62 | 0.43 | 6.29 | 5.70 | 0.59 | 0.08 |
| Responsiveness to Diverse Population | NA | 6.22 | NA | NA | 6.31 | NA | 0.09 |

The areas of Concern for the Individual, Instructional Effectiveness, and Student Centeredness remain the highest three in importance (2018, 2020), and satisfaction continues at a strong level. All twelve domains indicate significant increase in both importance and satisfaction in the most recent iteration. Campus Life has increased in both satisfaction and importance, but continues to be the lowest, perhaps due to the off-campus population who would be less likely to respond as positively as resident students. With regard to Safety and Security, the Importance rating of 6.38, the Satisfaction rating of 6.20, and the small Performance Gap of 0.18 suggest that students feel safe on our rural campus. Over the last three years, security measures have been increased and further advances are being planned which include electronic access to the main classroom building by identification cards. The Academic Dean and the faculty continue to work on student satisfaction with Instructional Effectiveness, through the Student Course Evaluation forms (see [Exhibit CC](#)), Peer Evaluations, and observations from the Academic Dean. The Director of Student Life, the Dean of Men, and the Dean of Women continue to interview students throughout the year regarding Student Life as one

means of demonstrating Concern for Individuals and Student Centeredness. In comparison with the composite of all ABHE schools (2017-2020) in each of the twelve domains, PVBI students rate their overall satisfaction higher.

Results from the Wesleyan Wellness Profile (mean of 5.53 on a six-point Likert-type scale for 63 line items relating to spiritual transformation) suggest that students are achieving the spiritual growth which the school promotes and which the students desired when they came. According to the WWP (item 8), students attribute their spiritual growth to the Bible College program (mean of 4.48). This survey is included in [Exhibit DD](#). (EE5)

| Wesleyan Wellness Profile (selected items) | | | |
|--|------------|------------|------------|
| Date | 10/28/2015 | 11/01/2017 | 10/30/2019 |
| Spiritual Transformation Index | 5.60 | 5.40 | 5.53 |
| Bible College Experience | 4.68 | 4.59 | 4.48 |
| Campus Atmosphere | 5.31 | 5.18 | 5.22 |

The Faculty Staff Perception survey arises from the close face-to-face relationship that faculty and staff members sustain with the students and focuses explicitly on the Institutional Goals. Because the goals of Penn View are designed to influence students, both in and out of the classrooms, the results of this survey, administered in June 2020, indicate that the faculty and staff perceive that their efforts are successful. On a Likert-type scale of *1 very untrue* to *6 very true*, the average of the ratings for all the Institutional Goals was 5.16, just above *5 mostly true*. This survey is included in the [Exhibit AA](#). The annual means are reported in the table below.

| Faculty Staff Perception Survey (means on a scale of 1 to 6) | | | |
|---|---------|---------|------------|
| 05/31/2017 | 05/2018 | 05/2019 | 06/15/2020 |
| 4.72 | 4.99 | 5.16 | 5.16 |

Administrative and Educational Support (AES) Unit Assessment

The rest of the organization supports the fulfillment of the Institutional Goals and the Mission Statement through supporting instruction and through maintaining institutional effectiveness. The Administrative Areas and corresponding AES Units are described in the [Assessment Plan](#) (2021).

Executive 100

Board of Directors 110

The Board of Directors has its own mission statement and five-column chart. They state their mission as hiring, empowering, and evaluating the President; establishing all school policy; and administrating fiduciary responsibilities (Board of Directors Handbook, [Exhibit F](#)). See Standard 4 for further discussion of this unit’s effectiveness. The unit has developed its five-column chart. (EE5)

President’s Office 106

The President’s Office serves the institution in spiritual, pastoral, administrative, and financial leadership. The President is actively exerting a leadership role in the accreditation process. (EE5)

External Recognition 120

The unit mission is to manage recognition with external agencies such as accreditors and government agencies so that student credits and diplomas will provide appropriate credibility. ABHE recognition is the subject of the whole Self-Study. Recognition by the Pennsylvania Department of Education (PDE) is addressed under Standard 4. Recognition by the U. S. Department of Education (USDE) is also addressed under Standard 4. Recognition by the Student and Exchange Visitor Program (SEVP) and involvement in the Student Exchange and Visitor Information System (SEVIS) is maintained satisfactorily. Recognition for education of veterans and military personnel actually comes through PDE via a special office for Veterans Education; the approval is current. (see [Exhibit A](#)). Recognition by other colleges and universities for undergraduate transfer of credit and for graduate education is acknowledged by letters from a variety of schools. (see [Exhibit C](#)). (See [Assessment Plan](#)) (EE5)

Institutional Research and Effectiveness 131

Institutional Research and Effectiveness states its mission as serving the fulfillment of PVBI's 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. This unit documents compliance throughout the organization. (See [Assessment Plan](#)) (EE5)

Public Relations 200

Public Relations states its mission as cultivating personal and professional connections with churches, camp meetings, Christian schools, organizations, alumni, and prospective students through publications, PR groups, fundraisers, and presence at events. The Public Relations Office successfully schedules and conducts the public service events and maintains contacts with prospects, parents, and pastors as expected. (See [Assessment Plan](#)) (EE5)

Finance 300

Accounting Services 320

The Business Office serves the PVBI Mission through managing relationships, records, and resources. Their priorities are to 1) cultivate positive interpersonal and professional relationships with donors, students, vendors, and employees; 2) demonstrate integrity in business practice through accounting in accordance with GAAP, GAGAS, and the external auditor; and 3) manage the flow of financial resources to their specified purposes, thus supporting the vision of the other departments through financial resources and records management. (See [Assessment Plan](#))

The Business Office operates within specified business guidelines and accounting practices generally accepted in the United States, as indicated by the unqualified opinion with no audit differences discovered in the audit process conducted by Wagner, Dreese, Elsasser, and Associates of Selinsgrove, PA. Compliance is further indicated by the favorable Satisfaction ratings on the RNL SSI (2020). (EE5)

| RNL SSI Selected Line Items that relate to Business Office | Importance | Satisfaction (with Standard Deviation) | | Performance Gap |
|--|------------|--|------|-----------------|
| | | | | |
| #5 Financial aid counselors are helpful | 6.22 | 6.14 | 1.32 | 0.08 |
| #11 Billing policies are reasonable | 6.67 | 6.45 | 0.83 | 0.22 |
| #17 Adequate financial aid available for most students | 6.60 | 6.20 | 1.09 | 0.40 |
| #73 Student aid put to good use | 6.64 | 6.13 | 1.13 | 0.51 |

Operations 400

The Operations Office oversees physical resources, maintenance, food services, security, and auxiliary enterprises. Each of the operations entities services the institution in fulfilling its mission and goals.

Maintenance 420

Maintenance’s mission is to maintain a) classrooms, dorm rooms, dining room and kitchen, and all other facilities in such a way as to enhance the learning experience by providing comfortable places in which to study, socialize and reside; b) safe and serviceable vehicles for Public Relations groups and other school representatives as they travel for our school; c) residences for PVBI’s staff which are compatible with their needs; d) grounds, utilities and responses to emergencies as they arise; e) an example of God’s grace in the personal lives of the unit’s personnel as they labor to fulfill this mission. (EE5)

Food Services 430

Food Services provides nutritious, balanced, and delicious meals to the entire student body, faculty, and staff, including special events on campus. It further assists students in proper training such as baking, cooking, and general kitchen help. Student Survey (2018) rated Food Services (Item 18) at a mean of 5.02 and the Dining Center (Item 2b) at 5.52 on a scale of 1 to 6; this indicates substantial satisfaction. (EE5)

Security 440

This unit supports the effectiveness of all institutional goals through the provision of enhanced security. The rural setting and the ratings on the 2020 SSI Scale Summary of “Safety and Security” (Importance [6.38] to Satisfaction [6.20]) are encouraging. We continue to enhance campus security. By April 2021, we anticipate all doors in the main building will be automatically locked, accessible by proximity card readers. (EE5)

Information Technology 460

See Standard 6D for this unit’s effectiveness. (See five-column chart in [Assessment Plan](#)). (EE5)

Academics 500

The units of the Academics Administrative Area are addressed specifically under other appropriate ABHE Standards. Academic Programs (511-516) are addressed under Standard 11A; Christian Service Learning (520) under Standard 11B; Registrar (530), under Standards 7B and 11C (See [Assessment Plan](#)); Enrollment Management (540) under Standard 7; Faculty (550) under Standard 9; and Library (560) under Standard 10. (See [Assessment Plan](#)) (EE5)

Student Life 600

The mission of Student Life 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. (EE5)

Student Services 630

See Standard 8 for further detail on this unit's effectiveness. (See [Assessment Plan](#)) (EE5)

Student Government 640

Student Government promotes the interests of the student body through activities that will develop the students spiritually, mentally, and physically, through these, inspiring school spirit and loyalty to the principles that Penn View believes and giving recommendations to the Administration. This unit is also addressed under Standard 8. (See [Assessment Plan](#)) (EE5)

Retention 650

See Standard 7D for this unit's effectiveness.

Work Scholarship Program 660

The Work Scholarship Program provides students with a method of payment for tuition and it accomplishes many of the daily operational tasks (for example, custodial service and food preparation). The program offers opportunities for employment, training, and development of skills and leadership opportunities. It is guided by the Work Scholarship Program Director, who oversees the actual work, supervises the assignment, and reports the number of hours worked. (EE5)

Meaningful Analysis and Use of Data (EE6)

The Coordinator of Institutional Effectiveness (CIE) orchestrates the assessment process to enable personnel to assess and improve their part of the organization through data-based decisions. The Assessment Committee encompasses not only the academic representatives, but also Student Life and Operations (See Assessment Committee Minutes). Assessment data are presented and discussed regularly in Faculty meetings and in the annual Assessment Week following Commencement (See Faculty Meeting Minutes). The data included in the following tables are distributed to various constituencies throughout the institution, as well as other relevant data. Each Administrative and Educational Support Unit constructs Nichols and Nichols 5-column charts to summarize their analysis of assessment data (See unit 5-column charts). Student learning outcomes are triangulated for more robust analysis. Administrative Committee meeting minutes also provide documentation of using assessment data. The Office of Institutional Effectiveness constructs a yearbook that includes summary of survey process and communications. Instructional effectiveness is evaluated through peer faculty review, Academic Dean observations, and evaluation of the Student Course Evaluations with each faculty member responding in writing to the Academic Dean. The assessment process is described in greater detail in the [Assessment Plan](#). The actual flow of information, use of data in decision making, and the documentation of its use for improvement needs to be increased throughout the organization.

Administrative and Educational Support Units (AES)

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. It is vital, however, that all organizational units and personnel make the connection

between their role and PVBI's Mission, Core Values, and Institutional Goals, and that a system exists to monitor institutional progress of all aspects of the institution.

Six Administrative Areas (Executive, Public Relations, Finance, Operations, Academics, and Student Life) all directly or indirectly support the fulfillment of the institutional goals. The Administrative Areas and the Administrative and Educational Support (AES) Units are used to organize the assessment plan for the entire organization. All aspects of the institution are categorized under these six areas. The full map of the Administrative Areas and the AES Units is displayed in [Exhibit Y](#). The table of Foundational Documents above 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."

Documentation of Assessment Data

Assessment data and documents are stored in a system of Dropbox folders, organized by instruments, by AES Units, by committees, and by miscellaneous categories. The assessment activities are summarized in an Assessment Yearbook.

Analysis of Assessment Data

The Coordinator of Institutional Effectiveness (CIE) orchestrates assessment efforts, and facilitates the flow of information, but encourages each unit of the organization to carry out their own assessment and interpretation. General surveys are administered and tabulated by the CIE in conjunction with the Academic Dean. The CIE and the Accreditation Liaison frequently review assessment data to determine dispersion of results. Assessment data is regularly evaluated in Faculty meetings and Assessment Committee meetings. Data are occasionally presented to the Administrative Committee for analysis.

Use of Assessment Data: Teaching, Learning, Institutional Effectiveness

Assessment data are regularly reviewed in Faculty Meetings in regular monthly meetings and in the annual Faculty Assessment and Planning Week (following commencement). Reports from the Noel-Levitz College Student Inventory (RNL CSI) are followed up with personal conferences with students indicated as at risk either academically or socially; the others receive a printed report with an invitation to contact for further discussion. The faculty discusses data from institutionally administered instruments described in the [Assessment Plan](#), such as the ABHE Bible Exam, the Noel-Levitz Student Satisfaction Inventory (RNL SSI), the Student Survey (SS), the Wesleyan Wellness Profile (WWP), and the Faculty/Staff Perception Survey (FSP). The Academic Dean studies the results from the Student Course Evaluations (SCE) then distributes each person's summary with instructions to reflect and respond in writing to the Academic Dean, including any plans for change based on those data.

Using assessment data about student learning outcomes in the improvement of teaching and learning needs to be strengthened. The system for analysis, compilation, and distribution of data must be better developed to increase the consistency and timeliness of those processes. Not only must more data-driven decisions be made to improve teaching and learning, they must also be better documented.

PVBI employs a part-time Coordinator of Institutional Effectiveness (CIE) to chair the Assessment Committee and coordinate campus-wide assessment activities. PVBI uses a five-column chart (see [Exhibit Z](#)), based on Nichols and Nichols (2005), as a means of pulling together program mission statements, aligning them with PVBI's Mission Statement and Institutional Goals, listing program objectives, establishing means of assessment and criteria, recording a summary of assessment data, stating judgments about students' achievement of learning outcomes, and recording data-based decisions made for improvement of teaching and learning. The [Assessment Plan](#) assigns the primary responsibility for the assessment of academic program objectives to the directors of the respective academic divisions, thereby involving more people in the process as well as assuring that the division directors are aware of assessment data related to their programs. They also complete the 5-column charts for their programs; the charts guide them in summarizing the data and using the results.

Improvement Plan (EE7)

Improvement Plan

The [Improvement Plan](#) (2021) describes the program for improvement of Institutional Goals and specifies the projected resources (human and financial) for their accomplishment.

Planning Process

The planning process at PVBI occurs at multiple levels. The Board of Directors retains ultimate responsibility for strategic planning, although the Board invites and receives input from the administration. In addition to planning that takes place in regular board meetings, the Board holds an annual strategic planning meeting in January (2012 to present). For example, in the 2016 Planning Meeting, the Board invited all the administrators to join in the discussion of strategic planning. In addition, the budget process incorporates an increased number of persons who are responsible for each portion of the budget. Minutes of the Board of Directors demonstrate an increasing development in strategic planning. (EE7)

The Administrative Committee implements the strategic plan through operational decisions on a regular basis. Administrators responsible for Administrative Areas (AES Units) are present in those meetings. Assessment and planning are discussed in monthly Faculty Meetings and in the Assessment Week following Commencement each year. The Steering Committee guides and approves the accreditation documents. (EE7)

PVBI holds forth a strong vision of a school that produces graduates who are totally devoted to Christ and effective in ministry. Presidential sermons and exhortations call faculty, staff, students, graduates, and supporters to this kind of devotion. The history of the school is replete with examples, and their stories have been recounted. The stories of great Christians have been told and retold, inspiring the campus family and inviting others to join the effort. This vivid playing out of Bolman and Deal's (2003) symbolic frame has energized and sustained the organization through difficult times. The faculty and staff have given themselves wholeheartedly, students have devoted their energies to seeing the school advance, and graduates have served throughout the conservative holiness movement (and beyond), both in the United States and in numerous other countries. In addition, the Biblical teaching of Christians' responsibilities to each other has instructed and disciplined the campus family, fitting Bolman and Deal's human

resources frame into the organizational functioning and helping to resolve conflict while still advancing the cause. (EE7)

The [Improvement Plan](#) (previously the Planning Document) has informally been the guiding document. We anticipate the Improvement Plan will be more formally implemented. (EE7)

Provision of Outcome Information to the Public (EE8)

The Accreditation Liaison (Academic Dean) holds ultimate responsibility for guiding the publication of reliable information regarding student achievement and institutional effectiveness at PVBI, which are published as Consumer Information on the web site. The Consumer Information includes Student Learning Outcomes, Student Services, and Operational Effectiveness.

The Student Learning Outcomes (SLOs) are articulated in the Institutional Goals. Validation of those SLOs (spiritual, intellectual, social, and practical) is documented through results from the ABHE Bible Exams (2009-2020), the Wesleyan Wellness Profile (2019), the Student Survey (2018), and the Faculty Staff Perception Survey (2020). A summary is published on the website at (https://pvbi.edu/consumer_information.html) with full details in [Exhibit R](#) published with the accreditation documents at <https://pvbi.edu/abhe.html>. Graduation rates and the rate of recent graduate employment in program-related occupations as well as a list of 18 countries in which graduates are serving are published on the web site at (https://pvbi.edu/consumer_information.html) and in the *Catalog* (2021, p. 23) available digitally at <https://pvbi.edu/Catalog/PVBI%20Catalog%202021%20rev%202021-03-05.pdf>).

Student Services Mission Statement 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.” Under spiritual and social aspects, students are introduced to local pastors and churches, and all students commit at the beginning of their school year to attend a local church. The Director of Student Life observes their faithful attendance. All Residents Hall students attend regular devotional times. In regard to academics, Student Services personnel manage study hours, offer personal advisement, and encourage academic growth. In regard to physical and social development, Student Services oversees Intramural activities, manages the Work Scholarship Program, which encourages strong work ethic, personal responsibility, and leadership. Student satisfaction rates as recorded in the Student Survey and in the Wesleyan Wellness Profile are posted. (See https://pvbi.edu/consumer_information.html).

Operational Effectiveness is demonstrated through food services, campus security, information technology and facility management. Ratings on relevant line items in the RNL Student Satisfaction Inventory and the Student Survey are posted on the web site under Consumer Information.

A professionally produced video of the Penn View history is available on the web site at <https://pvbi.edu/history-video.html> and is shown annually to every employee and student; the video is also a part of recruiting events and the hiring process. Furthermore, PVBI

publishes the full accreditation Self-Study documents on its website (<http://www.pvbi.edu/abhe.html>).

The institution is still seeking to determine what other details are to be published. The process to keep this information current needs to be further defined.

Evaluative Conclusion

Penn View demonstrates strength in the appropriateness and integration of its intended student outcomes from the Mission Statement and Core Values through the Institutional Goals to program-specific objectives and course objectives, though the connections should be made more explicit at the course level. The written [Assessment Plan](#) is sound and will continue to be revised and improved. The institution is collecting many data that can serve to validate its students' achievement of the intended outcomes. The analysis, consideration, and use of the collected data for improvement have advanced, particularly among faculty members, but analysis, interpretation, dissemination, and use of assessment data need to become more consistent, timely, and documented.

The culture of assessment has been enhanced throughout the whole organization through all six AES administrative areas, with the personnel responsible receiving instruction on developing the Nichols and Nichols (2005) five-column chart. Assessment is decentralized so that every part of the organization carries its own assessment, but still reports to the CIE. The planning process will continue to develop.

Documentation

- Bolman, L. G. & Deal, T. E. (2003). *Reframing organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass
- Dettmer, P. A. (2006). New blooms in established fields: Four domains of learning and doing. *Roepers Review*, (Winter 2006) 28(2), 70-78.
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- Noel Levitz. (2014). *Noel-Levitz Satisfaction-Priorities Surveys Interpretive Guide*. Coralville, Iowa: Noel-Levitz, Inc.
- Penn View Bible Institute. (2021). Compliance Document. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2021). Assessment Plan. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2021). Improvement Plan. Penns Creek, PA: Penn View Bible Institute.
- Wagner, Dreese, Elsasser & Associates, PC. (2020). Penn View Bible Institute: Independent Auditor's Report. Selinsgrove, PA.

STANDARD 3 – INSTITUTIONAL INTEGRITY

ABHE Standard 3

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

- EE1. Institutional publications (including the catalog, see Condition of Eligibility 7), websites and other web presence, statements, and advertising that describe accurately and fairly the institution, its academic programs, its admissions requirements, its transfer credit policies and criteria, its articulation agreements, and its effectiveness claims.
- EE2. Handbooks that describe and govern various institutional relationships with students, faculty, staff, and board, including appropriate policies, processes, and grievance procedure.
- EE3. An institutional culture that fosters respect for diverse backgrounds and perspectives.
- EE4. Equitable and consistent treatment of employees and students consistent with appropriate published policies.
- EE5. Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.
- EE6. Fulfillment of all applicable standards, policies, and requirements of the ABHE Commission on Accreditation.
- EE7. Integrity in financial matters and in compliance with applicable legal and governmental regulations.

[Applicable Policies: Policy on the Conferral of Honorary Doctoral Degrees; Policy on Ethical Practices; Policy on Falsification of Data; Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status]

Description

PVBI policies are articulated through the following published documents, which are included in the [Exhibits](#):

Administrative Handbook

This handbook contains the full content of all handbooks and official documents listed below (except *Catalog* and *Application Packet*). This handbook is provided to all administrators and Board members, stored in the Administrative Folder on the campus server, and disseminated annually by Human Resources. (EE1, EE2, EE3, EE4, EE5, EE6, EE7)

Board of Directors Handbook

This handbook contains the Constitution and Bylaws; Organizational Chart; Board Member orientation, responsibilities, assessment; Presidential Job Description and assessment; and Conflict of Interest policy. The handbook articulates principles, policies, and procedures for Board members, and is located in [Exhibit F](#). (EE2, EE4)

Financial Policy

This policy contains the Mission Statement, the purpose of the financial policy, policies and procedures for acceptance of gifts, investment policy, guidelines for borrowing, policies for internal controls (such as how mail is opened, how deposits are verified, how disbursements and reimbursements are processed, how purchases are approved, each requiring more than one person in the process), budgetary process, financial reporting, and policy on student accounts. The Financial Policy was revised based on external audit suggestions, submitted to the President by the Director of Finance, submitted to the Board of Directors by the President, approved by the board for June 1, 2017, revised again January 20, 2021. Appropriate checks and balances are in place, as demonstrated by the most recent annual external audit. The Financial Policy is in [Exhibit G](#) and the Financial Audit is in [Exhibit H](#). (EE6, EE7)

Faculty and Staff Handbook

This handbook contains the Mission Statement, principles, policies, and procedures for all employees. An updated copy is distributed to all employees at the annual staff and faculty orientation meeting. Employee contracts provide signed commitments to abide by the Faculty and Staff Handbook. This document is contained in [Exhibit I](#). (EE2, EE3, EE4, EE6, EE7)

Student Handbook

This handbook contains the Mission Statement, principles, policies, and procedures for all students, both dormitory and non-dormitory. It further contains a full statement of the Student Grievance policy and the appeals process in case a student is dissatisfied with a decision. The handbook is distributed to all new students upon acceptance and to all students when a new revision is published. Each new student is required to sign a statement of commitment to abide by the handbook. PVBI practices targeted marketing through collecting Connection Cards from the prospects themselves at public relations events; consequently, nearly all applicants already know the conservative holiness lifestyle that the Institute requires. Any prospects who indicate any need of explanation receive attention to resolve their questions. The same lifestyle is illustrated on the web site and in all promotional materials. This document is contained in [Exhibit J](#). (EE1, EE2, EE3, EE4, EE5)

Catalog

The [Catalog](#) contains the Mission Statement, academic information, financial policies, program offerings, course descriptions, basic student life information, and other details as specified in CoE #7. The inside title page announces, “Penn View Bible Institute does not discriminate on the basis of gender, race, color, age, ethnic origin, or disability in its admission of students or its employment of faculty and staff” (EE4). The [Catalog](#) refers interested readers to the *Student Handbook* for a full statement of rules and regulations for students. Additional academic details in the [Catalog](#) are delineated under Standard 11 (EE1, EE6, EE7). The [Catalog](#) is sent to interested persons, and is also available on the web site (<http://www.pvbi.edu/catalog.html>).

CoE #7 Catalog

An institution must have available to students and the public a current and accurate catalog setting forth the institution's governance^a, mission^b, institutional goals^c, specific objectives^d, academic program requirements^e and courses^f, learning and educational resources^g, admissions policies and standards^h, rules and regulations for conductⁱ, full-and part-time faculty rosters with faculty degrees^j, fees and other charges^k, refund policies^l, a policy defining satisfactory academic progress^m, and other items related to attending, transferring to, or withdrawing from the institutionⁿ. Claims regarding educational effectiveness must be supported by appropriate data^o.

The [Catalog](#) (2021) addresses the specific details on the following pages:

- a. Institution's governance – denominational affiliation (p. 9), Board of Directors (p. 47), administrators (p. 47). A statement that “Penn View Bible Institute is sponsored by God's Missionary Church, Inc., but is governed by its Board of Directors” is part of the paragraph on denominational affiliation.
- b. Mission Statement (pp. 1, 8)
- c. Institutional goals – spiritual, intellectual, social, and practical objectives (p. 8-9)
- d. Specific objectives – These are stated for each program (pp. 26-38).
- e. Academic Programs (pp. 26-38)

Academic offerings – The curriculum covers the three basic categories of general

education, biblical/theological education, and professional education (p. 8), and the majors are all directed toward ministry. Pennsylvania requires the “Official Statement” on p. 9 and the use of the term *postsecondary* because the institution has not applied for degree-granting status with the commonwealth. The use of words such as *college* and *semester hours* is not permitted without formal approval for degree-granting status; the institution is preparing to pursue this status. In the meantime, the institution uses “course hours” as equivalent to semester hours to communicate academic units of study in terms understandable for transferability (p. 24). Related to this is the use of the “Advanced Diploma” nomenclature, which is an effort to communicate the formal award for the four-year program without using the language proscribed by the Pennsylvania Department of Education.

Degree completion requirements – Advanced Diplomas are designed to be similar to four-year bachelor programs and similar to ABHE requirements. Each program description includes a description of these requirements as related to that program (pp. 26-37). General graduation policies are on pp. 22-23.

- f. Courses (pp. 39-45).
- g. Resources (pp. 10-11) describe buildings containing the classrooms, the library, administrative offices, chapel, and dormitories. Health services and informal student advisement are referenced (p. 13-14).
- h. Admissions and standards (p. 20-22).
- i. Rules and regulations for conduct – described under Student Life (pp. 13-14); *Catalog* explains that the rules are set forth in the *Student Handbook*; this handbook is provided to all students.
- j. Full- and part-time faculty rosters with faculty degrees (pp. 47-48) with special listings for division directors (p. 49).
- k. Fees and other charges (p. 16).
- l. Refund policies (p. 18).
- m. Policy defining satisfactory academic progress (pp. 22-24).
- n. Other items related to attending, transferring to, or withdrawing from the institution (pp. 20-24). Attendance policies are spelled out in further detail in the *Student Handbook*.
- o. Educational Effectiveness
Graduation rates (p. 23).
Rate of recent graduate employment in program related occupations – “Graduates in Ministry” reported (p.23).
Stated on web site (https://pvbi.edu/consumer_information.html)

The *Application Packet*, which is sent to prospects along with the *Catalog*, contains:

- a. Application Information and Procedures (p. 1)
- b. Application For Admission form (pp. 2-3)
- c. Character Reference forms (pp. 4-9)
- d. Transcript Request form (pp. 10-11)
- e. Student Handbook Agreement form (pp. 12-13)
- f. A note from the Academic Dean about financial aid and Scholarship Information (pp. 14-15)
- g. Application for Work Scholarship and a note explaining the Work Scholarship program (pp. 16-18)

The *Application Packet* (2021) is contained in [Exhibit X](#). It is also available on the web site (<http://www.pvbi.edu/applications.html>).

Christian Service Learning Handbook

This handbook contains the Christian Service Learning (CSL) Mission Statement, principles, policies, procedures, and report forms to track actual completion of CSL. The handbook is provided to all students taking more than six course hours. This document is contained in [Exhibit K](#). (EE2, EE6)

Student Services Handbook

This handbook contains the department mission statement, purpose, personnel, and programs for Student Services. This handbook is given to Student Services personnel and the relevant details are also in the Student Handbook. This document is contained in [Exhibit L](#) (EE1, EE2, EE3, EE4)

Residents Assistants Handbook

This handbook contains the purpose, personnel, policies and procedures for Residents Assistants. This handbook is used to train Residents Assistants. This document is contained in [Exhibit M](#) (EE2, EE4)

Library Handbook

This handbook contains the Library Mission Statement, principles, policies, and procedures for administration of the library, acquisition and maintenance of learning resources, and circulation. This document is contained in [Exhibit N](#). (EE1, EE2, EE3, EE4, EE6)

Technology Plan

This contains the Technology Mission Statement, principles, and procedures in regard to network, phone system, and internet access provided by the school. This document is contained in [Exhibit O](#). (EE2, EE4, EE5, EE7)

Enrollment Management Plan

This plan details the principles, policies, and procedures implemented for recruitment (encouraging prospective students to learn more about the school, visit campus, and enroll as a student) and retention (understanding student concerns and encouraging students to persist and to graduate) (EE1, EE2, EE3, EE4, EE6). This document is contained in [Exhibit P](#).

As additional evidence of academic quality (EE1), [Exhibit C](#) presents a summary of accredited colleges and universities that have granted transfer credit and/or have accepted PVBI graduates to pursue graduate studies.

PVBI evidences commitment to the conservative Wesleyan-Arminian constituency (also known as conservative holiness) of which it is a part by encouraging participation in Interchurch Holiness Convention, by associating with conservative holiness Bible Colleges and missions organizations, by utilizing evangelists and speakers from the movement, by supporting camp meetings and youth camps in the same constituency, and by maintaining conservative holiness platform standards. Students are required to attend conservative holiness churches in the area surrounding the school. Within the

conservative holiness context, the institution recruits a variety of students from various ethnic groups and from different countries. Within the local area, the institution further serves the conservative Mennonite constituency. Public events contribute to the broader community such as the Christmas Musical, Spring Concert, and other events open to the public. The school presents a Christmas Business Persons Banquet to area business people. PVBI has hosted political candidates on campus and individuals have worked within the local political process. The institution loans the ball field for Little League games. PVBI regularly hosts Red Cross Blood Drives that bring donors not only from the campus family but also from the community. In addition, campus buildings are available to the Red Cross for emergency shelters and have been used by the Keystone Christian Education Association for special events. (EE3)

As detailed in the above summaries of official documents, PVBI has published handbooks to describe the institution fairly and accurately (EE1, EE2). Policies for resolution of internal conflicts are contained in both the Student Handbook and the Faculty and Staff Handbook (EE4). The [Catalog](#) (2021) features a statement of non-discrimination on the very first page (EE3, EE4). Minutes from the Administrative Committee, which serves as the Discipline Committee, chronicle the major disciplinary decisions (EE4). The documents from the Pennsylvania Department of Education ([Exhibit A](#)) provide evidence of the institution's relationship with the Commonwealth of Pennsylvania, and this Self-Study document is evidence of the relationship with the ABHE (EE5, EE6). The annual external audit referenced under Standard 6A evidences the history of financial integrity (EE7). ([Exhibit H](#))

Evaluative Conclusion

The CoA Action Letter (2019) expressed no concerns regarding Standard 3. The ABHE Supplemental Evaluation Visit Report (2019) expressed no recommendations regarding Standard 3. Consequently, the administration has concluded that the institution is in substantial compliance on Standard 3.

Documentation

- Penn View Bible Institute. (2021). Administrative Handbook. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2021). *Application Packet*. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2016). Board of Directors Handbook. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2021). *Catalog*. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2021). Christian Service Learning Handbook. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2021). Enrollment Management Plan. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2020). Faculty and Staff Handbook. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2021). Financial Policy. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2016). Library Handbook. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2020). Residents Assistant Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2020). Student Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2020). Student Services Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2021). Technology Plan. Penns Creek, PA: Penn View Bible Institute.

Wagner, Dreese, Elsasser & Associates, PC. (2020). Penn View Bible Institute: Independent Auditor's Report. Selinsgrove, PA.

STANDARD 4 – AUTHORITY AND GOVERNANCE

ABHE Standard 4

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

- EE1. Enabling documents that establish the institution as a legal entity in its state or province; protect its mission/purpose, tenets of faith, and control; and provide a basis for governance and administration.
- EE2. Evidence that the institution is authorized to award the credentials that it offers in all of the jurisdictions in which it operates.
- EE3. A governing board that exercises legal power for the operation of the institution.
- EE4. Board membership that excludes all employees except the chief executive officer.
- EE5. A governing board with officers that do not include the chief executive officer.
- EE6. A governing board that assists in generating resources needed to sustain and improve the institution.
- EE7. A conflict of interest policy for board members that addresses issues such as financial interests, contracts, employment, family, or other personal interests in the institution.
- EE8. A governing board appropriate in size to operate efficiently and sufficiently diverse in ethnicity, gender (where theologically appropriate), and professional competencies to represent the constituency.
- EE9. A governing board that is sufficiently autonomous to protect the integrity of the institution.
- EE10. Evidence for the ongoing assessment of the effectiveness of the board and its members.
- EE11. A process for orienting new board members and developing existing board members.
- EE12. A process for providing updates for board members on issues relative to institutional mission, finances, and programs.
- EE13. A chief executive officer appointed by, reporting to, and evaluated on a regular basis by the board, to provide administrative leadership for the institution.
- EE14. Board policies and practices that clearly distinguish board and staff roles and that define the authority of the board and its limitations.
- EE15. An effective board succession plan that ensures stability and new membership.

Description

Penn View Bible Institute is operating legally within the Commonwealth of Pennsylvania (see Articles of Incorporation in [Exhibit A](#)). Since PVBI programs are religious, Pennsylvania Department of Education (PDE) does not exercise jurisdiction over them (see Al Happ email in [Exhibit A](#)). The PVBI Constitution states the Mission, the Institutional Goals, and the Doctrinal Statement, which provides the basis for governance and administration. (EE1)

Currently the Institute does not offer degrees, but on March 17, 2009, the Board of Directors and the administration of the school agreed to pursue degree-granting status with the Commonwealth. The May 9, 2013 Niner letter (see [Exhibit A](#)) confirms that the Pennsylvania Department of Education has been aware of PVBI and that the Institute has been in compliance with the laws of Pennsylvania. Pennsylvania requires a \$500,000 endowment provision before a school may begin the pursuit of degree-granting status. On September 30, 2013, the President, the Academic Dean, and consultant Sherrill Babb met with PDE Division Chief Patricia Landis to discuss ways to achieve the required \$500,000 endowment in order to begin pursuit of degree-granting status. On September

30, 2013, the President submitted a proposal to PDE summarizing a total of funds that were invested and funds that were designated to come to Penn View as a result of estate planning. The Division Chief submitted that proposal to PDE's legal counsel but it was not approved. After further discussion with the Division Chief, based on her recommendation, on May 14, 2014, a new proposal was submitted, but again PDE's legal counsel did not approve it. At that time, the Division Chief suggested Penn View pursue voluntary licensure with PDE as a measure to gain state approval that would be required to achieve Title IV funding. On August 13, 2015, the President and the Academic Dean appeared before the State Board of Private Licensed Schools and received "approved, pending" status as a new school with one program approved (a special variant of the Certificate in Biblical Studies). On November 12, 2015, the license (2020 license is contained in [Exhibit A](#)) was issued, but the US Department of Education representative explained that Title IV approval in fact requires specific state approval of each program. This meant that the license did not accomplish what we had been led to expect. Penn View continues to hold the license and to comply with the reporting requirements of that status, but has not made further moves toward Title IV approval. The email communication from Al Happ also included in [Exhibit A](#) clarifies that as a licensed school, Penn View is not restricted from offering the other programs already being offered.

The Academic Dean maintains communication with PDE but has not yet submitted an application for degree granting because the Commonwealth requires an initial endowment of \$500,000 beyond all indebtedness in liquid assets and has refused to start the application process until this matter is more nearly completed. In 2015, Penn View was given a farm in the state of Virginia, valued at \$330,000, and in 2016, a property in Lebanon County, PA valued at \$267,400 was donated to PVBI. Both of these properties are designated as part of the endowment, but PDE will not allow real estate to count toward the \$500,000 minimum. As the ABHE Annual Report indicates and also reported under Standard 6, Penn View had an endowment financial account balance of \$30,501 as of May 31, 2020, but as of March 8, 2021, the endowment account balance is \$110,000. Pursuit of degree-granting status with the Commonwealth of Pennsylvania will require the accumulation of an endowment fund of \$500,000 above all indebtedness. In 2018, indebtedness peaked at \$2.2 million in order to finish the Student Life Center, but as of March 8, 2021, current long-term liabilities now total \$663,657 so progress has been made toward liquidation of the debt and resolving the endowment issue. In addition, throughout the accreditation process, Pennsylvania regulations are kept in view so that when it is time to submit the application for degree-granting status, policies and requirements will already be mostly aligned. Dr. Ray Naugle, former Academic Dean at Lancaster Bible College, and others have been frequently consulted as the faculty and the Academic Dean discuss academic structure, faculty credentials, and any other details that relate to Pennsylvania requirements. Due to recent developments in Pennsylvania, as of August 2015, Penn View requires that all Institute faculty and staff obtain the three background checks required for persons who have regular contact with minors. These are the Pennsylvania Child Abuse History Clearance, Pennsylvania State Criminal Record Check, and Federal Criminal History Record Check. This background check provides clearance for Institute personnel who deal with an occasional student who is under 18, as well as Penn View Christian Academy students who are in the same building. It also provides clearance as personnel are engaged in various ministries. (EE1, EE2)

The Board of Directors is autonomous. In 2011, the Board of Directors adopted the Constitution and Bylaws (contained in the Board Handbook in [Exhibit F](#)). The Constitution and Bylaws are the guiding document for the institution. The individuals voted upon are nominated by the General Board of God’s Missionary Church in conjunction with PVBI’s President. Once names have been nominated, they are taken to the annual God’s Missionary Church conference held in July for a vote. These members are elected on staggered, three-year rotating terms. PVBI employees are not eligible for Board membership, but the PVBI President is an ex officio member of the Board with full membership rights. The Board elects its own secretary, treasurer, and various committees. Responsibilities of the Board include 1) hiring, empowering, and evaluating the President; 2) establishing all school policy; and 3) administrating fiduciary responsibilities (Board Minutes, 2016-01-07). (EE1, EE3, EE4, EE5, EE9, EE15)

As specified in the Board Handbook (contained in [Exhibit F](#)), Board members generate resources for the school through personal donations, through influencing the churches and constituents to support the school financially, and through influencing young people who attend their church to enroll. In addition, the members facilitate fundraising through auctions, banquets, and investments. The Board Handbook contains a Conflict of Interest policy addressing matters of financial interests, contracts, employment, family members, or other personal interests in the institution. (EE6, EE7)

The Board is comprised of four ministers and three lay members from God’s Missionary Church as well as the Conference President, who serves as the Chairman. Members are all male, but then nearly all the leadership within God’s Missionary Church is male. The ministers are experienced pastors and evangelists. The lay members are active or retired businesspersons involved in business and management as well as leadership in their local churches. The Board has authorized inviting leaders of other conferences to join in the annual strategic planning meeting. The conservative holiness (Wesleyan-Arminian) constituency that PVBI serves is largely Caucasian; the composition of the Board is similar. The following table giving details on the current Board members is also published in the [Catalog](#) (2021). (EE8)

| | |
|-----------------------|---|
| Jacob W. Martin..... | Board Chairman Conference President, God’s Missionary Church |
| Daniel P. Durkee..... | President, Penn View Bible Institute Ordained Minister, God’s Missionary Church, Penns Creek, PA |
| Solomon Shaffer | Secretary Pastor, God’s Missionary Church, Beavertown, PA |
| Brian Spangler | Advisor Pastor, God’s Missionary Church, New Columbia, PA |
| Andrew Cooley..... | Advisor Pastor, God’s Missionary Church, Spring Mills, PA |
| Harry Plank..... | Advisor Evangelist, God’s Missionary Church, Penns Creek, PA |
| Leonard Raub..... | Advisor Businessman, Member, God’s Missionary Church, Lebanon |

Neil Zimmerman..... Advisor
Businessman, Member, God’s Missionary Church, New Columbia, PA

Larry Shuey Board Treasurer
Businessman, Member, God’s Missionary Church, Lebanon, PA

The Board Handbook (see [Exhibit F](#)) contains orientation for new Board members and development for current Board members. The Board of Directors has stated their mission as 1) hiring, empowering, and evaluating the President; 2) establishing all school policy; and 3) administrating fiduciary responsibilities. It has established a formal, annual process for assessment of the effectiveness of the Board. The President provides updates to Board members on issues relative to mission, organization, finances, and programs in the Board meetings. The Supplemental Evaluation Report (2019) mentioned EE10, “demonstration that evaluative data and analysis of board assessment is being used to improve the effectiveness of the board.” The Board conducted its most recent self-assessment in their meeting on December 2, 2020 (Board Minutes). (EE10, EE11, EE12)

The President of Penn View Bible Institute is hired by the Board of Directors to be the chief executive officer of the school. He is an ex officio member of the Board with full membership rights. The Board evaluates the President annually. (EE13)

In the Board Handbook, the Bylaws, Section 2, delineate duties of the Board. Section 3 assigns to the President responsibility “for managing the operation of the School in accordance with the overall policies, directives and guidance established by the Board,” and further states, “The President shall be the sole official point of contact for communicating and implementing the actions of the Board as they involve the normal operation of the School.” Section 4 specifies, “Board members should also take an active interest in the affairs of the School, but shall always work through the duly constituted lines of organization and control and avoid any interference with the day-to-day operation of the School.” Under Major Duties and Responsibilities, item 10, in the Board Handbook instructs that individuals “serve as a member of the Board as a whole and following lines of communication designated by this handbook the Constitution and Bylaws, and the Organizational Chart.” The Board Handbook specifies that the President is responsible for “hiring, retaining, or dismissing employees.” (EE14)

The system of rotation in Board member terms does not specifically require new members; however, nominations always include names of people who are not currently on the Board. Observably, new members have entered the Board every few years. The election and the terms of Board members (three years) are described in the Constitution and Bylaws. (EE15)

Evaluative Conclusion

The administration has concluded that the institution is in substantial compliance on Standard 4. The Pennsylvania requirements for degree-granting status are being kept in view. As mentioned elsewhere, the endowment fund has made progress, and the institution is working toward applying for degree-granting status.

Documentation

Penn View Bible Institute. (2016). Board of Directors Handbook. Penns Creek, PA: Penn View Bible Institute.

STANDARD 5 – ADMINISTRATION

ABHE Standard 5

The institution has a core of administrators that brings together its various resources and allocates them to accomplish institutional goals by implementing policies and structures in collaboration with appropriate constituencies.

- EE1. A chief executive officer whose primary employment/vocational responsibility is to the institution and who is responsible to the board in leading the institution toward the accomplishment of its mission.
- EE2. A chief executive officer with the combination of academic background and professional experience appropriate to the institution's mission.
- EE3. A clearly documented organizational structure appropriate to the size and scope of the institution that encompasses all units and roles.
- EE4. Administrative leaders with education, experiences, and competencies appropriate to discharge of their duties and to the level of education offered.
- EE5. Complete, accurate, and securely maintained administrative records.
- EE6. A procedure and practice for ongoing review and enhancement of the performance of administrators.

Description

As described in the PVBI Constitution and Bylaws, the Board of Directors hires the President on a full-time contract that entrusts him with the operation of the school. The Board evaluates his performance annually (EE1). PVBI policy requires that the President be a member of God's Missionary Church, the sponsoring denomination. The current President has been a member since 1991, is an ordained minister (1996) with 12 years of pastoral experience, and has served on various conference boards throughout the years. He is a 1993 ministerial graduate of Penn View Bible Institute, and he graduated from Maranatha Baptist University with a Master of Organizational Leadership. He served 17 years as PVBI Director of Public Relations and has successfully led the institution as President since 2018. He was a founding member of Youth Challenge (see <https://youthchallenge.net/>). He is a member of the Advisory Committee of the InterChurch Holiness Convention, which is the major magnetic center to the conservative holiness movement. He serves on the board of the Outreach and Bus Convention. These national and international involvements beyond the God's Missionary Church denomination not only contribute experience but also yield influence across the movement that PVBI serves. (EE1, EE2)

Under the President, the administration of the school consists of the Academic Dean, the Director of Operations, the Director of Finance, the Director of Student Life, and the Director of Public Relations. The various levels of the organization and the relationships are graphically illustrated in the Organizational Chart in [Exhibit B](#) (EE3). This chart is in the Board Handbook ([Exhibit F](#)) and in the Faculty and Staff Handbook ([Exhibit I](#)) distributed each year during faculty and staff orientation as well as a digital format available on the school server. The Executive Committee, consisting of two Board members, the President, and the Administrative Committee, provides a decision-making body between the Board and the Administrative Committee. The Administrative Committee, consisting of the five administrators specified above, meets regularly to conduct the ongoing operation of the school. (EE3, EE4)

The Academic Dean holds a Master of Arts in Religion (that included research projects on Bible College philosophy and Bible College curriculum) as well as a Doctor of Philosophy (with concentration in Higher Education Leadership). In addition, he has attended all of the ABHE (formerly AABC) conventions since 1983. He has 26 years of pastoral experience (some concurrent with academic leadership) and has served on the General Board of God's Missionary Church since 1995. The Director of Operations has

18 years of pastoral experience, as well as secular employment in construction and retail warehouse logistics with supervisory and management experience; he has served the organization since 2007. The Director of Student Life is a 2017 ministerial graduate of PVBI, has five years of ministerial experience, has been active in advisement at various youth events, has coordinated activities in youth camps, and serves on the board of Youth Challenge (see <https://youthchallenge.net/>). The Director of Public Relations is a 1997 ministerial graduate of PVBI, with 19 years of pastoral experience, 12 years of Christian school leadership, and 12 years of conference leadership (Tennessee Bible Methodist); he is enrolled in the Master of Organizational Leadership program at Columbia International University. The Director of Finance attended Penn View and Ohio Christian University. She has served in the Penn View business office for 13 years and became the Director of Finance in 2017. She is enrolled in the ABHE Chief Financial Officers Executive Training and Certification program.

Penn View is actively engaged in funding professional development for administrators and key leaders on campus through attendance at ABHE Annual Meeting, ABHE leadership conferences, as well as various conferences, conventions, classes, and webinars. (EE4)

Administrative documents relative to each part of the organization are stored in the appropriate administrative offices and on-campus network servers. Executive Committee minutes and Administrative Committee minutes are recorded by the Secretary of the respective committee, filed digitally, and distributed in hard copy to each member. (EE5)

Evaluation of the administrators is completed formally on a scheduled cycle. (EE6)

Evaluative Conclusion

The CoA Action Letter (2019) expressed no concerns regarding Standard 5. The Commission Staff Representative Report (2019) expressed no concerns and no suggestions regarding Standard 5. The administration has concluded that the institution is in substantial compliance on Standard 5.

Documentation

Penn View Bible Institute. (2016). Constitution and Bylaws. Penns Creek, PA: Penn View Bible Institute.

STANDARD 6 – INSTITUTIONAL RESOURCES

ABHE Standard 6

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

[Policies to Reference: Policy on Institutions Sponsored by Other Organization]

Standard 6A – Human Resources

- EE. 1. An adequate number of qualified institutional personnel to provide basic services to students, faculty, and administration.
- EE2. Written policies and procedures for hiring, evaluating, promoting, and dismissing personnel based on principles of fairness and respect for individual rights.

- EE3. Demonstrated commitment to provide adequate resources for employee welfare including professional development.
- EE4. Policies and practices that support employee diversity appropriate to the institution's theological and cultural context.
- EE5. An organizational climate that encourages job satisfaction, collegiality, and respect among personnel.
- EE6. Published and accessible descriptions of organizational structures, job responsibilities, and employee policies.
- EE7. An administrative handbook that describes organizational structures and job responsibilities.

The Institute employs a President, an Academic Dean, a Director of Finance, a Director of Operations, a Director of Student Life, and a Director of Public Relations. These form the Administrative Committee and meet regularly to communicate, to implement policies established by the Board of Directors, and to make the operational decisions necessary for the organization. Each of the administrators has subordinates who report directly to them. The relationship history of the administrators (shown in the table below) provides stability to the organization. There is also an Executive Committee that consists of the Administration and two members of the Board of Directors; this committee addresses issues on which the Administrative Committee desires further counsel. (EE1)

| <i>Position</i> | <i>Date Assumed Office</i> | <i>Term of Service</i> | <i>Relationship History</i> |
|--|----------------------------|------------------------|-----------------------------|
| <i>Administrators</i> | | | |
| Durkee, Daniel, President | 06/01/2018 | 3 years | 33 years |
| Heidler, Frank, Director of Operations | 07/01/2013 | 8 years | 14 years |
| Cooley, Sr., Timothy, Academic Dean | 07/18/1983 | 38 years | 42 years |
| Rine, Nicholas, Director of Student Life | 08/01/2018 | 3 years | 7 years |
| McDonald, Wesley, Director of PR | 07/25/2016 | 5 years | 10 years |
| Shiery, Roxanne, Director of Finance | 06/01/2017 | 4 years | 15 years |

| <i>Key Staff and Faculty Persons</i> | |
|---|----------|
| Mason, Barry, Director of Child Evangelism and Faculty | 49 years |
| Black, Brian, Director of Biblical Studies and Faculty | 25 years |
| Clough, Linda, Faculty | 18 years |
| Brenizer, Philip, Director of Ministerial Studies and Faculty (part-time) | 15 years |
| Stetler, Frances, Director of Christian Education and Faculty | 15 years |
| Shuey, Larry, Financial Development | 12 years |
| Cooley, Jr, Timothy, Registrar | 11 years |
| Shelenberger, D Angela, Librarian (contract, part-time) | 9 years |
| Mason, Crystal, Administrative Assistant, Human Resource Specialist | 4 years |
| Anthony, John, Director of Music and Faculty | 3 years |
| Mason, Michael, Director of Missions and Faculty | 3 years |

The Institute employs a faculty as described under Standard 9, which includes a Librarian and an Assistant Librarian. These are listed in the *Catalog* (2021, pp. 48). The faculty roster includes the Academic Dean and President who also teach a partial load of classes. The average tenure of full-time faculty is 13 years. These provide the educational foundation for the organization. There is further a support staff of Director of Operations, Director of Financial Development, Registrar, Financial Accountant, Administrative Assistant, Human Resource Specialist, Bookstore Manager, PR Secretary, Director of Admissions and Recruitment, Director of Student Life, Social Deans, Food

Services Manager, Maintenance Supervisor and staff, IT Specialist and the Coordinator of Institutional Effectiveness. (EE1)

The President holds the authority to hire, retain, or dismiss employees (Faculty and Staff Handbook, 2020, p. 10), and he reports these activities to the Board. The path toward employment runs as follows: 1) Prospective employees submit an Application for Employment, 2) References are checked, 3) the President reviews the application with the administrator under whom the prospect would work, and division directors or selected faculty members are consulted as appropriate. Initial contracts are for one year, but after that contracts may be extended for one, two, or three years. Each year in January, contract inquiry interviews are convened or contract inquiry letters are sent out in preparation for contract renewal and those under multi-year contracts to receive their feedback. The President makes the decision whether to extend another contract and what its term length will be. The contracts are prepared by the Human Resource Specialist, issued, and signed by both the President and the employee. A blank Faculty/Staff Contract is included in [Exhibit T](#). (EE2, EE5)

Concern for employee welfare is demonstrated by providing a weekly salary (that gives consideration for experience, level of education, and level of responsibility), along with benefits that include utilities (or a utility allowance), housing (or a housing allowance), a food allowance (or the option of taking meals in the Miller Dining Center), health plan reimbursement, and other benefits such as tool allowance for maintenance personnel. A specified number of sick days, personal days, and vacation days are part of each contract. Lunch is provided in the Miller Dining Center for employees on their given days of work responsibility. The institution also provides tuition and fees benefit for the employee and the employee's children who are enrolled in the Institute and/or the Academy. Historically, adjustments were made in the faculty members' schedule and at times the days they were in class were counted toward payroll in order to facilitate their education; however, tuition funding was not provided from General Fund. An educational improvement fund is available for specified donations to assist faculty and staff in furthering their education and professional development. (EE3, EE5)

Both the conservative Wesleyan-Arminian constituency served by the institution and the local area are largely Caucasian, and the faculty and staff are similarly Caucasian, but this is not by design. Both sexes are represented throughout the organization. Out of 37 employees who serve the Institute, including faculty and support staff, 62% are male and 38% female (23 males, 14 females). Among the Institute core faculty persons 69% are male and 31% female (9 males, 4 females). (EE4)

Collegiality and respect are preserved among employees through maintaining respectful interpersonal relationships, soliciting feedback, and demonstrating the willingness to listen and respond to concerns. An open-door policy is the general practice among administrators. Occasional all-staff meetings and monthly Institute faculty meetings facilitate communication. In the contract inquiry letter, the employees are asked to describe what they consider both strengths and weaknesses of the school, and they are invited to write out any other comments they wish to make. These comments are then reviewed by the President and the relevant administrator. The Administration regularly recognizes employees of the month. All employees have received an annual salary increase for the past three years. The following data from the College Administrators'

Roundtable (CAR) Employee Well-being Survey (2018) demonstrates the perception our personnel have regarding our organization. (EE5)

| Scale of 1 to 6 | 1 Strongly disagree | 2 Disagree | 3 Disagree Somewhat | 4 Agree Somewhat | 5 Agree | 6 Strongly Agree | Total | Weighted Average |
|---|---------------------|-------------|---------------------|------------------|--------------|------------------|-------|------------------|
| My office/department has fostered a sense of camaraderie | 0 0% | 1 1.89% | 4 7.55% | 2 3.77% | 19 35.85% | 27 50.94% | 53 | 5.26 |
| I feel free to share concerns or suggestions with the leadership team | 0 0% | 3 5.56% | 3 5.56% | 17 31.48% | 19 35.19% | 12 22.22% | 54 | 4.63 |
| When I share concerns or suggestions, they are addressed | 0 0% | 6 11.11% | 10 18.52% | 19 35.19% | 13 24.09% | 6 11.11% | 54 | 4.06 |

All employees receive an updated Faculty/Staff Handbook at the annual employee orientation which contains all organizational structures and employee policies. This handbook, with any revisions, is made immediately available digitally to all employees. The following data from the CAR Employee Well-being Survey demonstrates the perception our personnel have regarding our organizational information communicated through our handbook as submitted in [Exhibit I](#). (EE6)

| Scale of 1 to 6 | 1 Strongly disagree | 2 Disagree | 3 Disagree Somewhat | 4 Agree Somewhat | 5 Agree | 6 Strongly Agree | Total | Weighted Average |
|---|---------------------|------------|---------------------|------------------|--------------|------------------|-------|------------------|
| The employee handbooks effectively inform personnel | 0 0% | 2 3.77% | 2 3.77% | 14 26.42% | 27 50.94% | 8 15.09% | 53 | 4.7 |

As required by the Bylaws, the President is an ordained minister of God’s Missionary Church (member since 1991, ordained 1996) with 12 years of pastoral experience, 17 years as PVBI Director of Public Relations, and service on various conference boards throughout the years. A 1993 ministerial graduate of Penn View Bible Institute and 2020 graduate of Maranatha Baptist University (Master of Organizational Leadership), he has successfully led the institution as President since 2018. He was a founding member of Youth Challenge (see <https://youthchallenge.net/>) and is a member of the Advisory Committee of the InterChurch Holiness Convention, which is the major magnetic center to the conservative holiness movement. He serves on the board of the Outreach and Bus Convention. These national and international involvements beyond the God’s Missionary Church denomination not only contribute experience but also yield influence across the movement that PVBI serves. (EE6)

The Academic Dean holds a Master of Arts in Religion (that included research projects on Bible College philosophy and Bible College curriculum) as well as a Doctor of Philosophy (with concentration in Higher Education Leadership). In addition, he has attended all of the ABHE (formerly AABC) conventions since 1983. The Director of Operations has 18 years of pastoral experience, as well as secular employment in construction and retail warehouse logistics with supervisory and management experience; he has served the organization since 2007. The Director of Student Life is a 2017 ministerial graduate of PVBI, has five years of ministerial experience, has been active in advisement at various youth events, has coordinated activities in youth camps, and serves on the board of Youth Challenge (see <https://youthchallenge.net/>). The Director of Public Relations is a 1997 ministerial graduate of PVBI, with 19 years of pastoral experience, 12 years of Christian school leadership, and 12 years of conference leadership (Tennessee Bible Methodist); he is enrolled in the Master of Organizational Leadership program at Columbia International University. The Director of Finance attended Penn View and Ohio Christian University. She has served in the Penn View business office for 13 years and became the Director of Finance in 2017. She is enrolled in the ABHE Chief Financial Officers Executive Training and Certification program. (EE6)

The Board of Directors and President deem these individuals' qualifications are appropriate to the higher education position held for leadership and professional positions at Penn View Bible Institute. (EE6)

The Administrative Handbook mentioned under Standard 3 provides job descriptions, organizational chart, as well as all the other official documents, except *Catalog* and *Application Packet*, which are provided along with it. (EE7)

Documentation

Penn View Bible Institute. (2020). Administrative Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2020). Faculty/Staff Contract. Penns Creek, PA: Penn View Bible Institute.

Standard 6B – Financial Resources

- EE1. Evidence of financial stability documented by independent, opinioned audits, prepared by a licensed accounting professional, approved by the board, and made available to the public.
- EE2. A budgeting process that serves as an effective instrument of financial oversight and planning.
- EE3. The cultivation of adequate revenue streams sufficient to realize institutional goals.
- EE4. Risk management policies and procedures sufficient to safeguard assets.
- EE5. Appropriate board oversight of financial management to meet public accountability obligations.
- EE6. Sufficient financial reserves to enable effective response to unforeseen financial circumstances and enrollment fluctuation.
- EE7. Adequate internal controls to safeguard assets and protect personnel from accusations of wrongdoing.
- EE8. Evidence that institutional planning informs the budgeting process.

On October 28, 2010, Penn View Bible Institute received its first audited financial statements with an unqualified opinion with no audit differences discovered in the audit process. Lewis Barlett Klees, PC of Milton, PA performed the audit and issued the external audit opinion that was submitted to ABHE. Each year since then PVBI has received financial statements with no audit differences discovered in the audit process; neither were there deficiencies identified in internal control over financial reporting that were considered to be material weaknesses. In 2015, Lewis Barlett Klees, PC was acquired by Wagner, Dreese, Elsasser & Associates, PC, which firm has continued to provide the external audit. (EE1)

Penn View Bible Institute received its audited financial statements for the year ended May 31, 2020 with an unqualified opinion and no audit differences discovered in the audit process. The auditor noted that there were “no transactions entered into by the organization during the year for which there is a lack of authoritative guidance or consensus.” They also stated that they encountered “no significant difficulties in dealing with management in performing and completing our audit.” The audited financial statements were submitted to ABHE and have also been submitted as [Exhibit H](#) of this Compliance Document. (EE1, EE2, EE4)

In the last 30 years, PVBI has operated in the black 25 years. We recognize that our fluctuating enrollment has great impact on cash flow, and of course, the latest pandemic and closure of many businesses, events, functions, and fundraisers in the Spring of 2020 hindered the typical revenue stream. The following table displays the net income from the Profit and Loss Report for the past 11 years. The large amounts reflect the revenue

and expenditures for capital improvement on the Mason/McIntire Student Life Center. (EE1)

| Penn View Bible Institute Profit & Loss 2010 - 2020 | |
|--|---------------------|
| | Net Income |
| 6/1/2009 - 5/31/2010 | 323,629.33 |
| 6/1/2010 - 5/31/2011 | (91,210.55) |
| 6/1/2011 - 5/31/2012 | (43,126.09) |
| 6/1/2012 - 5/31/2013 | 110,100.81 |
| 6/1/2013 - 5/31/2014 | 190,153.90 |
| 6/1/2014 - 5/31/2015 | 324,643.91 |
| 6/1/2015 - 5/31/2016 | 536,942.60 |
| 6/1/2016 - 5/31/2017 | 818,988.34 |
| 6/1/2017 - 5/31/2018 | 1,273,547.26 |
| 6/1/2018 - 5/31/2019 | 366,399.17 |
| 6/1/2019 - 5/31/2020 | (223,392.00) |
| Net | 3,586,676.68 |

Each department within the organization submits their budget proposal to their administrator. The administrator reviews the proposal and formally submits it to the finance office. The Director of Finance reviews all proposed budgets with the President. After review of all proposals, a formal budget is submitted to the Finance Committee. Upon approval of the Finance Committee the budget is presented to the Board of Directors for final approval. The finance office provides periodic budget/operational updates to the administrators. (EE2, EE8)

In the effort to cultivate multiple revenue streams, the Board of Directors continues to review tuition and fees to determine appropriate changes, prior to the approval of the budget. Multiple benefit auctions are conducted each year, providing \$55,000 during the fiscal year ending May 31, 2019. Two banquets are conducted each year; these provided \$148,000 during the fiscal year ending May 31, 2019. The Public Relations department continues to travel throughout the nation, conducting over 300 services per year to raise funds and recruit students, generating an income of \$148,000 last fiscal year. Other fundraising efforts include an annual Walkathon (grossed \$34,500), a Phone-a-thon, a Christmas Musical (attended in 2019 by over 3,000 people), a Spring Concert, and an annual special service and offering at the Penns Creek Camp Meeting (the general camp of the God’s Missionary Church). The President sends out a minimum of two appeal letters each year, which generated over \$35,000 of donations in the 2018-2019 fiscal year. Financial development efforts include charitable gift annuities and estate planning. Under the direction of the President, solicited donations in excess of \$800,000 were received in the 2018-2019 fiscal year. (EE3)

The financial development personnel continue to write charitable gift annuities that provide stable resources to achieve educational goals. As the ABHE Annual Report indicates and also reported under Standard 4, Penn View had an endowment financial account balance of \$30,501 as of May 31, 2020, but as of January 13, 2021 the endowment account balance is \$100,000. Pursuit of degree-granting status with the Commonwealth of Pennsylvania will require the accumulation of an endowment fund of \$500,000 above all indebtedness. In 2018, indebtedness peaked at \$2.2 million in order

to finish the Student Life Center, but as of March 8, 2021, current long-term liabilities now total \$663,657 so progress has been made toward liquidation of the debt. There is more detail on the endowment efforts under Standard 4. The Board of Directors is committed to achieving this requirement. (EE4)

The institution carries property, liability, and vehicle insurance with Brotherhood Mutual Insurance Company, Fort Wayne, Indiana, as recommended by their agent. Brotherhood Mutual evaluates the insurance policy annually, and periodically sends an inspector to campus for onsite evaluation and update. Additional coverages include counseling acts, school counseling, directors and officers, non-owned property damage, sexual acts, computer-related liability, educational preparation, religious communication, discriminatory acts liability, wage reimbursement, non-owned/rented vehicle, and non-owned vehicle medical. The institution has data coverage with Cincinnati Insurance, Fairfield, Ohio. The institution uses CampusSIS which provides sufficient security and backup for student records and donor records. Accounting records are backed up on the campus server and on another computer in a different building location. (EE4)

The institution is using OneCallNow (a broadcast messaging service) for general information and emergency notifications. OneCallNow and CampusSIS also provide mass texting for use in an emergency. An Emergency Management Plan has been developed and is being adapted and implemented for our use (see [Exhibit U](#)). (EE4)

The Board of Directors meets quarterly to formalize financial policies, works closely with the President and the Director of Finance, broadens participation in financial affairs, and discusses new means of fundraising. (EE5)

As mentioned above, Wagner, Dreese, Elsasser & Associates, PC conducts the annual external audit. In addition, the institution presents a financial report to the God's Missionary Church, Inc., the sponsoring denomination, which is printed in the annual Conference Minutes and Journal. A financial report is also submitted to Fulton Bank, Middleburg, PA, which is our local banking institution. (EE5)

The institution possesses financial reserves (including endowment) as of March 8, 2021 in the amount of \$196,629. The administration and the Board of Directors are aware of the need to grow the financial reserves, not only to respond to unforeseen crises but also for the pursuit of degree-granting status within the Commonwealth of Pennsylvania. (EE6)

Internal controls are written in the Financial Policy (see [Exhibit G](#)), which has been reviewed and approved by the auditing firm, Wagner, Dreese, Elsasser & Associates, PC. The Board of Directors and the Administrative Committee both routinely invest meeting time discussing strategies to prevent fraud. (EE7)

Documentation

Penn View Bible Institute. (2021). Financial Policy. Penns Creek, PA: Penn View Bible Institute.

Wagner, Dreese, Elsasser & Associates, PC. (2020). Penn View Bible Institute: Independent Auditor's Report. Selinsgrove, PA.

Standard 6C – Physical Resources

- EE1. Evidence that facilities, equipment, and supplies are adequate to support institutional mission, to achieve educational goals, and to ensure continuity of offerings.
- EE2. Sufficient personnel and procedures to maintain physical resources adequately.
- EE3. Evidence that physical resource needs are identified and addressed in the planning process.
- EE4. Facilities and services compliant with applicable health, safety, and disability access codes.
- EE5. Appropriate provisions for the protection of physical resources from threat of harm or loss, including crisis response measures.

Penn View operates on a 50-acre campus. On this plot of ground is the main administrative building, which includes the administrative offices, seven classrooms in which students receive instruction, and the library. The G. I. Straub Memorial Tabernacle is a 1000-seat facility that houses chapel services and major events for the Institute. Two residence halls provide housing for resident students. The Mason-McIntire Student Life Center is a 25,000 square-foot, two-story. The first floor includes an activity room, fitness room, the café, study area, a full-size gymnasium with two full size volleyball courts, a full-size basketball court and restrooms with shower facilities. The second floor is the home to a banquet room with stage and the Bradley Spitler Memorial Music Hall. The music hall includes a lobby, restrooms, 9 practice rooms, 4 faculty offices, a piano lab classroom, choir and orchestra room, music library, student lounge, and 2 music classrooms. The Miller Dining Center provides food services for on-campus and for commuting students. These are described in the *Catalog* (2021, pp. 10-11) and on the web site. There are also other buildings and rooms that are used for the Academy, the Penns Creek Camp Meeting, and the God's Missionary Youth Camp. These have provided ample facilities to operate the school. God's Missionary Church, Inc. is headquartered two blocks from our campus and provides classroom space for the Ministerial Division (EE1)

PVBI is owned by God's Missionary Church, Inc. The General Board of God's Missionary Church has articulated in a Memorandum of Understanding (2012) that all of the buildings built and renovated by Penn View Bible Institute are considered their buildings to control and also claim as assets. (EE1)

The institution employs a full-time Director of Operations who oversees a full-time Maintenance Supervisor and other maintenance personnel. Maintenance Request forms are submitted to the Operations office, who then gives direction to the Maintenance Supervisor to complete the work as requested by staff/faculty. The Maintenance Supervisor has access to funding and a stated invoice spending limit to purchase materials to make the necessary repairs; additional funding is approved by specific request. The Operations office has developed a digital format enhancing the tracking, communication, and prioritizing of known maintenance needs. We continue to develop a more thorough program of preventive maintenance. In addition to the maintenance personnel, the Student Work program provides janitorial service and grounds maintenance such as mowing, trimming, leaf raking, and cleaning. Selected work students are also assigned responsibilities under the Maintenance Supervisor. (EE2)

The administration and classroom building is accessible from the ground level on both lower and upper floors. The library is accessible from the ground level. Both residence halls are accessible from the ground level, but both also have a second story which is not; however, everything a handicapped person may need is available on the ground level. Zechman Hall, the women's residence hall, meets all the requirements of the American

Disability Act (ADA), having one fully equipped handicap room with a handicap accessible bathroom, as well as a handicap accessible restroom for public use. The men’s residence hall has rooms that are handicap accessible. The Miller Dining Center is handicap accessible. The Mason-McIntire Student Life Center is accessible from the ground level on both lower and upper floors and is American Disability Act (ADA) compliant. The G. I. Straub Tabernacle, the large auditorium used for school events such as chapel and commencement, is handicap accessible. The Miller Dining Center kitchen receives periodic inspections by the Pennsylvania Department of Agriculture and is compliant with health standards (EE4)

The main administration and classroom building has a manually operated switch to use the bell system as a fire alarm, emergency lighting and exit signs. Periodic fire drills are conducted. Zechman Hall, the women’s residence hall, is fully equipped with a fire alarm system. The men’s residence hall has individual smoke detectors throughout the facility. Emergency lighting and exit signs are in the G. I. Straub Memorial Tabernacle. Local fire officials have conducted on-site observation of building layouts for information to be used in the event of a fire emergency. Fire extinguishers are located strategically throughout all of the buildings and are inspected annually by a professional service. The Mason-McIntire Student Life Center meets all ADA and building codes. (EE3, EE4)

PVBI has contracted with OneCallNow (a broadcast messaging service) to provide a means of communicating with both staff and students for many general purposes but also in the event of an emergency. The institution owns generators for the purpose of producing electricity in the event of a power failure. There is an emergency generator capable of providing power for both the Mason-McIntire Student Life Center and the Miller Dining Center. (EE5)

PVBI has been operating for 54 years, sometimes with a much higher enrollment than currently. Student Survey results offer insight to support the adequacy of the facilities, equipment, and supplies to meet the needs of the mission and to achieve its goals.

The Student Survey (November 2018) asked students, “Indicate your level of satisfaction/dissatisfaction with Penn View facilities (physical buildings or spaces). If an area is not in your experience, just mark ‘Don’t Know / Not Applicable.’” They responded as follows:

| Frequency and Distribution (percent) | 1 Very Dissatisfied | 2 Mostly Dissatisfied | 3 Somewhat Dissatisfied | 4 Somewhat Satisfied | 5 Mostly Satisfied | 6 Very Satisfied | Don't Know / Not Applicable | No response |
|---|------------------------|--------------------------|----------------------------|-------------------------|-----------------------|---------------------|-----------------------------|-------------|
| a. Residents Hall | 1.8% | 1.8% | 0.0% | 10.7% | 35.7% | 19.6% | 28.6% | 1.8% |
| b. Dining Center | 0.0% | 0.0% | 0.0% | 5.4% | 33.9% | 53.6% | 7.1% | 0.0% |
| c. Book Store | 1.8% | 1.8% | 5.4% | 19.6% | 19.6% | 26.8% | 25.0% | 0.0% |
| d. Library | 0.0% | 0.0% | 5.4% | 7.1% | 42.9% | 41.1% | 3.6% | 0.0% |
| e. Classrooms | 1.8% | 0.0% | 5.4% | 12.5% | 48.2% | 32.1% | 0.0% | 0.0% |
| f. Music Practice Rooms | 1.8% | 8.9% | 7.1% | 23.2% | 5.4% | 10.7% | 41.1% | 1.8% |
| g. Student Parking | 0.0% | 1.8% | 10.7% | 16.1% | 30.4% | 21.4% | 17.9% | 1.8% |
| h. General Facilities | 0.0% | 0.0% | 3.6% | 12.5% | 46.4% | 35.7% | 0.0% | 1.8% |

Students are very satisfied with our facilities. The Mason/McIntire Student Life Center, which includes the Spitler Music Hall, was opened March 2019 and has been a

significant improvement to the music practice rooms. In the same time period, the Men's Residents Hall received new windows, new carpeting, and painting. Student parking has been upgraded. (EE1)

Documentation

God's Missionary Church, Inc. (2012). Memorandum of Understanding. Penns Creek, PA.

Standard 6D – Technological Resources

- EE1. Appropriate technology to support the institution's educational and operational effectiveness.
- EE2. Systematic allocation of resources to maintain current and support future technological capacity.
- EE3. Ongoing training and support for technology personnel and users, including staff and students.
- EE4. Clearly stated policies and procedures regarding technological resources, services, and security, including compliance with privacy regulations.

The IT Department provides a detailed plan for budgetary purposes to the Administration annually (see [Exhibit O](#)). The last five years PVBI has continued upgrading our network infrastructure. We replaced our main network switch with a HP Aruba 5412Rzl2 which expands our 1Gbps network to every Ethernet jack in our Admin Building. This also provides Power over Ethernet (PoE) to every Admin jack location. The HP Aruba 2930F switch system we installed in the Mason-McIntire Student Life Center (M&M) also provides the same functionality to the M&M and Dining Center. Further expansion also includes full Wi-Fi saturation of the main building with Dual Band (2.4 Gig/5 Gig) Access Points. Wireless Access is also available in all lower campus buildings. All fiber optic cables between the main building and buildings on lower campus have been replaced allowing us to go from 1 Gbps to 10 Gbps capabilities. Currently only the Admin and the M&M fiber is operating at 10 Gbps. Wireless Internet access is also available in all campus buildings.

Internet Service is provided by PenTeleData via cable modems. The Main Campus is currently at 200/25 Mbps while our Elementary School building (which is used by several Institute divisions for student teaching or classroom observation) is at 25/3Mbps. We recently upgraded our firewall to a Cisco Meraki MX250. Our Elementary School building is currently protected by a Cisco Meraki MX64.

We recently upgraded our servers in our Admin building to dual HP ProLiant DL360 Gen 10 servers operating Microsoft Windows Server 2019 Standard. We also installed an HP ProLiant DL20 Gen 9 for our Elementary School building and recently upgraded it to Microsoft Windows Server 2019 Standard.

PVBI owns approximately 60 desktop and laptop computers, 32 of which are available for student use. Most of these computers operate Windows 10 Pro. Laptops that are assigned to individual staff operate on Windows 10 Home. PVBI also owns a single Mac Air laptop. PVBI's computers are protected by Thirtyseven4 Endpoint Security. PVBI also provides portable and ceiling mounted projectors for classroom use, several of which are smart projectors.

With the exception of three offices, PVBI has provided monochrome desktop laser printers to ensure an option for confidentiality and security of information on physical copies. The main office has a color laser printer. PVBI also provides several high

capacity printer/copy/fax machines for staff use, one of which is color capable. Students have access to a printer/copier in our Institute Library. (EE1, EE2, EE4)

The school has a campus phone system capable of handling 128 extensions and nine outside lines, one of which is dedicated to fax transmission. We expanded the number of phones on our campus to accommodate the offices, classrooms, and public places in the M&M building. During the summer of 2019, following a severe lightning strike, the campus network system and phone system received a major upgrade. (EE1, EE2)

Institutional data is stored on CampusSIS, which provides adequate security and backup for student records and donor records. Accounting records are backed up on the campus servers and on a Network Storage System (NAS) in a different building location. Every individual has his or her own username, password, and network policy assignment. Data in CampusSIS is backed up daily by CampusSIS in the Amazon Cloud utilizing 256-bit encryption (SSL) (Matt Dinger, personal communication, December 1, 2020). Student access to the Internet is governed by signing the Student Network, Internet, & Email Acceptable Use Policy (see [Exhibit V](#)). Students are provided Covenant Eyes software for accountability for their Internet use; at least two school staff personnel are required as accountability partners for each student. (EE4)

Training for use of technology occurs as needed and is ongoing. Whenever the office copiers are updated, the lessor provides training sessions for the faculty and staff, as well as extra orientation for key operators. The Institute faculty orientation has included training sessions on CampusSIS and other technology issues. The Technology Specialist is supported by phone and network consultants. The Registrar heads up Penn View Online (see <https://online.pvbi.edu/>, Moodle), supporting a number of individual on-site courses. The school web site at <http://www.pvbi.edu> is managed by the PR Office and outsourced to Media-Spring. (EE2, EE3)

The CAR Employee Well-Being Survey indicates that we are succeeding.

| Scale of 1 to 6 | 1 Strongly disagree | 2 Disagree | 3 Disagree Somewhat | 4 Agree Somewhat | 5 Agree | 6 Strongly Agree | Total | Weighted Average |
|---|---------------------|------------|---------------------|------------------|--------------|------------------|-------|------------------|
| I have adequate workplace technology (computer/software, telephone, etc.) | 1 1.89% | 4 7.55% | 3 5.66% | 17 32.08% | 20 37.74% | 8 15.09% | 53 | 4.42 |
| I feel sufficiently trained to use classroom/office equipment | 0 0% | 1 1.96% | 6 11.76% | 11 21.57% | 25 49.02% | 8 15.69% | 51 | 4.65 |
| IT personnel provide adequate support for my job functions | 0 0% | 5 9.62% | 9 17.31% | 22 42.31% | 14 26.92% | 2 3.85% | 52 | 3.98 |

Student Survey (November 2018) asked students, “How well do PVBI computers and Internet meet your academic needs? Students responded as follows:

| Frequency and Distribution (percent) | 1 | 2 | 3 | 4 | 5 | 6 | Don't Know / Not Applicable | No response |
|--|-------------------|---------------------|-----------------------|--------------------|------------------|----------------|-----------------------------|-------------|
| | Very Dissatisfied | Mostly Dissatisfied | Somewhat Dissatisfied | Somewhat Satisfied | Mostly Satisfied | Very Satisfied | | |
| How well do our computers meet your academic needs? | 0.0% | 1.8% | 3.6% | 5.4% | 14.3% | 17.9% | 55.4% | 0.0% |
| How well does our Internet meet your academic needs? | 3.6% | 12.5% | 19.6% | 17.9% | 16.1% | 16.1% | 14.3% | 0.0% |

At the time of this survey, the network was fragile and slow. As detailed above, significant and costly improvements have been made. Informal student feedback has been favorable, and we anticipate higher ratings in the next Student Survey.

Documentation

Penn View Bible Institute. (2021). Technology Plan. Penns Creek, PA: Penn View Bible Institute.

Evaluative Conclusion

The administration believes PVBI has the personnel with appropriate qualifications to fulfill its Mission. Since 2016, we have hired personnel to carry Human Resources (HR) responsibilities. As we continue to mature as an organization, we recognize the importance of HR and the continual development of that department with credentialed personnel. The budget process has matured to the point that the departments have a much deeper grasp of their incomes and expenses. It has given us greater financial stability that allows us to fulfill our Mission. As a faith-based ministry not receiving Title IV funding, we recognize that we are very dependent on the generosity and favor of individuals and organizations to support the school. We recognize that 2019-2020 with the COVID-19 pandemic has been atypical, which is the explanation for using 2018-2019 figures at some points of our financial analysis. With the completion of the Mason-McIntire Student Life Center and surroundings as well as the addition of the God's Missionary Church World Headquarters facility, the campus gives evidence to being adequate to support the Mission. Community leaders and church leaders have acknowledged the adequacy of the physical resources. The administration is committed to the continual improvement of campus housing and facilities so that we can meet the demands of the future. Technology resources have drastically increased to support the educational and operational effectiveness, and we recognize the ongoing need for regular improvement and updating. The Supplemental Evaluation Report (2019) noted no concerns. The administration has concluded that the institution is in substantial compliance on Standard 6.

STANDARD 7 – ENROLLMENT MANAGEMENT

ABHE Standard 7

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

The Student Services Sub-committee have collaborated on the preparation for Standard 7. This committee includes the following: Registrar/Enrollment Manager Tim Cooley Jr, Director of Student Life Nicholas Rine, and Director of Public Relations Wesley McDonald.

Recruitment, enrollment, and student financial aid are an integral part of PVBI. The mission of the Enrollment Management program is to recruit appropriate prospects and support the flow from admission to program completion, through obtaining Connection Cards, hosting on-campus events, maintaining personal communication, and connecting with available financial aid. The Enrollment Manager coordinates the implementation of the revised Enrollment Management Plan (2021, [Exhibit P](#)) to stabilize and grow the

institution's enrollment. The financial aid process is available to students whose needs substantiate its use. All of these processes continue to support the institution's mission.

Standard 7A – Recruitment

- EE1. Recruitment strategies that are directed toward students whose spiritual commitment, goals and interests are consistent with the institutional mission.
- EE2. Accurate and comprehensive recruitment literature that enables prospective students to make informed decisions.
- EE3. The allocation of resources and authority to adequately support recruitment efforts.
- EE4. Recruitment that reflects ethnic, cultural, and gender patterns and commitments relevant to the institution's constituency.

The Director of Public Relations, the PR Secretary, the PR contract students, the Director of Admissions and Recruitment, the Registrar, the Academic Dean, the Division Directors, the President and others all engage in recruitment. In order to ensure that prospective students align to the mission of the school and its doctrinal passion, recruitment efforts are targeted toward a specific audience—prospects who are connected to the conservative Wesleyan-Arminian movement specified in PVBI's Mission Statement. Recruitment strategies include public relations services at churches, presentations at church camps including youth camps, representation at conventions, as well as visitations to Christian schools. Prospects are actively targeted through soliciting their information on Connection Cards. The Enrollment Manager and Public Relations office manage contacts in CampusSIS, maintain periodic contact with individuals, and send out bulk mailings as scheduled. Prospects are further recruited through personal visits, mail, social media, phone calls, email, texting, and repeated invitations to campus events. Applicants go through an admission process in which their completed application is reviewed to ensure they align with the Mission Statement and that they have ability to benefit from the education offered. If the spiritual commitment, goals, and interests of an applicant or prospect do not align with the PVBI Mission, this is acknowledged and the person is kindly encouraged to pursue opportunities elsewhere. (See Enrollment Management Plan in [Exhibit P](#) and the *Application Packet* in [Exhibit X](#).) (EE1)

A variety of media is utilized to inform prospective students about the school and to engage their interest. The social media pages share recent events, improvements at the school, and upcoming events. The web site (www.pvbi.edu) advertises the programs, the upcoming events, PR groups, pictures, and various insights on the school. The web site also gives information concerning doctrinal position, academic curriculum, accreditation, institutional effectiveness, and activities both on-campus and off-campus. The *Catalog*, application, and other forms are available for download. The application process is currently being updated to be made available to complete, submit, and track online. The goal is to have this process operable by the Spring of 2021. Printed media are distributed to churches and Christian schools, and Connection Cards are given to prospects. These cards are then collected to acquire the information needed to maintain contact with the prospect. The contact information is entered or updated in CampusSIS. These avenues of communication endeavor to provide accurate and adequate information for the prospect to make an informed decision about his or her education. (EE2)

The Public Relations office and the Enrollment Manager work together to send out mailings and to maintain contact with prospective students. This process is laid out in further detail in the Enrollment Management Plan, which includes specific strategies and activities that move prospects through the recruitment funnel. [Exhibit P](#) (EE2, EE3)

CampusSIS contains names, addresses, phone numbers, email addresses, and other information for 1715 prospects (high school graduation date > 2018 or contact within last two years). Prospects who are graduating in 2021 number 252. Out of these, 96 have indicated an interest level of 3 or greater on a scale of 1 to 5. This database is used and updated regularly. (EE3)

Selected students are contracted to serve in PR representative groups throughout the entire calendar year and much more intensely during the summer. Additional students are usually contracted to represent the school at summer youth camps. (EE3)

The Director of Public Relations submits an annual budget for the department which is then approved by the Finance office. This endeavors to ensure that adequate recruitment tools and resources are in place for the staff in each department. (EE3)

The goals and procedures described in the Enrollment Management Plan ([Exhibit P](#)) are carried out in order to recruit qualified applicants, process applications in appropriate manner, and integrate those applicants as satisfied students. The following data illustrate that the recruitment efforts are successfully reaching the target audience. In the fall 2018 Student Survey (Item #1), students were asked to “indicate how important each of the following desires were in your deciding to come to Bible College.” Their answers indicate the buyer’s motives that bring students to Penn View. 80% of the respondents answered 5 *Mostly true of me* and 6 *Very true of me* to Items 1b and 1d emphasizing their desire to gain a more fervent spiritual life and to become effective in ministry.

| Frequency and Distribution (percent) | 1 Very false of me | 2 Mostly false of me | 3 More false than true of me | 4 More true than false of me | 5 Mostly true of me | 6 Very true of me | No response |
|---|--------------------------|----------------------------|---------------------------------------|---------------------------------------|---------------------------|-------------------------|----------------|
| a. I wanted to know more about what I believe | 2% | 0% | 5% | 18% | 32% | 41% | 2% |
| b. I wanted a more fervent spiritual life | 0% | 0% | 2% | 16% | 29% | 54% | 0% |
| c. I wanted to make friends (perhaps meet a life partner) | 9% | 5% | 11% | 21% | 25% | 29% | 0% |
| d. I wanted to become effective in ministry | 0% | 0% | 11% | 7% | 14% | 66% | 2% |
| e. I wanted to go to college / pursue a major | 7% | 7% | 13% | 23% | 13% | 38% | 0% |

The conservative holiness (Wesleyan-Arminian) constituency that PVBI serves and the local area around the campus are both largely Caucasian. Nevertheless, the school endeavors to recruit without discrimination; this is exhibited through the use of pictures in the promotional literature and the web site. Across the years, the student body has included African Americans, Native Americans, Hispanic-Americans, and international students from Papua New Guinea, Canada, Northern Ireland, Eritrea, South Africa, Japan, Haiti, and the Turks and Caicos Islands. Students and families of Anabaptist heritage are welcomed. The male/female ratio in the student body is usually around 50/50. In Fall 2018, the ratio between the sexes was 55% female, 45% male (n = 44, 36). Dorm population was 55% female, 45% male (n = 28, 23). (EE4)

Documentation

Penn View Bible Institute. (2021). *Application packet*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2021). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2021). *Enrollment Management Plan*. Penns Creek, PA: Penn View Bible Institute.

Standard 7B – Admissions

- EE1. Admissions requirements and procedures that are clearly communicated to prospective students and applied consistently in the admissions process.
- EE2. Evaluation procedures that reasonably ensure admitted students have attained the requisite educational level and possess the ability to successfully achieve their educational goals.
- EE3. Published policies and procedures related to transfer credit and prior learning.
- EE4. Systematic procedures for identifying students who are underprepared for their desired level of study.

[Policies to Reference: Policy on Transfer and the Award of Academic Credit; Policy on Validating Credits Earned at Unaccredited Institutions]

Admissions requirements and procedures are communicated in the [Catalog](#) (2021, p.20) and the *Application Packet* (see [Exhibit X](#), p. 1). Each applicant's materials are examined for their Christian character, their testimony, their completion of high school, and their ability to succeed as a student. Admissions decisions are based on the high school records, standardized test scores, and other indications that an applicant will be able to undertake college-level studies. The Health Certificate received from the applicant's physician includes a question whether the applicant can handle college-level studies. The Character References also contain questions about perceived academic ability, although admittedly some of those who complete the forms are not positioned to make a well-founded statement on the matter. Placement testing assigns new students to different levels of freshman English courses. The Registrar, the Academic Dean, and the President are all involved in the acceptance process, ensuring that the requirements are met, and the procedures are applied consistently. (EE1, EE2)

The Registrar processes the Applications for Admission, communicates acceptance, and any other emerging details that need to be addressed up to the point of enrollment. In the judgment of the administration, this is done successfully. The admissions staff works to maximize the new capabilities for recruitment offered by the access to raw data in CampusSIS. (EE1)

Policies on accepting transfer credit are articulated in the [Catalog](#) (2021, p. 21) (EE3).

Academic credit earned at other similar institutions may be received in transfer and applied toward a program of study at Penn View Bible Institute. Only courses in which a grade of at least C (2.0) was earned and which will apply toward program requirements are transferable. This determination will be made through an evaluation by the Academic Dean.

Requests for transfer credits from unaccredited institutions will be considered based on review of faculty credentials, syllabi, and the success of other students from that institution. Such transfers would be accepted provisionally until the student completes 15 course hours at Penn View Bible Institute with a Grade Point Average of at least 2.0.

No more than 15 hours of correspondence work from a recognized school may be applied on a diploma program.

High school transcripts, achievement test scores, and other records are used to evaluate whether applicants are prepared for college-level study (EE2). Once applicants are enrolled, the Noel-Levitz College Student Inventory (RNL CSI), faculty and staff observations, and grade reports assist in identifying at-risk students. Students who receive more than one D or F on their mid-term or semester grade report and those whose GPA is under 2.00 are classified as at-risk. They are assigned to attend a weekly staff-directed program providing diagnosis of learning styles and assistance toward better study skills. (EE4).

Documentation

Penn View Bible Institute. (2021). *Application packet*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2021). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2021). *Enrollment Management Plan*. Penns Creek, PA: Penn View Bible Institute.

Standard 7C – Financial Aid

EE1. Accurate financial aid information and counseling in regard to scholarships, grants, loans and refunds.

EE2. Evidence that financial aid practices meet regulatory requirements.

EE3. Financial aid decision-making procedures that are timely and equitable.

The *Application Packet* (p. 14-18) describes various opportunities for financial aid, which are also advertised on the school's web site. These opportunities include scholarships, discounts for students whose parents are in full-time ministry, the work scholarship program, and public relations contracts. Some of the scholarships are criteria based, meaning that all who qualify are granted that scholarship. The Registrar reviews the students' applications for these scholarships and manages the receipt of the required references. If the student meets all requirements, the Registrar prepares a certificate and forwards it to the Academic Dean and the President for final signatures. Some of the scholarships are limited, so the recipients are selected by the Administrative Committee, based on nominations from the division directors. The Board of Directors has authorized other scholarships and financial aid that the President may offer directly to promising students. Financial aid decisions are made in a timely manner and communicated to the recipients as early as possible to facilitate their planning and enrollment. Currently, the institution does not participate in Title IV funding from the federal government, although it probably will when that becomes a possibility. Penn View students may receive scholarships and financial aid from various mission organizations, denominations, and donors. Since 1993, all PVBI graduates have graduated with a median debt of \$0.00. (EE1, EE2, EE3)

The Work Scholarship program is need-based so the Application for Work Scholarship inquires about the student's financial status. (See *Application Packet*, [Exhibit X](#).) The program offers three levels of support: \$1,000, \$1,300, or \$2,000 per semester. Most applicants who apply are approved, unless there are more applicants than there are positions available. In that case, students who appear not to have pressing needs may be asked to accept a reduced level. The Work Director approves applications with some consulting from the Academic Dean. The Work Director communicates with the student the approval and when the work assignments will begin. (EE2, EE3)

Most PVBI students require financial aid. Twenty-seven percent work at some kind of employment more than 15 hours per week. The fall 2018 Student Survey (Item #20) asked students, “About how many hours per week do you spend working for pay this semester, either on-campus (Work Scholarship, Public Relations contract) or off campus? Give an estimated total.” The following table displays their responses:

| Frequency and Distribution | Number | Percent |
|-----------------------------------|--------|---------|
| a. More than 30 | 0 | 0% |
| b. 26-30 | 0 | 0% |
| c. 21-25 | 0 | 0% |
| d. 16-20 | 15 | 27% |
| e. 11-15 | 12 | 21% |
| f. 6-10 | 12 | 21% |
| g. 1-5 | 8 | 14% |
| h. 0 | 4 | 7% |
| No response | 3 | 5% |

The Refund Policy is published in the [Catalog](#) (2021, p. 18) and on the web site. Refunds are calculated by the decreasing percentages specified there, according to the number of weeks the student has been enrolled. (EE1)

The [Catalog](#) (2021, pp. 16) specifies payment terms, offering a 2% discount for full payment at the beginning of the semester or a five-payment monthly plan across the semester. This information is on the web site as well. (EE2)

PVBI does not participate in Title IV funding. (See Standard 4).

Documentation

Penn View Bible Institute. (2021). *Application packet*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2021). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2021). *Enrollment Management Plan*. Penns Creek, PA: Penn View Bible Institute.

Standard 7D – Retention

EE1. Resources and services sufficient to address the needs of at-risk students and improve student retention.
 EE2. An assessment program that measures student retention and completion.

The Enrollment Management Plan (2021) delineates expanded strategies and structured activities assigned to improve retention. (See [Exhibit P](#).) Beginning with the registration process, through each semester, and up to the point of graduation or withdrawal, activities are assigned to various personnel for supporting students, connecting them relationally, and engaging them academically. The program is assessed with a view to improvement. Students who do not plan to return are interviewed to understand their concerns. (EE1, EE2)

During the application process, high school transcripts, achievement test scores, and other records are used to evaluate whether applicants are prepared for college-level study. Once applicants are enrolled, the Noel-Levitz College Student Inventory (RNL CSI), faculty and staff observations, and grade reports, along with observations from Student Life personnel, assist in identifying at-risk students. Students who receive more than one

D or F on their semester grade report and those whose GPA is under 2.00 are classified as at-risk. They are assigned to attend a weekly staff-directed program providing diagnosis of learning styles and assistance toward better study skills. (EE1)

The Student Survey has been administered 2017, 2018, 2020. Question 2 is, “Indicate your level of satisfaction/dissatisfaction with Penn View facilities. If an area is not in your experience, just mark ‘Don’t Know / Not Applicable.’” In Fall 2018, students responded as follows (on a 6-point scale) (n=56/75; 75% response):

| Frequency and Distribution (percent) | 1 Very Dissatisfied | 2 Mostly Dissatisfied | 3 Somewhat Dissatisfied | 4 Somewhat Satisfied | 5 Mostly Satisfied | 6 Very Satisfied | Don't Know / Not Applicable | No response |
|---|------------------------|--------------------------|----------------------------|-------------------------|-----------------------|---------------------|-----------------------------|-------------|
| a. Residents Hall | 1 2% | 1 2% | 0 0% | 6 11% | 20 36% | 11 20% | 16 29% | 1 2% |
| b. Dining Center | 0 0% | 0 0% | 0 0% | 3 5% | 19 34% | 30 54% | 4 7% | 0 0% |
| c. Book Store | 1 2% | 1 2% | 3 5% | 11 20% | 11 20% | 15 27% | 14 25% | 0 0% |
| d. Library | 0 0% | 0 0% | 3 5% | 4 7% | 24 43% | 23 41% | 2 4% | 0 0% |
| e. Classrooms | 1 2% | 0 0% | 3 5% | 7 13% | 27 48% | 18 32% | 0 0.0% | 0 0% |
| f. Music Practice Rooms | 1 2% | 5 9% | 4 7% | 13 23% | 3 5% | 6 11% | 23 41% | 1 2% |
| g. Student Parking | 0 0% | 1 2% | 6 11% | 9 16% | 17 30% | 12 21% | 10 18% | 1 2% |
| h. General Facilities | 0 0% | 0 0% | 2 4% | 7 13% | 26 46% | 20 36% | 0 0% | 1 2% |

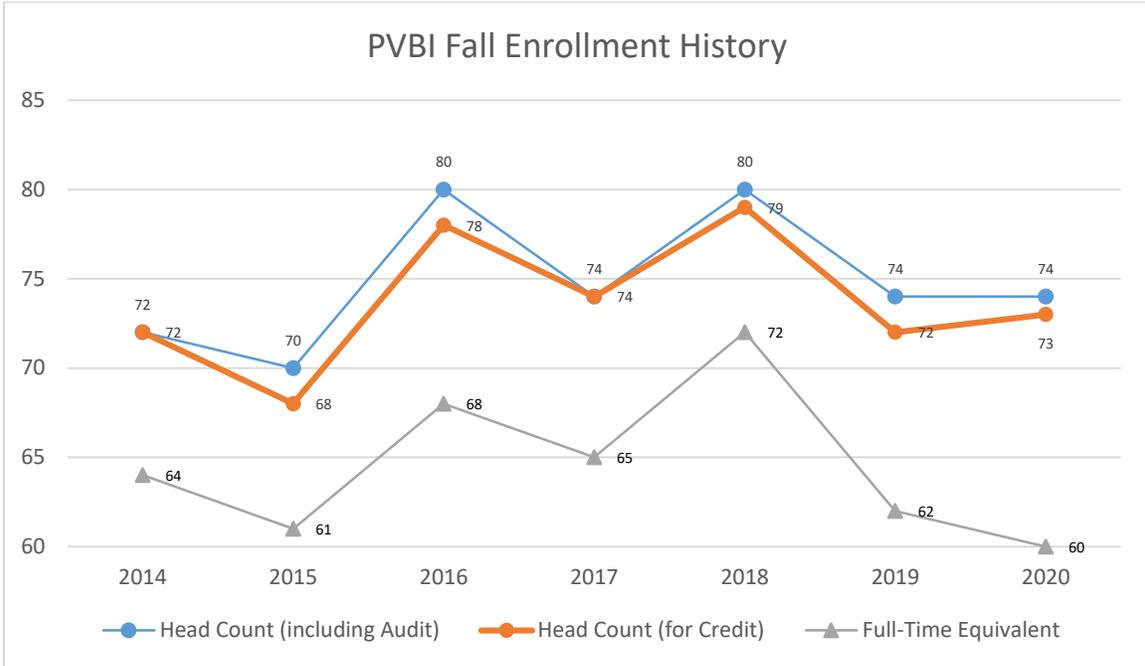
Students are reasonably satisfied with the facilities. Positive ratings for Dining Center, Book Store, Student Parking, and General Facilities were greatly improved in 2018. Of those who submitted a scaled response on the Residents Halls in the 2014 survey (male = 14; female = 23), the mean of the male ratings was 2.71 on a four-point scale (which is between 2 *Somewhat Dissatisfied* and 3 *Somewhat Satisfied*) and that of the females was 3.57 (which is between 3 *Somewhat Satisfied* and 4 *Very Satisfied*). This 2014 data showed that we needed to improve our male residents’ facilities. In the Fall of 2018, we added new windows, new carpet, and paint to the entire male residents’ facility. The fall 2018 Student survey reflect that these changes impacted the students’ satisfaction rating. The mean of the male ratings (n = 15) in 2018 was 4.40 on a six-point scale (which is between 4 *Somewhat Satisfied* and 5 *Mostly Satisfied*) and that of the females (n = 23) was 5.35 (which is between 5 *Mostly Satisfied* and 6 *Very Satisfied*). The Mason McIntire Student Life center is now complete but has not been included on this survey yet.

To question #9, “Would you or do you recommend Penn View to friends/family?” 98% responded affirmatively. The following table displays their responses:

| Frequency and Distribution | 2014 Percent | 2018 Percent |
|-----------------------------------|-----------------|-----------------|
| a. Yes | 80.0% | 78.6% |
| b. Yes, with some reservation | 14.0% | 19.6% |
| c. No | 0.0% | 0.0% |
| d. I don’t know | 6.0% | 1.8% |
| No response | 0.0% | 0.0% |

Students indicate that they are satisfied with the facilities and would recommend Penn View.

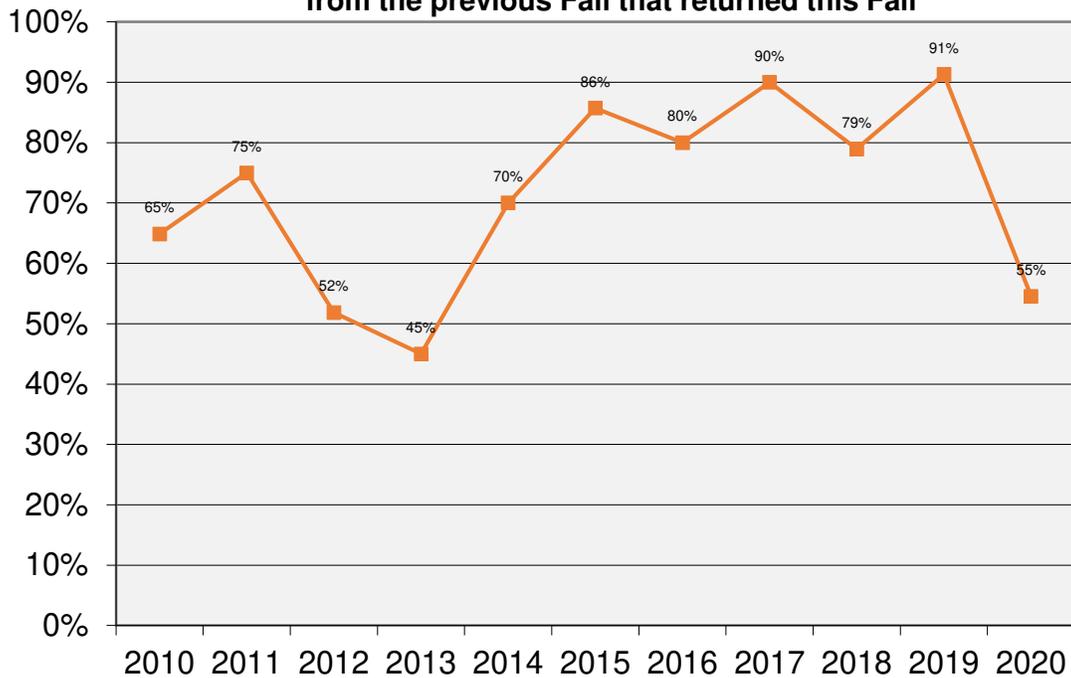
Enrollment and retention have been concerns and have received close attention within the institution. The chart below displays the history since 2011. The Enrollment Management Plan (2021) lays out plans to remedy the enrollment problem. (EE2)



The Freshman-to-Sophomore retention rates are visualized in the following chart. The Freshman-to-Sophomore retention rate decreased in Fall 2020, which could have been affected by COVID-19.

Freshmen-to-Sophomore Retention Rate

**First-time, Full-time, Degree-seeking Freshmen
from the previous Fall that returned this Fall**



Completion rates, calculated according to ABHE Annual Report guidelines are displayed in the table below:

| Enter Fall | # Entering Class * | Complete in 150% | Annual Report | % Completions |
|------------|--------------------|------------------|---------------|---------------|
| 2009 | 25 | 8 | 2015 | 32% |
| 2010 | 21 | 9 | 2016 | 43% |
| 2011 | 18 | 6 | 2017 | 33% |
| 2012 | 16 | 3 | 2018 | 19% |
| 2013 | 29 | 18 | 2019 | 62% |
| 2014 | 14 | 5 | 2020 | 36% |

* "Entering class" includes some students who transferred but did not complete.

We have sufficient data history to recognize that completion rates are low, but judging from numerous conversations with students, they are probably influenced by PVBI's non-degree status. Opportunities for employment in pastoral ministry, missions, Christian schools, and teaching music are more numerous than the PVBI graduates, affecting retention. Numbers of students state they have enrolled for personal growth, not necessarily graduation. A program start is often shifted as students desire to pick and choose rather than pursue a prescribed program.

The RNL SSI was administered in 2012, 2014, 2018 and 2020. In 2020, there were 47 responses out of the 52 students who were requested to take the survey. Of the domains evaluated in the SSI, none of the PVBI satisfaction ratings averaged less than 5.70 on the seven-point scale. The full data are displayed in the table below, listed in descending order according to importance.

| RNL SSI (2018 compared to 2020) (listed in descending order by 2018 Importance) | Penn View Bible Institute (2018) | | | Penn View Bible Institute (2020) | | | Mean Difference |
|--|----------------------------------|--------------|-----------------|----------------------------------|--------------|-----------------|-------------------------|
| | Importance | Satisfaction | Performance Gap | Importance | Satisfaction | Performance Gap | In Satisfaction Ratings |
| Domains on Scale of 1 to 7 | | | | | | | |
| Concern for the Individual | 6.63 | 6.17 | 0.46 | 6.76 | 6.22 | 0.54 | 0.05 |
| Student Centeredness | 6.57 | 6.15 | 0.42 | 6.77 | 6.21 | 0.56 | 0.06 |
| Instructional Effectiveness | 6.55 | 6.11 | 0.44 | 6.76 | 6.31 | 0.45 | 0.20 |
| Campus Climate | 6.51 | 6.10 | 0.41 | 6.67 | 6.14 | 0.59 | 0.04 |
| Academic Advising | 6.45 | 6.23 | 0.22 | 6.64 | 6.38 | 0.26 | 0.15 |
| Service Excellence | 6.41 | 6.03 | 0.38 | 6.61 | 6.14 | 0.47 | 0.11 |
| Registration Effectiveness | 6.35 | 6.16 | 0.19 | 6.60 | 6.53 | 0.07 | 0.37 |
| Safety and Security | 6.23 | 5.72 | 0.51 | 6.38 | 6.20 | 0.18 | 0.48 |
| Recruitment and Financial Aid | 6.18 | 5.88 | 0.30 | 6.54 | 6.21 | 0.33 | 0.33 |
| Campus Support Services | 6.11 | 5.95 | 0.16 | 6.49 | 6.20 | 0.29 | 0.25 |
| Campus Life | 6.05 | 5.62 | 0.43 | 6.29 | 5.70 | 0.59 | 0.08 |
| Responsiveness to Diverse Population | NA | 6.22 | NA | NA | 6.31 | NA | 0.09 |

The Importance rating on Safety and Security went up from 2018 to 2020; however, the Satisfaction rose as well. This could be due to our intentional, enhanced Security measures. The Academic Dean and the faculty continue to work on student satisfaction with Instructional Effectiveness, through the Student Course Evaluation forms, Peer Evaluations, and observations from the Academic Dean. The Director of Student Life, the Dean of Men, and the Dean of Women continue to interview students throughout the year regarding Student Life as one means of demonstrating Concern for Individuals and Student Centeredness.

The SSI report (2018) listed the following Challenges in descending order (their item numbers are included for easy reference):

- 8. The content of the courses within my major is valuable.
- 22. Counseling staff care about students as individuals.
- 51. This institution has a good reputation within the community.
- 30. Residence hall staff are concerned about me as an individual.
- 25. Faculty are fair and unbiased in their treatment of individual students.
- 40. Residence hall regulations are reasonable.
- 64. New student orientation services help students adjust to college.
- 57. I seldom get the "run-around" when seeking information on this campus.
- 36. Security staff respond quickly in emergencies.
- 73. Student activities fees are put to good use.

Students are satisfied with the level of academics and with the institution's expression of concern for them personally. Residents Hall regulations have been improved over the last few years along with other new policies that have gone into effect and are benefiting the students. Living conditions in the Residents Halls as well as the student ratings of them have risen.

Evaluative Conclusion

The Enrollment Management Plan (2021) has been revised and is now more solidly based on data to document the history and to form the basis for projections. Recruitment efforts have continued through active collection of Information Cards from prospects who already give indication of being aligned with the PVBI Mission, and the system is intentional and organized. The position of Director of Admissions and Recruitment has been created to streamline the process and benefit the student with one-on-one interaction. As explained above, the Title IV process is currently on hold, due to the indebtedness and the Pennsylvania requirement for a \$500,000 endowment. The Board of Directors is aggressively pursuing the matter. Accurate financial aid information on what is specifically available is published through the promotional literature, the [Catalog](#) (2021), the website, and personal communications. Eventually, Title IV will require more specific guidelines for financial aid advisement. The retention rate has risen, but retention efforts continue to focus on student responses to improve the overall institution. Recruitment and retention efforts must continue to intensify and strengthen as the goal continues to rise. The administration has concluded that the institution is in substantial compliance with Standard 7.

Documentation

Penn View Bible Institute. (2021). Enrollment Management Plan. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2021). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Noel Levitz. (2018). Penn View Bible Institute SSI. Coralville, Iowa: Noel-Levitz, Inc.

STANDARD 8 – STUDENT SERVICES

ABHE Standard 8

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

- EE1. A commitment to the spiritual, physical, intellectual, emotional, and social development of students that is consistent with biblical higher education.
- EE2. The organization and delivery of student services that are appropriately aligned with the institution's mission and culture, including services that meet the needs of students regardless of location or instructional delivery system.
- EE3. Services that address diverse student needs, abilities, and cultures.
- EE4. Appropriately qualified personnel who supervise and provide student services and programs.
- EE5. Leadership development facilitated by curricular and/or co-curricular programs that are integrated with the educational objectives
- EE6. A regular system of assessing levels of student satisfaction and of acting to address issues identified in the assessment process.
- EE7. Opportunities for students to provide input in institutional decision-making.
- EE8. Published procedures for and records of addressing formal student complaints and grievances.

Description

The student services program has a variety of services that aid in strengthening the spiritual, physical, intellectual, emotional, and social development of students. These services are provided on campus since all Penn View students travel to the campus for their academic training (EE2). The Student Services mission statement (adopted 2013) declares: “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.” The Student Services staff strive 1) To encourage personal responsibility, 2) To promote spiritual development, and 3) To inspire interpersonal relationships. This mission and these goals align well with the institutional mission statement “To prepare

Christ-like Servant Leaders.” In Summer 2018, the Dean of Students was retitled Director of Student Life to highlight the oversight of the spiritual, social, and work aspects of students’ lives. At the time of this change The Work Program was also moved into the Student Life department to help control the students schedule and overall workload between class work and physical work. This reason for change is further detailed in an assessment-based document dated, September, 2018.

Data from the Wesleyan Wellness Profile, the Noel-Levitz Student Satisfaction Inventory (RNL SSI), and the Faculty Staff Perception survey, described under Standard 2A, illustrate that these goals are being achieved. On the Faculty Staff Perception survey, the responses to the line item that “the students are becoming responsible members of social structures such as family, church, nation, and world” was 5.17 (2019 and 2020) on a six-point scale. On the Wesleyan Wellness Profile (2019), the mean of the spiritual ratings is 5.52 on a six-point scale, which is an encouraging indication regarding student spirituality, and the line items displayed in the table below show that students attribute significant influence to areas that are part of Student Services. On the six-point scale, PVBI desires ratings of *5 mostly true*, except when respondents are rating someone else, 4.5 is acceptable. (EE1, EE2, EE6)

| Student Services (select line items from Wesleyan Wellness Profile) 2019 | Mean |
|---|------|
| #8c Fellowship with other students | 4.79 |
| #8f Dormitory life | 3.81 |
| #8g Small groups or discipleship groups | 3.83 |
| #8j Campus atmosphere (stressing spirituality and the Great Commission) | 4.90 |
| | |
| #8 all lines | 4.48 |
| | |
| #9i. The campus atmosphere encourages everyone to spiritual growth | 5.31 |
| | |

The table above is specifically dealing with areas that impact the students’ spiritual growth. We are pleased with the campus atmosphere that encourages overall spiritual growth. Dormitory life often gets overlooked as an area that helps the students develop spiritually, but overall, the Student Life Department is pleased with the spiritual progress of each student.

These services include advisement through the Director of Student Life as well as Dean of Men, Dean of Women, and student Residents Assistants. During the opening week of the academic year, the New Student Orientation program makes students aware of what is available in student services, intramural activities, local shopping venues, area churches, and local ministry opportunities. Local pastors are invited to present their own churches to the students. Returning students also attend selected sessions. In addition, meetings are scheduled with each student throughout the semester to provide encouragement and to review their current spiritual, physical, intellectual, emotional and social development. Deans are aware of each student’s needs and respond to them according to their cultures. Focus groups are assembled to assess the effectiveness of Student Services and to recommend to the administration appropriate changes. Basic Student Services are described in the *Student Handbook* ([Exhibit J](#), available to students in hard copy and in digital version through email) and in the *Catalog* (2021, pp. 13-14). The *Student Services Handbook* outlines all of the student services and responsibilities of the Student Services staff (See [Exhibit L](#)). PVBI students are provided with Covenant Eyes® for their access to the Internet through the campus network. The software is installed on students’

devices by the IT Specialist, and each student is required to list a specified school staff member as an accountability partner. School staff members discuss unsatisfactory Covenant Eyes® reports with the student. All of this is consciously aligned with the mission of the institution. (EE1, EE3, EE4)

Planned devotional and accountability times in the dorms create a communal environment for spiritual development. These occur on a consistent basis throughout a given week. There are at least two revivals scheduled each school year for spiritual enrichment of the students. Other opportunities are granted to the student through conventions, ministry opportunities, and social activities at area churches. The deans and the staff strongly encourage student involvement in these occasions. The small group program is under the direct supervision of the Student Services staff. The staff members select student leaders who lead each individual group. These small groups take place on a weekly basis. (EE1)

Student Services staff members and other staff members stay in tune with each of the student’s needs, abilities, and suggestions through observation, interaction, and one-on-one times that occur throughout the school year. This gives them awareness of any cross-cultural needs, and if those needs are there, they seek out the essential help to satisfy these needs. Staff members give particular attention to students (for example, International, Native-American, African American, Hispanic-American) both individually and in groups hearing their concerns, responding to their needs, and encouraging their appropriate expression. The International Student Advisor works with international (F-1) students about cultural differences, and he also includes U.S. students from minority cultures in those conversations. Consistent with Christian family values, staff members communicate with parents through phone calls, texts, emails concerning student needs and how the staff can assist in fulfilling a need. (EE1, EE3)

The Director of Student Life is a PVBI graduate and an ordained minister of God’s Missionary Church. He has served as a youth pastor and currently serves on the God’s Missionary Youth Camp board and on the Youth Challenge board, which is an inter-denominational national youth convention. The Dean of Women is married with one child; she grew up in a pastor’s home and has experience as the wife of an ordained minister and youth pastor. She attended PVBI, taught Sunday school class, led a lady’s ministry, and currently serves on a lady’s ministry team. The Dean of Men is married with two children. He has attended PVBI, served as church youth leader, and is currently responsible for the church’s annual youth event. (EE4)

Not only does the staff stay in tune with the needs, but a system of assessment is established to identify needs on the campus and to improve Student Services. Assessments are administered on a specified timeline. The Student Survey is administered bi-annually; some of the data is referenced under Standard 7D. The RNL SSI is administered in even-numbered fall terms. Information from these surveys gives the faculty and staff input for improving the campus and making decisions to benefit the overall institution. (EE6)

Line items on the SSI and their results in descending order of importance are as follows:

| RNL SSI (2018) | Penn View Bible Institute | | | National Four-Year Privates | | | Mean Difference In Satisfaction Ratings |
|--------------------------------------|---------------------------|--------------|-----------------|-----------------------------|--------------|-----------------|---|
| | Importance | Satisfaction | Performance Gap | Importance | Satisfaction | Performance Gap | |
| Line Items on Scale of 1 to 7 | | | | | | | |

| RNL SSI (2018) Line Items on Scale of 1 to 7 | Penn View Bible Institute | | | National Four-Year Privates | | | Mean Difference In Satisfaction Ratings |
|--|---------------------------|--------------|-----------------|-----------------------------|--------------|-----------------|---|
| | Importance | Satisfaction | Performance Gap | Importance | Satisfaction | Performance Gap | |
| 30. Residence hall staff are concerned about me as an individual. | 6.63 | 6.10 | 0.53 | 5.88 | 5.17 | 0.71 | 0.93 |
| 40. Residence hall regulations are reasonable. | 6.48 | 5.87 | .61 | 5.98 | 5.03 | 0.95 | 0.84 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) | 6.33 | 5.59 | 0.74 | 6.19 | 4.76 | 1.43 | 0.83 |
| 1. Most students feel a sense of belonging here. | 6.21 | 5.64 | 0.57 | 6.10 | 5.28 | 0.82 | 0.36 |
| 63. Student disciplinary procedures are fair. | 6.53 | 6.04 | 0.49 | 6.18 | 5.36 | 0.82 | 0.68 |
| 64. New student orientation services help students adjust to college. | 6.45 | 5.68 | 0.77 | 6.08 | 5.35 | 0.73 | 0.33 |
| 67. Freedom of expression is protected on campus. | 6.29 | 6.00 | 0.29 | 6.28 | 5.48 | 0.80 | 0.52 |
| 38. There is an adequate selection of food available in the cafeteria. | 6.10 | 5.46 | 0.64 | 6.09 | 4.28 | 1.81 | 1.18 |
| 71. Channels for expressing student complaints are readily available. | 6.17 | 5.79 | 0.38 | 6.11 | 4.91 | 1.20 | 0.88 |
| 7. The campus is safe and secure for all students. | 6.55 | 6.12 | 0.43 | 6.51 | 5.75 | 0.76 | 0.37 |
| 56. The student handbook provides helpful information about campus life. | 6.19 | 5.77 | 0.49 | 5.71 | 5.32 | 0.39 | 0.45 |
| 52. The student center is a comfortable place for students to spend their leisure time. | 6.10 | 4.70 | 1.40 | 5.91 | 5.30 | 0.61 | -0.60 |
| 36. Security staff respond quickly in emergencies. | 6.36 | 5.63 | 0.73 | 6.42 | 5.39 | 1.03 | 0.24 |
| 9. A variety of intramural activities are offered. | 5.02 | 5.56 | -0.54 | 5.23 | 5.17 | 0.06 | 0.39 |

Most of the performance gaps are satisfactory. The performance gap on “the student center is a comfortable place for students to spend their leisure time” is high, however the Mason/McIntire Student Life Center was completed in January of 2019 and this data would not reflect that addition. The 2020 data was not available in time for inclusion in this Self-Study, but on this line item (#52), the Importance rose to 6.54 and the Satisfaction 6.57, which testifies to how comfortable students are with the Student Life Center. We celebrate the high satisfaction rating on “Residence hall staff are concerned about me as an individual”; the satisfaction rating on this line item is also 0.93 higher than comparative ratings at other National Four-Year Privates. We are planning to make updates to both Residents Halls in the summer of 2021. (EE1, EE2, EE6)

In regard to building access, the main Administration/Classroom building, the Men’s Residents Hall (lower level), the Ladies’ Residents Hall (Zechman Hall, lower level), the Straub Tabernacle, Miller Dining Center, Mason/McIntire Student Life Center are all accessible from ground level. (EE3)

In addition to the assessment tools providing input for decision making, there is an organized Student Government. This organized student entity has systematic elections for President, Vice President, Secretary, Treasurer, and a representative from each class (for example, freshman). Once this election occurs in the beginning of the school year, the students organize and schedule activities throughout the school year; the officers are to serve until the next election the following fall. The Student Handbook (p. 22) delineates the responsibilities and the opportunity for recommending actions to the administration. Student Government officers provide recommendations to the Administrative Committee. Students also serve on accreditation sub-committees. (EE5, EE7)

Along with giving students venue for expressing themselves, Student Services encourages students to develop their leadership skills in areas other than academic leadership. The Student Services handbook includes a guide to train the Residents Assistants to serve fellow students. The Work Scholarship Program supplements Students Services efforts in leadership development by appointing team leaders and zone leaders. (EE5)

Christian Service Learning (CSL, addressed under Standard 11B) is required each semester for all students who are enrolled in more than six course hours. CSL experiences allow students to minister and to exercise leadership skills in a variety of settings such as nursing home ministry, Sunday School teaching, tract distribution, pulpit supply, local church ministries, and public relations services. More advanced students are given leadership responsibilities and opportunities to mentor less experienced students. InterServe is organized by PVBI to provide specific settings for CSL and opportunities for student leadership. The InterServe officers are students who are elected by students to plan and implement various ministries. (EE1, EE5)

The administrators, the Social Deans, the Registrar, and the faculty practice an open-door policy to attend to student concerns. According to SSI (2018), students do say that “administrators are approachable” so many concerns are addressed below the level of a formal grievance. The satisfaction rating for Campus Support Services is 5.95. The National Four-Year Privates satisfaction rating is at 5.61. PVBI policy is that written grievances are placed on file in the office of the Director of Student Life. Grievances are reviewed and addressed according to the PVBI grievance policy (Student Handbook 2020, pp. 28-29). (EE8)

PVBI is authorized under Federal law to enroll non-immigrant students (F-1). The Academic Dean and the Registrar manage inquiries and applications from international prospects according to policies established by the U.S. Student and Exchange Visitor Program (see [Catalog](#), 2021, p. 22). The Academic Dean, the International Student Advisor, and the Student Services personnel assist these students as needed. The Academic Dean, the International Student Advisor, and the Student Services personnel attends particularly to asking International students as well as other students of diverse heritage whether they are feeling accepted and whether there is a need to address any perceived discrimination. (EE3)

Evaluative Conclusion

Student Services Handbook has codified and organized the student services program. The program is accomplishing its objectives and continues to improve its services and organization. Data from the Student Survey and from the Noel-Levitz Student Satisfaction Inventory (RNL SSI) has been worked into actual decision making and planning for improvement. The Student Services department does its best to stay up to date with each student and continue to meet their ongoing needs. The administration has concluded that the institution is in substantial compliance on Standard 8.

Documentation

Penn View Bible Institute. (2021). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

STANDARD 9 – FACULTY

ABHE Standard 9

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

Standard 9A – Faculty Qualifications, Development, and Welfare

- EE1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.
- EE2. Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by personal vitae.)
- EE3. Undergraduate faculty who have earned a minimum of a master's degree and who are teaching in their area of expertise.
- EE4. Graduate faculty who have earned terminal degrees in their primary teaching fields. (NA)
- EE5. Appropriate documentation of its faculty's academic preparation including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.
- EE6. A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, and termination of faculty based on principles of fairness and regard for the rights of individuals.
- EE7. Systems for evaluating the teaching effectiveness of all faculty.
- EE8. Evidence of faculty contribution in the areas of student learning, scholarship, institutional development, ministry, and community service.
- EE9. Adequate support for the professional advancement and development of its faculty including the pursuit of terminal degrees.
- EE10. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.
- EE11. A faculty that is representative of the diversity of the constituency.

Faculty Qualifications

In light of the institution's mission to prepare Christ-like servant-leaders, the spiritual and academic qualifications of the faculty are absolutely vital. The inclusiveness of the gospel emphasizes the value of diversity. Penn View Bible Institute, therefore, seeks faculty members that are well-qualified spiritually and academically as a means to fulfill its mission, while having diversity within our theological culture.

Spiritual Qualifications (EE1)

Penn View Bible Institute only hires faculty who profess to be born-again Christians and who subscribe to the theological position of the institution. The Application for Employment requires applicants to write out an account of their Christian experience, to state their position on key doctrines or issues, and to indicate agreement by their signature with the “philosophy, general objectives, and doctrinal position” of PVBI. The personal interview involves direct testimony to their spiritual status and their alignment with the institution's Doctrinal Statement and lifestyle practices. The Faculty/Staff Contract (see [Exhibit T](#)) also stipulates that “no employee shall teach or promote any doctrine which is contrary to the doctrinal position of PVBI,” and that “the employee . . . agrees to perform the duties of [his/her] position (or positions) in full accordance with the rules and regulations of Penn View Bible Institute as established by the Board of Directors.” Faculty members renew their commitment to these parameters by signing a faculty contract every one to three years.

In 2011, the faculty and the Board of Directors approved the following description of spiritual maturity in faculty members, published in the Faculty and Staff Handbook (2020, p. 10) which is reviewed annually.

A spiritually mature faculty member is characterized by living out the great commandments: “Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength:” and, “Thou shalt love thy neighbour as thyself.” This love for God and others is embodied by faculty members who

- can testify to both salvation and sanctification as defined by Wesleyan-Arminian theology.
- are maintaining this relationship with God through consistent devotional life and local church attendance.
- are growing in Christ-likeness in all of life.
- are biblically literate, knowing the principles, doctrines, stories, and key passages of the Bible.
- believe in the doctrines of the Bible as outlined in the Doctrinal Statement of Penn View Bible Institute.
- conduct themselves according to the principles of God’s Word as understood in the Faculty and Staff Handbook of Penn View Bible Institute.
- pursue greater knowledge in order to further develop their Christian worldview and communicate it effectively in a pluralistic society.
- serve students through listening, counseling, encouraging, and mentoring.
- are personally involved in fulfilling the Great Commission.

Students acknowledge the spiritual maturity of the faculty. In the Student Survey (2017, 2018), students responded as follows to statements reflecting compliance with the above definition:

| Scale of 1 very false to 6 very true | Mean 2017 | Mean 2018 |
|--|-----------|-----------|
| 10b. The faculty are devoted to serving the Lord | 5.75 | 5.69 |
| 10e. The faculty and staff make students feel loved and accepted | 5.33 | 5.21 |
| 10h. The faculty are devoted to serving the students | 5.31 | 5.43 |

According to students, the overall campus atmosphere encourages spiritual growth and also emphasizes the Great Commission. This is clearly shown in response to item #8 of the Wesleyan Wellness Profile. The students indicated that the campus atmosphere stressed spirituality and the Great Commission (WWP, #8j, 2017, mean of 4.76; 2019, mean of 4.90). When students were specifically asked how the faculty contributed to this spiritual growth, the students responded positively as well (WWP #9i, 2017, mean of 5.25; 2019, mean of 5.31). In assessment of these numbers, each year has seen incremental growth in the spiritual impact on students through the faculty.

When asked in the Student Survey how various components of the Bible college experience has contributed to their spiritual growth (2017, 2018), students gave the following feedback:

| Scale of 1 no impact to 6 very strong impact | Mean 2017 | Mean 2018 |
|--|-----------|-----------|
| 9a. Academic courses | 4.53 | 4.52 |
| 9b. Faculty/student interaction outside of class | 4.62 | 4.51 |
| 9d. School revivals and special meetings | 5.34 | 5.31 |
| 9e. Chapel services | 4.68 | 4.64 |

| Scale of 1 no impact to 6 very strong impact | Mean 2017 | Mean 2018 |
|---|-----------|-----------|
| 9i. Campus atmosphere (stressing spirituality and the Great Commission) | 4.90 | 4.78 |
| 9j. School-related ministry practice | 4.80 | 4.63 |

The spiritual example of the faculty is directly impacting Penn View students both in and out of the classroom. Faculty members are involved in the school revivals, chapel services, and special meetings; they contribute to the campus atmosphere; and they oversee school-related ministries. They are, therefore, indirectly impacting the spiritual life of the students as well. When compared with other factors that also contributed to the students' spiritual growth, even fellowship with other students (WWP #8c 2017, mean of 5.04; 2019, mean of 4.79) was *not* ranked as high as the influence of the faculty (WWP #9i, 2017, mean of 5.25; 2019, mean of 5.31).

For further indications of the faculty's spiritual maturity as revealed through service to students and personal involvement in the Great Commission, see Faculty Contributions later in this standard.

Academic Qualifications (EE2, EE3, EE5)

Academic credentials are detailed in the Expanded Faculty Roster and backed by official transcripts, with some exceptions. The Expanded Faculty Roster is located in the Registrar's office. Out of 13 core faculty members, 10 have accredited master's degrees or higher (77%), with one more nearly completed, which will take the percentage to 85%. Three of the 13 core faculty members also have doctorates (23%) with one more nearly completed (ABD), which will raise the percentage to 31%. As summarized for the Annual Report (2019-2020), there were 1844.5 "credit hours sold," 1378 of which were taught by faculty who "have earned a minimum of an accredited master's degree and teach in an area of documented expertise." This includes more than the core faculty, and it amounted to 74% of the credits sold.

This demonstrates continued progress in the area of academic qualifications since the 2016 self-study. The following table highlights this progress:

| 2016 | 2020 |
|----------------------------|-----------------------------|
| 11 core faculty | 13 core faculty |
| 9 master's or higher (82%) | 10 master's or higher (77%) |
| | 1 master's in progress |
| 2 doctorates (18%) | 3 doctorates (23%) |
| 2 doctorates in progress | 1 doctorate (ABD) |

The following table displays a detailed listing:

| Faculty Member | Master's Degree | Doctor's Degree |
|---|--|------------------------------|
| Anthony, John,** Director of Music Education Division | MMus Trumpet Performance | DMA, Trumpet Performance |
| Black, Brian,** Director of Biblical Studies, Arts and Sciences Faculty | MS, College Teaching MA, Biblical Studies | PhD, History |
| Black, Caleb, Adjunct | MA in Bible/Theology | D Min in Biblical Exposition |
| Brenizer, Philip,** Director of Ministerial Division | MA, Ministry | |

| | | |
|---|--|---|
| Clough, Linda, Director of Christian Music Education Division | MS, Chr School Ed, Music Ed concentration | |
| Cooley, Timothy, Sr.,** Academic Dean, Theology Faculty | MAR | PhD, Chr Higher Ed Leadership |
| Durkee, Daniel, President | Master of Organizational Leadership | |
| Durkee, Darren,** Music Faculty | | |
| Handfield, Chester,** Bible and Theology Faculty | ThM*** M Div | ThD |
| Kelley, Linda, Adjunct | M Ed | |
| Kincaid, Timothy, Adjunct | | |
| Mason, Barry,** Director of Child Evangelism Division, Music Faculty | | |
| Mason, Michael,** Director of Missions Division | MA, Muslim Studies | |
| Mowery, Steven, Adjunct | M A in Ministry | |
| Paulus, Stefan,** Bible and Theology Faculty | MAR | |
| Ryan, Paul, Assistant Librarian | MA in Theology | |
| Shelenberger, Angela,** Librarian | MLIS | |
| Sickler, Julia,** Music Faculty | MA, Music Education | |
| Stetler, Frances,** Director of Christian Education Division, Arts and Sciences Faculty | MA, Practical Min MEd, Curr & Instruction | EdD, Curriculum & Instruction (ABD)**** |
| Wrightsmann, Michelle,** Arts and Sciences Faculty | MA, Secondary English/ Communication | |

** Indicates "Core Faculty," defined as Academic Dean, Division Directors, those who teach 12 credits, and others elected by the initial core faculty (Faculty Minutes, 2020-10-12).

*** Handfield holds an unaccredited master's and doctorate; his accredited master's lacks only a unit of clinical pastoral education; in which he is currently enrolled.

**** Stetler's dissertation is nearly finished; defense is not yet scheduled.

The Director of Child Evangelism does not have a graduate degree but has 35 years' experience in child evangelism that includes writing, publishing, and offering seminars interdenominationally and internationally. He is the proprietor of Penn View Visuals, which publishes and sells child evangelism materials internationally. Though at a stage in life where it is unreasonable to expect him to pursue graduate education, he is qualified to serve as a faculty member because of his plethora of professional experience and his position within the institution's ethos; he has taught at PVBI 49 years. When he chooses to leave Penn View at an unknown time in the future, the institution will seek an appropriately credentialed replacement.

Of the 13 core faculty, the following have terminal degrees. The Academic Dean has a Ph.D. that included courses further broadening the support for his teaching of theology, the Director of Music holds a D.M.A. in trumpet performance, the Director of Christian Education holds two master's degrees and an Ed.D. (ABD), the Director of Biblical Studies has a Ph. D. in history.

The core faculty have professional and experiential qualifications as well to support their teaching in their respective areas; see the [Catalog](#) (2021, pp. 48-50) and the Expanded Faculty Roster.

Mentored and Adjunct Faculty (EE2, EE3)

PVBI's mission is "to prepare Christ-like servant leaders . . . in the conservative Wesleyan-Arminian tradition" as noted and defined elsewhere in this document (see, for example, Faculty Diversity below). Being true to its mission requires that PVBI seek faculty members who are aligned with the doctrinal positions and lifestyle practices of that conservative Wesleyan-Arminian tradition, also known as the conservative holiness

movement. PVBI believes that fulfilling its mission may at times necessitate restricted use of faculty members who are qualified by their alignment with the institution's doctrinal tradition and by their professional and experiential qualifications, but whose academic credentials are an exception to the usual faculty credential requirements (EE2). The faculty developed and approved a Proposal for Faculty Hiring that makes limited provision for mentored faculty under the guidance of fully credentialed faculty mentors (Faculty Minutes, May 30, 2014; A Proposal for Faculty Hiring). The proposal calls for mentored faculty to be actively pursuing an appropriate graduate degree and delineates the respective responsibilities of the mentor and the mentored.

Although the proposal has not been completely implemented, PVBI has utilized instructors in a close approximation to the plan. Periodically, a successful missionary to Central America taught a course in the Hispanic Studies Program under the mentorship of the divisional director. PVBI currently uses another adjunct instructor who has taught one introductory course in alternate years since before PVBI began the accreditation process; he has unaccredited master's work in his teaching area and teaches similar courses at an accredited institution. An adjunct with almost 50 years of missionary experience teaches the Women in Cross-Cultural Ministry class. She holds an accredited Master of Education. The PVBI President teaches Christian Marriage and Family class. He holds an accredited Master of Arts in Leadership and may be utilized to teach in other areas. The final adjunct is not currently teaching any classes but was previously the Missions Division Director and holds an accredited Master of Arts in Ministry.

The Registrar maintains a Faculty Professional File, located in the Registrar's office fireproof safe. Except for faculty who have programs currently in progress (Handfield, Stetler), the file contains official transcripts of most academic work completed by core and part-time faculty members. It also contains a copy of each person's pages from the Expanded Faculty Roster. The Human Resources Office keeps a Faculty Employment File in which faculty's applications, contracts, and other employment records are kept, also in a fireproof safe.

Faculty Diversity (EE11)

Penn View Bible Institute, in accordance with its mission, intentionally serves a well-defined constituency, commonly known as the conservative holiness movement (referenced as conservative Wesleyan-Arminian in the PVBI Mission Statement). The movement includes the churches and organizations that have networked around the InterChurch Holiness Convention (Schmul et al., 1992). PVBI primarily serves the United States population of the movement, which consists predominantly of Caucasians, along with a steady minority of international students (historically not more than 8%). The institution, furthermore, draws its faculty from this same constituency. The pool of potential qualified faculty members is, therefore, limited; this is particularly true of potential faculty from non-Caucasian ethnicities. Despite the limited pool, PVBI has been able to add ethnic diversity to the recent core faculty since the last self-study. For these reasons, although Penn View would welcome qualified faculty from other geographical locations and other ethnicities, it can affirm that statistically the diversity of its current faculty does compare favorably in these areas to the diversity of the constituency it serves and the students it recruits.

In the matter of gender, the male/female ratio in the student body is usually around 50/50. In Fall 2020, the ratio between the sexes was 49% female, 51% male (n = 36/38). Among the Institute faculty persons, 69% are male and 31% female (9 males, 4 females).

Faculty Commitment (Standard 9)

The language of Standard 9 specifies a “faculty committed to its mission.” The longevity of the faculty as referenced under Standard 6A, their faithful service both in and out of the classroom, and the quality of their participation in the review and revision of the foundational statements, all give evidence of their commitment to PVBI’s mission. As noted earlier, the Faculty/Staff Contract also stipulates that “no employee shall teach or promote any doctrine which is contrary to the doctrinal position of PVBI,” and that “the employee . . . agrees to perform the duties of [his/her] position (or positions) in full accordance with the rules and regulations of Penn View Bible Institute as established by the Board of Directors.” Faculty members renew their commitment to these parameters by signing a faculty contract every one to three years.

Faculty Contributions

Relationships: Modeling, Mentoring (EE1)

The faculty are being Christ-like role models for the students. They are doing this through listening, counseling, encouraging, and mentoring. This is clearly shown through the Student Survey (2017, 2018), where the scale for question 15 was 1 *very dissatisfied* through 6 *very satisfied*. Students expressed a high degree of satisfaction relative to rapport between faculty and students with a mean of 5.05 in 2017, and a mean of 5.49 in 2018. This is also shown in the availability of faculty outside of class with a mean of 5.02 in 2017, and 5.18 in 2018. When asked about Penn View’s spiritual emphasis, to which the faculty contributes, there was great satisfaction with a mean of 5.31 in 2017 and 5.66 in 2018. These data show great improvement from year to year in spite of administrative and faculty turnover.

| Frequency and Distribution (percent) | 1 Very Dissatisfied | 2 Mostly Dissatisfied | 3 Somewhat Dissatisfied | 4 Somewhat Satisfied | 5 Mostly Satisfied | 6 Very Satisfied | No response |
|---|------------------------|--------------------------|----------------------------|-------------------------|-----------------------|---------------------|-------------|
| 15b. Spiritual emphasis | 0.0% | 0.0% | 0.0% | 3.6% | 26.8% | 69.6% | 0.0% |
| 15d. Rapport between faculty and students | 0.0% | 0.0% | 3.6% | 7.1% | 25.0% | 62.5% | 1.8% |
| 15e. Availability of faculty outside of class | 0.0% | 0.0% | 5.4% | 14.3% | 37.5% | 42.9% | 0.0% |

Faculty members are available for student/faculty interaction outside the classroom. Instructors list contact information in their syllabi, and they receive outside-of-class contacts initiated by students. Faculty members have an open-door policy that encourages personal faculty/student interaction. Instructors further provide an example to students for growth by pursuing both personal and professional development.

Teaching Effectiveness, Student Learning (EE7, EE8)

The [Assessment Plan](#) triangulates assessment for teaching effectiveness: 1) Student Course Evaluations (SCE, see [Exhibit CC](#)) are harvested each semester and the faculty receive reports. Faculty members complete the feedback cycle from the SCE, by responding to the Academic Dean in writing. 2) The Peer Review Committee conducts a triennial evaluation of each faculty member, reviews their conclusions with the faculty

member, and submits a report to the Academic Dean which becomes a part of the faculty professional file. 3) The Academic Dean observes each faculty member, also considering the above two evaluations, and discusses the evaluation with each faculty member (not in the same year as the peer evaluation). In addition, the biennial surveys: Student Survey (SS), Wesleyan Wellness Profile (WWP), and Noel-Levitz Student Satisfaction Inventory (RNL SSI) collect students' perspective on the faculty's teaching effectiveness.

Along with the above assessment tools, Penn View faculty participate in Peer Review. A Peer Review Committee reviews each faculty member on a cyclical basis. The Syllabus Checklist has brought our faculty syllabi into uniform compliance. Feedback from each review is given to the faculty member, a copy of the review is given to the Academic Dean, and a copy is placed in the faculty member's file.

[Exhibit C](#) presents a summary of accredited colleges and universities that have granted transfer credit and/or have accepted PVBI graduates to pursue graduate studies, indicating those institutions' positive evaluation of the teaching effectiveness of PVBI's faculty and the faculty's contribution to student learning. Students' improvement on the Bible Exams, cited under Standard 11A, Academic Policies, is further evidence of the effectiveness of faculty teaching in the Bible and Theology Division.

Scholarship (EE8)

The director of the Biblical Studies program, Brian Black, published his doctoral dissertation, *Holiness Heritage: The Rise of the Conservative Holiness Movement*, in 2003, with Allegheny Publications; it has become a standard reference in the conservative Wesleyan-Arminian movement. He has recently published a new book entitled *Built on the Sand: Biblical Solutions to the Crash of Church Attendance* (2021), a biblical and sociological study. The Academic Dean, Timothy Cooley's (2011) dissertation *Spiritual Assessment of Students at Conservative Wesleyan-Arminian Bible Colleges* established the Wesleyan Wellness Profile as an instrument to evaluate spiritual growth of students. Heather Hall's (2014) dissertation, *Spiritual Growth of Students at Baptist Bible Colleges* administered a slightly modified version of the Wesleyan Wellness Profile, named Spiritual Health Profile, among students at seven Baptist Bible colleges and compared the results with Cooley (2011). Both of these instruments continue to be used among Bible Colleges and seminaries, with updated benchmarks released by Cooley in 2017.

Institutional Development (EE8)

Faculty members carry institutional service responsibilities in addition to their teaching load. Such contributions to institutional development include leading an academic division, advising at-risk students, serving on committees, attending faculty meetings and chapel, keeping office hours, preparing for and participating in many campus events (for example, the annual fundraising Spring Auction, Christmas Auction, and Walkathon; the promotional and ministry-oriented Christmas Musical, Missions Convention, and Campus Days), serving as a class sponsor, and offering personal advice to students (extending well beyond academics). Division directors have prepared divisional displays and printed literature to promote their divisions. Faculty members are involved in committees including the Steering Committee and its Sub-Committees (Academic, Faculty and Library); the Peer Review Committee; and the Assessment Committee. PVBI has chosen at this point not to codify specific types and quantities of institutional development activities required of its faculty; however, all faculty members do in fact

participate in institutional service. Delineating and quantifying faculty involvement beyond the teaching assignment are worked out between the individual faculty member and the Academic Dean. (See Faculty Meeting minutes, October 14, 2015.)

Ministry (EE8)

All faculty members faithfully attend church services. All teaching members of the core faculty maintain personal involvement in fulfilling the Great Commission through regular activity in some area of Christian ministry. 100% of faculty members are regularly involved in ministry outside of their academic responsibilities. They are involved in ministries such as, pastoring, teaching Sunday School, preaching on a regular basis, church administration, child evangelism, short-term missions, cross-cultural ministry, and music ministry. This ongoing faculty involvement in active ministry keeps the vision alive and keeps the instructors current in ministry issues. The Director of Ministerial Studies is a current pastor with 20 years of pastoral experience and serves on a variety of conference boards. The Director of Missions produces an annual Missionary Convention that impacts area churches, mission organizations, and missionaries; he serves on the board of the World Missions Division of God's Missionary Church, the Outreach and Bus Convention Board, and takes cross-cultural ministry trips to places like Cuba and also Greece. The Director of Child Evangelism has presented child evangelism workshops in numerous states and in other countries. The Director of Biblical Studies is a current pastor, who also preaches revivals. The Director of the Christian Education division conducts Junior Church regularly, has presented at the educators' convention of a sister denomination and at the God's Missionary Church Ministerial. The Academic Dean presented the Bible lectures at the 2019 Sea Breeze Camp meeting, spoke at the ministerial of a sister denomination in 2020 and at the Outreach and Bus Convention that year as well. Over the last several summers the Director of Music has toured Germany playing trumpet with a professional Christian brass group called EuroBrass. This group has also been invited to play at the International Trumpet Guild. EuroBrass goes on an annual tour through Europe where they minister through music and share the gospel at each venue.

Community Service (EE8)

Faculty members participate in PVBI public events that contribute to the broader community such as the Christmas Musical, Benefit Auctions, Welcome Rallies, Spring Concert, and other events open to the public. PVBI faculty members have worked in local political party activities.

Institutional Responsibility to Faculty

Faculty Handbook; Fair Policies, Procedures (EE6)

PVBI maintains a Faculty and Staff Handbook, which is updated annually as necessary to reflect any changes in policies or procedures. All faculty receive a new copy of the handbook at the Faculty and Staff Orientation held the first day of each academic year. The Faculty and Staff Handbook (2020) includes faculty-related institutional statements (organizational structure, doctrinal statement, academic freedom statement, spiritual maturity statement, academic rigor statement, intellectual property policy and grievance process), a description of general faculty responsibilities, contract and payroll information (including a definition of a full-time teaching load), a brief description of the disciplinary and appeals processes, and policies and procedures pertinent to a wide range of faculty relationships and activities.

The Faculty/Staff Contract (see [Exhibit T](#)), signed by each faculty member every one to three years, stipulates conditions for the termination of the contract. PVBI includes a Hiring Policy in the Faculty and Staff Handbook for acquiring new faculty.

Academic Freedom (EE10)

The following statement of academic freedom is included in the Faculty and Staff Handbook ([Exhibit I](#)):

True freedom can exist only within the framework of an authority structure derived from God and based upon the Word of God. Within that context the freedom to pursue and disseminate truth is necessary to the proper functioning of a Bible college. This freedom will involve exploring new frontiers of learning, meeting great minds of the past and present, encountering and evaluating divergent ideas—all engaged from the framework of historic Christian orthodoxy. Penn View is committed to the historic beliefs and practices of the conservative Wesleyan-Arminian theological framework as expressed in the Doctrinal Statement found in the [Catalog](#) (2021). Accordingly, members of the administration and faculty are expected to be in agreement with those theological beliefs. Faculty members are encouraged to expose students to a variety of divergent views, but in a way that will not violate but rather enhance the integrity of the mission and the core values of the college.

The parameters included in this statement are consistent with PVBI’s Mission Statement and necessary to its fulfillment. The basic boundaries expressed in the statement are communicated to faculty as a condition of employment, even in the application and hiring process. As noted above, the Faculty/Staff Contract with Penn View Bible Institute stipulates that “no employee shall teach or promote any doctrine which is contrary to the doctrinal position of PVBI,” and that “the employee . . . agrees to perform the duties of [his/her] position (or positions) in full accordance with the rules and regulations of Penn View Bible Institute as established by the Board of Directors.” Faculty members acknowledge their awareness of and their commitment to these parameters by signing a faculty contract every one to three years. The PVBI Doctrinal Statement is found not only in the [Catalog](#), but also in the Faculty and Staff Handbook, which every faculty member receives each year.

Professional Development (EE9)

PVBI includes a Faculty Professional Development policy in its Faculty and Staff Handbook. This policy includes individualized faculty development from faculty evaluation cycle, institutionally provided faculty development opportunities, educational financial assistance, and additional faculty development support by request. (See Faculty and Staff Handbook, 2020, p. 26, [Exhibit I](#)).

In addition to pursuit of graduate degrees, PVBI supports or provides for other professional development. The institution encourages attendance at seminars, webinars, and conferences for professional development and has paid for some of these. We recognize the importance of strengthening the institutional funding for professional development and professional organizations. A variety of opportunities for development have been offered on campus, such as instruction on the overarching goals of higher education, educational assessment, collaborative learning methods, information literacy, use of the learning management system (Moodle), use of the student information system

(CampusSIS), syllabus writing in accordance with new faculty-approved criteria, and peer classroom observation.

The institution does provide support for faculty development in a variety of ways on an individual basis, as requested and as practicable. The Academic Dean personally encourages faculty to advance academically by adjusting teaching loads and course schedules to accommodate a faculty member's ongoing education. The President arranged a scholarship from Columbia International University for a faculty member. The institution has sent additional personnel to the ABHE Annual Meetings in 2019 and 2020, with plans for others to go in the future. Faculty members are given days off to attend the God's Missionary Church Ministerial and select members are given days off to attend the Outreach and Bus Convention. The Academic Dean has participated in ABHE Evaluation Team Visits. In addition, PVBI has granted faculty limited times off with pay for study purposes.

Pennsylvania Code (Title 22, Chapter 31, §24) requires institutional support for faculty development:

(d) Faculty development must be in accordance with the institution's faculty development plan. The institution's faculty development plan must include policies for providing levels of support for all faculty ranks and status levels. The institution should encourage publication, travel, attendance at professional seminars and conferences, research and similar developmental activities when feasible by the granting of reduced teaching loads, the purchase of needed equipment, and the granting of or assistance in obtaining needed funds.

Faculty Well-being

PVBI demonstrates concern for faculty welfare by providing a weekly salary (that gives consideration for experience, level of education, and level of responsibility), along with benefits that include utilities (or a utility allowance), housing (or a housing allowance), a food allowance (or the option of taking meals in the Miller Dining Center), health reimbursement, and other benefits. A specified number of sick days, personal days, and vacation days are part of each contract. Lunch is provided in the Miller Dining Center for faculty on the days they teach. The institution also provides tuition and fees benefits for faculty children who are enrolled in the Institute and/or the Academy.

PVBI's interest extends to the emotional and relational well-being of its faculty. A family feel is intentionally fostered across the campus. As one example, administrators routinely join faculty, staff, and students for lunch in the Miller Dining Center. Collegiality and respect are preserved among faculty, staff and administrators through maintaining respectful interpersonal relationships, soliciting feedback, and demonstrating the willingness to listen and respond to concerns. An open-door policy is the general practice among administrators. Occasional all-staff meetings and monthly Institute faculty meetings facilitate communication. In the contract inquiry letter, the employees are asked to describe what they consider both strengths and weaknesses of the school, and they are invited to write out any other comments they wish to make. These comments are then reviewed by the President and the relevant administrator. The President honors an employee of the month. The institution hosts all faculty and staff at annual Thanksgiving Dinners, Christmas Banquets, and Faculty/Staff Appreciation

Banquets. Penn View faculty members know that they are surrounded by people who love them, pray for them, and support them in time of need. See also Standard 6A (EE3, EE5)

Documentation

- Black, B. D. (2003). *Holiness heritage: The rise of the conservative holiness movement*. Salem, OH: Allegheny Publications.
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Standard 9B – Faculty Decision Making

- EE1. A core faculty of sufficient size and expertise, committed to the fulfillment of the institutional mission, and responsible for the quality of its academic functions.
- EE2. An academic structure organized in departments, divisions, or alternate approaches appropriate to the size and complexity of the institution and the level of education offered.
- EE3. A process of faculty appointment that involves related academic and administrative personnel.
- EE4. A clear and publicized statement of faculty-adopted requirements for graduation that is consistently applied to the certification of graduates
- EE5. A faculty that is involved in academic-related decision-making processes especially related to admissions criteria, curriculum, and student development.

Core Faculty (EE1)

The core faculty consists of the Academic Dean, the division directors, the full-time faculty members (those teaching 12 semester hours or more), and such other individuals as the core faculty shall approve (see Standard 9B, Faculty Decision-making below). In the beginning of each year, the core faculty vote to approve any other individuals, such as the Librarian (as required by Standard 10) and faculty members who may carry less than a 12-hour Institute teaching load but are full-time employees and heavily involved in the Institute. (See Faculty Minutes, 2020-10-12)

The PVBI core faculty is of sufficient size to sustain its academic functions with quality. The institution's history testifies to this fact; PVBI has sustained its academic functions for 54 years. Each academic division has at least one faculty member dedicated as the division director. Additional faculty also teach required courses in all programs. The core faculty is currently composed of 13 members. In addition to the core faculty, PVBI employs a few adjunct and part-time instructors who teach courses and some music lessons.

In Fall 2020, the student-to-faculty ratio at PVBI was about 6:1. [74 student headcount / 13 core faculty headcount = 5.7 or 60 students FTE / 10.3 faculty FTE = 5.8]. Generally, it is not unusual for full-time faculty to carry an extended full load, which normally ranges between 13 and 16 semester hours. Accreditation has required more committee responsibilities. The faculty continue to feel stretched.

Academic Structure (EE2)

The institution offers the following academic programs:

| | |
|---------------------|---|
| Biblical Studies | Advanced Diploma in Biblical Studies Certificate in Biblical Studies |
| Child Evangelism | Advanced Diploma in Child Evangelism |
| Christian Education | Advanced Diploma in Christian Education (Elementary) Advanced Diploma in Christian Education (Secondary English) Advanced Diploma in Christian Education (Secondary Social Science) |
| Ministerial | Advanced Diploma in Ministerial Studies |
| Missions | Advanced Diploma in Missionary Studies Advanced Diploma in Missionary Nursing Advanced Diploma in Muslim Studies Advanced Diploma in Hispanic Studies |
| Music | Advanced Diploma in Christian Music Education |

The faculty is organized into six academic divisions as listed above.

Faculty Decision-Making

Faculty members participate in decision making that relates to the broader institution, to the faculty itself, and to student academics.

Related to the Broader Institution (EE1, EE5)

The faculty participates extensively in the review and revision of PVBI's foundational statements, including the Mission Statement, Core Values, and Institutional Goals as well as in their reaffirmation (Faculty Minutes).

Related to Faculty (EE1, EE3)

Faculty decision-making related to the faculty itself extends to the faculty's role in determining the membership of the core faculty, in appointing new faculty, and in formulating policies and procedures that affect the faculty. PVBI's definition for core faculty is as follows:

Core faculty consists of the academic dean, the divisional chairpersons, the full-time faculty members (those teaching 12 semester hours or more), and such other individuals as the core faculty shall approve. (Approved by Board of Directors and Faculty in 2011)

The definition established the core faculty's decision-making role in reference to membership of the core faculty. The core faculty members as defined by this statement (the academic dean, the divisional chairpersons, and the faculty members teaching 12 semester hours or more) may approve other individuals as also in the core faculty. The latter provision was included because it is not unusual for a PVBI faculty member to carry just under a full-time teaching load and yet be a full-time employee of the institution and a vital part of the faculty. The definition of core faculty empowered the faculty to make the judgment call that would elevate such an individual to core faculty status.

The faculty's decision-making capacity in regard to the appointment of new faculty (EE3) is held primarily by the Academic Dean and the respective division directors, with consultation of other faculty members as appropriate. The process of faculty appointment begins when a prospective faculty member submits an Application for Employment. Qualifications and references are checked. The Academic Dean reviews the application with the appropriate division director and, if considered necessary, other selected faculty members. Involving other faculty members in the decision process is indicated by their teaching in the division in which the prospective faculty member would work, by their personal acquaintance with the prospective faculty member, or by their ability to bring other meaningful contributions to the decision, in the judgment of the Academic Dean or division director. Through this review, the participants arrive at a recommendation to take to the President. The President reviews the application with the Academic Dean; the President makes the decision to hire. Initial faculty contracts are for one year; thereafter contracts may be extended for one, two, or three years. Each year in January, contract inquiry interviews are convened or contract inquiry letters are sent out in preparation for contract renewal and those under multi-year contracts to receive their feedback. The President and the Academic Dean confer, and the President makes the decision whether to extend another contract and what its term length will be. The contracts are prepared, issued, and signed by both the President and the faculty member.

The faculty has engaged extensively in decision making relative to policies and procedures that affect the faculty since PVBI began the pursuit of accreditation. Faculty minutes document this faculty decision making. For example, the faculty has been involved in drafting, reviewing, revising, and approving statements on core faculty, spiritual maturity, academic freedom, academic integrity, and academic rigor. The faculty formulated and approved the plan for evaluating teaching effectiveness described in the [Assessment Plan](#) and summarized under Standard 9A, Faculty Contributions. Monthly faculty meetings throughout the academic year provide continuous opportunity for the faculty to make decisions about faculty-related policies and procedures.

Related to Student Academics (EE1, EE4, EE5)

The faculty is involved in the academic process (for example, curriculum revision, program requirements, and policy development). Monthly faculty meetings provide the faculty with opportunity to discuss and decide matters related to student academics. On

September 11, 2019, the faculty established a Curriculum Committee to bring curriculum revision proposals to the faculty.

Admissions criteria (EE5) are communicated through the [Catalog](#) and the *Application Packet* available both in hard copy and on the web site. The current faculty has opportunity to know the criteria and to express opinions about them in the monthly faculty meetings.

The faculty participates in curriculum development, review, and revision (EE1, EE5, see Faculty Minutes, May 26-29, 2020). The procedures involve faculty members in decision making about programs and curricula at various levels. In the first stage, the Academic Dean, the division director, and one or more other faculty members chosen by those two, one of which represents a perspective from outside the division, participate in the initial review and, if necessary, revision of the program. In the second stage, the Curriculum Committee, composed of faculty members, reviews any proposed revisions; if the committee has concerns, it returns the proposal to the Stage 1 group, or else it sends the proposal to the core faculty for review, which may either return it to the Stage 1 group or to the President and then Board for review and final approval. The [Assessment Plan](#) stipulates that the faculty conduct the review and revision of all academic programs according to the established procedures once every four years in a rotating cycle.

Faculty members decide on their own course designs, teaching methodologies, and delivery systems. An individual faculty member is responsible for specific course content (within the parameters of the program objectives and the [Catalog](#) course description), as well as course assignments and grading, and the conduct of classroom sessions. As part of the process of evaluating teaching effectiveness, the Academic Dean and the peer evaluation committee inquire about course content, teaching methods, and syllabus content, and suggest appropriate modifications to the faculty member. That individual, however, retains significant decision-making authority within the context of the courses he or she teaches.

PVBI has clearly stated graduation requirements that are published in the [Catalog](#) (2021, EE4). These requirements include academic, program, and financial stipulations. The recommendation of the Institute faculty is one of the stated graduation requirements. In a spring faculty meeting, the faculty reviews a list of candidates for graduation and votes on recommending them for graduation (for example, see Faculty Minutes, April 8, 2019, February 10, 2020; EE4).

Evaluative Conclusion

The core faculty members have appropriate academic credentials, with a few exceptions, and two persons are soon completing further degrees. The Proposal for Faculty Hiring provides a process for mentoring under-credentialed instructors. The administration has concluded that the institution is in substantial compliance with recognized weaknesses on Standard 9.

Documentation

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STANDARD 10 – LIBRARY AND OTHER LEARNING RESOURCES

ABHE Standard 10

The institution ensures the availability of and access to learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student and faculty needs, regardless of location or instructional delivery system.

- EE1. A written learning resource purpose statement, consistent with the institutional mission.
- EE2. Appropriate written policies and procedures relating to the management of library and other learning resources.
- EE3. Sufficient funding, staff, facilities, technology, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the institution.
- EE4. The availability of library services (reference, technical, and circulation) and other means of support to meet research and information needs of students and faculty.
- EE5. Promotion to enhance student and faculty awareness of resources and services available.
- EE6. Documentation of any participation in available library networks and/or cooperative arrangements that involve the use of other resources.
- EE7. Joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials, and the development of library policy.
- EE8. Policies, procedures, and facilities that ensure access to and security of learning resources.
- EE9. A collection of learning resources that is appropriate based on the curriculum, course offerings, age of resources, usage, and formats.
- EE10. Effective leadership by a credentialed director who has faculty status and who normally reports to the chief academic officer.
- EE11. Effective collaboration between the librarians and information technology personnel.
- EE12. Evaluation of learning resource utilization by the learning community.
- EE13. Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.

The Penn View Institute Library primarily supports Penn View Bible Institute curriculum. In Fall 2020, Penn View Bible Institute had 74 students (headcount). Secondarily, the library supports the Penn View Christian Academy whose current enrollment in Grades 7 – 12 is 82. The high school uses the library as a study hall in addition to regular library services—circulation, reference, etc. The Librarian utilized ACL’s (2016) *Library Guidelines for ABHE Colleges and Universities* in preparing the language on this standard.

Written Purpose Statement (EE1)

The library has a written purpose (mission) statement that was created by the librarian and approved by The Faculty/Library Committee and by the whole Faculty and is published in The Library Handbook.

The PVBI Mission Statement is: *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 library mission statement is: **The Library is committed to support the academic, biblical, and holiness philosophy of Penn View Bible Institute by providing services to access resources that support the academic and holistic needs of the library’s**

patrons. The library will partner with the institution and its community to provide and preserve needed resources and to instill life-long learning skills.

The library mission statement was created to support the spiritual and educational mission of the institution.

The following are Penn View's educational outcomes (institutional goals):

Spiritually

- To know Christ as personal Savior and to make a total consecration of one's life to Christ in entire sanctification
- To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching
- To cultivate a love for the Bible as the Word of God, as the source of our knowledge of salvation, as the source of our worldview, and as the guide for holy living

Intellectually

- To understand basic Bible content and doctrine
- To construct a biblical worldview
- To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning
- To establish an adequate intellectual foundation for professional ministry

Socially

- To become effective in the cultivation of interpersonal relationships
- To develop communication skills, professional courtesy, and a culture of mutual understanding
- To become a responsible member of social structures such as family, church, nation, and world

Practically

- To apply the biblical worldview in problem solving and in decision-making that includes seeking divine guidance
- To achieve entry-level proficiency in professional Christian service
- To develop commitment to lifelong learning

The library works to support the institutional goals by fulfilling the library goals. The library supports the spiritual goals of the institution through collection development of biblical, holiness, and spiritual resources and study tools. The intellectual goals and practical goal three are supported by the library in depth. This includes collection development targeted to the depth of the programs as well as information literacy services. Other institutional goals, although not the primary focus of the library, are supported through acquisition of resources that align with these goals.

The following library goals were created by the librarian and approved by The Faculty/Library Committee and by the whole Faculty and are published in The Library Handbook.

LIBRARY GOAL 1: The librarian in collaboration with the faculty will add quality and relevant resources to maintain adequate support of the academic and holistic needs of the institution's curriculum and community.

LIBRARY GOAL 2: The library provides trained personnel, finding tools, and a current awareness service that allows the library community ease of access to various formats of information.

LIBRARY GOAL 3: The librarian in collaboration with information technology personnel will ensure that library technology is maintained to ensure ease of access to information.

LIBRARY GOAL 4: The library will provide an adequate and spacious environment for its collection, study areas, and staff work areas.

LIBRARY GOAL 5: Library workers will maintain and promote an environment that preserves library resources and is conducive to study.

LIBRARY GOAL 6: The library in collaboration with faculty and administration will promote the development of life-long learning skills.

The mission statement and library goals were created to support the academic needs and Christian worldview of the institution.

Policies and Procedures (EE2)

The library has a Library Handbook ([Exhibit N](#)) that is thorough in its policies for the management of the library and its collections. The handbook covers policies and procedures in the following areas: library administration, collection development, circulation, technical services, and reference. The library also has a Library Worker Manual ([Exhibit Q](#)) for training library workers in implementing library policies.

Resources (EE3)

The library budget procedure continues to be developed and implemented. The Academic Dean presents the library budget to the Director of Finance for approval by the President and the Board of Directors. The Academic Dean, the Faculty and Library Subcommittee recognized a need for continual improvement in the Library budget process. The librarian does have a free hand to implement purchasing of library resources according to the library's mission, goals, and objectives through the purchasing process.

The institution has an IT office that is responsible for purchase of technology across the campus. The PVBI Student Survey (item #) indicates that Institute students primarily have their own technology and bring it with them to the library as needed. Due to recent technology upgrades, the technology infrastructure is adequate to support all technology use in the library, whether that is library computers or wireless access. The library also provides support for high school students. The library does have sufficient physical technology to perform needed library operations.

The library facility has sufficient space for current library operations and resources. The library does have extra shelving that can be installed as needed. Future expansion of library space should be considered by the institution as the library will not have adequate space for expansion of learning resources.

The library has sufficient heating for preservation of resources. The library does not have an air conditioning system for maintaining an adequate temperature throughout the library that preserves resources in the heat of the year.

Library Services (EE4)

The assistant librarian primarily and student workers secondarily are responsible for reference services with the ability to contact the off-site librarian as needed. Besides reference policies and procedures that are included in the Library Handbook the librarian has created a reference services training manual that is used to train all library workers. This manual uses the “Guidelines for Behavioral Performance of Reference and Information Service Providers” by Reference and User Services Association, a division of the American Library Association.

Signs on the ends of shelves direct patrons to library resources. One shelf also has a Dewey subject list to further guide patrons where to find library information. The library also has signs around computers to share information for Internet resources including how to access Power Library where research databases can be found.

Library collaborates with the faculty to guide students in the use of the library through PT101 College Study Skills.

Library policies and services are in the Student Handbook. Library policies and procedures are in the Library Handbook to guide library technical services. The librarian has professional training in cataloging and uses professional library standards to guide cataloging so that patrons can access resources through the library catalog in a timely manner. The Library Handbook includes circulation policies and procedures and the library trains staff so they can help patrons gain appropriate access to library resources.

On January 1, 2021, PVBI entered into a two-year contract with FaithLife (Logos Bible Software) to make the Remote Research Library (see <https://www.logos.com/remote-theological-study-library>) available to all Institute students and faculty members. The Academic Dean and the Assistant Librarian are administering the licenses. The Assistant Librarian is scheduled to present features in the February faculty meeting. In the Fall of 2019, the Academic Dean and six faculty members participated in a faculty cohort that received training from FaithLife / Logos. Several have been using Logos personally for some time.

Promotion of Resources and Services (EE5)

Library staff attends faculty meetings and makes faculty aware of resources as opportunities arise through faculty discussion. The library uses a resource request form to increase faculty awareness of library purchase made by faculty request.

Promotion of library resources to students is done through the library catalog which is available on the student portal on Penn View’s web page. The library also promotes awareness on site through a “new resource” bookshelf and through good signage in the library and around library computers.

Resources outside of the Penn View library that are promoted by the library are access to the public library system, Snyder County Library system. During the institution’s orientation process, students are required to sign up for a Snyder County Library card,

which includes access to the Union County Library system. Through this card Penn View students have access to multiple resources under Power Library and Access Pennsylvania. Power Library is Snyder County Public Libraries' research databases and electronic resources. Access Pennsylvania Catalog and ILL System is a coordinated resource-sharing program of the PA Department of Education and the Office of Commonwealth Libraries. The Access Pennsylvania Catalog as of July 2019, is comprised of 8.1 million titles, including books, eBooks, periodicals, DVDs, and more with over 43 million holdings. It is the largest, statewide bibliographic union catalog in North America. Over 1,500 institutions participate in the Access Pennsylvania Catalog and ILL System. [Exhibit S](#) displays the databases and sources available in the Power Library.

Freshmen are required to take PT101 College Study Skills. In this class, library staff and the class professor collaborate to make students aware of library resources, including Power Library and Access Pennsylvania. The students are taught how to use Power Library and then are given assignments that require usage of the Power Library databases.

Library staff are aware of the need to be more proactive and consistent about promoting library resources and services to faculty and students through various venues.

Library Networks (EE6)

Penn View Bible Institute has signed a two-year contract subscription with Logos, making the Remote Research Library available to all students and faculty. See <https://www.logos.com/remote-theological-study-library>.

The library does not participate in any other formal library networks and/or cooperative arrangements. As stated above, the institution does require students to sign up for a Snyder County Library system card that allows access to research databases and other resources through Power Library and Access PA Catalog and ILL system. Through this account, students can access Snyder and Union Counties' electronic resources from Penn View campus as well as anywhere students have virtual access.

Students must be over 18 to sign up for a Snyder County library card without parental identification. The school does have a verbal agreement with the library system, that if students are younger than 18 the institution will write a letter confirming student identity and responsibility by the institution for any unreturned resources. This letter comes from the Registrar's office.

Curriculum Planning (EE7)

If curricular changes come to faculty meetings, then the library is aware of and has an opportunity to participate in curricular planning.

The librarians have access to syllabi that are submitted to the academic office each semester. This allows librarians to view teaching expectations for semester classes. Periodically curriculum development and changes are brought to the faculty meetings. The library staff recognize the need for consistent, timely awareness of curricular change.

In evaluating the need for library awareness of curricular changes, the librarian has developed a plan for presentation to the Academic Dean. It would involve presentation of

curricular change by faculty at a yearly faculty meeting. This would allow the library to have resources available at the time of curricular change.

Faculty is involved in development of the collection by syllabi bibliographies that are encouraged by the Academic Dean. The faculty also participate in resource submission to the librarian. The collection development section of the Library Handbook contains policies and procedures for selection and collection maintenance and describes the role of the faculty in this process.

Security of Learning Resources (EE8)

The Library Handbook ([Exhibit N](#)) contains preservation of library resources policies. These policies include maintenance of resources, archival policies and library security policies. Procedures include training personnel in personal responsibility for ensuring that doors are locked when closing the building, care in handling resources, and covering of books to ensure preservation.

In the last couple years, the institution has created additional security policies to protect the human and physical resources of the institution. The outside door to the library and the building doors remain locked at all times, except for the downstairs, main entrance. By April 2021, we anticipate all doors in the main building will be automatically locked, accessible by proximity card readers. Visitors must either receive a visitor badge from the downstairs administration office or upstairs high school secretary office to gain access to the library. The office that grants the badge usually calls ahead to the library to inform them of the visitor. Additionally, institutional security staff make their rounds in the evening to ensure that the building is secured for the night.

The only virtual space the library has at this time is the library section of the institution's learning management system by CampusSIS. The Academic office manages permissions to the system and allows the appropriate library personnel access as needed. It is a password protected system.

The PVBI Student Survey (see [Exhibit BB](#)) is distributed biannually. It is used to systematically evaluate policies, procedures, and facilities. Students generally indicate high satisfaction with access to learning resources. In the Spring 2017 Student Survey, students indicated high satisfaction with library hours (5.05/6.0). This indicates that the library is doing a good job at providing access to needed learning resources.

The library has purposefully structured its furnishings to accommodate an open and more secure environment.

A credentialed librarian with training and experience in cataloging resources performs the library cataloging. The library assistant enters new resources, but the credentialed librarian goes behind and ensures accuracy of entry.

The library catalog is available online through the student information system, CampusSIS, so all library patrons have access whether in the library or out.

The PVBI library's physical facilities include a collection size of over 18,000. Adequate shelving is available for the collection. The library has been blessed with fairly new library shelving donated by a local public library. PVBI library stores them until needed.

The institution foresees that more library square footage will be needed for appropriate collection expansion.

The library has a nice, adequate workspace for library personnel at the library desk. Also a storage room right outside the library space is used by the library. The library has a nice seating area for students which includes study tables and chairs as well as a lounge area with relaxed seating.

There is adequate signage to allow library patrons to use the library and its resources. This includes classification numbers at the end of the shelving, computer signage for using the library computers, and other signage that helps patrons to access library resources.

Learning Resources (EE9)

The library has policies and procedures in place to collect resources appropriately based upon the curriculum and its subject disciplines. The policies in the Collection Development section of the Library Handbook include what is selected, at what depth it is selected, who does the selecting and how recommendations are handled. These policies are used for selection and de-selection of library resources to keep the curriculum appropriately balanced.

The following is the library's policy on selection depth:

The following designations are used to describe the levels at which the library collects materials in subjects related to the programs that comprise the Penn View Bible Institute's curriculum:

Out of Scope (0): The library does not intentionally collect in this subject.

Minimal level (1): A subject area in which few selections are made beyond basic works. A limited collection of materials, including monographs and reference works. Periodicals directly dealing with this topic and in-depth electronic information resources are not collected. A collection at this level should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information are withdrawn. Classic or standard retrospective materials may be retained.

Basic information level (2): A selective collection of materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It includes a limited collection of monographs and reference works. It may include dictionaries, encyclopedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks, and a few major or representative general periodicals. It includes defined access to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc. The collection is frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained. This level supports the needs of general library users through the first two years of Institute instruction.

Study or instructional support level (3): A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes an extensive collection of general monographs and reference works and selected specialized general monographs and reference work; an extensive collection of general periodicals and a representative collection of specialized periodicals; limited collections of appropriate foreign language materials--e.g., foreign language learning materials for non-native speakers or foreign language materials about a topic such as German history in German; extensive collections of the works of better-known authors and selections from the works of lesser-known authors; and defined access to an extensive collection of owned or remotely-accessed electronic resources,

including bibliographic tools, texts, data sets, journals, etc. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. At the study or instructional support level, a collection is adequate to support independent study and most learning needs of the clientele of public and special libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained, including significant numbers of classic retrospective materials.

Research level (4): A collection that includes a very extensive collection of general and specialized monographs and reference works; a very extensive collection of general and specialized periodicals; extensive collections of appropriate foreign language materials; extensive collections of the works of well-known authors as well as other important but lesser-known authors; defined access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc. A collection that includes the major published source materials required for dissertation and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research.

Comprehensive level (5): A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collection intensity is one that maintains a “special collection”; the aim, if not the achievement, is exhaustiveness. A comprehensive level collection may serve as a national or international resource. Older material is retained for historical research with active preservation efforts.

Due to the major of Bible being in each degree offered by Penn View, the library collects religious materials that support the curriculum at the highest level of any other subject matter. This area comprises of between 50-60% of the library collection. Another area that the library concentrates on collecting in more depth is the professional studies portion of the degree. For the Penn View library this includes: education, missions, pastoral ministries, music, and child evangelism.

The library uses faculty bibliographies, recommendations, student survey feedback, and observation to continue to develop library resources. The librarians feel that the current collection is sufficient to meet the resource needs of the students.

On January 1, 2021, PVBI entered into a two-year contract with FaithLife (Logos Bible Software) to make the Remote Research Library (see <https://www.logos.com/remote-theological-study-library>) available to all Institute students and faculty members.

Library Leadership (EE10)

The library is administered by a library director with an MLIS from Kent State University which confers ALA accredited library degrees. The director has faculty status. Each year in the opening faculty meeting the faculty votes to allow the librarian to be a part of the core faculty. The library director reports to the Academic Dean.

The library director has been involved in decision-making for the library. She has spearheaded the development of the organizational structure of the library which includes writing of library policies and procedures. She has been involved in training library personnel to implement those policies and procedures. She worked with all areas of the institution including finance, student life, and academia to create good library policies that combined good library practice with the culture of the institution.

The library budget procedure continues to be developed and implemented. The Academic Dean presents the Library budget to the Director of Finance for approval by the President and the Board of Directors. Communication between the Academic Dean and the Librarian needs improvement. The Faculty and Library Subcommittee recognized a need for improvement. The librarian does have a free hand to implement purchasing of library resources according to the library's mission, goals, and objectives, through the purchasing process.

The library director is responsible for library assessment and planning according to the library's mission, goals, and objectives. She is involved in decision-making in all library resources, services, and information literacy instruction. She is also included in the process of hiring the assistant librarian and collaborates with the assistant librarian and the work director in the hiring of student workers that fit the qualifications for the library.

There are written job descriptions for all library staff. The job descriptions are used in interviewing, hiring, and training library workers and are in the Library Handbook (see [Exhibit N](#))

The Academic Dean communicates in person and by phone with informal evaluations but has not delivered a systematic written evaluation. The institution has a professional development policy. If a professional development activity is requisitioned by the library, it may be financed.

The institution administers a formal student survey, every even-numbered fall, that includes a library section. In addition, the SSI surveys student satisfaction of the library. While there is no formal faculty survey of the library staff and services, the Academic Dean, the faculty and staff express their satisfaction and/or dissatisfaction through conversations, emails, and meetings; the librarian has worked to address those issues.

Effective Collaboration (E11)

The institution has an IT director. Library personnel submit technology problems to the director and IT fixes the problem in a timely manner. The library section of the PVBI student survey and librarian observation confirms that most college students have their own technology and bring it with them to the library as needed. The biggest reason they come to the library is to use other library resources and not computer use.

In the past students have indicated on surveys that institutional Internet was not adequate to meet access needs. However, significant upgrades have been made in recent years that have significantly improved Internet access. Student satisfaction in this area has subsequently improved, as indicated by the 2018 PVBI Student Survey (item #16.VI.a-b):

| |
|------|
| Mean |
|------|

| | |
|---------------------|------------|
| | Mean |
| Wireless Access | 4.19 / 6.0 |
| Access to Computers | 5.13 / 6.0 |

Resource Utilization (E12)

The library has organized the following assessment plan which is included in the Library Handbook:

| Penn View Bible Institute Library Assessment Instruments | | |
|---|------------------------------|--|
| Type of Assessment | Assessment Cycle | Assessment Purpose |
| Library Satisfaction Survey (part of PVBI Student Survey) | Spring semester of even year | To qualitatively assess the satisfaction of PVBI students and faculty in regards to the library environment and its services. LIBRARY GOALS 1,2,3,4,5 |
| Yearly Library Report | Yearly | A report that is given to the Academic Dean and the Director of Assessment that details to what degree the library is fulfilling its goals. LIBRARY GOALS 1,2,3,4,5,6 |
| Library Usage Reports/Assessments | | |
| Gate Count | Yearly | A record of how many students, faculty and community come to the library daily. This assessment can be used to determine library hour and personnel needs as well as types of patron that are using the library. |
| Computer Use | Yearly | Used to monitor computer use and determine computer equipment needs. LIBRARY GOALS 3 |
| Electronic Database Use | Yearly | Used to determine patron use of available electronic databases. LIBRARY GOAL 6 |
| Circulation Statistics | Yearly | Used to determine how many and what types of resources are going out of as well as being used inside of the library. LIBRARY GOAL 2 |
| State of Collection Reports/Assessments | | |
| Total Titles | Yearly | To track growth of library resources. LIBRARY GOAL 1 |

| | | |
|--|----------------------------|--|
| Total Volumes | Yearly | To track growth of library resources. LIBRARY GOAL 1 |
| Total Titles Added | Yearly | To track growth of library resources. LIBRARY GOAL 1 |
| Total Volumes Added | Yearly | To track growth of library resources. LIBRARY GOAL 1 |
| Total Titles by Classification | Yearly | To track growth of library resources as it relates to the curriculum. LIBRARY GOAL 1 |
| Total Volumes by Classification | Yearly | To track growth of library resources as it relates to the curriculum. LIBRARY GOAL 1 |
| Total Titles Added by Classification | Yearly | To track growth of library resources as it relates to the curriculum. LIBRARY GOAL 1 |
| Total Volumes Added by Classification | Yearly | To track growth of library resources as it relates to the curriculum. LIBRARY GOAL 1 |
| Special Collections | Yearly | To track growth of library resources. LIBRARY GOAL 1 |
| Shelf List | Every 4 years or as needed | To assess the state of the collection and to update the accuracy of the library catalog. LIBRARY GOAL 5 |
| Requisitions from Syllabi Bibliography | Yearly | To track growth of library resources and to track library and faculty collaboration in adding resources as relates to the curriculum. LIBRARY GOAL 1 |
| Requisitions from Requests | Yearly | To track growth of library resources and to track the degree to which the library community contributes to library resource additions. LIBRARY GOAL 1 |

The library is still working on implementing this plan. Surveys on this list are being given and data being collected in all areas. The yearly report to the Academic Dean and Coordinator for Institutional Effectiveness has not been implemented at this time. The evaluation and decision making processes for the library need to be improved. Evaluation has been done by the librarian on the library survey which is a part of the PVBI Student Survey.

Promoting Information Literacy (E13)

The institution recognizes the importance of information literacy by including information literacy as a part of the institutional objectives. Institutional intellectual objective three states the following, “To obtain general knowledge and to develop

intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning.” Institutional practical objective three states, “To develop commitment to lifelong learning.”

The library recognizes the importance of being involved in information literacy. It along with the faculty approved Library Goal 6 which states, “The library in collaboration with faculty and administration will promote the development of life-long learning skills.”

The following is the library’s information literacy program:

Mission

The mission of the Penn View Library Information Literacy Program is for administration, faculty, and library to collaborate to develop students who have information literacy and critical thinking skills that impact current and future academic, personal and professional success.

Definition

Information Literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Goals based on ACRL Information Literacy Standards (American Library Association, 2000)

1. The Information literate student determines the extent of information needed.
2. The information literate student accesses the needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically.
4. The information literate student incorporates selected information into one’s knowledge base.
5. The information literate student uses information effectively to accomplish a specific purpose.
6. The information literate student understands the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally.

Current Procedures:

- Students are required on orientation day to apply for a Snyder County Library card.
- Students are taught in PT101 College Study Skills how to use the library and research databases available on Power Library accessed through their Snyder County library account.
- Students are required in PT101 College Study Skills and at times in Composition class to complete assignments using research databases.

Current Information Literacy Practice

The assistant librarian has conducted an information literacy presentation in PT101 College Study Skills. The class includes: how to use the library, sign-in to library catalog, search the library catalog, use the library Dewey Decimal Classification poster to find

specific resource sections, Google search, advance Google search and tips, use the Snyder County library system, and Power Library

Another information presentation that happens yearly is a visit from the seventh grade class. The seventh grade teacher brings her class within the first month of school to learn computers, library catalog, where to return books, reference section, and give them a tour of where resources are located. Later the teacher assigns them specific parts of the library to learn to use and sends them to the library with the assignment.

Evaluative Conclusion

Contracting with Faithlife for inclusion of the Logos Remote Research Library introduced a major upgrade to Library resources. The administration has concluded that the institution is in substantial compliance to Standard 10 with awareness of need for continued maturity in the following areas: effective leadership by a credentialed librarian, library funding and budget implementation, joint participation in curriculum planning, and library evaluation of resources and services.

Documentation

American Library Association. (2000). Information Literacy Competency Standards for Higher Education. Retrieved from <https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf?sequence=1&isAllowed=y>

Association of Christian Librarians. (2016). *Library Guidelines for ABHE Colleges and Universities*. Cedarville, OH: Association of Christian Librarians. Retrieved from <https://www.abhe.org/wp-content/uploads/2017/08/Library-Guidelines.pdf>

Penn View Bible Institute. (2016). *Library Handbook*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2020). *Student Handbook*. Penns Creek, PA: Penn View Bible Institute.

STANDARD 11 – ACADEMIC PROGRAMS

ABHE Standard 11

The institution's academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with all programs supporting development of a biblical worldview and some programs orientated specifically to full-time vocational ministry.

Standard 11A – Curriculum

- EE1. Evidence that academic programs exhibit the content and rigor characteristic of higher education, and a level of analytical research and communication skills needed for life-long learning commensurate with the level of education offered.
- EE2. A written statement of program-specific student outcomes for each academic program and a coherent program of study to achieve them.
- EE3. Evidence that the integration of curricular components supports development of a biblical worldview.
- EE4. A curriculum taught with sensitivity to the cultural context in which students serve or may serve.
- EE5. A process of regular review by faculty to ensure that curricular objectives for each academic program are being realized.
- EE6. Evidence that course sequence progresses from foundational to advanced studies appropriate to the degree and level of education offered.
- EE7. A curriculum content and level of education appropriate to the degree offered.
- EE8. Appropriate distinctions between levels of study within the context of student classifications, faculty qualifications, and learning methodologies.

Relative to this standard, the undergraduate programs of an accredited institution are characterized by . . .

- EE9. A minimum of 120 semester hours (180 quarter hours) for a baccalaureate degree, and a minimum of 60 semester hours (90 quarter hours) for an associate degree.
- EE10. A core of Bible/theology studies equivalent to 30 semester hours (45 quarter hours) for a four- or five-year baccalaureate degree, 24 semester hours (36 quarter hours) for a Canadian three-year baccalaureate degree, 18 semester hours (27 quarter hours) for a non-traditional degree completion program or transfer students needing fewer than 60 semester hours (90 quarter hours) to complete a baccalaureate degree, and 12 semester hours (18 quarter hours) for an associate degree or one- or two-year certificate program.
- EE11. A core of general studies equivalent to 30 semester hours (45 quarter hours) for a baccalaureate degree or 15 semester hours (24 quarter hours) for an associate degree, with one or more courses drawn from each of the following four disciplines: Communication, Humanities/Fine Arts, Natural Science/Mathematics, and Social/Behavioral Sciences.
- EE12. A core of professional studies equivalent to a minimum of 18 semester hours (27 quarter hours) for a baccalaureate degree, which are selected to equip students for professional positions or ministry service.
- EE13. The delineation of expectations for ministry-oriented and professionally-oriented programs that include practical experiences and applied knowledge through practicums, internships, or other appropriate means.

[Additional Policies to Reference: Policy on Adult Degree Completion Programs; Policy on the Conferral of Honorary Doctoral Degrees; Policy on Biblical and Theological Studies; Policy on Canadian Institution Degree Programs; Policy on General Studies; Policy on International Education Programs; Policy on Two-Year Programs]

All of the programs flow out of the Mission Statement, because each program is designed to prepare Christ-like servant leaders who will endeavor to advance the Great Commission from the context of the conservative Wesleyan-Arminian movement, whether in the pastoral ministry, the mission field, Christian music, Christian school or other ministry. The courses are taught by qualified faculty members who are committed to the conservative Wesleyan-Arminian movement and to the Great Commission. All of the four-year programs require courses like TH221 Christian Beliefs and TH222 Theology of Holiness that specifically communicate the Wesleyan-Arminian tradition. Numerous activities are required by the programs such as regular engagement in defined Christian service, the annual on-campus Missions Convention, the off-campus Outreach and Bus Convention, and the national InterChurch Holiness Convention. These events specifically integrate commitment to the Great Commission with the conservative Wesleyan-Arminian tradition.

The four-year programs (intended to be equivalent to a baccalaureate degree) culminate in an Advanced Diploma, and the one-year program culminates in a Certificate. All of the four-year programs require a total of 126 to 139 semester hours, with at least 30 semester hours in Bible/Theology studies. Details of the program requirements are displayed in [Exhibit D](#) (EE9, EE10, EE11, EE12) and in the [Catalog](#). Eventually, the institution plans to pursue degree-granting status with the Pennsylvania Department of Education; consequently, all revisions are prepared with both ABHE and Pennsylvania requirements in mind.

The process of curriculum development, revision, and approval advances through the Curriculum Committee (selected from the faculty), the Academic Dean, and then the faculty body. The proposal is taken to the Board of Directors for approval and insertion into the [Catalog](#) (EE5). The [Assessment Plan](#) lays out a four-year calendar of assessing and reviewing each program. The calendar for review of the programs is also spread out in [Exhibit D](#) as part of the table on Academic Program Requirements.

Academic Programs / Divisions

Penn View offers the following programs:

Advanced Diploma in Biblical Studies
Advanced Diploma in Child Evangelism

Advanced Diploma in Christian Education
(Elementary, Secondary English, 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 (combination 2 + 2)
Advanced Diploma in Muslim Studies
Certificate in Biblical Studies

The four-year Advanced Diploma programs require the appropriate number of hours (as stipulated by ABHE): at least 120 hours total per program; General Studies (from 39 to 60 hours); Bible/Theology (from 30 to 51 hours); and Professional Studies (from 33 to 70 hours). See [Exhibit D](#). The 2 + 2 Missionary Nursing program only requires 19 hours of General Education for the PVBI portion; however, the third and fourth years usually involve additional General Education through the school of nursing. The Certificate in Biblical Studies contains the required number of General Education studies, Biblical Theological Studies and Professional Studies (EE9, EE10, EE11, EE12)

The curriculum is separated into divisions according to the different programs: Ministerial, Missions, Music, Christian Education, Child Evangelism, and Biblical Studies. Missions also includes Hispanic Studies, Missionary Nursing and Muslim Studies (EE2).

Academic Policies

Academic Rigor (EE1, EE6, EE7, EE8)

The Statement of Academic Rigor is in the Faculty Staff Handbook [Exhibit I](#). The statement addresses the graduated levels of foundational knowledge, relationships among ideas, higher order thinking skills, and the application of knowledge in life and ministry. It addresses cognitive objectives, affective objectives, and the application of learning in ministry settings. Course levels are distinguished from lower to upper level courses. Reading assignments are stratified, and levels of research are delineated to enable instructors, division directors, and the academic administration to evaluate programs and the overall level of education.

Draeger, Prado Hill, and Mahler (2015, p. 215) found that “students explained academic rigor in terms of workload, grading standards, level of difficulty, level of interest, and perceived relevance to future goals.” On the other hand, Draeger, Prado Hill, Hunter, and Mahler (2013, p. 267) argue that from a faculty perspective “learning is most rigorous when students are actively learning meaningful content with higher-order thinking at the appropriate level of expectation within a given context.”

From PVBI students’ perspective, both the Spring 2017 and the Fall 2018 iterations of the Student Survey (SS) indicated that students are experiencing challenge in their coursework, learning new knowledge, delving into deeper levels of thinking, working with new ideas, and developing better writing skills. That students find their coursework is valuable is reinforced by the 2018 and 2020 RNL SSI (SSI) as displayed in the table below. See also Standard 2 (Intellectual Goals) and the [Exhibit R](#).

The SSI asks students to rate how important each line item is to them on a scale of 1 to 7, then how satisfied they are with that item, also on a scale of 1 to 7. The satisfaction scale labels are *1 Not satisfied at all; 2 Not very satisfied; 3 Somewhat dissatisfied; 4 Neutral; 5 Somewhat satisfied; 6 Satisfied; 7 Very satisfied*. The performance gap is a measure of the difference between how important students indicated a line item is and how satisfied they are in that regard.

| Scale / Domain | Importance | | Satisfaction (with Standard Deviation) | | Performance Gap | |
|---|------------|------|--|-------------|-----------------|------|
| | 2018 | 2020 | 2018 | 2020 | 2018 | 2020 |
| Instructional Effectiveness Scale (composite of 14 line-items) | 6.55 | 6.76 | 6.11 / 0.96 | 6.31 / 0.71 | 0.44 | 0.45 |
| Selected Line Items from this scale that relate to Academic Rigor | | | | | | |
| #8 The content of the courses within my major is valuable | 6.76 | 6.80 | 5.98 / 1.19 | 6.33 / 0.83 | 0.44 | 0.47 |
| #16 Instruction in my major field is excellent | 6.80 | 6.83 | 6.34 / 1.12 | 6.41 / 0.83 | 0.46 | 0.42 |
| #39 I am able to experience intellectual growth here | 6.70 | 6.86 | 6.38 / 1.08 | 6.67 / 0.75 | 0.32 | 0.19 |
| #41 There is a commitment to academic excellence on this campus | 6.70 | 6.68 | 6.23 / 1.22 | 6.44 / 0.78 | 0.47 | 0.24 |

On the Instructional Effectiveness scale (a composite of 14 line-items), both the Importance and the Satisfaction ratings have increased, with the result that the performance gap is almost identical. On the four selected line-items that relate to Academic Rigor, both the Importance and the Satisfaction ratings have also increased. Students are satisfied with the educational content and with the intellectual growth experienced at Penn View.

In the SS (2018), 41% of the participants estimated they spent more than 15 hours each week preparing for class (compared to 56% in 2014). When asked, “Estimate how many hours you have spent each week this semester preparing for class (studying, reading, writing, rehearsing, and other activities related to the academic program),” they responded:

| | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 | No response |
|--|------|-------|-------|-------|-------|-------|-------|--------------|-------------|
| | 1.8% | 17.9% | 28.6% | 10.7% | 16.1% | 16.1% | 5.4% | 3.6% | 0.0% |

The SS also requested, “Describe your experience with the overall schedule at Penn View (both academic and extra-curricular).” They responded as follows:

| | Number | Percent |
|---|--------|---------|
| a. It is too light for a college schedule; there are not enough activities. | 1 | 1.8% |
| b. It is appropriate for a college schedule; the number of activities is about right. | 52 | 92.9% |
| c. It is completely too heavy for a college schedule; there are too many activities. | 1 | 1.8% |
| No response | 1 | 1.8% |

Nearly all the respondents indicated that the schedule was appropriate for a college schedule.

When asked to “describe how you are relating to the overall schedule at Penn View (both academic and extra-curricular),” they responded:

| | Number | Percent |
|---|--------|---------|
| a. I have too much time on my hands. | 1 | 1.8% |
| b. I am handling it well. | 34 | 60.7% |
| c. I am struggling to make it. | 15 | 26.8% |
| d. I am struggling, but I am not making it. | 2 | 3.6% |
| e. I am not giving it my best. | 3 | 5.4% |
| No response | 1 | 1.8% |

These results indicate that students find the work reasonably challenging and that they need to apply themselves to the coursework in order to succeed. Fully 87.5% say they are handling it well or struggling to make it (compared to 96% in 2014). The results also indicate that students believe the schedule is what should be expected in a college.

For the fall terms of 2009 through 2019, inclusive, incoming freshmen averaged 49% correct answers on Form G of the Bible Exams. Seniors during the 2010 through 2019 spring terms, inclusive, averaged 68% correct answers on Form H of the Bible Exams. PVBI entering freshmen scored above the ABHE Norms and the seniors scored even farther above the norms. The table below displays the summarized data:

| Bible Exam: Percentage of Correct Answers | Number of Test Takers | Institutional Averages | ABHE National Norms | Difference |
|--|-----------------------|------------------------|---------------------|------------|
| Incoming Freshmen (Form G) Fall 2009-2019 | 243 | 48.64% | 44.83% | +3.81 |
| Graduating Seniors (Form H) Spring 2010-2019 | 83 | 68.11% | 60.06% | +8.05 |

In Fall 2020, the Bible Exam was revised in collaboration with Classic Learning Tests (ABHE/CLT). Comparative data will be available for the ABHE/CLT in the future.

Another demonstration of the level of education achieved is that across the years, 60 PVBI graduates have been accepted at 19 graduate schools or seminaries and most have successfully completed master's level education (EE1, EE7). [Exhibit C](#) presents a letter summarizing these as well as copies of letters from Clark Summit University, Cincinnati Christian Seminary, Evangelical Seminary, Lancaster Bible College, and Wesley Biblical Seminary.

Student Outcomes (EE2)

Institutional Goals and Program Objectives are published in the [Catalog](#) (pp. 8, 9, 26-37), as well as a coherent program for achieving them through course requirements. These outcomes and the course of study are also scheduled for periodic review as in the [Assessment Plan](#) (EE5). See Standard 2 (EE3) and [Exhibit R](#).

Biblical Worldview (EE3)

Every course is intended to express the Biblical worldview. TH221 Christian Beliefs and PR211 Introduction to Philosophy are required of all majors; these courses specifically teach worldview and the philosophy course requires students to write a paper, "My Worldview." WWP #2a-6e assesses components of theology (God), anthropology (man), ontology (ultimate reality), axiology (ethics), and epistemology (knowledge of truth) and student responses indicate their strong agreement on these matters (average of 5.60 on six-point Likert-type scale). WWP #8a-k assesses student perceptions of the contribution of Bible college to their spiritual growth, and student responses (average of 4.60 on six-point Likert-type scale) indicate that they believe the Bible college experience is contributing. Graduating Student Survey contains questions that evaluate worldview.

The Faculty Staff Perception Survey asks faculty and staff members to articulate their perception of how well students are achieving the Intellectual Goals that include worldview. On May 29, 2020, faculty reviewed student worldview papers and “found a reasonable depth of worldview, including concepts of God and the Bible, grounded in a Christian worldview” (Faculty Meeting Minutes, May 29, 2020).

Cultural Awareness (EE4, EE12, EE13)

Christian Service Learning places students in active ministry settings every semester. The Ministerial program requires courses like PT321 Pastoral Ministry and PT431 Biblical Counseling that address the culture in which the students will be ministering. The Missions program introduces students to intercultural awareness in many courses and requires SS342 Cultural Anthropology and MI432 Ministry Team Building; in addition, MI331 Contemporary Missions involves a field trip to intercultural contexts. The Music Education program requires MU411 Church Music Administration and music teaching methods courses. The Christian Education program requires SS331 Sociology and numerous teaching methods courses, as well as structured observations at other schools, both Christian and public. Each of the programs requires internships, student teaching, or a practicum that engages upper-level students in actual ministry settings.

Process of Regular Review (EE5)

Curriculum revisions (initiating, revising, and/or deleting programs and courses) have been conducted by the division directors, the Curriculum Committee and Academic Dean, then discussed by the core faculty, and taken to the Board of Directors for approval as appropriate. The [Assessment Plan](#) lays out a rotating schedule for program review (See also [Exhibit D](#)). (The definition of core faculty and the role of faculty in decision making are described in detail under Standard 9B.)

Course Sequence (EE6, EE8)

Courses numbering 100s are considered freshman, 200s appropriate for sophomores, 300s appropriate for juniors, 400s appropriate for seniors. The progression through the different levels fosters progressively more advanced learning and critical thinking skills as the student moves through the program. This is addressed in the Statement of Academic Rigor, displayed in [Exhibit I](#).

Degree and Nomenclature (EE7)

As referenced under Standard 4, Penn View Bible Institute is operating legally within the Commonwealth of Pennsylvania. The documents in [Exhibit A](#) confirm that PDE is aware of Penn View Bible Institute and that the Institute is in compliance with the laws of Pennsylvania. Currently the Institute does not offer degrees, but as of March 17, 2009, the Board of Directors and the administration of the school have agreed to pursue degree-granting status with the commonwealth. (The endowment issue that has hindered this pursuit is explained under Standard 4.) The nomenclature of “Advanced Diploma” is utilized for the four-year programs, which are intended to meet ABHE’s requirements for bachelor’s degree programs.

Curricular Components (EE6, EE10, EE11, EE12)

The Bible and theology requirements begin at the freshman level with survey courses and proceed through introductory doctrine courses and expositional studies of specific books of the Bible, such as Genesis (BI 222 Pentateuch I), Acts, and Romans (EE6). All the

four-year programs require at least 30 course hours in Bible and Theology; programs that involve preaching or teaching the Bible require more than 40. (EE10)

The general studies requirements (from 39 to 60 hours, see [Catalog](#) and [Exhibit D](#)) encompass language arts, social sciences, behavioral sciences, natural sciences (biology), philosophy, and music: complying with the ABHE-specified disciplines of Communication, Humanities/Fine Arts, Natural Science/Mathematics, and Social/Behavioral Sciences (EE11). These courses expand students' basic knowledge of a broad spectrum in human learning, and they provide a foundation for higher level courses. For example, SS111 History of Civilization I and SS112 History of Civilization II provide a historic framework for students to organize their knowledge of many upper level subjects. PR211 Introduction to Philosophy provides a background for understanding worldviews in general and the Biblical worldview in particular. LL111 English Composition I, LL112 English Composition II, and LL211 Speech Communication provide a foundation for disciplined thinking, research skills, written expression, and spoken articulation. Additional general education courses are available beyond the requirements in each major (EE11). PVBI is working toward meeting the Pennsylvania Code (Title 22 Chapter 31, §21. Curricula [b][3]), which stipulates, "Of the total baccalaureate degree program course requirements, at least 40 semester credit hours . . . must be in general education and represent a broad spectrum of disciplines in general education."

Professional requirements (from 33 to 70 hours) focus on competencies that will enable the graduate to exercise the particular ministry for which the student is preparing (EE12). Each of the programs requires internships, student teaching, or a practicum that engages upper-level students in actual ministry settings (EE13). Details of the program requirements are displayed in [Exhibit D](#) as well as the [Catalog](#).

Documentation

- Draeger, J., Prado Hill, P., Hunter, L., & Mahler, R. (2013). The Anatomy of Academic Rigor: The Story of One Institutional Journey. *Innovative Higher Education*, 38(4), 267-279. doi:10.1007/s10755-012-9246-8
- Draeger, J., Prado Hill, P., & Mahler, R, J. (2015). Developing a Student Conception of Academic Rigor. *Innovative Higher Education* Volume: 40(3) 215-228. ISSN: 0742-5627
- Penn View Bible Institute. (2020). Faculty and Staff Handbook. Penns Creek, PA: Penn View Bible Institute.
- Pennsylvania Code, Title 22. Chapter 31, §21. Retrieved from http://www.pacodeandbulletin.gov/secure/pacode/data/022/chapter31/022_0031.pdf

Standard 11B – Ministry Formation Program

- EE1. A culture and programs that promote development of effective witnesses and servants in the church and the world at large.
- EE2. An educational philosophy in which ministry formation is viewed as an integral part of the student's education.
- EE3. A program of supervision that provides an adequate basis for evaluating and guiding students in the pursuit of their professional goals.
- EE4. A ministry formation program coordinated by a director normally with faculty status and implemented under the supervision of faculty.
- EE5. Evidence that the program is adequately staffed and financially supported.
- EE6. A system of ongoing program review and assessment of outcomes that results in program improvement.

EE7. Evidence that academic credit given for practicums, internships, or other practical learning experiences, if awarded, is warranted.

PVBI’s mission is “to prepare Christ-like Servant Leaders . . . to fulfill our Lord’s Great Commission.” The philosophy of education published in the [Catalog](#) (2021, p. 8) delineates Biblical studies, general education, and professional courses, concluding that “Classroom activities prepare students for supervised practice . . . laying a foundation for a lifetime of ministry” (EE1, EE2). All students who are taking more than six semester hours are required to engage in Christian service and report their engagement to the director of the Christian Service Learning (CSL) program. The following table displays the history of satisfactory completion.

| Term | Percentage of students required who completed CSL |
|-------------|---|
| Fall 2016 | 83% (54 out of 65 required) |
| Spring 2017 | 88% (42 out of 48 required) |
| Fall 2017 | 93% (57 out of 61 required) |
| Spring 2018 | 95% (56 out of 59 required) |
| Fall 2018 | 99% (68 out of 69 required) |
| Spring 2019 | 95% (60 out of 63 required) |
| Fall 2019 | 89% (50 out of 56 required) |
| Spring 2020 | 100% (49 out of 49 required) |
| Fall 2020 | 91% (48 out of 53 required) |

This demonstrates ongoing commitment to ministry formation (EE1, EE2). The director of the CSL program is a member of the core faculty, who regularly engages in ministry in his local church and an elder on the church board (EE1, EE3, EE4, EE5). Students receive a copy of the CSL Handbook (see [Exhibit K](#)) containing report forms, which they are required to submit to the director each month (EE3). A monthly chapel session devoted to CSL brings students together to reflect and to share their experiences in CSL (EE6). No course hours (credits) are given for CSL, (EE7), but CSL performance is recorded on the student’s transcript. During the COVID-19 season, the activities accepted for CSL were broadened to facilitate completion under the circumstances. The articulated unit mission statement is “Christian Service Learning provides students with opportunities to minister and live out servanthood in the local church and community and an opportunity to report and reflect on those experiences among their peers” (EE4).

Documentation

Penn View Bible Institute. (2021). Christian Service Learning Handbook. Penns Creek, PA: Penn View Bible Institute.

Standard 11C Academic Patterns and Procedures

- EE1. An academic advising system that guides the student from the point of selection of a program to graduation from that program.
- EE2. An academic calendar that meets state, provincial, and federal regulations and considers regional higher educational patterns.
- EE3. The award of academic credit commensurate with normative academic and/or governmental definitions that may be based upon intended learning outcomes.
- EE4. A system of accurate and secure record keeping consistent with state, provincial and/or federal regulations
- EE5. A system of grading and associated policies and procedures that reflects integrity, ensures fairness and consistency, conforms to higher education norms, and facilitates transportability of students’ academic credits.

Students meet with the Academic Dean and discuss the program in which they are interested. One faculty member is assigned to confer with students who are undecided. Students sign an Application for Major form, which is then submitted to the appropriate division director, and upon approval by the Academic Dean is filed in the student's permanent record. Division directors are responsible for completing Progress Charts and guiding the students in completing the requirements for their program. If a student wishes to change major, the same Application for Major form can be used to apply for a new major (EE1).

The academic calendar is based on a 16-week semester ([Catalog](#), 2021, p. 24; EE2), and the January session is scheduled for the same number of class hours. The Middle States Commission on Higher Education (2009) cited USNEI (2008) saying, "Most U.S. higher education institutions operate on an academic year divided into two equal semesters of 15-16 weeks' duration." The Pennsylvania Code (Title 22, Chapter 31, §21) explains, "A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation." The next section of the Code (§22) stipulates, "An academic year shall consist of instructional sessions for a minimum of 28 weeks exclusive of registration, examinations and holidays."

A semester credit hour (course hour) represents 50 minutes of instruction per week over a 16-week period, supplemented by two hours of preparation for each hour of instruction for the average student, or the equivalent amount of time in instructor-designated learning activities (EE3).

The Registrar maintains permanent faculty, student, and course records and coordinates the flow of courses by managing collection, storage, and updating of faculty credentials, course syllabi, student grades, attendance, scholarships, and student progress toward program completion. Student permanent records are kept on hard copy in a locked, fire-resistant filing cabinet in the Registrar's Office. Until 2012, the academic records were maintained and updated in a proprietary MicroSoft® Access database, which was backed up regularly, copied to a removable medium and stored in a fire-resistant safe in the Business Office. In 2012, the records were migrated to ABHE-Solutions (now CampusSIS). Official transcripts are released only with a request signed by the student. Official transcripts are not released to the individual. They are either sent directly to the receiving institution or placed in a sealed envelope for transporting to the respective institution. (EE4)

Academic policies, such as grading scale, requirements for graduation, and attendance requirements are published in the [Catalog](#) (2021, pp. 21-22; EE5). Grade Point Averages (GPA) are calculated according to the four-point Quality Point scale published in the [Catalog](#) (p. 21). A Dean's List is published of those who achieved a GPA of at least 3.5 (having carried at least 12 hours, with no grade lower than a B-). Standard memos are distributed to individual students who are on Academic Probation or on the Dean's List. One faculty member is assigned to confer with at-risk students who are on Academic Probation or who have received more than one grade of D or F. (EE5)

The SSI (2012) indicated a significant performance gap on line item 25, “Faculty are fair and unbiased in their treatment of individual students,” with the result that the line item was ranked as first among the challenges. The statistics are displayed below.

| RNL SSI (2012) | Penn View Bible Institute | | | National Four-Year Privates | | | Mean Difference In Satisfaction Ratings |
|---|---------------------------|--------------|-----------------|-----------------------------|--------------|-----------------|---|
| | Importance | Satisfaction | Performance Gap | Importance | Satisfaction | Performance Gap | |
| 25. Faculty are fair and unbiased in their treatment of individual students | 6.69 | 5.54 | 1.15 | 6.39 | 5.32 | 1.07 | 0.22 |

On May 29, 2013, the faculty discussed this finding in Faculty Work, registering concern about the performance gap and noting, “We may need to explain more clearly to students the basis for evaluations that we use, so they will understand that evaluations are based on criteria instead of personalities.” The SSI (2014) indicated a larger performance gap.

| RNL SSI (2014) | Penn View Bible Institute | | | National Four-Year Privates | | | Mean Difference In Satisfaction Ratings |
|---|---------------------------|--------------|-----------------|-----------------------------|--------------|-----------------|---|
| | Importance | Satisfaction | Performance Gap | Importance | Satisfaction | Performance Gap | |
| 25. Faculty are fair and unbiased in their treatment of individual students | 6.73 | 5.44 | 1.29 | 6.40 | 5.37 | 1.03 | 0.07 |

| RNL SSI (2020) | Penn View Bible Institute | | | National Four-Year Privates | | | Mean Difference In Satisfaction Ratings |
|---|---------------------------|--------------|-----------------|-----------------------------|--------------|-----------------|---|
| | Importance | Satisfaction | Performance Gap | Importance | Satisfaction | Performance Gap | |
| 25. Faculty are fair and unbiased in their treatment of individual students | 6.75 | 5.69 | 1.06 | 6.40 | 5.39 | 1.01 | .30 |

Across the years, the Importance has increased; the Satisfaction decreased in 2014, but then rose in 2020. In all years, the level of satisfaction was above the average for National Four-Year Privates. (EE5)

Students have received transfer credit at some accredited colleges and universities for work completed at Penn View. Across the years, 60 graduates have also been accepted at 19 graduate schools or seminaries. Both of these are further explained in [Exhibit C](#). (EE5)

Documentation

Middle States Commission on Higher Education. (2009). Degrees and Credits. Retrieved from <https://www.purchase.edu/live/files/14-msche-degree-and-credit-guidelines-06-22-09-finalp>

Penn View Bible Institute. (2021). *Catalog*. Penns Creek, PA: Penn View Bible Institute. Pennsylvania Code, Title 22. Chapter 31, §21. Retrieved from http://www.pacodeandbulletin.gov/secure/pacode/data/022/chapter31/022_0031.pdf

U.S. Network for Education Information (USNEI). (2008). Structure of the U.S. Education System: Credit Systems. Retrieved from <https://www2.ed.gov/about/offices/list/ous/international/usnei/us/credits.doc>

Standard 11D Alternative Academic Patterns

- EE1. Evidence that courses and programs offered in alternative academic patterns are consistent with other offerings of the institution.
- EE2. Adequate staffing, facilities, and technology to support programs in all delivery modes.
- EE3. Appropriate measures required of students participating in distance and/or correspondence education to ensure that the student receiving credit is in fact the person completing the work.

For several years, the Faculty and Administration discussed offering online courses. On January 7, 2020, the Academic Dean presented the Online Course Possibilities document to the Board. On May 27, 2020, the Faculty developed guidelines and a kind of template for online courses in general ([Exhibit W](#)). On July 21, 2020, the Board approved offering the first two online courses. In Fall 2020, PVBI launched its first two online classes with the anticipation of offering more. The classes ran September 15 to November 9, 2020, staggered from the regular semester dates to facilitate better marketing and smoother flow with the other campus activities.

The two online courses were new courses in the areas of Practical Theology (course prefix, PT) and Bible (course prefix, BI); they were aligned with the PVBI Mission Statement and Institutional Goals and were offered according to awareness of prospects who desired to receive instruction in these areas. The syllabi were based upon the syllabus template adopted by the faculty (Sample Syllabus 2016-08-10.docx) and were developed by the instructors with approval from the Academic Dean. Faculty members are preparing two more courses to be offered March 9 – May 3, 2021, which are also in the area of Practical Theology. (EE1)

The courses are offered over an eight-week term, with estimates of time calculated to require investment of time and energy similar to the face-to-face courses (16 class hours plus 16 to 32 hours of outside-of-class work, totaling 32 to 48 hours invested for a one-hour class). The courses are hosted on Penn View Online (see <https://online.pvbi.edu/>) which is conveniently accessed through the Student Portals page (see https://pvbi.edu/student_portals.html). There is presentation of content each week through either assigned reading or video/audio recorded presentations. Each week (module) entails discussion forums and written assignments. The same Statement of Academic Rigor guides the course development (in [Exhibit I](#)) with adjustments that are appropriate for the online course delivery. (EE1)

Surveys will be adapted from other instruments already in use or developed specifically for the online courses. To this point, no survey data have been accumulated. For the fall classes, a faculty member was assigned to contact each student for feedback on their experience.

Online courses are operated under the jurisdiction of the Academic Dean and the Institute Faculty; they are aligned with the PVBI Mission and Institutional Goals. The Academic Dean and the Registrar administrate Penn View Online (LMS, Moodle) and CampusSIS (SIS). The IT Specialist administrates the campus network, the pvbi.edu email, and the campus Internet functions, as well as Covenant Eyes, which is provided to all students who want it (relates to ABHE Standard 6D, EE 1, 3). Students obtain pvbi.edu email username and password from the IT Specialist, and they receive username and password to Penn View Online and CampusSIS from the Registrar. (EE2)

Students register, pay bills, and transact other business through in-person meetings, phone conversations, or email. Phone access is normally during regular business hours, but special arrangements are made for other times when necessary.

On January 1, 2021, PVBI entered into a two-year contract with FaithLife (Logos Bible Software) to make the Remote Research Library (see <https://www.logos.com/remote-theological-study-library>) available to all Institute students and faculty members. Online students are permitted physical access to the library if they choose to come to campus. (EE2)

Most students are known personally by an administrator or faculty person. In addition, reference checking establishes knowledge about the student's identity, character and ability to benefit from coursework. Just as for face-to-face students, the Learning Management software (Penn View Online <https://online.pvbi.edu/>) and the Student Information software (CampusSIS) require a specific username and password which are set up by the institution.

Documentation

Western Cooperative for Educational Telecommunications (WCET). (2020). Best Practices in Online Distance Education, in ABHE Commission on Accreditation, *CoA Manual*. Retrieved from <https://www.abhe.org/wp-content/uploads/2020/10/2020-COA-Manual-Oct-9.pdf>

Evaluative Conclusion

The administration concludes that the institution is in substantial compliance to Standard 11.

USDE REGULATORY REQUIREMENTS

The following document was retrieved from <https://www.abhe.org/wp-content/uploads/2017/08/Regulatory-Requirements-Evaluation.docx> .

Please provide a yes/no assessment and a succinct explanation for that conclusion in the boxes below.

| | |
|--|------------|
| <p>1. Mission and Objectives (Standards 1, 2): Does the institution maintain clearly specified educational objectives that are consistent with its written mission, appropriate in light of the degrees or certificates awarded, and successfully achieved? (Determination should be based on the appropriateness and rigor of indicators of success in relation to the institutional mission, reliable assessment data, and evidence of achievement of educational objectives.)</p> | <p>Yes</p> |
| <p>The Compliance Document, under Standard 1 explains that the Mission Statement a) was prepared and reviewed by broad participation throughout the organization, b) is published in the Catalog (as well as other handbooks) and in promotional materials, c) is communicated frequently in memos and presentations, d) is prominently displayed in public spaces on campus, and e) is on the web site (http://www.pvbi.edu/). The educational objectives are published in the Catalog (2021, pp. 8-9, Institutional Goals and pp. 26-37, Program Objectives) and on the web site (http://www.pvbi.edu/academics.html and related pages). The goals and objectives are directed toward developing the competencies needed for ministry effectiveness through general education, Biblical/theological education, and professional education. Assessment data cited in the Compliance Document under Standard 2 substantiates that students are experiencing appropriate intellectual growth (Noel-Levitz Student Satisfaction Inventory, Student Survey, Wesleyan Wellness Profile, ABHE Bible Exam scores). The satisfactory performance of students in ministry careers is further documented through letters from leaders of denominations and missions organizations. The acceptance of transfer credits by accredited colleges and universities and of PVBI graduates by 19 accredited graduate schools and seminaries give additional testimony (see Exhibit C). The success of 60 PVBI graduates in master’s level studies has been reported through personal interviews and grade reports; their success provides testimony to the appropriate rigor of education at PVBI.</p> | |
| <p>2. Student Achievement (Standard 2): Is success in student achievement in relation to the institution’s mission adequately achieved and appropriate results made available to the public? (Determination should be based on indicators of student achievement established by the institution, including graduation and placement rates, as appropriate.)</p> | <p>Yes</p> |
| <p>As related above, assessment data substantiates that students are achieving PVBI Institutional Goals and Program Objectives. Results are made available to the public through the Catalog (2021, p. 23) and on the web site (https://pvbi.edu/consumer_information.html). The Graduation Rate of those who started in 2014 and completed a program by 2020 was 36% (n=5 out of 14). Out of 43 four-year graduates (2017 to 2020), 81% are active in ministry, including ministers’ wives (n=35); in addition, 4 graduates are taking further education. The previous Self-Study documents and other ABHE-related reports are all available on the web site (http://www.pvbi.edu/abhe.html). The 2021 Self-Study will be similarly published.</p> | |

| | |
|---|------------|
| <p>3. Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading, and Advertising (Standards 3, 7, 11c): Does the institution maintain and follow satisfactory policies regarding advertising and publications (including catalogs and academic calendars), recruitment, admissions, enrollment, and student grading to maintain accurate and timely information and consistent, ethical practices?</p> | <p>Yes</p> |
| <p>The <i>Catalog</i> and the web site (www.pvbi.edu) illustrate that the institution publishes its claims with integrity. The academic calendar is distributed in hard copy to students, employees, and other interested persons; it is also published on the web site (https://pvbi.edu/events.php). Recruitment occurs face-to-face in various public meetings, personally through conversations and correspondence, and digitally through the web site (https://pvbi.edu). Admissions policies and instructions are in the <i>Catalog</i> and the <i>Application Packet</i> (see <i>Exhibit X</i>), which are available both in hard copy and on the web site (https://www.pvbi.edu/catalog.html). Enrollment occurs in person at the school offices at the beginning of each term. Students receive their grades through returned assignments (either hard-copy or digital), through Penn View Online (Moodle) and through CampusSIS, which are both linked at https://pvbi.edu/student_portals.html.</p> | |
| <p>4. Facilities, Equipment, Supplies (Standard 6): Does the institution maintain sufficient resources to achieve its institutional and program objectives appropriate to all levels of study offered (e.g., undergraduate, graduate) and all delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education)?</p> | <p>Yes</p> |
| <p>The <i>Catalog</i> and the website (https://pvbi.edu/campus.html) describe the 50-acre campus and the buildings that contain classrooms and offices. Classrooms are equipped with standard classroom furniture and digital projectors. The library, described in the Compliance Document under Standard 10, provides hard copy books and some digital resources including registration for a Snyder County Public Library user account. PVBI began offering online courses in Fall 2020. On January 1, 2021, PVBI entered into a two-year contract with FaithLife (Logos Bible Software) to make the Remote Research Library (see https://www.logos.com/remote-theological-study-library) available to all Institute students and faculty members.</p> | |
| <p>5. Fiscal and Administrative Capacity (Standards 5, 6): Does the institution have fiscal and administrative capacity appropriate to the scale of operations, including professional competence and budgetary planning that evidences fulfillment of institutional goals and financial stability?</p> | <p>Yes</p> |
| <p>As described in the Compliance Document under Standard 6A, PVBI is led by a full-time President who exercises administrative oversight, raises funds, and promotes the institution among the broader public. The full-time Academic Dean (who holds a Ph D in education) exercises leadership in academic affairs and manages external approvals with ABHE Commission on Accreditation and with the relevant government agencies. Thirteen core faculty members and a few adjunct instructors carry the instructional responsibilities; the Compliance Document under Standard 9 and the Expanded Faculty Roster document the appropriate faculty credentials and a system of Peer Review and Academic Dean observations assess the quality of instruction. A full-time Registrar manages the records. The full-time Director of Finance and an accounting clerk manage the financial transactions and records. A full-time Director of Student Life manages Student Services. The full-time Director of Public Relations and PR staff manage church relationships and promotional efforts. The full-time Director of Operations manages the physical plant, food services, and other operations. Budgetary planning flows through the organization and is developing in complexity. As explained under Standard 6B, PVBI has operated in the black 25 of the last 30 years. The external auditor, Wagner, Dreese, Elsasser & Associates, PC, rendered an unqualified opinion and no audit differences discovered in the audit process (see <i>Exhibit H</i>). The total weighted scores (TWS) are above the required 1.5 as displayed in the following table:</p> | |

| Year | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|------|-----------|-----------|-----------|-----------|-----------|
| TWS | 2.29 | 2.15 | 2.60 | 3.00 | 2.20 |

| | |
|--|------------|
| <p>6. Transfer of Credit (Standard 7b): Does the institution publicly disclose its criteria regarding the transfer of credit earned at another institution of higher education?</p> | <p>Yes</p> |
| <p>The criteria regarding transfer of credit earned at another institution of higher education are published in the Catalog (2021, p.21), which is available in hard copy and on the web site (http://www.pvbi.edu/catalog.html).</p> | |
| <p>7. Title IV Compliance (Standard 7c): If the institution participates in Title IV programs of the Higher Education Act, is the institution free from deficiencies in program responsibilities under Title IV or does the institution demonstrate timely response in addressing deficiencies (based on the most recent student loan default rate data, results of financial or compliance audits, program reviews, and communications from the U.S. Department of Education)?</p> | <p>Yes</p> |
| <p>PVBI does not participate in Title IV programs. See Compliance Document under Standard 4.</p> | |
| <p>8. Student Support Services (Standard 8): Does the institution have student support services appropriate to the student population served, program levels offered (e.g., undergraduate, graduate), and delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education), including appropriate academic advising, financial services, counseling, and confidential records systems?</p> | <p>Yes</p> |
| <p>PVBI offers postsecondary education through traditional on-campus delivery and a few online courses. Student Services include academic advisement, personal advisement, social activities, intramural activities, informal career counseling, and spiritual encouragement. The Director of Student Life, the Dean of Men, the Dean of Women, and designated Residents Assistants serve the dorm population of 26 women, 20 men). As described in the Compliance Document under Standard 8, students indicate on the Noel-Levitz Student Satisfaction Inventory that they “feel a sense of belonging” (6.00 on a 7-point scale). At-Risk students are instructed to attend weekly sessions conducted by a faculty member to assist them in improving their personal study habits, time management, and general planning. Student records are maintained in accordance with FERPA (see in Exhibit J); transcripts are only released when authorized by that student’s own signature. An organized Student Government offers recommendations to the administration. Adjustments in policy and practice have been made in response to general student feedback and to requests from the Student Government. Staff persons maintain an open-door policy (as well as being available by phone, text, email, and social media) so that students may ask questions and may give feedback concerning their college experience. Formal student grievances are filed with the Director of Student Life and reviewed according to policy. On January 1, 2021, PVBI entered into a two-year contract with FaithLife (Logos Bible Software) to make the Remote Research Library (see https://www.logos.com/remote-theological-study-library) available to all Institute students and faculty members. This is more fully explained under Standard 11D.</p> | |
| <p>9. Record of Student Complaints (Standard 8): Does the institution maintain a record of formal student complaints, and is the institution free from a pattern of student complaints that brings into question the institution's fulfillment of ABHE Standards? (Complaints since the last ABHE comprehensive review should be examined.)</p> | <p>Yes</p> |
| <p>The Director of Student Life maintains a file for formal Student Grievances, and they are dealt with according to policy. The institution also responds to informal complaints. The institution has no serious complaints lodged against it.</p> | |

| | |
|--|-----|
| 10. Faculty (Standard 9a): Do faculty have the documented competence and appropriate knowledge and skills to provide effective instruction in the courses they teach? | Yes |
| <p>The Faculty Roster in the Catalog and the Expanded Faculty Roster in the Registrar’s office document the academic credentials and the professional experience that substantiate the competence, knowledge, and skills of the instructors. A system of Peer Review and of Academic Dean observations complements the analysis of Student Course Evaluation forms (see Exhibit CC) to assess the effectiveness and improvement of instruction. Out of 13 core faculty members, 10 have accredited master’s degrees or higher (77%), with one more nearly completed, which will take the percentage to 85%. Three of the 13 core faculty members also have doctorates (23%) with one more nearly completed (ABD), which will raise the percentage to 31%. This is more fully explained in the Compliance Document under Standard 9.</p> | |
| 11. Curricula (Standard 11a): Are all curricular programs consistent with ABHE Standards, including appropriate rigor for the level of study offered (e.g., undergraduate, graduate) and consistent quality across all delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education)? | Yes |
| <p>All the four-year programs require at least 120 total course hours, at least 30 hours of Bible/theology studies, and at least 39 hours of general education. These requirements are displayed in Exhibit D. The Statement of Academic Rigor is in Exhibit I. As explained in the Compliance Document under Standard 11, students testify on the Student Survey that they are experiencing challenge in their coursework, learning new knowledge, delving into deeper levels of thinking, working with new ideas, and developing better writing skills. They also respond on the Noel-Levitz Student Satisfaction Inventory that the course content in their major is valuable, that they experience intellectual growth, and that there is a commitment to academic excellence at PVBI.</p> | |
| 12. Program Length and Program Objectives (Standard 11a, 11c): Are program requirements, length, and objectives published and consistent with the degrees and credentials offered, do degree and certificate requirements conform to commonly accepted higher education standards, and are students held to approved program requirements? | Yes |
| <p>The program length, objectives, and requirements are published in the Catalog (2021, pp. 26-37), which is available in hard copy and on the web site (http://www.pvbi.edu/catalog.html). All the four-year programs require at least 120 total course hours, at least 30 hours of Bible/theology studies, and at least 39 hours of general education. These requirements are displayed in Exhibit D. The four-year programs (intended to be equivalent to a baccalaureate degree) culminate in an Advanced Diploma, and the one-year program culminates in a Certificate. Program requirements are attentively implemented.</p> | |
| 13. Credit Hour Policies (Standard 11c): Is the institution's definition of a credit hour consistent with the ABHE definition of a credit hour, and does the institution’s assignment of credit hours conforms to commonly accepted practice in higher education (sampling may be used to determine this)? | Yes |
| <p>Consistent with typical higher education requirements, a semester credit hour (course hour) represents 50 minutes of instruction per week over a 16-week period, supplemented by two hours of preparation for each hour of instruction for the average student, or the equivalent amount of time in instructor-designated learning activities for this conclusion. The 16-week semester is published in the Catalog (2021, p. 24). This meets the requirements of the Pennsylvania Code (Title 22, Chapter 31, §21), which explains, “A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation.” The next section of the Code (§31.22) stipulates, “An academic year shall consist of instructional sessions for a minimum of 28 weeks</p> | |

exclusive of registration, examinations and holidays.”

14. Student Verification in Distance or Correspondence Courses (Standard 11d): **If the institution offers distance or correspondence courses, does it have appropriate processes in place to verify that the student who registers for the course is the same student who participates in and completes the course or program and receives the academic credit (e.g., secure login/password, proctored examinations, or identification verification technologies), protects student privacy, and communicates accurately requirements and any additional costs related to verification of student identity at the time of registration or enrollment?**

Yes

So far, all students have been known personally by an administrator or faculty person. In addition, reference checking establishes knowledge about the student’s identity, character, and ability to benefit from coursework. Students are assigned password-protected usernames. The Academic Dean and the Business Office communicate directly with each student about financial charges. Further details are explained under Standard 11D.

CONCLUSION

This document is the third Self-Study submitted by Penn View Bible Institute to the Commission on Accreditation of the Association for Biblical Higher Education. It gives structure to the strengths and the issues in the institution.

The Administration and the Board of Directors have concluded that the institution meets all the Conditions of Eligibility and is in substantial compliance with all of the ABHE Institutional Accreditation Standards.

Summary of Issues

Strengths

PVBI has offered postsecondary education with solid spiritual emphasis for 54 years. The organization has a spiritual and committed faculty and staff with concern for students. The educational level of graduates has been demonstrated through successful ministries and through students performing well when they have been accepted for graduate work at 19 different graduate schools and seminaries. Out of 43 four-year graduates (2017 to 2020), 81% are active in ministry, including ministers' wives; in addition, 4 graduates are taking further education. Alumni are in ministry in many states and in 18 countries outside the U.S. The students, the faculty, and the staff exhibit trust in the leadership of the school. All the financial audits through 2020 demonstrate integrity and adequate internal controls in financial management. The spacious campus and the physical plant provide adequate facilities in which to operate. Academic credentials of core faculty have advanced to a position of strength.

Concerns

Standard 2: Assessment has progressed but analysis, interpretation, dissemination, and use of assessment data need to become more consistent, timely, and documented.

Standard 4: The endowment fund has made progress, and the institution is working toward applying for degree-granting status.

Standard 7: We recognize that increasing enrollment is a necessity. The installation of a Director of Admissions and Recruitment Office and the 2021 revision of the Enrollment Management Plan will greatly assist in this objective. Obtaining degree-granting status (after achieving the required \$500,000 endowment, above all indebtedness) and Title IV funding should enhance the enrollment of students, and therefore we are committed to accomplishing these objectives.

Standard 9: It would appear that a concern is justifiable because the faculty credentials are 77%, but when the faculty members who are completing further degrees finish their programs this spring, the percentage will be above 80% and therefore be in substantial compliance.

Standard 10: We recognize the need for continued maturity in the following areas: effective leadership by a credentialed librarian, library funding and budget

implementation, joint participation in curriculum planning, and library evaluation of resources and services.

Priorities Among Issues

The [Improvement Plan](#) arranges the strategic planning around Hunt, Oosting, Stevens, Loudon, and Migliore (1997) key result areas (KRA). The administration has identified eight KRAs:

- KRA1: To advance the **financial** stability of the institution
- KRA2: To greater achieve **academic** excellence
- KRA3: To improve **administrative** excellence
- KRA4: To enhance **library** and information services
- KRA5: To more effectively serve our **students**
- KRA6: To increase student **enrollment**
- KRA7: To engage **strategic planning** as an institutional process
- KRA8: To develop the entire **physical campus and properties**

All the KRAs contribute to the Mission of preparing Christ-like Servant Leaders. **Strategic planning** coordinates **finances**, **physical campus**, and **enrollment** management through **administrative** excellence, **academic** instruction, **student** services, and **library** services to produce personal growth in students and vision that will constrain graduates to devote their lives to advancing the Great Commission.

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