

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

Assessment Plan

November 15, 2012

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I. INTRODUCTION

Penn View Bible Institute has practiced informal assessment through personal conversations, observations, and other means. Consistent with the goals of accreditation, the institution is now developing more thorough assessment strategies. The PVBI Assessment Plan maps the objectives of the school and describes the means of assessing whether those objectives are being achieved. The PVBI Compliance Document applies the assessment data to the related ABHE Standards and Essential Elements. The PVBI Planning Document describes the operational plan to address the issues that arose from the Assessment Plan and the Compliance Document.

The PVBI Assessment and Planning Cycle begins by planning and setting goals with their subordinate objectives. Assessment strategies are designed to measure whether the institution is achieving those goals. After the assessment strategies have been implemented, the data are interpreted in an effort to identify any weaknesses and to propose improvements to the program. This cycles back into planning and goal setting to continue the process.

A. Background/History of the Institution

On July 31, 1966, after more than 15 years of praying and planning regarding the establishment of a Christian day school and Bible institute, the God's Missionary Church conference conducted a Ground Breaking Service on the newly purchased property adjoining the camp meeting grounds. General Superintendent, George I. Straub, called on Rev. Truman Wise to read the Scripture. While he read from II Chronicles 6, Rev. Arthur Thomas took a Polaroid picture of Rev. Wise reading the Scripture. Opening the camera, he seemed to hear a voice saying, "This is the seal of my approval upon the school." When the picture developed, a phenomenal seven-branched, flame-like forked lightning hovered over the Bible.¹ God had given evidence that He was pleased and that His presence would continue with them. That fall, the Academy opened with Grades 1 through 11, and the next fall witnessed the opening of the Institute.



¹ In the copies, only six branches extend into the sky.
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In 1973, the original four-year ministerial program and three-year Bible diploma were supplemented by additional programs in missions, music, and Christian education. Later the Bible diploma transitioned into a one-year certificate and a four-year program in Biblical studies. In addition, programs in Christian music education, child evangelism, missionary nursing, and Hispanic studies were added. Penn View Bible Institute offers education on the postsecondary level, but does not offer degrees. The four-year programs are termed “Advanced Diploma” and the one-year program is termed “Certificate.” The 2010 *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
- Advanced Diploma in Christian Music Education
- Advanced Diploma in Hispanic Studies
- Advanced Diploma in Hispanic Ministerial Studies
- Advanced Diploma in Ministerial Studies
- Advanced Diploma in Missionary Studies
- Advanced Diploma in Missionary Aviation
- Advanced Diploma in Missionary Nursing
- Certificate in Biblical Studies

As noted below, by vote of the faculty, November 14, 2011, the Christian Music, the Missionary Aviation, and the Hispanic Ministerial Studies programs have been deleted.

The Institute classifies 1,430 people as alumni (attended at least one semester). There are 391 graduates, including one-year Certificates and four-year Advanced Diplomas.

B. Institutional Mission and Goals

October 22, 2001, the Board of Directors and key administrators met off-site to engage in strategic planning. This was a year of peak enrollment, the seventh year with a headcount above 100, so they laid out plans for campus development, for increased staffing, for advancement in technology, and for moving the library into what had been the chapel. During the years from 1967 to 1992, the average headcount had been 50, but the fall 1993 enrollment hit a new high of 68, and the next year 87. In the fall of 1995, the enrollment went above 100 and continued there, albeit with some variation. The planners discussed whether degree-granting and accreditation were within the mission of the institution and the perceived need of the constituents, but concluded that graduates were serving effectively in a variety of fields and that the concern surfaced, but only occasionally. In fact, some constituents expressed preference that the Institute not seek them. The plans laid out in the 2001 meeting guided the Board over the next period of years in improving the campus, paving the roadways, moving the library into what had been the chapel, and moving the chapel into the G. I. Straub Memorial Tabernacle. The enrollment continued above the 100 mark (averaging 109 from 1993 to 2005) and several new staff members were added.

The enrollment for fall 2005 was a mere 101. The November 7, 2005 planning meeting included the Board, administrators, division directors, and five other staff persons selected as advisors. The body broke into small groups for focused discussion on (a) finance/capital drive, (b) campus development and physical plan, (c) enrollment management, (d) staff, (e) academics, and (f) technology. The appendices presented an Enrollment Management sketch (which was a revision of an earlier 1998 version), a Proposal for Student Evaluation, and a Technology Plan. Again degree-granting and accreditation were discussed. In spite of the fact that the database of 4,321 prospects was composed almost completely of young people the public relations groups had met face to face and that 634 first-time inquiry cards were collected from prospects from June 1 through October 2005 alone, the enrollment was not increasing, but rather sagging. The headcounts in 2006 and 2007 were 103 and 100, then in the fall of 2008, the number dropped to 86.

In the fall of 2008, the Student Recruiter phoned 11 prospects who had submitted an application, but then did not enroll. Ten of them had paid their application fees. On a scale of one to five, their interest level averaged 3.9, the degree of importance they attached to degree-granting was 3.2, and their interest in federal financial aid was 2.9. Six of them had applied to another college simultaneously, but five had applied only to PVBI. The Student Survey in December 2008 asked students how important they considered it that Penn View grant degrees and be accredited. Sixty-four percent indicated degree-granting was quite important or very important, and 67% that accreditation was quite important or very important.

February 3, 2009, the Board and the administrators met off-campus to discuss enrollment and to analyze the Student Survey from the previous December. They discussed revising the Mission Statement, strategic planning, and a previous conference call between the administrators and Dr. Mark Smith, President of Circleville Bible College (later renamed, Ohio Christian University). The group proposed a two-day planning session with Dr. Smith, also off campus, including the Board, the General Board of God's Missionary Church, Inc., the administrators, and the division directors. Those sessions took place, March 16 and 17, 2009 in Lewisburg, PA with Dr. Smith directing the group through a SWOT Analysis (strengths, weaknesses, opportunities, threats), extended prayer times, identification of key priorities, as well as plans for fundraising and degree-granting. The President informed the group that the PVBI Board had voted to pursue degree granting and accreditation and that the General Board had also approved this pursuit. Six goal areas were identified: (a) finances and advancement, (b) accreditation and program initiatives, (c) marketing and enrollment, (d) technology, (e) student services initiatives, (f) physical plant.

During 2008 and 2009, the PVBI Board of Directors and the faculty and staff worked through a process of broad participation to distill the highest priorities into a revised mission statement. The Administrative Committee took the results and proposed a statement to the Board of Directors. On January 7, 2010, the Board of Directors approved a new statement. In August 2010, the ABHE staff consultant commented that the statement did not specify higher education. The Administrative Committee proposed a revised statement, which was approved by the Board of Directors, October 4, 2010.

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.

This statement has substantially the same focus as the earlier Mission Statement, which was published in the *Catalog* (2010, pp. 1, 8).

The Institutional Goals, also published in the *Catalog* (2010, pp. 8-9 as "General Objectives"; and 2012, pp. 8-9 as "Institutional Goals"), have been in place for years and are also a part of the PVBI Constitution. The Institutional Goals branch into three sections: spiritual, social, and intellectual, whereas the revised Mission Statement delineates four sections: spiritual transformation, academic excellence, social integrity, and practical experience. Each academic program has program-specific objectives (*Catalog*, 2012, pp. 26-37). Neither the Institutional Goals nor the program-specific objectives have been revised recently. The administration recognizes the need for a broad-based collaborative process of revising all of these, and such a process is included in this Assessment Plan. In the meantime, the existing Institutional Goals and program objectives will serve as the basis for assessment activities.

The published Philosophy of Education (*Catalog*, 2012, p. 8) states:

Penn View Bible Institute is committed to the historic Christian faith and a philosophy of education based on that faith as it is revealed in the sacred Scriptures.

At Penn View we attempt not to dichotomize knowledge into the mutually exclusive categories "sacred" and "secular," but rather to recognize that "all knowledge comes from God, and all knowledge points to God." The Christian lives in a world which may (and ought to) be explored through serious study which has as its primary goal the glorification of the Creator through a life which reflects subjection to His will and devotion to His service.

The Word of God is the necessary foundation of a proper understanding of man and his world. Hence, there is an emphasis on Biblical studies at Penn View.

The opposite side of the coin is, however, that the Christian needs to be well rounded in his education. Since he is to minister in the real world, he cannot afford to be ignorant of that world in which he lives. Hence, there are general education courses in each program curriculum to provide the future Christian worker the awareness he will need to minister effectively.

Finally, professional courses are included to complete the program of study. These courses are designed to give the Christian worker the expertise he will need to minister in the position God has called him to fill.

The institutional mission and goals remain primarily the same as they have been throughout the history of the school.

C. Development of the Assessment Plan — Process and Participants

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. The fall 2010 and 2011 Progress Reports were accepted by the CoA in February, 2011 and February, 2012.

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, Dean of Students, 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	Oversee entire process, receive reports from subcommittees	T Cooley, Sr., Academic Dean	President J Zechman Chair persons from subcommittees
Administrative Sub-committee	Standards 1, 2B, 3, 4, 5	P Brenizer, Director of Operations	J Zechman, L Shuey, F Bennett
Academic Sub-committee	Standards 2A, 11	T Cooley, Sr., Academic Dean	R McDowell, B Black S Mowery, J Martin, A Shelenberger, Student to be appointed
Faculty and Library Sub-committee	Standards 9, 10	R McDowell, Faculty	R Faul, B Black, F Stetler, A Shelenberger, Student M Wilson
Financial Sub-committee	Standard 6	Director of Finance	J Zechman, L Shuey, L Raub
Student Services Sub-committee	Standards 7, 8	P Brenizer, Director of Operations	S Davis, K Engle, F Heidler, L Hill, Student to be appointed

This Assessment Plan was developed under the direction of the Steering Committee, through collaboration with the various sub-committees relative to the Standards for which each was responsible. On January 24, 2011, the institution hosted a one-day seminar on assessment presented by Dr. Joe Brown, of Ohio Christian University, Circleville, Ohio. Members of the faculty, staff, administration, and Board endeavored to get a grip on the assessment process. During Faculty Work days, June 9-10, 2011, and again May 29 – June 1, 2012, members of the faculty worked together on the plan. In summary, the faculty, the division directors, the Administrative Committee, and the Board of Directors

have been engaged. The final copy of the Assessment Plan was reviewed and approved by the Steering Committee on November 15, 2012.

II. ASSESSMENT OF STUDENT LEARNING

A. Process of Assessing Student Learning

Until now, PVBI has not had a comprehensive, integrated plan for assessing student learning, though significant informal assessment has occurred. In addition, PVBI has regularly used two formal assessment instruments. The Student Course Evaluation (SCE, see Appendix C) is completed by students every semester. The registrar has recorded the results of the Student Course Evaluations, but faculty did not always receive a report of those results, due to the lack of an easy way to export them from the software program in which they were recorded. This lack has been corrected, and faculty received reports for Fall 2011 and Spring 2012. The Student Survey (SS, see Appendix B) covers a wide range of student satisfaction areas and has been administered every other year since Fall 2006. Survey results have been tabulated and saved. At times, the results also have been analyzed and used for institutional improvement, but consistent and timely use of the data is needed. In order to “provide things honest in the sight of all men” (Romans 12:17) and to increase institutional effectiveness for the glory of God (Ecclesiastes 9:10; I Corinthians 10:31), the administration is establishing this Assessment Plan.

1. Review of the Foundational Statements

As noted above (p. 7), the Philosophy of Education, Institutional Goals, and program objectives need to be revised through a broad-based collaborative process. In addition, though PVBI did work on developing its core values (January 7, 2010) in the process of revising the Mission Statement, a clearly articulated statement of core values is still pending. Since these affirmations form the foundation for meaningful assessment, the Assessment Plan includes a schedule for their review and revision.

The Steering Committee recognizes that a thorough revision of goals and objectives doubtlessly will necessitate major modifications in the Assessment Plan itself. It contemplates, therefore, a review of the overall Assessment Plan during the second year of the initial cycle (after the revision of the Institutional Goals and four of the academic programs with their objectives). It further designates opportunities for annual adjustments as needed within the overall plan.

2. Instruments for the Assessment of Student Learning

Several of these instruments relate both to student learning and to institutional effectiveness.

The Student Course Evaluation (SCE, see Appendix C) will continue to be collected in every course every term.

The Student Survey (SS, see Appendix B) will continue to be administered to all students in even-numbered fall terms; however, with the introduction of the Wesleyan Wellness Profile and the Noel-Levitz Student Satisfaction Inventory, the SS will need revision to minimize redundancy. The SS uses a six-point Likert-type scale. Means of 5 *mostly true*

of me will be interpreted to indicate that these items are habitual in the lives of the students and therefore satisfactory.

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

The Noel-Levitz Student Satisfaction Inventory (SSI) will be administered in even-numbered fall terms to all students. The SSI asks respondents to rate various statements on a scale of *1 not important at all* to *7 very important*. Means of *6 satisfied* on the SSI will be interpreted as satisfactory.

The Noel-Levitz College Student Inventory (CSI) will be administered each fall to all new students. The CSI enables early identification of at-risk students and will be used to identify needs in students as well as to improve student retention.

The ABHE Bible Exam will be administered to all entering freshmen each fall and to graduating seniors each spring. The Bible Exam will facilitate comparing the level of Bible knowledge with students at other Bible colleges.

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

Christian Service Learning Reports (CSL, see Appendix J) will continue to be submitted each semester by all students who are taking more than six hours of classes.

An Alumni Survey is to be developed in Summer 2014 and be administered to graduates one year and five years after graduating. This survey is to address general education outcomes, ministry competencies, problem-solving skills, communication skills, the sixth Spiritual Objective, the third Social Objective, and achievement of program objectives. Graduates who have pursued master's level studies will be asked whether their PVBI education prepared them for graduate studies, as compared with their peers in graduate school.

An Employer Survey is to be developed in Summer 2014 and be administered to employers of PVBI graduates one year and five years after the latter graduate, requesting evaluation of the graduates' spirituality, general education level, and ministry performance.

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

3. Four-Year Assessment Cycles

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

Year 1 [2012-2013]

Review Institutional Goals

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

Assess selected Institutional Goals: Spiritual 1; Social 3; Intellectual 2

Year 2 [2013-2014]

Review the overall Assessment Plan

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

Assess selected Institutional Goals: Spiritual 2; Social 1; Intellectual 3

Assess program objectives of the Biblical Studies, Biblical Certificate, Child Evangelism, and Ministerial Programs

Year 3 [2014-2015]

Review the Philosophy of Education and Core Values

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

Assess selected Institutional Goals: Spiritual 3,4; Intellectual 1

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

Year 4 [2015-2016]

Review the Mission Statement

Assess selected Institutional Goals: Spiritual 5,6; Social 2; Intellectual 4

Assess program objectives of the Hispanic Studies, Missionary Studies, and Missionary Nursing Programs

Although this cycle indicates specific years for its initial implementation, it is intended to become a repeating cycle that guarantees the continual ongoing assessment of student learning.

4. Annual Assessment Calendar

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

August

Assessment Committee:

- prepare and present Faculty Assessment Review in Faculty Orientation
- oversee administration of CSI, Bible Exam
 - administer CSI to all new students during registration week
 - administer Bible Exam to all freshmen during registration week
- assure that data from previous spring semester SCE has been recorded, tabulated, analyzed, and communicated to the instructors

Faculty Meeting:

- elect two members to the Assessment Committee

September

Assessment Committee:

- receive, record data from Bible Exam:
- receive, analyze data from CSI
 - consider import of CSI data
 - prepare findings for October Faculty meeting
 - prepare for October survey administration
(SSI, SS in even-numbered years; WWP in odd-numbered years)
- prepare for the assessment review part of September Faculty meeting

Faculty Meeting:

- begin review of statements, objectives, and programs scheduled for this year

October

Assessment Committee:

- oversee administration of scheduled survey(s)

Faculty Meeting:

- continue review of statements, objectives, and programs scheduled for this year
- consider import of CSI data

November

Assessment Committee:

- receive, analyze survey data
- consider import of survey data; prepare findings for January Faculty Meeting

Faculty Meeting:

- continue review of statements, objectives, and programs scheduled for this year

December

Assessment Committee:

- review semester's assessment activities
- consider import of survey data; prepare findings for January Faculty Meeting
- prepare for January Faculty Meeting
- collect SCE for all fall courses

Faculty Meeting:

- continue review of statements, objectives, and programs scheduled for this year

January

Director of CSL:
tabulate CSL reports

Assessment Committee:
receive, analyze data from CSL reports
consider import of CSL data
prepare findings for January Faculty Work Day
collect SCE for all Intersession courses
analyze data from fall and Intersession SCE

Faculty Meeting:
review annual assessment activities; consider import of survey and CSL data

February

Assessment Committee:
administer Alumni Survey, Employer Survey for 1-year and 5-year graduates
continue recording, tabulating, analyzing data from SCE

Faculty meeting:
continue review of statements, objectives, and programs scheduled for this year

March

Assessment Committee:
finish recording, tabulating, analyzing SCE data for fall and intersession;
communicate to instructors
prepare to administer Bible Exam to seniors and FSP to faculty and staff

Faculty meeting:
continue review of statements, objectives, and programs scheduled for this year

April

Assessment Committee:
oversee administration of Bible Exam, FSP
Bible Exam: administer to all graduating seniors
FSP: administer to all faculty and staff
tabulate FSP data

Faculty meeting:
continue review of statements, objectives, and programs scheduled for this year

May

Director of CSL:
tabulate CSL reports

Assessment Committee:

prepare for Faculty Assessment and Planning Week:
collect SCE for all spring courses

Faculty Assessment and Planning Week
(Tuesday – Friday following Commencement; see description below)

June

Assessment Committee:
begin recording, tabulating, analyzing SCE data

July

Assessment Committee:
finish recording, tabulating, analyzing SCE data for spring;
communicate to instructors

5. Personnel for the Assessment of Student Learning

In August 2012, PVBI created an Assessment Committee to oversee the assessment of student learning. Its initial membership consists of the Academic Dean, the Registrar, a division director (elected by the faculty), and a faculty member from a different division (elected by the faculty). The Academic Dean serves as the vice chair; the chair and the secretary are chosen by the committee itself. The Assessment Committee is responsible to oversee all assessment of student learning and to prepare for the faculty's involvement in the assessment process during faculty meetings and the year-end Faculty Assessment and Planning Week (see below).

For now, the focus of the Assessment Committee is on student outcomes. As the PVBI assessment process matures, very likely the responsibilities of the Assessment Committee will broaden to encompass overall institutional effectiveness. At that point, the committee's membership will no doubt expand as well.

The whole faculty is also involved in the assessment of student learning. Assessment is on the agenda of most of the regular faculty meetings. In addition, the faculty focuses on assessment at the beginning, the middle, and the end of the school year.

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

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

Faculty Assessment and Planning Week. In Fall 2011, the faculty proposed and received approval to initiate a Faculty Assessment and Planning Week just after Commencement each year. This new obligation is being phased in gradually.

1. The faculty have been informed so they can plan for the days.
2. In Spring 2012, faculty that were available and willing worked on assessment and planning during those days (with pay), under the direction of the Academic Dean.
3. In Spring 2013, faculty will be strongly encouraged to work those days (with pay).
4. Those days will officially become part of faculty contracts and the annual academic calendar for the 2013-2014 school year.

Starting in Spring 2013, the faculty will use this week under the guidance of the Assessment Committee to accomplish the following goals:

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

B. Learning Across the Curriculum

The assessment of student learning will be organized around the Institutional Goals articulated in the *Catalog*, (2012, pp. 8-9, termed "objectives" in previous editions of the *Catalog*). As already noted, in the course of developing and implementing the Assessment Plan, these will need to be revised or combined. In addition to formal and informal interviews, various strategies will be implemented to assess student learning.

The ABHE *Self-Study Guide* suggests addressing the following areas in assessing learning across the curriculum: Bible knowledge, biblical world-view, spiritual formation, attitudes/values, communications skills, interpersonal skills, problem solving skills, and general education knowledge. In the tables below, the fourth column specifically references the domains listed in *Self-Study Guide* (p. 36).

1. Spiritual Goals

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

Goals	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
The student will know Christ as personal Savior and will develop an ever more intimate relationship with Him.	90% of students will give personal testimony of knowing Christ as personal Savior, in private conversation, in written testimony, or in public services, demonstrated by behavior and attitudes that do not contradict 75% of students will practice personal prayer two or more times a week Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	SS #5, 6, 7, 8a, 8b, 8c, 8d Presidential student interviews each fall term registration WWP #2i, 5a, 5c, 5d, 5e, 5g, 5h, 7a, 7b, 7c, 7d FSP To be evaluated Year 1 [2012-2013]	Addresses spiritual formation, Biblical worldview Need to develop semi-structured interview and a rubric for rating students' spiritual condition Need to insert specific language on entire sanctification in Spiritual Goals WWP (02/2012) average of 5.41 (#2a-6e)
The student will cultivate a love for the Bible, the Word of God, as the source of our knowledge of salvation and as a guide for our living a holy life in this present world.	75% of students will practice regular personal devotional Bible reading two or more times a week Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	SS #8b WWP #2o, 3a, 3b, 3d, 3e, 4b, 7b FSP To be evaluated Year 2 [2013-2014]	Addresses attitudes/values, Biblical worldview WWP (02/2012) average of 5.41 (#2a-6e); 96% more than two times a week (#7b)
The student will realize the value of total commitment of one's life to Christ and will make that commitment.	Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	WWP #3a-j FSP To be evaluated Year 3 [2014-2014]	Addresses spiritual formation, Biblical worldview WWP (02/2012) average of 5.75 (#3a-j)
The student will develop a Christian character consistent with New Testament teaching.	Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	WWP #4a-o FSP Employer Survey To be evaluated Year 3 [2014-2015]	Addresses spiritual formation, attitudes/values, Biblical worldview WWP (02/2012) average of 5.15 (#4a-o)
The student will learn how to discover the will of God for his life.	Majority of seniors will have a sense of direction what they will be doing after they graduate Means of <i>5 mostly true</i> on FSP line item	Senior Exit Interviews FSP To be evaluated Year 4 [2015-2016]	Addresses spiritual formation, Biblical worldview

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
The student will discover an area of service in the church that will give purpose and direction to his life.	80% of students will be active in Christian service Means of 5 <i>mostly true</i> on FSP line item	Christian Service Learning (CSL) reports SS #28 Spiritual Gifts Inventory administered in Christian Beliefs FSP Employer Survey Alumni Survey To be evaluated Year 4 2015-2016	Addresses spiritual formation, Biblical worldview CSL reports from Fall 2011 indicated 94% achieved satisfactory progress

In the revising of these Institutional Goals, the development of a Biblical worldview will need to be made more explicit.

2. Social Goals

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
The student will develop the social graces which are becoming to those who profess Christ as Savior and Lord.	Appropriate behavior in interpersonal relations in various settings Means of 5 <i>mostly true of me</i> on SS line items	Social Dean interviews Dean of Student interviews Choir / Ensemble Director report SS# 10d, 10f WWP #5b, 5i, 5j, 5L, 5m, 5o, 5p, 5q, 9d, 9f FSP To be evaluated Year 2 2013-2014	The first two social objectives need to be combined when we review objectives. Addresses interpersonal skills, problem solving skills, communication skills WWP (02/2012) average of 5.16 (#5a-q)
The student will become skillful in the cultivation of interpersonal relationships.	Means of 5 <i>mostly true of me</i> on WWP line items Means of 5 <i>mostly true</i> on FSP line item		
The student will become aware that he does not stand alone, but is a responsible member of several social structures: family, church, nation, and world.	Means of 5 <i>mostly true of me</i> on SS line items Means of 5 <i>mostly true of me</i> on WWP line items Means of 5 <i>mostly true</i> on FSP line item	CSL reports SS #9b, 9c, 9f, 9h WWP #5b, 5i, 5j, 5L, 5m, 5o, 5p, 5q, 8b, 8c, 8f, 8h FSP To be evaluated Year 1 2012-2013	Addresses attitudes/values, interpersonal skills, , problem solving skills, communication skills, Biblical worldview WWP (02/2012) average of 5.16 (#5a-q) and 4.63 (#8a-k)

In revising these objectives, communication skills and problem solving skills need to be made more explicit.

3. Intellectual Goals

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
The student will obtain such knowledge in the area of general education as will prepare him for ministry in contemporary society.	Minimum of 2.0 GPA in general education courses Competence in communication and in problem-solving skills as judged by the faculty Means of 5 <i>mostly true</i> on SS line items Means of 6 <i>satisfied</i> on SSI line items Means of 5 <i>mostly true</i> on FSP line item	Evaluate GPAs Faculty focus group during Faculty Assessment and Planning Week SS #3a, 3b, 3c, 3d, 3e, 4, 9a, 15, 17 SSI # 39, 41, 44, 53, 58 FSP To be evaluated Year 3 2014-2015	Addresses general education knowledge, communication skills, problem solving skills

Goals	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
The student will achieve an understanding of basic Bible content and to develop an appreciation of the completeness and the adequacy of the written revelation.	Demonstration of Biblical worldview At or above national norm on ABHE Bible Exam Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	ABHE Bible Exam administered to entering freshmen and graduating seniors WWP #2a-p, 3a, 3b, 4b, and consideration of #7b FSP To be evaluated Year 1 [2012-2013]	Addresses Bible knowledge, Biblical worldview, attitudes/values, spiritual formation ABHE Bible Exam (Form H, Spring 2011) PVBI Seniors = 66% National Norm = 62% Use stronger word than appreciation, probably conviction; also address inerrancy
The student will arrive at an understanding of the basic doctrinal teachings of Scripture.	Articulation and demonstration of Christian beliefs Means of <i>5 mostly true of me</i> on WWP line items Means of <i>5 mostly true</i> on FSP line item	WWP #2a-p, 3a-j, 4a-o, 5a-q, 6a-e Passing grades in Christian Beliefs, Theology of Holiness FSP To be evaluated Year 2 [2013-2014]	Addresses Bible knowledge, Biblical worldview, spiritual formation WWP (02/2012) average of 5.90 (#2a-p) WWP (02/2012) average of 5.41 (#2a-6e)
The student will achieve a level of proficiency in professional studies consonant with the beginning Christian worker.	80% of students will practice relevant ministry skills with satisfactory performance Means of <i>6 satisfied</i> on SSI line items Means of <i>6 satisfied</i> on SSI line items Means of <i>5 mostly true</i> on FSP line item	CSL reports and feedback from pastors/supervisors SSI #8, 16 FSP Alumni Survey (to be constructed <i>Summer 2014</i>) Employer Survey (to be constructed <i>Summer 2014</i>) Professional studies proficiency is measured more specifically in each program. To be evaluated Year 4 [2015-2016]	CSL reports from Fall 2011 indicated 94% achieved satisfactory progress

The final objective branches into the specific academic programs. In the revising of these objectives, the final intellectual objective may need to be moved into a section on practical experience or be absorbed into each major. A practical experience section could also include Christian Service Learning.

Objectives will need to be added for lifelong learning and for preparation to enter graduate-level studies if graduates desire to pursue further studies. As cited in the Compliance Document, PVBI graduates have been successful in pursuing graduate studies in 10 different graduate schools and seminaries.

C. Program Specific Learning

The assessment of program specific learning will be organized around the objectives listed with each program in the *Catalog*, (2012, pp. 26-37). By vote of the faculty, November 14, 2011, three programs have been deleted from those listed in the 2010 *Catalog*: Christian Music (p. 31), Missionary Aviation (p. 37), and Hispanic Ministerial Studies (p. 34). Currently, there are no students on the Missionary Aviation and the Hispanic Ministerial programs. Students who are on the Christian Music program will be supported to graduation, within a reasonable period of time.

1. Ministerial Program

The objectives for the Ministerial program are listed in the *Catalog*, (2012, p. 34). The Ministerial program is to be assessed in Year 2 [2013-2014]. The Academic Dean and the Ministerial division director agreed on the following assessment details July 6, 2012.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books	At or above national norm on ABHE Bible Exam Means of <i>5 mostly true of me</i> on WWP line items Passing grades in required Bible / Theology courses	ABHE Bible Exam in spring semester of senior year WWP #2a-p Completion of required Bible / Theology courses: Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, others	ABHE Bible Exam (Form H, Spring 2011) All PVBI Seniors = 66% National Norm = 62% This program objective needs to be distinguished from a similar General Objective.
To aid the student in developing: a) a thorough understanding of the great doctrines of Scripture, b) skills in interpreting Scripture properly, and c) the ability to make application of its message in practical Christian living	Passing grades in ministerial and selected Bible/theology courses Means of <i>5 mostly true of me</i> on WWP line items Favorable reports from pastors where students have preached	Completion of Intro Homiletics, Adv Homiletics, Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, Greek I and II WWP #2a-p Summary of reports from pastors where students have preached	Process will need to be formalized
To assist the student in understanding and appreciating the New Testament Church as God's plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the pastoral ministry	Passing grades in ministerial and selected Bible/theology courses Participation in a local church Passing grades in Ministerial Internships (includes ratings from supervising pastor)	Pers Evang I, II, and III, Pastoral Ministry, Church History I and II, Acts, Pauline Epistles, and other Bible CSL reports Ministerial Internship calling requirements and quality ratings from the supervising pastor	CSL reports from Fall 2011 indicated 94% achieved satisfactory progress
To help the student prepare for a life of total dedication to the ministry of Christ and His church	Passing grades in ministerial courses Satisfactory progress in CSL	Prin Chr Liv I and II, Chr Marriage, Pastoral Ministries, Leadership and Administration, Missions elective CSL reports Division director conducts personal conversations with each student each semester	CSL reports from Fall 2011 indicated 94% of all students achieved satisfactory progress Process will need to be formalized
To enable the student to enter the pastoral ministry, equipped with beginning-level skills	Favorable recommendations from various pastors where students minister Recommendation from supervising pastors in two six-weeks Ministerial Internships Recommendation from ministerial division director Passing grades in ministerial courses 75% of the graduates will be involved in pastoral ministry in five years from graduation	Students preach in various churches several times a semester; division director receives feedback from pastors Ministerial Internship entails meeting of requirements, reflective observation of the supervising pastor's ministry, personal interviews with ministerial division director. Pastoral Ministry, Homiletics, Biblical Counseling Alumni Survey (to be constructed <i>Summer 2014</i>) Employer Survey (to be constructed <i>Summer 2014</i>)	Need to specify preaching in these Program Objectives

2. Missions Program

The objectives for the Missions program are listed in the *Catalog*, (2012, p. 35). Missions personnel are considering revising the nomenclature. This section includes Missionary Studies, Hispanic Studies, and Missionary Nursing. Assessment is being designed for the whole group; the Hispanic Studies and Missionary Nursing programs

will need to become tracks or concentrations within the missions program. The Missions programs are to be assessed in Year 4 [2015-2016]. The Academic Dean and the Missions division director agreed on the following assessment details July 12, 2012.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To provide the prospective foreign missionary with the training he or she will need in Biblical education, including knowledge of the English Bible, theology and Bible interpretation	At or above national norm on ABHE Bible Exam Means of <i>5 mostly true of me</i> on WWP line items Passing grades in required Bible /Theology courses	ABHE Bible Exam in spring semester of senior year WWP #2a-p Completion of required Bible / Theology courses: Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, others	This program objective needs to be distinguished from a similar general objective.
To help the student arrive at an understanding of the New Testament imperative to evangelize the world	Passing grades in required missions courses, Gospels I and II Means of <i>5 mostly true of me</i> on WWP line item Satisfactory performance in Missionary Internship	Completion of Gospels I and II, World Evangelism CSL reports WWP #3d Pre-internship interview with Missions director Missionary Internship assessment	Consider assigning a paper toward end of program in World Evangelism course
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	Passing grades in required missions courses Satisfactory performance in Missionary Internship Appropriate social skills in intercultural situations 50% of graduates will be involved in cross-cultural ministries five years after graduation	Missionary Internships entail external feedback from supervisor; debriefing; at times involves serving under national leadership Reaction paper to field-based study in Cultural Anthropology Alumni Survey (to be constructed Summer 2014) Employer Survey (to be constructed Summer 2014)	Process will need to be formalized Consider portfolio; possible items to include spiritual gifts inventory; personality profile from International Team Building course Need to emphasize preaching, teaching, and administrative skills in these Program Objectives

3. Christian Music Education Program

The objectives for the Christian Music Education program are listed in the *Catalog*, (2012, p. 31). The Christian Music Education program is to be assessed in Year 3 [2014-2015]. The Academic Dean and the Music division director agreed on the following assessment details July 12, 2012.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To enable the student to develop a Biblical/Christian philosophy of music	Passing grades in selected music courses Philosophy of Music paper	Completion of Music in the Bible, Church Music Administration, Hymnology, Music History I and II Specific assignment in Church Music Administration evaluated by the music faculty	
To promote active participation in campus music organizations in order to provide practical experience in the ministry of music	Participation in a music organization (usually Choir or Ensemble) each semester	Recorded on Student Progress Chart each semester	This objective should be revised to focus on practical experience rather than on participation
To aid the student in developing skills in piano, voice and other instruments	Proficiency in major and minor instruments	Required Senior Recital Required juries each semester in which the music faculty evaluate student performance	This objective may need to be combined with the sixth program objective

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To prepare the student for a music ministry in the local congregation or other phase of Christian work	50% of graduates will be active in some kind of ministry involving music	Alumni Survey (to be constructed Summer 2014) Employer Survey (to be constructed Summer 2014)	Need to address song evangelism in these Program Objectives
To develop the ability to teach music in the Christian school in kindergarten through twelfth grade	Graduates who teach music will demonstrate appropriate competence	Alumni Survey (to be constructed Summer 2014) Employer Survey (to be constructed Summer 2014)	The Christian school setting may be too narrow for our purposes.
To achieve an advanced level of music proficiency in one's major instrument and be prepared to teach that instrument in the Christian school	Proficiency in major instrument	Required Senior Recital, preceded by passing a Music Platform Recital before music faculty Required juries each semester in which the music faculty evaluate student performance	This objective may need to be combined with the third program objective
To develop a working knowledge of teaching music through observation, and supervised student teaching experience	Passing grades in pedagogy classes and Music Student Teaching	Completion of selected courses Alumni Survey (to be constructed Summer 2014) Employer Survey (to be constructed Summer 2014)	This objective may be subservient to the fifth program objective and therefore unnecessary
To prepare the Music major for graduate level study in music	80% of music graduates who apply to graduate school would be able to perform at appropriate level	Alumni Survey (to be constructed Summer 2014)	Further discussion needed on this objective

4. Christian Education Program

The objectives for the Christian Education program are listed in the *Catalog*, (2012, pp. 28-30). Currently, PVBI is continuing with all three programs (elementary, secondary English, secondary Social Science), but they all have the same objectives except for the third objective, which specifies age level and subject. The Christian Education program is to be assessed in Year 3 [2014-2015]. The Academic Dean and the Christian Education division director agreed on the following assessment details July 12, 2012.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To assist the student in developing a personal philosophy of education based on Biblical/Christian principles	Passing grades in selected teaching courses	Completion of Intro to Christian Education	
To promote active growth in the personal spiritual life of the student and to help him develop an understanding of the principles and precepts of God's Word for holy Christian life	Means of 5 <i>mostly true of me</i> on WWP line items	WWP #2a-6e, but this not need to be specified by program	This is covered in the Institutional Goals and may therefore be unnecessary in the program objectives. WWP (02/2012) overall student average of 5.41 (#2a-6e)

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To prepare the student a) to teach in the Christian Day School at the elementary level, b) teach English in the Christian Day School at the secondary level, or teach Social Studies in the Christian Day School at the secondary level	Successful completion of Classroom Observation 1, 2, 3, 4; and Student Teaching GPA of 3.00 in the professional education courses	Classroom Observation 1, 2, and 3 require written, reflective observation of practicing teachers Classroom Observation 4 involves serving as teacher aide GPA in professional education courses Student Teaching (with a grade of at least B) Alumni Survey (to be constructed <i>Summer 2014</i>) Employer Survey (to be constructed <i>Summer 2014</i>)	This age-specific and subject-specific objective branches into the three programs. These may need to be merged into one program.
To help the student achieve proper levels of maturity; academically, socially, emotionally, and spiritually	Successful completion of Student Teaching (with a grade of at least B); narrative summary placed in student's permanent record Overall GPA minimum of 2.75, with at least 3.00 average in the professional education courses	Observation of the College Coordinator, Supervising Teacher, Principal, and Academic Dean in Student Teaching WWP #2a-6e	Need to add preparation for graduate school in these Program Objectives WWP (02/2012) overall student average of 5.41 (#2a-6e)

5. Child Evangelism Program

The objectives for the Child Evangelism program are listed in the *Catalog*, (2012, p. 27). The Child Evangelism program is to be assessed in Year 2 [2013-2014].

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To enable the student to construct a Biblical understanding of Christian ministry to children	Passing grades in selected teaching courses Specific assignment ??	Child Evangelism course Child Evangelism Practicum, Teaching Bible Specific assignment on personal philosophy of Child Evangelism in ??	
To prepare the student to organize and administer a children's ministry in the local church	Satisfactory performance in actual ministry setting	Personal observation by Child Evangelism division director in Teaching Bible and Child Evangelism courses Alumni Survey (to be constructed <i>Summer 2014</i>)	
To develop excellence in teaching	Passing grades in Teaching Bible and Child Evangelism Practicum	Successful completion of Teaching Bible and Child Evangelism Practicum Alumni Survey (to be constructed <i>Summer 2014</i>)	
To acquaint the student with materials and resources necessary to children's ministry	Passing grades in selected courses	Successful completion of Child Evangelism course, Teaching Bible	
To enable the student to use his understanding of the characteristics of each age group in effectively presenting Bible content and in applying Biblical truth to life	Satisfactory performance in simulated and actual ministry settings	Personal observation by Child Evangelism division director in Teaching Bible, Child Evangelism, and Child Evangelism Practicum courses Alumni Survey (to be constructed <i>Summer 2014</i>)	

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To equip the student to lead children into a definite faith in Christ as Savior and on to a spiritual life	Satisfactory performance in simulated and actual ministry settings	Personal observation by Child Evangelism division director in Teaching Bible, Child Evangelism, and Child Evangelism Practicum courses	

6. Biblical Studies Program

The objectives for the Biblical Studies program are listed in the *Catalog*, (2012, p. 26). The one-year Certificate in Biblical Studies is described separately below. The Biblical Studies program and the Certificate in Biblical Studies are to be assessed in Year 2 [2013-2014]. The Academic Dean and the Biblical Studies division director agreed on the following assessment details July 9, 2012.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books	At or above national norm on ABHE Bible Exam Means of 5 mostly true of me on WWP line items Passing grades in required Bible / Theology courses	ABHE Bible Exam in spring semester of senior year WWP #2a-p Completion of required Bible / Theology courses: Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, others	ABHE Bible Exam (Form H, Spring 2011) All PVBI Seniors = 66% National Norm = 62% This program objective may need to be distinguished from a similar General Objective.
To aid the student in developing: a) a thorough understanding of the great doctrines of the Scripture, b) skills in interpreting Scripture properly, and c) the ability to make application of its message in practical Christian living	Passing grades in selected teaching and Bible/theology courses Means of 5 mostly true of me on WWP line items	Completion of Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, Teaching Bible, Teaching Bible Practicum WWP #2a-p	
To prepare the student to teach Bible in a variety of settings	Passing grades and satisfactory performance in Teaching Bible course and practicum	Personal observation in Teaching Bible course and Teaching Bible Practicum Alumni Survey (to be constructed Summer 2014) Employer Survey (to be constructed Summer 2014)	
To assist the student in understanding and appreciating the New Testament Church as God's plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the ministry of the church	Passing grades in ministry and selected Bible/theology courses Participation in a local church	Personal Evangelism I, II, III, Church History I and II, Acts, Pauline Epistles, and other Bible CSL reports	CSL reports from Fall 2011 indicated 94% achieved satisfactory progress
To help the student prepare for life a total dedication to the ministry of Christ and His church		Alumni Survey (to be constructed Summer 2014) Employer Survey (to be constructed Summer 2014)	This is covered and assessed in the Institutional Goals and may therefore be unnecessary in the program objectives.

The objectives for the one-year Certificate in Biblical Studies are listed in the *Catalog*, (2012, p. 38).

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
To improve the student's overall understanding of the Scriptures, his effectiveness as a personal soul winner, and his personal spiritual life	Passing grades in required and elective Bible courses	Personal Evangelism I, II, III, OT Survey, NT Survey, Gospels I, II, and other Bible CSL reports	Consider a special administration of the ABHE Bible Exam CSL reports from Fall 2011 indicated 94% achieved satisfactory progress
To develop the student's communication skills, his ability in leading a song service, and his overall effectiveness as a Sunday School teacher or other leader in the local church	Increase in communication skills Passing grade in Elements of Music Effectiveness as a Sunday School teacher might be a by-product of an increase in Bible knowledge.	Passing grades in English Composition I as well as either English Composition II or Speech Completion of Elements of Music, which involves practice in song leading	Since this is only a one-year program, measurement is much more difficult and expected gain is much less..

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

III. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

The entire institution is designed to advance the Mission Statement. While the primary goal is student learning, the rest of the organization supports student learning. Penn View Bible Institute will use the Noel-Levitz Student Satisfaction Inventory (SSI) to assess students' ratings of many of these support services. The SSI asks respondents to rate various statements on a scale of *1 not important at all* to *7 very important*. Means of *6 satisfied* on the SSI will be accepted as satisfactory. PVBI also uses the Student Survey (SS, see Appendix B). The SS uses a six-point Likert-type scale. Means of *5 mostly true* will be interpreted to indicate that these items are satisfactory. PVBI staff will also measure in other ways whether the institution is achieving its mission, including semi-structured interviews, employee responses to the Letter of Intent Questionnaire (Appendix F), the Employee Evaluation Form (Appendix E), the Dining Center Survey (Appendix G), and the Library Survey (Appendix H).

A. Administrative Units Supportive of Instruction

1. Admissions Office

The Admissions Office implements the Enrollment Management Plan to nudge prospects toward enrollment in an organized pattern. Recruitment efforts include the Public Relations (PR) Director, the PR Secretary, the PR contract students, the Enrollment Manager/Registrar, the Academic Dean, the Division Directors, the President and others. The PR Director and the Registrar/Enrollment Manager confirmed the following details on July 10, 2012 and July 11, 2012.

a) *Recruiting High Quality Applicants*

In striving to ensure that accepted students are aligned with the institutional Mission Statement, the Admissions Office gathers information on applicants as follows:

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Ensure that accepted students align sufficiently with the Spiritual Objectives to begin studies	<p>Students know Christ as personal Savior or at least are willing to seek. (Only a few would be accepted on the second condition.)</p> <p>Means of 5 <i>mostly true of me</i> on WWP line item Means of 5 <i>mostly true of me</i> on SS line item</p>	<p>A written testimony of the student's spiritual journey is required with the Application for Admission.</p> <p>A specific question on the Application for Admission addresses the applicant's spiritual condition. The Academic Dean personally interviews any applicants who do not profess to be saved, regarding their attitude toward seeking salvation, before granting acceptance. If the applicant is unwilling to seek to be saved, admission would normally be denied.</p> <p>Three character references are requested with the Application: one from the student's pastor, two from general acquaintances. If the references raise questions, the school staff makes additional contact to ascertain whether the issue is significant enough to interfere with acceptance.</p> <p>The President interviews each student at registration about spiritual life.</p> <p>After admission, WWP #1a, 1b, 1c follows up reflectively</p> <p>After admission, SS #1a, 1b, 1c, 1d, 1e, follows up reflectively</p>	

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Ensure that accepted students align sufficiently with the Intellectual Objectives to begin studies	Student possesses a standard high school education and an indication of readiness for college studies	<p>A high school diploma or General Educational Development (GED) certificate is required to ensure that accepted students will be able to undertake college level work.</p> <p>High school records often include standardized test scores, which provides additional insight related to the applicant's educational level.</p> <p>Scores from SAT (formerly Scholastic Aptitude Test) and/or ACT (American College Testing) are usually required.</p> <p>Scores from the Test of English as a Foreign Language (TOEFL) are required for non-native English speakers.</p> <p>The ABHE Bible Exam administered during registration follows up reflectively.</p> <p>English placement testing is administered at registration to assess whether freshman need remedial grammar or are ready for one of the freshman English courses.</p> <p>Music placement testing is administered to assess whether music majors need remedial work in music theory.</p>	Actual percentage of applicants who take the SAT and/or the ACT should be tracked. Need to insert statement of this requirement in
Ensure that accepted students align sufficiently with the Social Objectives to begin studies	Students reflect sufficient social skills to be able to function in the college setting (at least in the professional judgment of the admissions personnel).	<p>Specific questions on the Application for Admission address social connections.</p> <p>Specific questions on character references address social relationships. If these raise questions, the school staff makes additional contact to ascertain whether the issue is significant enough to interfere with acceptance.</p> <p>In certain cases, a personal interview may be required.</p>	

b) *Processing Applications in Appropriate Manner*

The Admissions Office is committed to demonstrate sincere care for all applicants and to process Applications expeditiously.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Demonstrate care for applicants	Means of <i>satisfied</i> on SSI line items	SSI #4, 43 follow up reflectively	
Process applications expeditiously	Appropriate turn-around in communication	Compare dates of key points of process and acceptance letter	

c) *Ensuring Sufficient Documentation for Admissions Decisions*

The Admissions Office collects the following artifacts in the applicants' files:

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Collect appropriate documentation upon which to base admissions decisions	Application for Admission Form including personal testimony Character References High school records and indications of performance	Registrar/Enrollment Manager, Academic Dean, and President all examine the contents of the folders of applicants when considering each for acceptance	

The Academic Dean uses insights from each applicant's materials to guide academic advisement and to suggest strategies for study skills or remediation of learning limitations. The institution will use the Noel-Levitz CSI to identify and advise at-risk students.

2. Learning Resources

Learning resources include library, faculty, and instructional aids. The Noel-Levitz SSI and the SS both include items to assess general academic services and library (SSI #8, 41, 44, 69; SS #3, 18, 4, 22).

a) *Instruction*

Effective instruction carries out the Mission Statement through achieving the Institutional Goals. Teaching effectiveness is assessed through Academic Dean evaluations, Student Course Evaluations, Noel-Levitz SSI, the SS, and the WWP. The Student Course Evaluation uses a five-point scale; means of *4 very good* will be regarded as satisfactory on it.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Achieve student satisfaction with the instruction	Means of <i>6 satisfied</i> on SSI line items Means of <i>5 strong impact</i> or <i>5 mostly true</i> on selected SS line items Means of <i>5 mostly true</i> on selected WWP line item Means of <i>4 very good</i> on the relevant Student Course Evaluation line items	SSI #3, 8, 16, 25, 47, 53, 58, 61, 65, 68, SS #3a, 3b, 3c, 3d, 3e, 9a, 9b, 17 WWP #9 Student Course Evaluation #1 and consideration of #2, 3, 4, 5, 6, 7, 8; further detail below.	
Achieve Academic Dean and individual faculty satisfaction with the instruction	Agreement between the individual faculty member and the Academic Dean	Signed and dated agreements; further detail below	
Receive and utilize peer evaluation for improvement	Agreement between the individual faculty member and the faculty committee	Agreement in the meeting with the faculty committee; further detail below	

The faculty members have formulated a triangulation of assessment, some of which has already been in practice.

1. Student Course Evaluations (SCE) will be completed in every course, every term. The forms will be turned in to the Registrar without the faculty member viewing them. The responses and comments will be recorded by the Registrar (survey to

- be digitized as soon as possible), and the results will be reviewed by the Academic Dean. The Dean will provide a summary to the faculty member, containing institutional and personal line item means as well as the comments written by students on the forms. The faculty member will return to the Academic Dean a signed form with indication that the instructor has reviewed the summary, and any response, possible changes, possible defenses, or explanations.
2. The Academic Dean will evaluate faculty members on a rotating basis at least once every three years and new faculty members during their second semester. The Dean will discuss results of the SCE and the elicit the faculty member's response. The Academic Dean may base evaluation on a variety of considerations, including classroom visits, review of syllabi, methodologies, student assessment plans in their courses, exit testing, and peer evaluation summary. A signed and dated summary will document the discussion.
 3. Peer evaluation will proceed by means of a faculty committee of three members, chosen annually by core faculty, with no member serving more than three consecutive years. A fourth alternate member will be chosen in case a committee member is being evaluated. The committee will conduct a thorough review of all faculty members on a rotating basis once every three years and new faculty members in their second year of service. The evaluations will include review of syllabi and of the student assessment plans and may also include exit testing and other considerations. The committee will review conclusions with the evaluated faculty member and submit a summary to the Academic Dean.

No member will have an Academic Dean evaluation and a Peer Evaluation in the same academic year. In general, peer evaluation will be conducted the year before the Academic Dean's evaluation is due. All evaluation of teaching effectiveness shall be for the purpose of contributing to the culture of ongoing faculty improvement.

b) Library

The Librarian administers the library according to the Library Handbook. An internally developed Library Survey will measure students' satisfaction with the library. This survey was first administered in spring 2012 and will be administered in the spring semester of even years. Previous to academic year 2012-2013 consistent data was not collected to enable the library in decision making. Appendix I exhibits the full plan of assessment measures laid out by the library to enable collection of data for future decision making.

In Spring 2012, Institute faculty and students participated in a Library Satisfaction Survey. By way of summary, there was a 69% student response and a 75% faculty response. When asked the frequency of visiting the Penn View library, 44% of students responded to using the library only a few times in the semester. However, 68% of student respondents do not use any library other than Penn View's library. When asked what changes could be made to increase their use of the Penn View Library, there were three categories of responses: addition of resources, library atmosphere changes and technology changes. Technology changes received the most votes and primarily included requests for an online catalog, more up-to-date computers and faster Internet. Addition of specific resources came in second place. Atmosphere changes fell into two categories: physical change and noise level. The atmosphere changes were addressed in this

summer's remodeling of the library. Most students indicated that library hours were adequate to meet their needs and most students indicated that they were comfortable asking for assistance. Fifty-two percent of students indicated that the library computers were not adequate to meet their academic needs. The primary reasons given were due to out-of-date computers or Internet issues. The Compliance Document, Standard 10 references changes that have already been made. Appropriate personnel will be reviewing the data received through this survey and making decisions accordingly.

3. Student Services

Student life personnel seek to provide practical student services for the purpose of enhancing student life academically, spiritually, and socially. The Noel-Levitz SSI includes items to assess student services, campus life (including residence life), intramural activities, security, and general institutional attentiveness to student needs.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Provide students a secure, welcoming environment	Means of <i>6 satisfied</i> on SSI line items Means of <i>5 strong impact</i> or <i>5 mostly true</i> on SS line items	SSI #1, 2, 3, 7, 36, 45 SS #10b, 10d, 10e, 10f, 18a, 18d, 18f	
Provide opportunity for social interaction outside of academic requirements	Means of <i>6 satisfied</i> on SSI line items Means of <i>5 strong impact</i> or <i>5 mostly true</i> on selected SS line items	SSI #9, 42, 46, 52 SS #9c, 10b, 10d, 18a, 18d	The Dean of Students provides intramural activities, such as volleyball, softball, basketball, football, and soccer. Winter activities include sledding, ice skating on campus pond. Activities are also a part of the Fall and Spring all-school picnics. On weekends, there are pick-up games of volleyball, basketball, softball.

a) Student Ministries

InterServe is a student-led organization, operated under the Director of InterServe, that provides a variety of ministry opportunities for students to take skills learned in class and put them into practice. Students minister through music, preaching, visitation, street ministry in which they pray with different individuals who stop by a prayer booth, Children's Bible Club, and tract distribution. Director of InterServe agreed to the following details July 11, 2012.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Provide opportunities for student ministry experience through InterServe	Means of <i>5 mostly true</i> on selected SS line item Means of <i>5 mostly true</i> on selected WWP line item	SS #8f, 9j WWP #7f, 8k	

b) Student Advisement

Students receive Christian advice from a variety of staff and faculty. As described above, the campus family is very close-knit with faculty and staff members knowing most of the students personally. Advisement includes a student's social life, spiritual life, as well as academic life. Resident deans for Men's and Ladies' residence halls are available for mentoring the student personally, socially, spiritually, and academically. As an example,

the Director of Maintenance actually maintains close mentoring relationships with a number of the students.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Provide general, informal non-licensed, interpersonal advisement	Means of <i>6 satisfied</i> on SSI line items Means of <i>5 mostly true</i> on selected SS line item Means of <i>4 very good</i> on selected Student Course Evaluation line item	SSI #22, 65 SS #9, 18 SCE #1	

c) Food Services

A cafeteria provides three meals daily and a snack for dorm students on Sunday evenings. Food services are addressed fully under Operations office below.

d) Student Council

The Student Council provides student-oriented events throughout the year. The *Student Handbook* (p.27) specifies guidelines for the organization and for the communication of student concerns to the administration.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Provide activities that will develop the students spiritually, mentally, and physically	Means of <i>6 satisfied</i> on SSI line items Means of <i>5 mostly true</i> on selected SS line item	SSI #9, 42 SS #18h; consideration of #21, 22, 23	
Inspire loyalty to Penn View and the principles for which it stands	Means of <i>6 satisfied</i> on SSI line items Means of <i>5 mostly true</i> on SS line items	SSI #67 SS #9i, 18a	School Spirit Week culminates with a Student Appreciation Day.
Recommend to the administration any action it deems wise, either as corrective or promotional for the students as individuals or as a group	Informal and ongoing communication among Student Council President, Student Council Advisor, Dean of Students, and the administration Timely review of complaints filed by the Dean of Students	Review of complaints filed and of Administrative Committee minutes	Student Grievance policy provides a channel of communication to all students that is also specifically available to Student Council

e) Student Learning Support

One faculty member is designated to provide ongoing assistance to students who are struggling with their studies. 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 considered to be at-risk. They are assigned to attend a weekly staff-directed program providing diagnosis of learning styles and assistance toward better study skills. Beginning in the fall of 2012, the Noel-Levitz College Student Inventory (CSI) will be administered each fall to all new students. The results of this inventory will also help to identify students who need academic assistance. The SSI contains line items that relate to student satisfaction with academic support services.

Division directors assist students in the selection of courses for registration, but the Registrar and the Academic Dean also provide assistance. In many cases, any faculty

member who is aware of a need will provide academic advisement. The SSI contains line items that relate to student satisfaction with academic advisement.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Provide academic support services to enable at-risk students to succeed	Means of <i>6 satisfied</i> on SSI line items	SSI #44	
Provide academic advisement as students pursue their major	Means of <i>6 satisfied</i> on SSI line items	SSI #6, 14, 19, 33	

f) Health Services

The school provides a part-time nurse who maintains medical records and is on call for medical needs.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Provide minimal, basic health services	Means of <i>6 satisfied</i> on SSI line items	SSI #15	
Maintain adequate student health records, including Emergency Consent forms	Student health records include Certificate of Health form, Emergency Medical Consent form	School nurse reviews health records to ensure completeness and to address any particular needs	

g) Residence Halls

Residence halls are provided for students living on campus and not with their families. Each hall is under the direction of a Social Dean who is to provide a pleasant, comfortable residential atmosphere.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Provide a secure, caring “home away from home” for students	Means of <i>5 mostly true</i> on SS line items Means of <i>6 satisfied</i> on SSI line items	SS #19 SSI #23, 30, 40	
Provide physically adequate living quarters	Means of <i>5 mostly true</i> on SS line items Means of <i>6 satisfied</i> on SSI line items	SSI #23 SS #2a	

B. Administrative Units for Institutional Maintenance/Well-being

These administrative units maintain the organization so that it can fulfill the Mission Statement. They provide organizational health, resources, facilities, and means for the operation.

1. Board of Directors

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Undertake fiduciary responsibility for the organization	Raise sufficient funds for the operation of the institution Successful completion of the external opinioned audit	Comparison to budget Audit by Lewis, Barlett, and Klees, PC of Milton, PA	

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Implement Board of Directors policies that advance the governance of the institution	Policies are written and implemented for effective governance	Self-evaluation recorded in minutes	
Complete self-evaluation efforts that will inform future board training	Biannual self-evaluation	Board decision recorded in minutes	
Establish and revise policies for the institution	Policies are written and communicated to appropriate personnel	Board decisions recorded in minutes	

2. President's Office

The President is the chief administrative officer, exercising general oversight of the operation in accordance with the policies established by the Board of Directors and maintaining rapport with all the constituencies of the institution.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Provide effective leadership through vision casting to all the constituencies of the institution	Substantial level of confidence among constituents of the institution	Annual evaluation by the Board of Directors	
Exercise leadership in fundraising and financial operations	Achieve personal success in fundraising and motivate Director of Development and PR Director to raise funds Operating according to budget	Annual evaluation by the Board of Directors	
Exercise administrative duties according to policies established by the Board of Directors	Observing and enforcing proper Christian decorum as described in the <i>Student Handbook</i> and <i>Faculty and Staff Handbook</i>	Annual evaluation by the Board of Directors	
Maintain personal spiritual dedication	Personal testimony to the Board of Directors	Annual evaluation by the Board of Directors	

3. Finance Committee

The Finance Committee, appointed by the Board of Directors, “advises in establishing policy and assists raising monies for the daily operation, ensures that IRS regulations are followed, and reviews the budget and financial reports” (Financial Policy).

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Advise in establishing policy	Recommendations are proposed as needed	Finance Committee Minutes	
Assist raising monies for the daily operation	Increase in general donations through fundraising efforts	Profit and Loss comparative statements showing amounts of general donations	
Ensure that IRS regulations are followed	Successful completion of the external opinioned audit	Audit by Lewis, Barlett, and Klees, PC of Milton, PA	On 10/08/2012, the audited financial statements FYE 05/31/2012 with an unqualified opinion and no audit differences discovered in the audit process

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Review the budget and financial reports	Present to Board of Directors a balanced budget	Board of Directors approval	

4. Business Office

The Business Office administers the financial affairs, maintains financial records according to generally accepted accounting principles, and relates to all the stakeholders in the entire constituency of the institution. The Noel-Levitz SSI includes items to assess students' satisfaction with institutional financial services, business office hours, and attentiveness to individual needs.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Faciliate financial stability and accountabilty in accordance with standard accounting practices	Successful completion of the external opinioned audit	Audit by Lewis, Barlett, and Klees, PC of Milton, PA	On 09/26/2012, the audited financial statements FYE 05/31/2012 with an unqualified opinion and no audit differences discovered in the audit process
Service students and constituents in an efficient, professional manner	Means of 6 <i>satisfied</i> on SSI line items	SSI ##11, 20 Internally developed evaluation	
Provide timely financial information to President to enable decision making	Monthly reports completed satisfactorily	Internally developed evaluation	
Provide accurate budget forecasting	Budget submitted to Board matches actual operation in the next year	Internally developed evaluation	

5. Development Office

The Director of Development is to develop rapport with prospective donors and engage in estate planning for long-term operational funding.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Increase long-term donations through estate planning	Write charitable gift annuities Be named as beneficiary in wills and life insurance policies	Annual report to the Finance Committee	
Increase the endowment fund	Achieve required \$500,000 endowment fund within a two-year period	Endowment fund of \$500,000 by June 1, 2014	Department of Education of Pennsylvania requires Endowment Fund of \$500,000 for degree-granting status
Generate increased cash flow	Increased donor base and increased size of average donations	Compare number of donors and average size of donations from previous year	
Expand visibility to and rapport with prospective donors	Increase the number of recipients of the quarterly publication Organize annual banquet for business persons just before Christmas Musical	Compare number of recipients from previous years	Produced brochure with pictures and testimonies, described annuities via the <i>Focal Point</i> Third annual banquet was held 12/10/2011

6. Public Relations Office

The Public Relations (PR) office represents the institution to multiple constituencies including churches, denominations, Christian schools, camp meetings, and the local community. The PR office shares in student recruitment. PR Director confirmed the following details July 13, 2012.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
Establish and maintain positive relationships with the constituencies (churches, Christian schools, prospective students)	Receptivity to scheduling services	Number of services, relationships with various denominations and independent churches, reviewed by President Internally developed survey distributed to pastors after PR services	PR Director and other representatives ask pastors to complete a survey evaluating the PR event
Accurately represent the institution in materials and presentation	Means of <i>6 satisfied</i> on SSI line items 80% favorable responses to SS line items	President and Academic Dean review materials before printing SSI #48, consideration of #101 SS #11, 12	Produced new 16-page color brochure with pictures and program information in June 2012
Increase visibility of the institution	Schedule and promote PR events Promote Internet presence	Successful PR services as evaluated by President Successful Campus Days and other prospective student visits, as evaluated by review meetings Facebook page reports Web site hits	PR Director and other representatives ask pastors to complete a survey evaluating the PR event
Manage the PR contract groups (musical)	PR groups are motivated, scheduled, logistically supported	Internally developed survey distributed to pastors after PR services	PR Director and other representatives ask pastors to complete a survey evaluating the PR event

7. Operations Office

The Director of Operations is responsible for maintenance, residence halls, food service, and work scholarship program. During the spring of 2011, the Director of Operations evaluated each person who reported to him, using the Employee Evaluation Form, an internally developed questionnaire (see Appendix E). He then discussed the ratings with each employee and both of them signed the completed forms. This is now scheduled to be an annual evaluation. In addition the Noel-Levitz SSI contains a number of line items that assess operations, such as general campus condition, security, parking, living conditions, quality of food served, and residence hall regulations. The Student Survey also contains line items assessing satisfaction/dissatisfaction with facilities and residence life. A survey to assess the satisfaction/dissatisfaction of faculty and staff with campus facilities, faculty housing, will be developed in the summer of 2013 and administered at Staff Orientation that August.

a) Maintenance

Three maintenance persons are employed by the school to maintain the grounds and buildings; one of these is the Director of Maintenance, who reports to the Director of Operations.

Program Objectives	Acceptable Performance Defined	Measure <small>(include means of assessment, person responsible, and date or recurrence)</small>	Findings/Issues
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Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Maintain and support ongoing operations to fulfill the institutional mission	Means of <i>6 satisfied</i> on SSI line items Means of <i>5 mostly true</i> on SS line items	SSI #21, 23, 28, 37, 72, and consideration of #97 SS #2a, 2g, 19	

b) Food Services

PVBI employs a Food Service Manager to direct the overall food service. This person is assisted by a variety of students who are on the work scholarship program, who engage in food preparation, limited cooking, serving, and kitchen cleanup. The Dining Center tends to serve about 30 for breakfast, about 150 for lunch (including 75 academy students), and about 70 for dinner. Included in these numbers are a number of faculty and staff members who eat lunch and dinner in the Dining Center.

In the fall of 2008, the Director of Operations administered the Penn View Dining Center Survey asking students, staff, and faculty to assess various aspects of the food service on a scale of *1 poor* to *5 excellent*. In addition, student feedback has been solicited and utilized from various conversations to improve the food service. The Dining Center Survey will be administered to all students, faculty, and staff in odd-numbered spring terms.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Provide food service for students, faculty, and staff	Means of <i>6 satisfied</i> on SSI line items Means of 4 on the Dining Center Survey	SSI #38 Dining Center Survey	
Provide friendly environment for social interaction	Means of 4 on the Dining Center Survey	Dining Center Survey	Line item will need to be added to Dining Center Survey
Provide sanitary environment for students, staff, and faculty to eat	Means of <i>5 mostly satisfied</i> on SS line item Means of 4 on the Dining Center Survey	SS #2b Dining Center Survey	
Prepare and serve food in accordance with standards set by the Pennsylvania Department of Agriculture	Compliance with health standards	Self-evaluation preparatory to external inspections Inspections by the Pennsylvania Department of Agriculture	Found to be in compliance

c) Work Scholarship Program

The Work Scholarship program enables students to work and have scholarship credit applied to their school account. The program provides janitorial services, food service assistance, library assistance, and other campus services. The Director of the Work Scholarship program considers Applications for Work Scholarships, supervises students in the actual work, and receives communication from other parts of the organization regarding satisfaction or dissatisfaction with the services.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
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Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Enable students to meet financial obligations to the institution	Students actually work the hours for which they are approved in order to receive the scholarship benefit 80% ratings of <i>satisfied</i> on SS line item Means of <i>6 satisfied</i> on SSI line items	Monthly work hour summaries SS #26 SSI #5, 12, 17	Consider SS #20 concerning the number of hours all students work for pay The scale for SS #26 is different from other line items and may need to be revised
Provide janitorial services, food service assistance, library assistance, and other campus services	Administrators who are responsible for areas served are satisfied	Informal, ongoing communication with the Work Director Satisfaction on the Dining Center Survey also reflects on the food service assistance provided.	Work Program needs to implement occasional surveys.

8. Information Technology Office

The Information Technology (IT) office exists to serve the digital needs of the institution including school-owned computers, the internal network, the internet connection, and the phone system.

Program Objectives	Acceptable Performance Defined	Measure (include means of assessment, person responsible, and date or recurrence)	Findings/Issues
Maintain school-owned computers, campus network, and Internet connection	Satisfactory responses on Library Survey line items Means of <i>6 satisfied</i> on SSI line items Means of <i>5 mostly true</i> on SS line item Means of <i>5 mostly true</i> on IT survey or SS line items to be developed	Library Survey SSI #18, 26 SS #18 IT Survey or added SS line items	Need to develop a survey addressing IT services or add line items to the Student Survey. Provision needs to be made so survey faculty and staff.
Provide limited setup on personal computers owned by faculty, staff, and students for access to campus network and the Internet	Means of <i>5 mostly true</i> on IT survey or SS line items to be developed	IT Survey or added SS line items	Need to develop a survey addressing IT services or add line items to the Student Survey. Provision needs to be made so survey faculty and staff.
Maintain school phone system	Means of <i>5 mostly true</i> on IT survey or SS line items to be developed	IT Survey or added SS line items	Need to develop a survey addressing IT services or add line items to the Student Survey. Provision needs to be made so survey faculty and staff.
Propose and implement system upgrades	Means of <i>5 mostly true</i> on IT survey or SS line items to be developed	IT Survey or added SS line items	Need to develop a survey addressing IT services or add line items to the Student Survey. Provision needs to be made so survey faculty and staff. After a severe lightning strike on May 29, 2012, the network servers (already scheduled for an upgrade in July) were upgraded and a new phone system installed during the month of June.

IV. CONCLUSION

A. Summary of Key Issues

The process of writing the Assessment Plan, although depending heavily upon a few key persons, has included input from a broad representation of administrators, division directors, faculty members, and staff members, even though their names and positions are not all recorded specifically.

The process has revealed that the institution was already engaged in more assessment than most had previously realized. What had been informal is becoming more intentional and formal. The formerly isolated efforts at assessment are merging into a systematic approach. The process will need to be refined but also streamlined in order to avoid overload from assessment. Some of the surveys will need to be revised and probably combined. The President will take an informal interview he regularly conducted with students to a semi-structured interview with a rubric for recording the spiritual conditions to which the students give evidence. The assessment schedule prepared in the Assessment Plan will provide guidance for the efforts through the annual calendar and the four-year cycle.

B. Establishment of Planning Priorities

The Assessment Plan contains a schedule for reviewing and revising as necessary the foundational documents, the Institutional Goals, the Program Objectives, and the academic programs themselves. It contains a process for the collection of data and then the analysis and use of the data. The Assessment Committee has been elected and will now begin working the process. Monthly faculty meeting agendas have been established in regard to assessment details, and the Faculty Assessment and Planning Week will be a key event in solidifying the process. Eventually, the Assessment Committee will become the center for the overall institutional assessment. The Board and the administration are more aware than ever of the need for systematic assessment and planning.

C. Process for Renewal of Assessment and Planning

The process of preparing this Self-Study has facilitated a more disciplined, systemic approach to assessment and planning. Institutional research and data/results from the Wesleyan Wellness Profile, ABHE's Bible Exams, the Noel-Levitz Student Satisfaction Inventory, and numerous in-house surveys are reported throughout the Assessment Plan and the Compliance Document. Since this is the first year of the assessment and planning process, full institutional research reports have not yet been compiled, but the summaries will be added as they are appropriately compiled. Whenever the question arises concerning accreditation, "When will this process be finished?" the answer is, "Never! This is a new culture of continuing assessment and improvement."

The Self-Study was submitted November 15, 2012 along with a request for an evaluative team visit in the Spring of 2013. The Steering Committee anticipates preparing an addendum before the evaluative team visit to describe the progress achieved beyond the time of the Self-Study.

APPENDIX A – FACULTY/STAFF PERCEPTION SURVEY (FSP)

As a faculty or staff member, you know students personally, and you observe a wide range of behaviors in personal conversations, religious services, classroom, dorms, work situations, dining center, and other settings. Remembering that freshmen may not achieve the same level as graduating seniors, please describe your perception of how students in general are achieving PVBI's stated Institutional Goals. Please do this from your own personal observation, not from casual hearsay.

1. Describe the strength of your belief in regard to each of the Spiritual Goals:

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true	No Basis for Comment
The students know Christ as personal Savior and are developing an ever more intimate relationship with Him	1	2	3	4	5	6	NA
The students are cultivating a love for the Bible, the Word of God, as the source of their knowledge of salvation and as a guide for their living a holy life in this present world	1	2	3	4	5	6	NA
The students are realizing the value of total commitment of their lives to Christ and are making that commitment	1	2	3	4	5	6	NA
The students are developing a Christian character consistent with New Testament teaching	1	2	3	4	5	6	NA
The students are learning how to discover the will of God for their lives	1	2	3	4	5	6	NA
The student are discovering an area of service in the church that will give purpose and direction to their lives	1	2	3	4	5	6	NA

2. Describe the strength of your belief in regard to each of the Social Goals:

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true	No Basis for Comment
The students are developing the social graces which are becoming to those who profess Christ as Savior and Lord	1	2	3	4	5	6	NA
The students are becoming skillful in the cultivation of interpersonal relationships	1	2	3	4	5	6	NA
The students are becoming aware that they do not stand alone, but that they are responsible members of several social structures: family, church, nation, and world	1	2	3	4	5	6	NA

3. Describe the strength of your belief in regard to each of the Intellectual Goals:

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true	No Basis for Comment
The students are obtaining such knowledge in the area of general education as will prepare them for ministry in contemporary society	1	2	3	4	5	6	NA
The students are achieving an understanding of basic Bible content and are developing an appreciation of the completeness and the adequacy of the written revelation	1	2	3	4	5	6	NA
The students are arriving at an understanding of the basic doctrinal teachings of Scripture	1	2	3	4	5	6	NA
The students are achieving a level of proficiency in professional studies consonant with the beginning Christian worker.	1	2	3	4	5	6	NA

Please identify your position at Penn View

- I am a member of the Institute faculty.
- I am an administrator or a member of the staff.

APPENDIX B – STUDENT SURVEY (SS)

A Survey of Student Engagement: Head, Heart, and Hands

At Penn View, we purpose to enable each student to grow spiritually, mentally, and practically. We care deeply about each student’s concerns. Please help us to do our best for you and for Christ, as we endeavor to meet your needs. Feel free to express yourself. Your answers are **confidential**. Each survey is numbered so you can be checked off as having responded, but your name will **NOT be connected** with your answers. We are always willing to talk to you personally if there is something you wish to address that we missed on the survey.

Please put the survey inside the envelope, seal it, and drop it off in the box for **Timothy Cooley, Sr.** in the bookstore. Thank you for choosing Penn View!

Mr. Kent Engle, Student Recruiter

Mr. Stephen Davis, Dean of Students

Mr. Timothy Cooley, Sr., Academic Dean

Start Here Please mark your answers by circling the appropriate number, just one answer per line.

1. Indicate how important each of the following desires were in your deciding to come to Bible College.

	Very false of me	Mostly false of me	More false than true of me	More true than false of me	Mostly true of me	Very true of me
a. I wanted to know more about what I believe	1	2	3	4	5	6
b. I wanted a more fervent spiritual life	1	2	3	4	5	6
c. I wanted to make friends (perhaps meet a life partner)	1	2	3	4	5	6
d. I wanted to become effective in ministry	1	2	3	4	5	6
e. I wanted to go to college / pursue a major	1	2	3	4	5	6

2. 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.”

	Very Dissatisfied	Mostly Dissatisfied	More Dissatisfied than Satisfied	More Satisfied than Dissatisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
a. Dormitory	1	2	3	4	5	6	N/A
b. Dining Center	1	2	3	4	5	6	N/A
c. Book Store	1	2	3	4	5	6	N/A
d. Library	1	2	3	4	5	6	N/A
e. Classrooms	1	2	3	4	5	6	N/A
f. Music Practice Rooms	1	2	3	4	5	6	N/A
e. Student Parking	1	2	3	4	5	6	N/A
g. General Facilities	1	2	3	4	5	6	N/A

3. Are you experiencing mental growth?

	Very false	Mostly false	More false than true	More true than false	Mostly true	Very true
a. The courses are demanding	1	2	3	4	5	6
b. The courses require learning new knowledge	1	2	3	4	5	6
c. The courses require deeper or critical thinking	1	2	3	4	5	6
d. The courses require organizing new ideas	1	2	3	4	5	6
e. The courses require increased writing skills	1	2	3	4	5	6

4. 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).

- 0 1 – 5 6 – 10 11 – 15 16 – 20 21 – 25 26 – 30 More than 30

5. Do you have a personal assurance that you are saved?

- Yes, I am confident that I am saved, and that confidence is rather steady.
 Yes, but sometimes I do not feel as certain as at other times.
 I am quite uncertain whether I am saved.
 No, I am not saved.

6. Do you have victory over sin in your Christian life?

- Yes. If I do something that needs to be made right, I take care of it promptly.
 Yes, but the victory is somewhat spotty.
 No. I am frequently falling into sin.
 No. I am living a defeated life.

7. Are you growing in grace? (Growth is not necessarily comfortable.)

- Yes
 Yes, but not satisfactorily
 No

8. Think about how often you do some things.

a. Private, devotional prayer	More than once a day	Once a day	2 or more times a week	Once each week	Less than once a week	Once a month or less
b. Devotional Bible reading	More than once a day	Once a day	2 or more times a week	Once each week	Less than once a week	Once a month or less
c. Church attendance	More than once a day	Once a day	2 or more times a week	Once each week	Less than once a week	Once a month or less
d. Chapel attendance	More than once a day	Once a day	2 or more times a week	Once each week	Less than once a week	Once a month or less
e. Small group fellowship / prayer	More than once a day	Once a day	2 or more times a week	Once each week	Less than once a week	Once a month or less
f. Witnessing to someone who is unsaved	More than once a day	Once a day	2 or more times a week	Once each week	Less than once a week	Once a month or less
g. Fasting (skipping a meal in order to pray)	More than once a day	Once a day	2 or more times a week	Once each week	Less than once a week	Once a month or less

9. Think about how various components of the Bible College experience have contributed to your spiritual growth.

	No impact	Very little impact	Little impact	Some impact	Strong impact	Very strong impact	Not applicable
a. Academic courses	1	2	3	4	5	6	
b. Faculty/student interaction outside of class	1	2	3	4	5	6	
c. Fellowship with other students	1	2	3	4	5	6	
d. School revivals and special meetings	1	2	3	4	5	6	
e. Chapel services	1	2	3	4	5	6	
f. Dormitory life	1	2	3	4	5	6	NA
g. Campus prayer meetings	1	2	3	4	5	6	NA
h. Visiting ministers and missionaries	1	2	3	4	5	6	NA
i. Campus atmosphere (stressing spirituality and the Great Commission)	1	2	3	4	5	6	NA
j. School-related ministry practice	1	2	3	4	5	6	NA

10. Think about the students and faculty around you, the general campus atmosphere.

	Very false	Mostly false	More false than true	More true than false	Mostly true	Very true
a. The students are devoted to serving the Lord	1	2	3	4	5	6

	Very false	Mostly false	More false than true	More true than false	Mostly true	Very true
b. The faculty are devoted to serving the Lord	1	2	3	4	5	6
c. The general staff are devoted to serving the Lord	1	2	3	4	5	6
d. The students are quick to help each other	1	2	3	4	5	6
e. The faculty and staff make students feel loved and accepted	1	2	3	4	5	6
f. The students make each other feel loved and accepted	1	2	3	4	5	6
g. The students are committed to the spiritual purpose of the school	1	2	3	4	5	6
h. The faculty are devoted to serving the students	1	2	3	4	5	6
i. The campus atmosphere encourages everyone to spiritual growth	1	2	3	4	5	6

11. If you could start over again, would you enroll at Penn View Bible Institute?

- Definitely yes
- Probably yes
- Probably no
- Definitely no
- I don't know

12. Would you or do you recommend Penn View to friends/family?

- Yes
- Yes, with some reservation
- No
- I don't know

13. How many semesters have you attended Penn View Bible Institute?

- 1 2 3 4 5 6 7 8 9 10 11 12+
-

If you transferred, how many semesters have you been in Bible College all together? _____

14. Do you plan to enroll in Penn View Bible Institute beyond this semester?

- Yes
- No
- Uncertain
- No, because this semester completes my program.

15. What have most of your grades been at Penn View Bible Institute?

- A A- B+ B B- C+ C C- or lower
-

16. What is your current classification in college? (Please check your current level.)

- High School student taking college class(es)
- Freshman
- Sophomore taking a part-time load
- Junior
- Senior
- Other (beyond Senior or older student)

17. Are you accomplishing your educational goals here at Penn View?

- Very Much Yes, Significantly Not Very Much No
-

18. Please indicate your satisfaction / dissatisfaction with each area.

	Very Dissatisfied	Mostly Dissatisfied	More Dissatisfied than Satisfied	More Satisfied than Dissatisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
a. Campus atmosphere	1	2	3	4	5	6	
b. Spiritual emphasis	1	2	3	4	5	6	
c. Academic class size	1	2	3	4	5	6	

	Very Dissatisfied	Mostly Dissatisfied	More Dissatisfied than Satisfied	More Satisfied than Dissatisfied	Mostly Satisfied	Very Satisfied	Don't Know /Not Applicable
d. Rapport between faculty and students	1	2	3	4	5	6	
e. Availability of faculty outside of class	1	2	3	4	5	6	
f. Student support services	1	2	3	4	5	6	N/A
g. Student complaint/grievance process	1	2	3	4	5	6	N/A
h. Student Council	1	2	3	4	5	6	N/A
i. Computer / Internet Access	1	2	3	4	5	6	N/A

19. If you live in the dormitory, are you satisfied with the dormitory experience?

- Yes, definitely
- Yes, with some reservation
- No, I am not satisfied
- I am not a dormitory student

20. About how many hours per week did you spend working for pay this semester, either on-campus (Work Scholarship, Public Relations contract) or off campus? Give an estimated total.

- 0 1 – 5 6 – 10 11 – 15 16 – 20 21 – 25 26 – 30 More than 30

21. About how many hours per week did you engage in extra-curricular school-related activities? (for example, freshman class activities, Student Council, non-academic school functions such as auction, but not including what counted as work hours) Give an estimated total.

- 0 1 – 5 6 – 10 11 – 15 16 – 20 21 – 25 26 – 30 More than 30

22. Describe your experience with the overall schedule at Penn View (both academic and extra-curricular).

- It is too light for a college schedule; there are not enough activities.
- It is appropriate for a college schedule; the number of activities is about right.
- It is completely too heavy for a college schedule; there are too many activities.

23. Describe how you are relating to the overall schedule at Penn View (both academic and extra-curricular).

- I have too much time on my hands.
- I am handling it well.
- I am struggling to make it.
- I am struggling, but I am not making it.
- I am not giving it my best.

24. Do you perceive the increased responsibility will prepare you for the load you will carry in ministry?

- Yes
- No
- Uncertain

25. Indicate the period(s) during the school year that you experience the highest stress.

(Please mark *all* that apply.)

- | | |
|------------------------------------|---|
| <input type="checkbox"/> August | <input type="checkbox"/> February |
| <input type="checkbox"/> September | <input type="checkbox"/> March |
| <input type="checkbox"/> October | <input type="checkbox"/> April |
| <input type="checkbox"/> November | <input type="checkbox"/> May |
| <input type="checkbox"/> December | <input type="checkbox"/> I have never taken a class in January. |

January

I have never taken classes in a spring semester.

26. If you are on the Work Scholarship Program, please rate your experience with this program.

- Very satisfied
- Satisfied, but some things have been difficult
- Somewhat dissatisfied
- Very dissatisfied
- I am not on the Work Scholarship Program

27. How much academic load are you carrying?

- Part-time (less than 12 hours for credit)
- Full-time (12-18 hours for credit)
- Heavy (over 18 hours for credit)

28. Were you actively involved in some type of ministry during this semester?
(Chapel Choir, PR and InterServe count as ministry.)

- Yes
- No

29. Please describe your spiritual condition immediately before coming to Bible college.

- Unsaved
- Unsaved, but seeking
- Saved
- Saved, sanctified wholly (entire sanctification)

30. How many years have you been a born-again Christian? _____ (does not have to be exact)

31. Please indicate your sex.

- Male
- Female

32. Where are you residing while you attend college?

- On-Campus Residence Hall (dormitory)
- Residence within walking distance (but not dormitory)
- Residence within driving distance

33. Write in the year of your birth.

--	--	--	--

34. Are you an international student (F-1 Student Visa)?

- Yes
- No

35. What is your marital status?

- Single
- Married
- Separated
- Divorced
- Widowed

36. What is the highest level of education that either of your parents completed?

- Did not finish high school
- Graduated from high school (or received a G.E.D. diploma)
- Attended college but did not graduate from college
- Completed an Associate's degree (A.A., A.S., etc.)

- Completed a Bachelor's degree (B.A., B.S., etc.) or a four-year Advanced Diploma
- Completed a Master's degree (M.A., M.S., etc.)
- Completed a Doctoral degree (Ph.D., M.D., etc.)

Thank you for completing this survey. If you have anything else you would like to say you may write it here.

Thank you again for taking the time and effort to let us know your thoughts! In each class, your instructors will also distribute Course Evaluation Forms for each course. Those forms provide detailed feedback on individual classes and instructors, so they are also important.

Please put this survey inside the envelope provided, seal it and drop it off in the box for Timothy Cooley, Sr. in the bookstore. Thank you for choosing Penn View!

APPENDIX C – STUDENT COURSE EVALUATION (SCE)

Course # and title _____ Instructor _____

Class: Freshman Sophomore Junior Senior Date _____

Please answer the following questions as fairly and maturely as you can. Your insights may be used to improve the course the next time it is offered. Do not be merely effusive in praise nor overly critical. Thank you for helping to make Penn View a better school.

1. Please rate the following on the scale provided.

	Outstanding	Very Good	Average	Fair	Poor
The instructor demonstrated good command of his/her subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The material was presented interestingly and creatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was a good balance between theory (principle) and relevance (practice).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor achieved the objectives stated in the syllabus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor was available for consultation outside of class.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students had opportunity for questions and comments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please rate what you invested in this course by selecting a letter grade that reflects the level of that effort.

Attention in class	A+	A	A-	B+.....	B	B-	C+.....	C.....	C-	D+.....	D	D-.....	F
Effort in reading	A+	A	A-	B+.....	B	B-	C+.....	C.....	C-	D+.....	D	D-.....	F
Effort on assignments	A+	A	A-	B+.....	B	B-	C+.....	C.....	C-	D+.....	D	D-.....	F

3. Please circle one answer on each line.

The class atmosphere.....	Too friendly	About right.....	Unfriendly
The class structure.....	Too casual	About right.....	Too formal
Class discussion.....	Too free	About right.....	Too restricted
The number of class assignments	Too few	About right.....	Too many
The quality of assignments.....	Too elementary.....	About right.....	Too advanced
The amount of material	Too little.....	About right.....	Too great
The number of exams (if no exams, leave this line blank).....	Too few	About right.....	Too many
If there were no exams, do you wish there had been?	Yes		No

4. If there were textbooks for this class, please rate the textbooks.

Did you have your own copy of the assigned book(s)?	Yes	No	
Did you read the book(s) as assigned?	Yes	No	
Was the textbook(s) appropriate to the level of the class?	Yes	No	
Give your estimation of the level of the book(s).....	Too elementary.....	About right.....	Too difficult

5. Please help us by describing the best feature of this class.

6. Please help us by describing the least appealing feature of this class.

7. Please help us by describing things that could be improved in this class.

8. If you have other comments, you may write them here or on the backside of this form.

Thank you, for helping to make Penn View Bible Institute a better school. We want to be all we can be for God!

APPENDIX D – WESLEYAN WELLNESS PROFILE (WWP)

A Survey of Students at Conservative Wesleyan-Arminian Bible Colleges

This survey is part of an effort to advance students' progress in spiritual growth. It has been developed for research preparatory to a doctoral dissertation. Feel free to express yourself. Your responses to the survey are **confidential**; they will not be personally connected to you by anyone at the college or by the researcher. No personally identifiable statistics will be released.

Your participation in this project is voluntary. If you decide not to participate or if you change your mind partway through the survey, there will be no penalty. Just seal the uncompleted (or partially completed) survey form in the envelope provided and submit it to the person in charge.

Although the purpose of this survey is only to assess where students are spiritually, if you want to talk with anyone for counseling and/or spiritual help, the researcher suggests that you contact Student Life personnel at your college. The researcher is hopeful that this project can help the Bible colleges assess spiritual transformation, but the project may also influence students in their personal pursuit of spirituality.

– Timothy L. Coday, Sr., researcher, Ed. D. student at Columbia International University

Start Here Please mark your answers by circling the appropriate number, just one answer per line.

1. Indicate how important the following desires were in your decision to attend Bible college.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I wanted to know more about what I believe	1	2	3	4	5	6
b. I wanted a more fervent spiritual life	1	2	3	4	5	6
c. I wanted to become effective in ministry	1	2	3	4	5	6

2. Describe the strength of your belief in each of the following.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I believe a Christian needs to have a foundational understanding of doctrinal truth	1	2	3	4	5	6
b. I am convinced that God is a personal Being	1	2	3	4	5	6
c. I believe there is one God in three Persons (Father, Son, Holy Spirit)	1	2	3	4	5	6
d. I believe people can know God personally	1	2	3	4	5	6
e. I believe that people are capable of making real choices	1	2	3	4	5	6
f. I believe that it is sin to choose something I know is displeasing to God	1	2	3	4	5	6
g. I believe that apart from grace the human heart is sinful	1	2	3	4	5	6
h. I believe salvation is available through faith in Christ	1	2	3	4	5	6
i. I believe salvation requires both a personal relationship with Christ and a daily walk with Christ	1	2	3	4	5	6
j. I believe God can make a person's heart pure (entire sanctification)	1	2	3	4	5	6
k. I believe a person can know that he or she is right with God	1	2	3	4	5	6
l. I believe people need to understand at least some truth about God in order to grow spiritually	1	2	3	4	5	6
m. I believe that everyone will continue to exist forever in either Heaven or Hell	1	2	3	4	5	6
n. I believe life has an ultimate meaning (or purpose)	1	2	3	4	5	6
o. I believe the Bible teaches us how we should live	1	2	3	4	5	6
p. I believe we are stewards, responsible to use what we have wisely	1	2	3	4	5	6

3. Describe the level of your commitment in each of the following areas.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I am committed to the Bible as the inspired Word of God	1	2	3	4	5	6
b. I am committed to live by the Bible	1	2	3	4	5	6
c. I have chosen personally to serve the Lord	1	2	3	4	5	6
d. I am committed to live by the Great Commission (reaching the lost)	1	2	3	4	5	6

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
e. I am committed to reading the Bible and praying regularly	1	2	3	4	5	6
f. I am committed to regular church attendance (when possible)	1	2	3	4	5	6
g. I am committed to giving a tithe of my earnings to God	1	2	3	4	5	6
h. I am willing to suffer for my faith in Christ	1	2	3	4	5	6
i. I make it a habit to choose what God would want me to choose	1	2	3	4	5	6
j. I am willing to choose what is best even if I seem to lose in the short term	1	2	3	4	5	6

4. Think about how your beliefs are reflected in your daily life.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I believe I am consistently living out my values, to the best of my knowledge	1	2	3	4	5	6
b. I believe I am obedient to what I know of Scripture	1	2	3	4	5	6
c. I am conscientious to do what is ethically right	1	2	3	4	5	6
d. I do my best to reflect Christ in every area of life	1	2	3	4	5	6
e. I believe the fruit of the Spirit is evident in my life (love, joy, peace...)	1	2	3	4	5	6
f. I believe the Lord helps me to exercise wisdom/ discernment in my choices	1	2	3	4	5	6
g. I use my time in a way that is pleasing to the Lord	1	2	3	4	5	6
h. I believe I use my talents (abilities) for the Lord	1	2	3	4	5	6
i. I use my financial resources wisely in every area of life	1	2	3	4	5	6
j. I attend church on Sunday unless prevented by unavoidable circumstances	1	2	3	4	5	6
k. I attend mid-week prayer unless prevented by unavoidable circumstances	1	2	3	4	5	6
L. I observe Sunday as a day holy to the Lord	1	2	3	4	5	6
m. I practice personal witnessing as the opportunities arise	1	2	3	4	5	6
n. I am careful that my outward appearance is pleasing to the Lord	1	2	3	4	5	6
o. I am faithful to attend chapel at college	1	2	3	4	5	6

5. Think about your relationships with God and with other people.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I experience a sense of nearness to God in prayer regularly	1	2	3	4	5	6
b. I am able to worship God heartily together with other Christians	1	2	3	4	5	6
c. I experience a sense of forgiveness (of my sins) for Christ's sake	1	2	3	4	5	6
d. I possess an ongoing assurance that I am right with God	1	2	3	4	5	6
e. I feel deep gratitude to God for forgiving my sins	1	2	3	4	5	6
f. I trust God to meet my needs, even when I cannot see how it is possible	1	2	3	4	5	6
g. By the grace of God, I have victory over sin	1	2	3	4	5	6
h. I believe I am growing in grace	1	2	3	4	5	6
i. I enjoy a rich fellowship with other Christians	1	2	3	4	5	6
j. I have one or more close Christian friends to whom I am accountable	1	2	3	4	5	6
k. I believe every human being is made in the image of God	1	2	3	4	5	6
L. I freely accept people of every race/ethnicity, gender, and culture	1	2	3	4	5	6
m. I love other people, even if I believe they are living in sin	1	2	3	4	5	6
n. I accept myself as I am, both my strengths and my weaknesses	1	2	3	4	5	6
o. I am able to forgive those who have hurt me deeply	1	2	3	4	5	6
p. I am content to live under the spiritual authority of leaders	1	2	3	4	5	6
q. I am able to work well ministering in a team	1	2	3	4	5	6

6. Think about your compassion toward other people.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I practice serving Christ by serving others	1	2	3	4	5	6
b. I am sympathetic with those who are sick	1	2	3	4	5	6
c. I am sympathetic toward the poor (for example, homeless, hungry)	1	2	3	4	5	6
d. I am sympathetic toward the fatherless, the widowed, and the elderly	1	2	3	4	5	6

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
e. Compassion moves me to take some kind of action to or for those in need	1	2	3	4	5	6

7. Think about how often you do some things.

	Once a month or less	Less than once a week	Once each week	2 or more times a week	Once a day	More than once a day
a. Private, devotional prayer	1	2	3	4	5	6
b. Devotional Bible reading	1	2	3	4	5	6
c. Church attendance	1	2	3	4	5	6
d. Chapel attendance	1	2	3	4	5	6
e. Small group fellowship / prayer	1	2	3	4	5	6
f. Witnessing to someone who is unsaved	1	2	3	4	5	6
g. Fasting and prayer	1	2	3	4	5	6

8. Think about how various components of the Bible college experience have contributed to your spiritual growth.

	No impact	Very little impact	Little impact	Some impact	Strong impact	Very strong impact	Not applicable
a. Academic courses	1	2	3	4	5	6	
b. Faculty/student interaction outside of class	1	2	3	4	5	6	
c. Fellowship with other students	1	2	3	4	5	6	
d. School revivals and special meetings	1	2	3	4	5	6	
e. Chapel services	1	2	3	4	5	6	
f. Dormitory life	1	2	3	4	5	6	NA
g. Small groups or discipleship groups	1	2	3	4	5	6	NA
h. Campus prayer meetings	1	2	3	4	5	6	NA
i. Visiting ministers and missionaries	1	2	3	4	5	6	NA
j. Campus atmosphere (stressing spirituality and the Great Commission)	1	2	3	4	5	6	NA
k. School-related ministry practice or Christian service	1	2	3	4	5	6	NA

9. Think about the students and faculty around you, the general campus atmosphere.

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true
a. The students are devoted to serving the Lord	1	2	3	4	5	6
b. The faculty are devoted to serving the Lord	1	2	3	4	5	6
c. The general staff are devoted to serving the Lord	1	2	3	4	5	6
d. The students are quick to help each other	1	2	3	4	5	6
e. The faculty and staff make students feel loved and accepted	1	2	3	4	5	6
f. The students make each other feel loved and accepted	1	2	3	4	5	6
g. The students are committed to the spiritual purpose of the school	1	2	3	4	5	6
h. The faculty are devoted to serving the students	1	2	3	4	5	6
i. The campus atmosphere encourages everyone to spiritual growth	1	2	3	4	5	6

10. Including this semester, how many semesters have you attended this Bible college?

- 1 2 3 4 5 6 7 8 9 10 11 12+
-

If you transferred, how many semesters have you been in Bible college all together? _____

11. What is your current course load? Full-time (12 semester hours or more) Part-time (fewer than 12 semester hours)

12. Please describe your spiritual condition immediately before coming to this Bible college.

- Unsaved
- Unsaved, but seeking
- Saved
- Saved, sanctified wholly (entire sanctification)

13. Please indicate your gender.

- Male Female

14. Write in the year of your birth.

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Thank you for completing this survey. If you have anything else you would like to say, you may write it on the back of this last page.

Thank you again for taking the time and effort to respond!

— Timothy L. Cooley, Sr.

APPENDIX E – EMPLOYEE EVALUATION FORM

Employee: _____

Supervisor: _____

Evaluated by: _____

In each group, circle the number which precedes the descriptive phrase which most nearly typifies the employee's performance.

1. Knowledge of work

- (1) Limited Knowledge of job
- (2) Must improve knowledge base in a few areas
- (3) Adequate knowledge; knows job well
- (4) Well informed; has mastered most details
- (5) Outstanding in all phases of the work.

2. Work Attitude

- (1) Complains or acts unconcerned
- (2) Sometimes indifferent or distracted from job
- (3) Interested; likes most phases of the job
- (4) Displays a sincere interest in work
- (5) Always enthusiastic; wholehearted, active interest

3. Initiative

- (1) Needs frequent direction or prodding
- (2) A routine worker; usually waits to be told
- (3) Alert to opportunities, resourceful
- (4) Completes suggested supplementary work
- (5) Seeks and sets additional tasks for self

4. Communication

- (1) Utilizes negative communication styles
- (2) Needs reminded of proper communication
- (3) Communicates only when there is a problem
- (4) Maintains proper communication regarding projects or issues.
- (5) Self motivated to provide punctual communication on all relevant issues.

5. Use of Time

- (1) Often wastes time
- (2) Has to be “pushed” to complete job
- (3) Usually working; makes good use of time
- (4) Uses time wisely; seldom idle
- (5) Uses time wisely; always busy; accomplishes above and beyond job responsibilities

6. Attitude Toward Other Staff/Faculty

- (1) Sometimes uncooperative or quarrelsome
- (2) Usually Cooperative
- (3) Displays good self-control, congeniality and cooperation
- (4) Almost always tactful, obliging and cooperative
- (5) An unusual and strong force for group morale; outstanding positive attitude

7. Attitude towards Students

- (1) Lacks understanding of their needs
- (2) Kind and courteous but loses control under stress
- (3) Displays good self control – aware of student’s needs
- (4) Almost always tactful, helpful and courteous
- (5) A positive student advocate ...

8. Quality of Work

- (1) Inefficient, doesn’t complete workload
- (2) Sometimes does not completed required assignments
- (3) Follows policy and procedure
- (4) Learns and puts into practice new procedures
- (5) Keeps supervisor informed of changes/needs

9. Ability to Understand Instructions

- (1) Carries out only the simplest directions
- (2) Misunderstands directions, occasionally requests simple instructions to be repeated
- (3) Readily understands most orders
- (4) Requests additional information on only most complex orders
- (5) Self-Directed, anticipates problems and resolves where appropriate

10. Appearance

- (1) Has been neglectful of appearance
- (2) Usually presents a favorable appearance
- (3) Dresses appropriately for job
- (4) Takes genuine pride in appearance
- (5) Always well-attired and well-groomed

11. Documentation

- (1) No documentation even when reminded
- (2) Needs prodded and reminded to document
- (3) Understands the need for documentation but doesn't follow through
- (4) Only necessary items are documented
- (5) Documents every essential item and provides well organized materials

12. Leadership

- (1) Shows no initiatives in providing direction to others
- (2) Presents limited direction
- (3) Establishes goals but inadequate follow up
- (4) Establishes goals and follow up
- (5) Develops teamwork and provides guidance to others to accomplish goals as well as follow up

If an employee is receiving a 1 or 5 in any category, a narrative explanation must accompany this evaluation.

If a "1" is marked in any category:

1. Specific instance must be cited
2. Supervisor's records should be included.
3. Date(s) when supervisor alerted employee of the unsatisfactory work.
4. Dates(s) of meeting(s) held where supervisor and employee attempted to improve the situation cited.
5. Action plan or steps which were agreed upon to remedy the problem
6. Supervisor's comment

If a “5” is awarded in any category

1. Cite specific examples of exemplary or distinguished accomplishments for this category
2. Where appropriate, include goals or objectives set above and beyond job expectations. Include method(s) used to measure “meritorious” achievement.

Explanation of rating scale:

- 12 – 20 – Unsatisfactory
- 21 – 30 – Needs improvement
- 31 – 42 – Satisfactory
- 43 – 54 – Commendable
- 55 – 60 – Outstanding

Employee Signature: _____

Supervisor: _____

Comments: _____

APPENDIX F – LETTER OF INTENT QUESTIONNAIRE

DATE: _____

TO: _____

FROM: Board Members, P.V.B.I

SUBJECT: Contract Inquiry

In an effort to improve our contract writing and review procedure, we are asking you to complete the questions below and return to us. The Board is scheduled to meet on February __, 20__; therefore, we are asking that the inquiry forms be returned by February __, 20__. Please be prompt in returning the forms. All information given will be held in strict confidence among the Administration and members of the Board, and will help us to be more knowledgeable and efficient in preparing new contracts.

We, as a Board, urge you to take advantage of this opportunity to provide us with helpful, constructive information. Your input will help us in making decisions that determine the policy and direction of our school. Please give prayerful consideration to questions 3, 4, and 5 and give us your honest and frank evaluation. You may write on the back of this form or attach additional pages if necessary.

1. If offered a contract, would you now plan on returning to Penn View for the 20__-20__ academic year?
 Yes No Uncertain
2. If you do plan to return, is there some other position for which you feel qualified and would prefer over your present position?
 Yes No If yes, please explain.
3. Please list below what you feel are our (P.V.B.I.'s) greatest assets and strong points and include explanatory comments
4. Please list below what you feel are our (P.V.B.I.'s) greatest weaknesses and shortcomings and include explanatory comments. Include in your comments your recommendations for improvements and/or correction of these conditions.
5. Other comments or questions you would like to bring to our attention.
6. Please indicate below if you consider it necessary that you personally discuss your response to question 1 and 2 above with the administration.
 Necessary Not Necessary

NAME: _____

APPENDIX G – DINING CENTER SURVEY

Dear Faculty, Families, and Students:

Thank you for taking time to respond to this survey about our dining services. Please answer each question and feel free to provide suggestions that would be workable within our current situation and budget. In addition, please make certain your responses are your opinions and not someone else.

1. Please circle each meal that you currently receive in the Dining Center:

Breakfast

Lunch

Dinner

2. Please circle your current status:

High School student

Institute student

Faculty/Family

3. Please rate the following questions from 1 (poor) to 5 (excellent)

- | | | | | | |
|--|---|---|---|---|---|
| a. Nutritional value of meals: | 1 | 2 | 3 | 4 | 5 |
| b. Variety of foods served: | 1 | 2 | 3 | 4 | 5 |
| c. Taste of the meals: | 1 | 2 | 3 | 4 | 5 |
| d. Food served at the appropriate temperature: | 1 | 2 | 3 | 4 | 5 |
| e. Food thoroughly cooked: | 1 | 2 | 3 | 4 | 5 |
| f. Quantity of helpings received | 1 | 2 | 3 | 4 | 5 |
| g. Assess the cleanliness of the food serving and cooking areas: | 1 | 2 | 3 | 4 | 5 |

Please list any suggestions you have to improve on any areas rated 3 or below:

Please place completed surveys in the Director of Operations (Phil Brenizer) mailbox.

Thank you very much!

APPENDIX H – LIBRARY SURVEY

The Penn View Bible Institute Library would like to know how its collection, facility, and services are meeting your needs. Taking this two-page survey will help us to know how to best improve our services to you.

Thank you for your input!

Please indicate your position on campus:

high school student institute student high school instructor college instructor

If you are a student, are you ...

on-campus off-campus

How often do you visit the PVBI library?

almost daily almost weekly a few times a semester rarely never

Do you use other libraries in the area?

no yes, which one(s) _____

How often do you visit other libraries?

almost daily almost weekly a few times a semester rarely never

What changes could the PVBI Library make that would increase your library use?

How do you most commonly use the PVBI library? (mark all that apply)

class assignments study personal interests

How would you describe the quantity of information found in the library?

too little too much the right amount for my needs

Generally when you visit the library do you find the information you need?

yes no partially

If you answered “no” or “partially” please indicate the most common reason for not finding needed information.

can't find any information information needed was already checked out
 other, specify _____

When you find information, how would you most often describe it?

current out of date adequate

Are the library hours adequate to meet your academic needs?

yes no

If “no” what additional library hours would meet your academic needs?

Do you feel comfortable asking for assistance at the library?

- yes no no opinion

If not, why?

- I like to help myself staff is too busy I am afraid to ask for help
 Other _____

Are the computers adequate for your academic needs?

- yes no, why not _____

Please rate your satisfaction in each of the following areas as it relates to the library facility.

	low			high		don't use
Group work areas	①	②	③	④	⑤	⑥
Quiet study areas	①	②	③	④	⑤	⑥
Furniture	①	②	③	④	⑤	⑥
Lighting	①	②	③	④	⑤	⑥
Temperature	①	②	③	④	⑤	⑥

List the top 3 things you would like to see changed to improve library services or facilities:

APPENDIX I – LIBRARY SUMMARY OF ASSESSMENT MEASURES

Penn View Bible Institute Library Assessment Instruments		
Type of Assessment	Assessment Cycle	Assessment Purpose
Library Satisfaction 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 Institutional Effectiveness 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

APPENDIX J – CHRISTIAN SERVICE LEARNING REPORT

CSL Assignment Report
(20 hours per semester)

Report forms are to be turned in the first Wednesday of each month (10:15 – 11:00 a.m.) at the Christian Service Learning meeting. Attendance is required.

If you miss the meeting, please put the forms in the director's mail box in the book room by the next day.

Name _____ Church Attended _____

Hours invested in ministry _____ (No more than 1 hour of travel time to be counted per ministry event)

Preaching/Teaching Information

Church	_____	Prayer Meeting	_____
Mission	_____	Jail	_____
Radio	_____	Classes Taught	_____
Street	_____	Other	_____

Visitation Information

Home	_____	Hospital	_____
Nursing Home	_____	Jail	_____
Bus Ministry	_____	Other	_____

Evangelism information

Witnessing		Literature	
Opportunities	_____	Distributed	_____
Prayer Station	_____		

Music Information

Played Piano	_____	Sang in Choir	_____
Special Music	_____	Led Singing	_____
Other	_____		

Effects of Ministry

Professions of Faith	_____
Rededications	_____
Other	_____

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Curriculum and Instruction Resource Center Linking Educators Web site:

<http://circle.adventist.org/files/jae/en/jae200062042007.pdf>