The Association *for* Biblical Higher Education

ABHE

Commission on Accreditation

ABHE Evaluation Visit Report

For Initial Accreditation

Penn View Bible Institute

Penns Creek, PA 17862-0970

October 12-14, 2016

Evaluation based on the 2014 ABHE Institutional Accreditation Standards.

Table of Contents

Introduction

Purpose of the Visit

The purpose of the visit is for Initial Accreditation.

Composition of Evaluation Team

Name	Role	Home Institution (State/Province)
Randy Turpin	Administrative	Valor Christian College (OH)
Jeff McCann*	Academic	Luther Rice College & Seminary (GA)
Paul Peppard	Resources/Finance	Johnson University (FL)
Deborah McConkey	Library/Faculty	Horizon College and Seminary (SK)
Rick Swift	Student Services	Columbia International University (SC)

*Chair

The team was accompanied by Shane Wood, ABHE Commission Staff Representative

Evaluation of Self-Study Materials

The Institution provided the Compliance Document along with Exhibits. No documents were made available for the Team Room at the Institution. The Team had to request several additional documents.

Report Conventions

The following Evaluation Team Report is organized according to the 2014 ABHE Institutional Accreditation Standards. The use of "Team," with a capital "T" refers to the visiting evaluation team, "Institution" with a capital "I" refers to the school visited, and "Report," with a capital "R" refers to the Institution's compliance document. Commendations, Suggestions, and Recommendations are found in bold and are summarized at the end of the Team report.

The Institution's History

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 its camp meeting grounds.[1] . The next fall witnessed the opening of the Institute.

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 (see further explanation under Standard 4). The four-year programs are termed "Advanced Diploma" and the one-year program is termed "Certificate."

ABHE Actions

- Granted Applicant Status – February 2010
- Granted Candidate Status – February 2014

The Institution's Organization

The Institution is governed by a Board of Directors appointed by the God's Missionary Church, Inc. The President reports to the Board of Directors. The Principal, Academic Dean, Director of Operations, Director of Finance, and Director of Public Relations report to the President. All of the major functions of an educational institution are reflected in the organizational chart.

Initial Comments

---

[1] Accounts of this service have been published in the *Catalog* across the years and in several audio recordings that the school has produced. A number of individuals who were present at the service and are still alive frequently testify to the events. These include President John Zechman and Academic Dean Timothy Cooley, Sr.

The major functions of the College are performed through the President, Academic Dean, Director of Operations, Director of Finance, and Director of Public Relations. The Director of Finance position is open. The Academic Dean has a degree in Theology and a doctorate in higher education administration.

The mission statement is clear, concise, and measurable. It defines the purpose of Penn View Bible Institute "to provide Christ-like servant leaders."

Conditions of Eligibility

1. **Authorization**

2. **Institutional Mission**

3. **Governance**

4. **Chief executive officer**

5. **Catalog**

6. **Assessment and public accountability**

7. **Learning resources**

8. **Faculty qualifications**

9. **Academic programs**

10. **Biblical/theological studies.**

11. **General studies**

12. **Ministry formation program**

13. **Student body**

14. **Program completion**

15. **Admissions policy**

16. **Institutional stability and capacity**

17. **Financial base**

18. **Income allocation**

19. **Annual audit**

20. **Agency disclosure**

21. **Compliance**

22. **Public Disclosure**

All of the conditions of eligibility have been met. The Agency disclosure, Compliance, and Public Disclosure documents are on file in the ABHE Office.

Comprehensive Integrated Standards

Standard 1
Mission, Goals, and Objectives

The Institution has a clearly written Mission Statement appropriate to biblical higher education as well as to its own specific educational role. It states "To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission." **The Team commends the Institution for its excellent and thorough work in refining its Mission Statement and aligning Institutional Goals with the Mission Statement.**

Between the years 2008 and 2010, this statement was developed through a revision process involving a broad representation from all sectors of the institution, including faculty, staff and the Board of Directors. The Board ratified the Statement on April 14, 2015. This Mission Statement is published widely among both internal and external constituencies (e.g., Website; *Academic Catalog*, 8). Although the mission is clearly communicated to the constituency in multiple ways, there is no evidence of an intentional procedure being followed to *confirm* that the mission is communicated clearly. **The Team suggests that the Board of Directors schedule periodic reviews of the Mission Statement to ensure that it is current and appropriate (Standard 1, EE 1).** Likewise**, the Team suggests that an intentional procedure be implemented to confirm that the mission is communicated clearly in each internal and public instance of its use (Standard 1, EE 2).**

Throughout the organization, there are evidences that the Institution's story, ethos and symbols have a greater influence on decision-making than its formalized Mission Statement or Institutional Goals. There is ample evidence that the faculty frequently refers to its Mission Statement in its assessment and planning processes (e.g., *Faculty Minutes*, April 13, 2015 and June 3, 2016). Although other decision-making groups (e.g., administration and Board) function in a manner represented by the Mission Statement, there is little documented evidence that the Institution's Mission Statement is referenced when making decisions related to planning and resource allocation. **The Team suggests that the Board,**

faculty, staff and administration carefully document their use of the Mission Statement and Institutional Goals in decision-making related to planning, resource allocation, program development and educational outcomes (Standard 1, EE 3).

The Institution has clearly articulated and publicized Institutional Goals that directly relate to the Mission Statement in the Catalog.

The Institution has articulated and publicized objectives for each academic program (*Academic Catalog*, 26-37). The perfecting of these objectives, however, is an ongoing work.

In summary, the Institution has made notable progress in recent years in the development of its Mission Statement and Institutional Goals. However, more intentionality is needed in the use of the Mission Statement and Institutional Goals for guiding decision-making. Considerable effort has been made to refine Program Objectives, but more work is needed to make them measurable and to align them with key elements of the Institution's mission and goals. Consequently, **the Team suggests that attention be given to the measurability of Program Objectives and their alignment with specific elements of the Mission Statement and Institutional Goals (Standard 1, EE 5).**

Standard 2

Student Learning, Institutional Effectiveness & Planning

2a. Assessment of Student Learning and Planning

The Institution had an Assessment Plan, dated 2012, which reflected the first formal four-year assessment cycle. A second Assessment Plan, dated 2016, has been developed and many of the assessments have been rescheduled for the second assessment cycle. The Catalog has institutional goals and program-specific objectives that are based on the mission statement. Each program has program-specific objectives. They are written from the perspective of what the Institution does and not from the expectation upon graduation what the student knows or has learned. The verbs are not measurable. The professors have established course objectives that are communicated through the course syllabi.

Interviews with the Board of Directors, Administration, Faculty, and Staff reveal a high level of commitment to the Mission and stated outcomes.

The 2016 Assessment Plan includes a four-year assessment cycle and an annual assessment calendar. The assessment of student learning is organized around the Institutional Goals. Spiritual, Intellectual, Social, and Practical Goals are assessed through the Student Survey, Wesleyan Wellness Profile, the Faculty/Staff Perception Survey, ABHE Bible Exam, Graduates Survey, minimum GPA, and Noel-Levitz Student Satisfaction Survey. The Employer Survey has not been developed yet. Interviews by the Dean of Students and Social Dean are used for social goals.

The program objectives or program learning outcomes for each program are the basis for assessing student learning.. There is a limited number of direct measures of student learning.

The following items are required to graduate: completion of 30 hours of academic course work, completion of all course requirements including any required internships, completion of Christian Learning requirements, a cumulative grade point average of at least 2.0, and recommendations of the Institute faculty. Validation of student achievement is accomplished through the Wesleyan Wellness Profile, ABHE Bible Exam, Faculty/Staff Perception Survey, Graduates Survey, and Employer Survey (Pending). Using data from student learning outcomes for the improvement of teaching and learning

needs further strengthening. The system for analysis, compilation, and distribution of data must be better developed. More data-driven decisions should be made to improve teaching and learning as well as be better documented. **The Team recommends that the Institution utilize multiple means of measurement(s) to validate expected learning outcomes (Standard 2a, EE 3).**

The completion rate for 2015, 2014, and 2013 is 32%, 32%, and 27%, respectively. This completion rate is deemed as satisfactory. The retention rate for 2016, 2015, 2014, and 2013 is, respectively, 74%, 86%, 70%, and 45%. The retention rate is deemed satisfactory. Currently, the graduation rates and rate of recent graduate employment is published on the website and Catalog.

2b. Assessment of Institutional Effectiveness and Planning

Penn View has a2016 Assessment Plan which is referenced in 2a. The entire Institution is designed to advance the Mission and support the Institutional Goals. In Section 2 of the Assessment Plan, the Institution has identified six broad Administrative Areas: Executive, Public Relations, Finance, Operations, Academics, and Student Life and the Administrative and Educational Support (AES) Units. The Institution has adopted a four-year assessment cycle and functions with an assessment calendar. The Office of Institutional Effectiveness is responsible for coordinating the assessment activities of the AES Units. Implementation of AES Units Assessment is done in phases: Phase 1 – Introduction (2015-2016); Phase 2 – Initial Implementation (2016-2017); Phase 3 – Full Implementation (2017-2020). The Program Objectives, Acceptable Performance, and Measures were defined for all units. The assessment process is continuing to mature.

In 2015-2016, the Summary of Data Collected and Use of the Results were added to the following five-column charts: Board of Directors, External Recognition, Accounting Services, Operations Administration, Maintenance, Work Scholarship Program, Information Technology, Christian Service, Registrar, Enrollment Management, and Library. This is the first step in meaningful analysis of assessment data and use of results for improvement. Because the plan currently lacks full implementation, **the Team recommends that the Institution fully implement and analyze assessment**

data for the use of the results by appropriate constituencies for the purpose of improvement (Standard 2b, EE 2, 3).

The Institution has a 2016 Planning Document. It includes Background and History of the Institution, Institutional Mission, Process of Development of the Plan, SWOT Analysis, Summaries of Years 2013-2014 through 2019-2020.The Strategic Goals for 2016-2017 are to advance the financial stability of the Institution, to greater achieve academic excellence, to improve administrative excellence, to enhance library and information services, to more effectively serve students, to increase student enrollment, and to engage strategic planning as an institutional process. The Plan ends with evaluation of action steps completed and the process for recycling the plan. In an interview with faculty, they report having input into the Strategic plan and approving the Plan. It is reviewed annually. The chart for each goal includes action steps, resources, responsibility, deadline, and results. There is no budget to reflect the years included in the Plan. The results are reported annually. The Institution appointed a Coordinator of Institutional Effectiveness in August of 2016.

The Institution publishes graduation rate and graduation ministry (activity in ministry) in the Catalog and website. This is the only information that is made public regarding performance. **The Team suggests that the Institution add anticipated information as it relates to consumer information (i.e., student learning data, student retention rates) (Standard 2b, EE 7).**

Standard 3
Institutional Integrity

An inspection of the various publications of the Institution demonstrates that they accurately describe the Institution. The website's Official Statement identifies that the Institution confers a One-Year and Four-Year Advanced Diplomas as "the school is not a degree-granting institution in the Commonwealth of Pennsylvania" (pvbi.edu/objectives.html). The various publications contain and describe the admissions requirements, its transfer credit policies and criteria, and its articulation agreements.

The Institution has several handbooks that describe and govern the various intuitional relationships with students, faculty, staff, and board, including appropriate policies, and grievance procedures. Faculty, Staff, and Academy issues are, generally, in one handbook. **The Team strongly suggests that the Institution develop separate Faculty, Staff, and Academy Handbooks that appropriately address each institutional group, and include pertinent elements of a grievance policy for Faculty and for Staff (Standard 3, EE 2).**

The Student Services Handbook is descriptive and prescriptive of how the students are to live on campus. It enumerates the procedures on how students make grievances, but interviews with students indicate that the grievance process is not always elevated past the Dean of Students and suggests that students experience frustration with unresolved complaints.

The Faculty and Staff Handbook and the Application Form contains a nondiscrimination statement in line with ABHE standards. This statement is not included in the Student Handbook nor is it found in the Board of Directors' Handbook.

The Institution treats its employees and students with equitably and is consistent with the appropriate published policies. The Faculty and Staff Handbook contains a Disciplinary and Appeals Process but does not contain a Grievance Policy. The Disciplinary and Appeals Processes are appropriate for the Institution, but there needs to be an appropriate Grievance Policy where Faculty and Staff have the opportunity redress grievances.

The website lists the Institution's status as a candidate for accreditation with ABHE and as well as provides information for the Team visit. Inspection of documents shows regular and consistent communication with licensing and governing bodies (viz. Pennsylvania Department of Education and ABHE).

The Institution shows integrity in financial matters in its dealings with its constituents and in compliance with applicable legal and governmental regulations. The Institution's Articles of Incorporation have been filed with the Commonwealth of Pennsylvania. There is also a letter from the

Pennsylvania Department of Education stating that the Intuition is in good standing with the state. The Institution reports its Financial Status in the God's Missionary Church Annual Conference minutes. Finance personnel have indicated that these Financials are available to the public at all inquiries, and the Institution supplies its banking partners with Financial statements as well.

Standard 4
Authority and Governance

Until recently, the Institution functioned with the understanding that it was a legally authorized nonprofit organization (Articles of Incorporation in Exhibit A). Currently, the Institution is uncertain of its legal standing with the Commonwealth of Pennsylvania as it relates to being authorized as a nonprofit, 501c(3) organization. **The Team recommends that the Institution clarify its legal standing with the Commonwealth of Pennsylvania as it relates to being authorized as an autonomous, nonprofit organization (Standard 4, EE 1).**

The Institution is authorized by the Commonwealth to grant its appropriate credentials, which is, one certificate and several advanced diploma programs. Pennsylvania law currently restricts the Institution from offering "degree" programs.   The Pennsylvania Department of Education has noted that as a non-degree granting entity, the Institution complies with the laws of Pennsylvania (Letter from Dr. Rod Niner in Exhibit A)

Pennsylvania requires a $500,000 endowment provision before a school may begin the pursuit of degree-granting status ("Minimum Requirements for Authorization as a Degree-Granting Institution" at education.pa.gov). The Institution reports efforts toward producing the endowment, but the required amount has not yet been raised ("Updates presented to the ABHE Evaluation Team," October 12, 2016). **The Team suggests that the Institution complete the process of securing authorization from the Commonwealth of Pennsylvania to grant degrees (Standard 4, EE 2).**

The Institution has a governing Board of Directors with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development, and ongoing operations (Bylaws, Article IV, Section 2).

Board membership excludes all employees except the Chief Executive Officer (CEO)—the President is an ex-officio member of the Board (Bylaws, Article VII, Section 5) (Standard 4, EE4). A volunteer Director of Financial Development also serves as a member of the Board (Finance Committee roster produced by President's office). The officers of the Board do not include the CEO.

The Board Handbook calls for the governing Board to participate in generating resources needed to sustain and improve the Institution (Board Handbook, 27, in Exhibit E). In practice, all Board members are engaged in this endeavor, and recent activities demonstrate increased engagement in this area ("Updates presented to the ABHE Evaluation Team," October 12, 2016).

The Board Handbook contains a conflict of interest policy for Board members that addresses issues such as financial interests or other personal interests (e.g., contracts, employment, family) in the institution. The Board Handbook also calls for an annual conflict of interest report (Board Handbook in Exhibit E). There is no documented evidence that the Board is in the practice of completing and submitting this annual report. However, there is evidence that Board members have recused themselves from discussion and approval of proposals that presented a conflict of interest. **The Team strongly suggests that the Board annually complete its conflict of interest form, and that its use be documented in the Board Minutes (Standard 4, EE 7).**

The governing Board is comprised of four ministers and three lay members from the founding denomination as well as the Conference President, who serves as the Chairman. The Board feels that a board consisting of eight members is an appropriate in size to operate efficiently; however, according to Board Minutes, a conclusion has not been reached on the matter. It was moved and seconded that the Board resume the discussion at an unspecified later date (BOD Minutes, March 7, 2016). The Board informally justifies its current size by indicating that committee work includes additional persons who are

not members of the Board. The Bylaws indicate that three Board committees exist to enable the Board to fulfill its responsibilities: the Administrative Committee, the Executive Committee and the Finance Committee (Bylaws, Article VIII). The Board does not have committees addressing other vital areas such as student services and academics.

The Administrative Committee has no Board members serving on it, except for one ex officio Board member—the CEO, and it consists entirely of persons engaged in the school's day-to-day operations (Bylaws, Article VIII, Section 1). By this description, the Administrative Committee's classification as a committee of the Board is inaccurate.

The Finance Committee consists of two Board members, plus three additional persons who do not necessarily have to be members of the Board (Bylaws, Article VIII, Section 2) or of the founding denomination. Concerning the function of the Finance Committee, the Bylaws state that the Committee "has general oversight of all accounting practices, income, disbursements and audits" (Bylaws, Article VIII, Section 2)—a level of authority typically appropriate only to the Board or a committee comprised solely of Board members. Whereas the Finance Committee's function is on a level of authority appropriate only to the Board of Directors, and whereas the Committee includes members who are not members of the Board, the Finance Committee's function as a committee of the Board is problematic.

The Executive Committee consists of the Administrative Committee, the Chairman of the Board and two members of the Board selected by a simple majority vote of the Board. The Bylaws state that these two members are selected annually (Bylaws, Article VII, Section 1); however, the President reports that the Executive Committee is only formed on an as-needed basis. Because the Executive Committee includes persons who are not members of the Board, it is not properly classified as a committee of the Board. **The Team suggests the Board expand the number of, and clarify the use of, its committees to ensure that Board committees are distinguished from advisory groups (Standard 4, EE8).** Likewise**, The Team suggests that the Institution resume its consideration of increasing the size of the Board (Standard 4, EE 8).**

The Board lacks diversity in ethnicity and gender, but it is sufficiently diverse in professional competencies to represent the constituency (Standard 4, EE8). The fact that Board members are all male appears to be consistent with the leadership culture of the founding denomination. The fact that Board members are all Caucasians reflects the ethnic profile of the geographic region and the conservative holiness (Wesleyan-Arminian) constituency that the Institution serves. **The Team commends the Institution for its attempts to foster ethnic and gender diversity within its Board, and encourages the Institution to continue working on this composition issue in the future.** The professional competencies of Board members appropriately represent the constituency (Standard 4, EE8). **The Team commends the Board of Directors for their level of involvement and dedication to the Institution.**

In 2011, the Board adopted its Constitution and Bylaws with the intent of establishing the Board as an autonomous entity. In most areas of practice, the Board has demonstrated its ability to conduct business and make appointments without interference from the founding denomination.

While a sustained autonomy may be possible with the current arrangement, prospective Board members are nominated by the General Board of the founding denomination and elected by the denomination's General Conference. **The Team suggests that the Institutional Board and the founding denomination collaboratively develop a plan for including members outside the founding denomination (Standard 4, EE 9).**

There is evidence of processes and procedures for the ongoing assessment of the effectiveness of the Board and its members (e.g., BOD Minutes, April 14, 2015 and October 15, 2015) (Standard 4, EE10); however, there is little evidence that the resulting data is used to improve the work of the Board. **The Team recommends that the Institution demonstrate that evaluative data from Board assessments is being analyzed by, and used to improve the effectiveness of, the Board (Standard 4, EE 10).**

The Board Handbook articulates a process for orienting new Board members and developing existing Board members (Board Handbook in Exhibit E).

The President provides updates to Board members on issues relative to institutional mission, organization, finances and programs through reports presented in Board meetings and through emails, text messages and conference calls between times of meeting.

The President is appointed by the Board to provide administrative leadership for the Institution (Bylaws, Article IX, Section 1). There is ample evidence in Board Minutes that the CEO reports to the Board, and that he is evaluated by the Board on an annual basis (e.g., BOD Minutes, April 14, 2015).

Board policies and practices clearly distinguish Board and staff roles. Board Minutes provide ample evidence that the Board understands its role in policy formation and the President's role in management.

A Board succession plan has been articulated, ensuring stability and new membership on an as-needed basis. The election and the terms of Board members (three years) are described in the Constitution and Bylaws (Bylaws, Article VI).

Standard 5
Administration

The Institution has a core of administrators that brings together its various resources and allocates them to accomplish institutional goals by implementing policies and structures in collaboration with appropriate constituencies. The Institution has a Chief Executive Officer (CEO)—the President—whose primary vocational responsibility is to the Institution. The Board of Directors hires the President and entrusts him with the operation of the school (Bylaws, Article IV, Section 1). The CEO is responsible to the Board in leading the Institution toward the accomplishment of its mission. While the CEO's academic credentials are limited, his twenty-six-year history of administrative experience with the Institution appropriately qualifies him to lead the institution in accomplishing its mission.

The Institution has a clearly documented organizational structure appropriate to the size and scope of the Institution that encompasses all units and roles. Under the President, the administration of the Institution consists of the Academic Dean, the Director of Operations, the Director of Finance, the Dean of Students and the Public Relations Director.

There is evidence that one administrator—the Academic Dean—has academic credentials appropriate to the discharge of his duties, including a Ph.D. in Higher Education Leadership. The Dean of Students has previous experience as a Pastor. The Director of Public Relations has previous experience as a Pastor and as a School Administrator. The Director of Operations has previous experience as Maintenance Director.

The Institution has secure administrative files, but they are not complete, and they need to be secured in a centralized location. Other administrative documents relative to each part of the organization are stored in the appropriate administrative offices. **The Team suggests that attention be given to improving procedures for recording, maintaining and securing accurate administrative records as well as providing for a resume and an ongoing record of professional development to be maintained in each personnel file (Standard 5, EE 5).**

The Institution has a procedure and practice for ongoing review and enhancement of the performance of administrators. Evaluation of the administrators is completed formally on a scheduled cycle using the Employee Evaluation Form (Assessment Plan, Appendix G).

In summary, the Institution has a noteworthy history of retaining key administrative personnel who faithfully steward the story and ethos of the school. **The Team commends the Institution for the longevity of service rendered by key administrative personnel who have faithfully stewarded the story and ethos of the school.**

Standard 6
Institutional Resources

6a. Human Resources

The Institution employs an Administrative Committee, an adequately-sized faculty, and effective support staff for the Institution. The Support staff consist of personnel in the areas of Academics, Finance, Student services, Food services and Maintenance.

There are, however, two personnel concerns for the Team. There are possible nepotism issues in the Academic (e.g., Dean and Registrar) and Student Services offices (e.g., Dean of Students and Dean of Women). The written policies and procedure for hiring, evaluating, promoting, and dismissing personnel are based on principles of fairness and respect for individual rights. The President is responsible for all hiring and dismissing of personnel. The decision to hire is made jointly between the President and the relevant administrator, (C.D., p. 54). This policy and procedure is not found in the Faculty and Staff handbook.

The Institute demonstrates a commitment to provide adequate resources for employee welfare, including professional development by providing an adequate salary, along with benefits that include utilities, housing, food allowances, and other benefits such as a tool allowance for maintenance personnel. Attendance at seminars and conferences for professional development is permitted, but no funds have been designated (C.D., p. 54).

Practices that support employee diversity appropriate to the institution's theological and cultural context can be seen in the makeup of the faculty and staff. Both genders are represented throughout the organization. In interviews with the Board and Institutional personnel, there has been a desire and attempt to diversify the faculty and staff, but because of the nature of the conservative Wesleyan-Arminian constituency served by the Institution, and that the local area is predominantly Caucasian, the faculty and staff are also a majority Caucasian.

Collegiality is maintained throughout the Institution. Staff meetings are held occasionally and faculty meetings are held monthly as a team building exercise. Also, various institutional gatherings happen throughout the year where faculty and staff interact on social level.

The organizational chart is published in the Board Handbook and Faculty and Staff Handbook, and it outlines the reporting structure of the Institution. Personnel files were not up-to-date. Items were missing and items were misfiled. Job descriptions were not current. **The Team recommends that the**

Human Resources office review all personnel files to ensure that current and appropriate job descriptions exist for all institutional staff (Standard 6a, EE #6).

Insurance policies are in place to protect the Institution from liability. Interviews with Institutional personnel indicate that there is no written policy addressing threats to the Institution such as terrorist attacks, active shooter, or other imminent threats. An Emergency Preparedness Plan is not available addressing emergency and crisis measures.

6b. Financial Resources

The Institution shows evidence of financial stability by securing an annual unqualified opinioned audit, which is approved by the Board and is made available to the public. Financial stability is reflected in the institution's calculated Financial Stability Composite Score as indicated by the last four years' scores: 2011/12 – 2.11; 2012/13 – 1.67; 2013/14 – 2.17; and 2014/15 – 2.33. The fieldwork for 2015-16 has been completed, but the finished audit document has not been submitted to the Institution. **The Team recommends that the 2015-16 audit be submitted for review to the Commission (COE #6, Standard 6b EE #1).**

A budgeting process that serves as an effective instrument of financial oversight and planning is very new. The first budget, which initially involved just the President and Director of Finance, was submitted to the Board for approval in 2004. Since then, Administrators and departmental leaders have been submitting their projections of both income and expenses to inform the process.

The cultivation of adequate revenue streams sufficient to realize institutional goals are seen in evaluation of tuition and fees from year to year to determine appropriate increases to meet budgetary needs and fundraising events such as benefit banquets, auctions, and continued appeals for contributions. The Director of Financial Development indicated that presently the ratio of tuition to contributions is 40/60 and desires to see this ratio to be 60/40, respectively.

The institution carries property, liability, and vehicle insurance with Brotherhood Mutual Insurance Company, Fort Wayne, Indiana, as recommended by their agent. The Board shows appropriate oversight of financial management to meet public accountability obligations.

The Institution has minimal financial reserves ($151,548 as of May 2015) to enable effective response to unforeseen financial circumstances and enrollment fluctuations, but recognizes that the Institution needs to increase these reserves. They have recently acquired ownership of a camp and have also been deeded property that combined is valued at almost $600,000. These assets have been authorized for applying for degree-granting status.

The Institution has adequate internal controls to safeguard assets and protect personnel from accusations of wrongdoing by use of their Financial Policy Handbook. The Policy defines how purchases are made, how donations are received, how investments are to be made, and how borrowing and loans are handled. The Institution follows a policy of one signature check writing with several Administrator able to sign checks.

Institutional planning that informs the budgeting process is in the initial stages of being implemented beginning in 2016. This area has not been evaluated at this time. **The Team suggests that the Institution implement its financial assessment process (e.g., the Finance Administrative and Educational Support units) to inform institutional planning for the budgeting process (Standard 6b, EE 8).**

6c. Physical Resources

The Institution has the facilities, equipment, and supplies to adequately support the institutional mission, to achieve the educational goals, and to ensure continuity of its offerings. The Institution owns 50 acres with several buildings in which teaching takes place. There is adequate office space within these buildings for personnel. The campus is large enough to accommodate expansion.

Sufficient personnel and procedures are in place to adequately maintain the physical resources. The Director of Operations supervises the Director of Maintenance, Food Services Manager, and Work

Program Director. There are two full-time maintenance workers able to maintain the campus repair needs. The Student Work Program helps the Institution with an able work force to ensure the maintenance and of and cleanliness of the campus.

Physical resource needs are not identified in the present planning process, but has been enacted as of the 2016-20 assessment cycle. Planning for physical resources is more based on perceived need and on an as needed basis.

The Institutions facilities and services are compliant with applicable health, safety, and disability access codes. All buildings are equipped with emergency, exit lighting, and fire extinguishers. The fire extinguishers are inspected annually by a licensed professional service. All new construction is built to ADA compliance standards.

There are minimal provisions for the protection of physical resources from threat of harm or loss, including crisis response measures. An Emergency Preparedness Plan is in the beginning stages of being written. . The Institution has contracted with OneCallNow to provide a means of communicating for general purposes, but also in the event of an emergency.

6d. Technological Resources

The Institution has appropriate technology to support the institution's educational and operational effectiveness. Systematic allocation of resources to maintain current and support future technological capacity is a work in progress. The Technology Plan was developed with primary focus on the Academy. but includes the Institute. It is approved through June 2017 and is set for revising at that time.

The Institution provides ongoing training and support for technology personnel and users, including staff and students. Training for use of technology occurs as needed, but is ongoing.

The Institutional Technological Plan addresses specifically the Academy, but does address the Institution as well. It has stated policies and procedures regarding technological resources, services, and security, including compliance with privacy regulations.

The Penn View Bible Institute Student Network, Internet, & Email Acceptable Use Policy regulates the usage technological resources of the Institution. All Institution students are required to sign the usage policy before using the Institution's internet.

Standard 7
Enrollment Management

7a. Recruitment

The Institution has a written enrollment management plan that clearly indicates a central focus on the recruitment of students who are a solid "mission fit" with the Institution. Active prospects are asked about their Christian testimony and interest in spiritual growth. Those indicating a lower resonance with the Institution's mission are politely informed that they should consider study elsewhere. The venues selected for recruitment efforts (youth conferences, Christian schools, etc.) are chosen for the number of potential students who are available, and the recruitment materials make both the mission of the Institution and the spiritual focus of the Institution abundantly clear. **The Team suggests the Institution consider enlisting travelling music team members as phone callers to provide ongoing contact with prospective students, thus alleviating some of the burden on the Registrar (Standard 7a, EE 3).**

Program offerings, costs, payment, and financial aid information is distributed by the Institution, as well as the Institution's online resources (website, catalog, Facebook page), help inquiring students make an informed decision regarding study at Penn View Bible Institute.

Due to the size of the Institution and the number of potential students in the admission process funnel, the personnel and finances available to adequately recruit for the Institution is appropriate. The department head is involved in the Institution's budgeting process to help ensure that personnel and resources are in place to meet the Institution's recruitment and enrollment goals. The workload among enrollment personnel is questionable, however, especially considering other responsibilities that are equally significant and time consuming.

The demographics of the area surrounding the Institution and the Institution's conservative holiness constituency are both largely Caucasian and most recruitment efforts tend to fall in line with

these realities. International students are welcomed and appropriate government approvals (SEVIS) are in place for any student seeking to study on a foreign student visa.

7b. Admissions

The requirements and procedures for admission to the Institution are clearly stated and communicated to prospective students. They appear in the Catalog, application packet, and website. . Evidence supports the Institution's assertion that all policies and procedures are followed on a consistent basis.

The Institution evaluates several facets of a student's ability to succeed. High school records, standardized test scores, other collegiate level transcripts, and personal references are used to evaluate a student's academic ability to do college-level work. A medical health certificate is evaluated as well to make sure the student is capable of success in a more rigorous academic setting. Character references ensure that the student is a spiritual and social fit for the Institution. Academic and social support for international students is are known and attention is given to the student in need.

The Institution has their stated transfer credit policy published in their academic catalog [Note: The catalog states, "Only courses in which a grade of C (2.0) was earned and which will apply toward program requirements are transferable." This should be clarified to read, "a grade of C (2.0) or higher was earned…"]. Procedures for transfer credit are not explained in the Application Packet. While basic transfer credit evaluation procedures are in place, there needs to be a more clearly articulated description of the criteria for accepting credit from non-accredited institutions and credentials of the faculty teaching those courses.

The Institution carefully evaluates the high school transcripts, achievement test scores, and other records (GED, other academic course work completed, etc.) to evaluate the preparation level of prospective students. Any student who receive a D or F on a mid-term or semester grade, as well as anyone finishing a semester with a GPA under 2.0, is placed in a staff-led, weekly study skills program designed to assist the student in their academic success.

7c. Financial Aid

While the Institution's financial offerings do not include Title IV funding, there is aid available for students. The Institution's Administrative Committee and/or the President make the determination when there are more qualified students than scholarships, or scholarship funds. Likewise, some scholarships are limited and so not all who qualify will be awarded the funds. The Institution's consideration of Title IV funding should address this, although there are additional concerns that will come with the acceptance of federal funding (staffing needs for regulatory compliance and Title IX compliance).

The Team suggests that the Institution carefully consider the ramifications of accepting Title IV funds, as this would compel compliance to Title IX statutes and might require increased staffing workload to monitor and comply with financial aid regulations (Standard 7c, EE 1).

Financial aid awards are made in a timely manner and communicated to the recipient as expeditiously as possible to assist the student in their enrollment and financial planning. The Institution's Administrative Committee and/or the President make the determination when there are more qualified students than scholarships, or scholarship funds.

7d. Retention

Retention efforts begin with the enrollment process and the scrutiny that the admission process applies to the selection of high quality applicants. Services for at-risk students are minimal and participation in weekly, staff-directed programs addressing study skills is low.

Retention has been a concern for the institution, although the retention rate (Freshman to Sophomore) has been increasing over the past two years. The retention rate dipped from 86% for FA 2014 – FA 2015 to 74% for FA 2015 – FA 2016. Completion rates are also low and the Institution recognizes that the inability to offer degrees has likely influences a student's decision to persist to graduation. The Enrollment Management Plan addresses ongoing retention efforts but a career planning element of this plan seems to be missing.

The Institution has a well-defined assessment plan that includes both a description of when and to whom each assessment will be given, and the plan also includes a schedule for the review and consideration of the results of each assessment.

Retention and completion statistics are compiled and documented. The tracking of retention and completion rates is ongoing, and the Institution, especially considering their size and staffing, is taking appropriate steps to address retention. The Dean of Students appears to be the point person for student retention, but no formal committee exists to address concerns and monitor the implementation of retention efforts outlined in the Enrollment Management Plan. **The Team suggests the establishment of a formal Retention Committee to evaluate assessments, student concerns, and progress toward enrollment goals for the purpose of making recommendation to the administration for retention progress (Standard 7d, EE 1).**

Standard 8
Student Services

There is strong support for the spiritual (Chapel, prayer meetings, small group interactions), intellectual (faculty instruction), physical (intramurals), emotional and social (resident halls and social deans) needs of the students. Student assessments indicate that they greatly appreciate the personal attention of the faculty. The faculty commitment spills over into the spiritual growth of students and naturally occurring mentoring relationships provide benefit in the emotional and social growth. **The Team commends the Student Life staff for their "above and beyond" availability and care for the student body.** While there are concerns about the facilities and residence hall regulations, students feel cared for and at home on campus. Student Life staff are present on campus. They are highly accessible to the students, and students have express appreciation for their interest and care in students' personal needs. Satisfaction overall is extremely high and students indicate strong affirmation of their decision to enroll at this Institution.

The Institution has traditional, residential campus. Due to size, the services provided for students are limited in size and scope, but the students are cared for and the Institution's mission is supported by the programs and services offered.

Services are covered in the Student Handbook and Student Life Staff are in communication with students through personal interaction as well as receiving input from RAs and student government leadership. Through this communication the Staff is able to attend to the diverse needs of the student body. No policy or procedures are in writing regarding students needing accommodations for a documented need. Privacy rights are respected by the Institution; however, no statement or policy exists regarding FERPA. It should be noted by the Institution that there is no door restricting access to the student mail area in the administrative/classroom building; this poses a significant privacy concern. **The Team recommends that the Institution establish policies addressing 1) accommodations for students with documented needs (ADA), 2) procedures pertaining to the protection of student privacy (FERPA), including restricting access to the mailroom in the administrative/classroom building (Standard 8, EE 3).**

Student services staff are highly committed to the institution, their roles and the students that they serve. Job descriptions are in place for the Dean of Men/Women, but the job description for the Dean of Students is lacking criteria (minimum education, requisite experience). Job descriptions are not dated so it was difficult to determine the current job description for each of these positions. The current Dean of Women lacks the degree required. **The Team recommends that the Institution review the qualifications (both credential and experience) of Student Life personnel. These elements should be compared with current and yet-to-be developed job descriptions manifesting uniformity, currency, and position criteria (Standard 8, EE 4).**

An additional issue in this area is the fact that the Dean of Women, who reports to the Dean of Students, is also married to the Dean of Students. This presents a question of nepotism and could present serious "conflict of interest" concerns. Students mentioned some awkwardness in the perceived conflict

between personal interests and professional responsibilities. **The Team recommends that the Institution review the current reporting structure within Student Life to ensure that no Conflict of Interest situation exists that might inhibit the services provided to students (Standard 8, EE 4).**

Student leadership development is provided through opportunities in student government, the residence halls, and through the Institution's Work Scholarship Program. Christian Service Learning also provides numerous opportunities for students to develop leadership skills and experience in multiple ministry venues.

The Institution's Assessment Plan describes a timeline for the various assessments it conducts with the students. There is also a schedule in place for the review of the data and documentation in the Compliance Report of the action taken by the administration to address concerns that arise. All evidence indicates that the procedure is functioning as reported.

Students expressed concern that some comments and suggestions verbalized to the Student Life staff are either not heard, or they are lost in the communication process. The students reported that the student government is functioning minimally, and that there could be better opportunities for student input. The responsibilities of the student government are explained in the student handbook. The residence halls, which house most of the student body, are a meaningful experience for the students and serves as a significant opportunity to receive student input. There are RAs in the dormitories, but there is no other system within the dormitories for students to communicate concerns to Student Life personnel or the administration. **The Team suggests that the Student Life Office consider implementing a "dorm council" that could sit on the student government as well as dialogue with the Student Life staff and thus provide additional input into institutional decision making (Standard 8, EE 7).**

The Institution has a clearly articulated grievance and appeal process in the student handbook. No recent formal complaints have been lodged against the Institution. The Institution makes no effort to

dissuade the opportunity for students to discuss difficult or contentious matters with the offending party, be it a faculty or staff member, or the Institution itself.

Standard 9
Faculty

9a. Faculty Qualifications, Development, and Welfare

The Institution places a high priority on creating an atmosphere that is rich both academically and spiritually. On the Student Satisfaction Inventory, students made clear they valued their Faculty as mentors to guide their life and career goals, and they shared how the Faculty add spiritual depth to campus. **The Team commends the faculty for its commitment to the mission and modeling that commitment to the students.**

The Institution's faculty possess earned degrees from Institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. Records of faculty qualification are maintained by the Office of the Registrar and are available for review. Some faculty files are missing appropriate documentation (i.e. Professional transcripts and professional experience). The documents need to be maintained in a consistent location. Brief information about credentials is available on the Institution's website and in the Catalog.

In general, the Institution's faculty have earned a minimum of a master's degree and teach in an area of documented expertise. In the current Catalog, only one full-time faculty member has not completed a graduate degree; he has twenty plus years of professional experience in the subject areas that he teaches in.

The Institution maintains a Faculty and Handbook that delineates appropriate employee policies and procedures, including moving and food allowances, institutional goals and organizational structure, and disciplinary and appeals process. While the Team applauds the understanding that exists for the policies and procedures in place for the recruitment, appointment, teaching load, promotion and termination of the Faculty, these policies need to be published. The Handbook also does not address

safeguarding of intellectual property rights. Consequently, **the Team recommends that the policies and procedures in place for the recruitment, appointment, teaching load, promotion and termination of the faculty, as well as the safeguards of intellectual property rights based on principles of fairness and regard for the rights of individuals, be published (Standard 9a. EE6).**

The Institution has approved a Faculty Professional Development Plan for evaluating the instructional effectiveness of all Faculty that incorporates feedback from supervisors and peers. It emphasizes teaching competency and professional development.

The Institution's faculty contribute to student learning, scholarship, Institutional development, and ministry and community service. The SSI (Student Satisfaction Inventory), ABHE Bible Exam and the Academic Dean's Wesleyan Wellness Profile all provide evidence that students perceive the faculty as being instrumental in their academic learning and spiritual growth. Members of the faculty are encouraged to contribute to their fields. The Team affirms the strong loyalty and commitment to excellence that the institution's Faculty readily models.

The Institution maintains a published statement of academic freedom and adheres to its principles within the context of the Institutional mission. The Statement on Academic Freedom makes Institution classrooms protected environments, spaces within which the discussion and exploration of disparate viewpoints and philosophies is not only tolerated, but encouraged.

The Faculty is somewhat representative of the diversity of the constituency and consistent with institutional theological distinctives. The Institution has seen little growth in ethnic diversity, despite efforts to encourage minority and underrepresented applications for open positions. This is a reflection of the religious tradition in which the Institution operates. The college should increase efforts to increase both ethnic and gender diversity among the faculty.

9b. Faculty Decision Making

On the whole, the Institution has a core faculty of sufficient size and expertise, committed to the fulfillment of the Institutional Mission and responsible for the quality of its academic functions. The

current student/faculty ratio is 7:1 with every academic program offering qualified, instructional faculty. Changes to curriculum and academic programs go through both the academic division responsible for the program and the Academic Committee. (Standard 9b, EE1)

The Institution's academic structure is organized into divisions, headed by divisional chairpersons and made up of instructional faculty. The Institutional organization chart provides details as to the complete academic structure of the college. (Standard 9b, EE2)

The President of the institution hires all faculty and staff in consultation first with the Dean of Academic Affairs and the appropriate Division Director. Following this consultation, the President decides whether to hire the candidate.

The Institution has a clear and publicized statement of faculty-adopted requirements for graduation that is consistently applied to the certification of graduates, both in the Catalog and on the website. Graduation requirements, as specified by the Institution, the state and other accrediting bodies, are published in the Catalog.

The Faculty are actively involved in academic-related decision-making processes, especially related to admissions criteria, curriculum development, and student development. Faculty are involved in admissions by approving all admissions policies and sitting on the Faculty Committee. Changes to curriculum and academic programs go through both the academic division responsible for the program and the Faculty Committee. While student development is primarily the purview of the Public Relations Department, in practice faculty and Public Relations staff collaborate heavily.

Standard 10
Library and Other Learning Resources

The Library has a purpose statement, consistent with the Institutional mission and educational outcomes. The mission statement may be found in the Library Manual and demonstrates the "commitment to academic excellence and the development of lifelong learning through the provision of quality information resources, services and training."

The Library maintains appropriate and up-to-date written policies and procedures relating to the management of library and other learning resources. The Library also maintains written policies to guide collection management (policy, subject statements), access policies and intellectual freedom. Basic library use guidelines are also clearly posted inside the main campus library and on the Institution's website.

The institution has sufficient funding, staff, facilities, technology and practices to meet the instructional needs of their faculty, staff and students.

The Institution maintains the availability of library services and other means of support to meet research and information needs of students and Faculty by employing one full-time librarian who has a Masters in Library and Information Science. This individual is available through Skype, instant messaging, email or phone every day and an assistant librarian is available on site every day who directly oversees the student library workers and is in regular contact with the main librarian.

Faculty awareness is promoted through the same venues (website, OPAC, Facebook page) as well as by presentations given during faculty meetings and other meetings as is seen from Assessment/ Orientation Week presentations. The library has a revolving new-item display which is readily seen upon entry into the library.

It has been documented that the Library has a cooperative arrangement with the Snyder County Library in Pennsylvania that involve the use of other resources.

The Institution facilitates the joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials and the development of library policy. The Librarian is a member of both the Faculty and the Faculty/ Library Sub-Committee, with serves as the curriculum committee, and the general faculty, which votes on any/all changes to major academic issues. All major changes to library policy go through the Faculty/ Library Sub-committee, and faculty from across various divisions have the ability to submit resource requests to the campus librarian by email or in print using the request form available in the Library Handbook.

The Institution campus libraries maintain appropriate and up-to-date written policies and procedures relating to access of campus resources, and further detailed in the Campus Libraries' Manual.

The Team affirms a collection of learning resources that is appropriate, based on the curriculum, course offerings, age of resources, usage and formats.

The librarian is a credentialed librarian and reports directly to the Academic Dean. Information about the librarian, including credentials and transcripts, are in a faculty file in the Office of the Registrar. The librarian's relationship with Institutional structure is indicated on the Institution's organizational chart.

The Institution evidences effective collaboration between the librarians and information technology personnel. Campus IT personnel and library staff work together to provide services and updates to library computers, printers, WiFi and phone access.

The Institution regularly evaluates learning resource utilization by the learning community. The campus libraries have a detailed and well-designed evaluation for learning resource usage in its assessment plan.

The Institution has curricular requirements, instruction and reference services designed to teach information literacy skills to the learning community. The librarian is available through Skype to teach reference- and information-literacy skills to the student library workers, who then can teach these skills to the students.

Standard 11
Academic Programs
11a. Curriculum

Penn View Bible Institute offers an Advanced Diploma in Biblical Studies, Child Evangelism, Christian Education (Elementary, Secondary English, and Secondary Social Science), Christian Music Education, Hispanic Studies, Ministerial Studies, Missionary Studies, Missionary Nursing. The Advanced Diploma is a four-year degree, which is comparable to a baccalaureate degree, because, at present, the state of Pennsylvania has not approved the Institution to offer a baccalaureate degree. The Institution

offers a one-year certificate in Biblical Studies. All of the Advanced Diplomas have three components:

General Education, Bible/Theology, and Professional Education.

Academic Program	General Studies	Bible/Theology	Professional Studies	Total Hours
Advanced Diploma (Four-Year)	Hours	Hours	Hours	
Biblical Studies	43	59	24	126
Child Evangelism	43	50	33	126
Christian Education (Elementary)	57	30	48	135
Christian Education (Secondary English)	60	30	45	135
Christian Education (Secondary Social Science)	55	38	42	135
Christian Music Education	39	30	70	136
Hispanic Studies	45	45	45	135
Ministerial Studies	42	51	39	132
Missionary Studies	45	48	42	135
Missionary Nursing	40	30	50	120
Certificate (One-Year)				
Biblical Studies				30

All of the Advanced Diplomas (equivalent to baccalaureate degrees) require from 120 to 136 semester hours. There are no associate degrees. All four-year degrees required at least 30 semester hours in Bible/Theology. The requirements are from 30 to 59 semester hours. There are 12 semester hours of Bible/Theology in the one-year Certificate. Each diploma has a core of general studies and requires at least 36 semester hours. Each diploma has a core of professional studies. Each program has a statement of program-specific student outcomes. There is no graduate education. Some of the programs have low enrollments.

The Institution is developing a statement of academic rigor, but has not been finalized. **The Team recommends that the Institution complete and implement its academic rigor policy (Standard 11a, EE 1).** The issue of Christian Worldview is indirectly addressed in all courses. Specifically, there are courses in Christian Ethics and Philosophy required for some programs. In the Christian education programs, the Ethics class is required, and students are required to write a paper on a biblical worldview. Certain questions on the Wesleyan Wellness Profile address worldview.

The 2012 Assessment Plan provided for regular review of academic programs; however, the programs have not been revised. The 2016 Assessment Plan provides for regular review of all programs over the next four years. The calendar for review is all future-oriented. The Academic Subcommittee developed a process for review; however, no criteria for review has been established. **The Team suggests that the Institution develop criteria for program review (Standard 11a, EE 5).** A review of Biblical Studies has been conducted using the older plan. No major changes to programs have been made. The Institution is also reluctant to make changes to programs until the impact of degree granting authority by Pennsylvania has been determined.

Evidence that the courses in a program progresses from foundational to advanced is demonstrated by the following means: in the ministerial program, speech is required before homiletics, and homiletics is required before advanced homiletics; the introduction two courses in Old and New Testament are required prior to Bible classes; and theology builds on a progression. Penn View has a scope and

sequence and a suggested schedule. The internships are offered near the end of programs. The courses are numbered as 100 level which is for freshmen, 200 for sophomores, 300 for juniors, and 400 for seniors.

11b. Ministry Formation

Student teaching opportunities and mission practicums are provided in a variety of cultural contexts. Christian Service assignments can also be conducted in a variety of cultural contests. Pastoral graduates primarily service churches that are Caucasian. The Institution requires 20 hours per semester of involvement in Christian Service. Students involved in an internship during a semester will be exempt from the required hours. Christian Service Learning does not grant credit, but is required for graduation. It is recorded as a P which means meets minimal requirements or F which means does not meet minimal requirements. The P or F is recorded on the permanent transcript. Monthly assignment reports are submitted. Students can be involved in four areas of Christian Service: preaching/teaching, visitation, evangelism, and music. Students report the effects of ministry: profession of faith, rededication, or other. Penn View has a short Christian Service Learning Handbook.

The current program began in Spring 2011 and was reviewed and revised in 2016. The major improvement in 2016 was providing more assessment means. A unit mission statement was adopted. Data shows that from Fall 2011 until Fall 2015, that 91% to 100% of the students have satisfactorily completed the Christian Service requirement. Ministry is the heart of the institution. There is a Director of Christian Service who is a faculty member. The current staff is adequate and the budget is adequate.

11c. Academic Patterns and Procedures

Multiple persons are involved in academic advising. All the program directors work with students in their programs, but the Registrar and Academic Dean also take part. The Director of At-Risk Students works with students who are at risk academically, and the Academic Dean has numerous conversations with these people. The Institution does not have a formal academic advising process.

The institution has an academic calendar that is included in the Catalog that meets the state of Pennsylvania guidelines. The calendar is based on a 16 weeks' semester.

The Institution only offers an Advanced Diploma and a Certificate not a bachelor's degree. They are not approved in Pennsylvania to offer degrees. The Catalog expresses the courses in credit hours; however, the State has not approved the offering of credit hours but clock hours. The Advanced Diploma requires equivalent to four-years of coursework commensurate with a bachelor's degree. Student records are maintained in a private, secure environment. The records are maintained electronically. The institution has a grading system that is uniformly maintained. Random student files and transcripts were reviewed and appeared to be in order.

11d. Alternative Academic Patterns

Penn View offers no programs fully by distance education or off-site programs. The decision was made to place the development of online courses on hold. However, the Institution offers some courses in a hybrid format using Moodle to allow students to use the drop box to submit assignments, take some tests or quizzes, conduct posts and discussions, and post resources for students to consult. Moodle is hosting by www.gnomis.com and is accessed through the student portal. Students are manually enrolled and assigned a userid and password. Once the student logs in for the first time, they are forced to change the User ID and password. This ensures that the student receiving credit is in fact the person completing the work.

Regulatory Requirements Evaluation

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

1. Mission and Objectives (Standards 1, 2a): Does the institution maintain clearly specified educational objectives that are consistent with its written mission, appropriate in light of the degrees or certificates awarded, and successfully achieved? (Determination should be based on the appropriateness and rigor of indicators of success in relation to the institutional mission, reliable assessment data, and evidence of achievement of educational objectives.)	**Yes**/No
Basis/rationale for this conclusion: The Institution has articulated and publicized objectives for each academic program. The perfecting of these objectives is an ongoing work, as demonstrated by a series of five-column charts the Institution has produced reporting its assessment plan development. Although some clarity is still needed regarding how these objectives align with specific elements of the Mission Statement and Institutional Goals, overall they are consistent with the written mission and are appropriate in light of the diplomas awarded.	
2. Student Achievement (Standard 2a): Is success in student achievement in relation to the institution's mission adequately achieved and appropriate results made available to the public? (Determination should be based on indicators of student achievement established by the institution, including graduation and placement rates, as appropriate.)	**Yes**/No
Basis/rationale for this conclusion: The Institution has an Assessment Plan that it is implementing. The Institution makes public graduation rate and graduation ministry (activity in ministry) in the Catalog and website. This is minimal compliance.	
3. Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading, and Advertising (Standards 3, 7, 11c): Does the institution maintain and follow satisfactory policies regarding advertising and publications (including catalogs and academic calendars), recruitment, admissions, enrollment, and student grading to maintain accurate and timely information and consistent, ethical practices?	**Yes**/No
Basis/rationale for this conclusion: Institutional publications, websites and other web presence, statements, and advertising describe accurately and fairly the Institution, its academic programs, its admissions requirements, its transfer credit policies and criteria, its articulation agreements, and its effectiveness claims, An inspection of the various publications of the Institution accurately describe the Institution. The website's Official Statement identifies that it confers a one-year certificate and four-year diplomas (as the Institution is not a degree-granting Institution in the Commonwealth of Pennsylvania). The various publications contain and describe the admissions requirements, its transfer policies and criteria, and its articulation agreements.	

4. Facilities, Equipment, Supplies (Standard 6): Does the institution maintain sufficient resources to achieve its institutional and program objectives appropriate to all levels of study offered (e.g., undergraduate, graduate) and all delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education)?	**Yes**/No
Basis/rationale for this conclusion: The Institution has the facilities, equipment, and supplies to adequately support the Institutional Mission, to achieve the educational goals, and to ensure continuity of its offerings. The Institution owns 50 acres with several buildings in which teaching takes place. There is adequate office space within these buildings for personnel. The campus is large enough to accommodate expansion. A Memorandum of Understanding concerning the Institution's longevity on its present campus, which is owned by God's Missionary Church (GMC), has been established between GMC and the Institution.	
5. Fiscal and Administrative Capacity (Standards 5, 6): Does the institution have fiscal and administrative capacity appropriate to the scale of operations, including professional competence and budgetary planning that evidences fulfillment of institutional goals and financial stability?	**Yes**/No
Basis/rationale for this conclusion: Financial stability is reflected in the Institution's calculated Financial Stability Composite Score as indicated by the last four year's scores: 2.11; 1.67; 2.17; and 2.33.	
6. Transfer of Credit (Standard 7b): Does the institution publicly disclose its criteria regarding the transfer of credit earned at another institution of higher education?	**Yes**/No
Basis/rationale for this conclusion: The criteria regarding transfer credit is clearly published on the Institutional website and in the Catalog.	
7. Title IV Compliance (Standard 7c): If the institution participates in Title IV programs of the Higher Education Act, is the institution free from deficiencies in program responsibilities under Title IV or does the institution demonstrate timely response in addressing deficiencies (based on the most recent student loan default rate data, results of financial or compliance audits, program reviews, and communications from the U.S. Department of Education)?	Yes/No NA
Basis/rationale for this conclusion: The Institution does not participate in Title IV.	
8. Student Support Services (Standard 8): Does the institution have student support services appropriate to the student population served, program levels offered (e.g., undergraduate, graduate), and delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education), including appropriate academic advising, financial services, counseling, and confidential records systems?	**Yes**/No
Basis/rationale for this conclusion: The Institution has services to serve the students, and assessments indicate satisfaction with the services offered.	

9. Record of Student Complaints (Standard 8): Does the institution maintain a record of formal student complaints, and is the institution free from a pattern of student complaints that brings into question the institution's fulfillment of ABHE Standards? (Complaints since the last ABHE comprehensive review should be examined.)	**Yes**/No

Basis/rationale for this conclusion: The Institution maintains student complaint records and has a clearly articulated complaint/grievance process published in the Student Handbook and Catalog. There is no pattern of complaints.

10. Faculty (Standard 9a): Do faculty have the documented competence and appropriate knowledge and skills to provide effective instruction in the courses they teach?	**Yes**/No

Basis/rationale for this conclusion: All but one of the faculty have graduate degrees in the subjects that they teach. The one that does not have a graduate degree has a substantial history as it relates to years of experience.

11. Curricula (Standard 11a): Are all curricular programs consistent with ABHE Standards, including appropriate rigor for the level of study offered (e.g., undergraduate, graduate) and consistent quality across all delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education)?	**Yes**/No

Basis/rationale for this conclusion: All programs consist of three components: general education, bible/theology, and ministry or professional. Each component has the minimal credit hour requirements consistent with ABHE standards. The Institution only offers undergraduate courses. The Institution primarily uses a traditional on-campus approach, but does use Moodle to post discussions, host quizzes or tests, or post documents. The Institution has a rigor statement that it is completing and planning to implement.

12. Program Length and Program Objectives (Standard 11a, 11c): Are program requirements, length, and objectives published and consistent with the degrees and credentials offered, do degree and certificate requirements conform to commonly accepted higher education standards, and are students held to approved program requirements?	**Yes**/No

Basis/rationale for this conclusion: Program requirements, length, and objectives are published in the Catalog. These are consistent with offering a four-year bachelor's degree. The Institution can offer certificates and diplomas, but it does not have degree granting authority in PA. Graduation requirements are published. A review of transcripts support the fact that the students are held to approved program requirements.

13. Credit Hour Policies (Standard 11c): Is the institution's definition of a credit hour consistent with the ABHE definition of a credit hour, and does the institution's assignment of credit hours conforms to commonly accepted practice in higher education (sampling may be used to determine this)?	**Yes/**No
Basis/rationale for this conclusion: The Institution uses the traditional definition of a credit hour, 80 minute classes twice per week for 16 weeks.	
14. Student Verification in Distance or Correspondence Courses (Standard 11d): If the institution offers distance or correspondence courses, does it have appropriate processes in place to verify that the student who registers for the course is the same student who participates in and completes the course or program and receives the academic credit (e.g., secure login/password, proctored examinations, or identification verification technologies), protects student privacy, and communicates accurately requirements and any additional costs related to verification of student identity at the time of registration or enrollment?	**Yes/**No
Basis/rationale for this conclusion: The on-campus classes use Moodle to post discussions, host quizzes or tests, or post documents. The courses are hybrid; there are no courses offered entirely in an online format. Students are issued a User ID and password to ensure that the students who register for a class are the ones who participate in and complete the course work.	

DOCUMENTS REVIEWED

Please provide a list of documents reviewed by team members. Documents may be identified as collective groups (e.g., faculty files, academic catalogs, etc.).

Compliance document
Catalog
Website
Student Handbook
Noel-Levitz Student Satisfaction Inventory
Wesleyan Wellness Profile
HR job descriptions
Board of Directors Minutes
Constitution and Bylaws
Articles of Incorporation
Organizational Chart
Files for the Evaluation of Administrators
Finance Committee Roster
Board of Directors Handbook
Faculty Meeting Minutes
Letter from Dr. Rod Niner
Certificate from State Board of Private Licensed Schools
Updates presented to the ABHE Evaluation Team, October 12, 2016
Assessment Plan
Enrollment Management Plan
Personnel Files
Memorandum of Understanding
ABHE Statistical Data
Application Packet
Recognition in the Commonwealth of Pennsylvania
Academic Acceptance by Other Institutions
Christian Service Handbook
Resident Assistants Handbook
Faculty and Staff Handbook
Faculty and Staff Contract
Financial Audits, 2010-2015
Financial Policy
Library Handbook
Technology Plan
Snyder County Library website
PVBI Viewbook
Information Card for prospective students

PERSONS INTERVIEWED

President
Coordinator of Institutional Effectiveness
Board of Directors
Chairman of the Board of Directors
Academic Dean
Acting Director of Finance
Financial Accountant
Division Directors
At-Risk Advisor
Registrar/Enrollment Manager
Faculty in group
Director of Operations
Director of PR
Dean of Students
Dean of Men
Dean of Women
Director of Ministry Formation
Student Group (4 student leaders)
Student Group (6 general population students)
Human Resources Director
Librarian
Assistant Librarian
Observed 6 Classes

SUMMARY OF COMMENDATIONS, SUGGESTIONS, RECOMMENDATIONS

COMMENDATIONS

1. The Team commends the Institution for its excellent and thorough work in refining its Mission Statement and aligning Institutional Goals with the Mission Statement.

2. The Team commends the Institution for its attempts to foster ethnic and gender diversity within its Board, and encourages the Institution to continue working on this composition issue in the future.

3. The Team commends the Board of Directors for their level of involvement and dedication to the Institution.

4. The Team commends the Institution for the longevity of service rendered by key administrative personnel who have faithfully stewarded the story and ethos of the school.

5. The Team commends the Student Life staff for their "above and beyond" availability and care for the student body.

6. The Team commends the faculty for its commitment to the mission and modeling that commitment to the students.

SUGGESTIONS

1. The Team suggests that the Board of Directors schedule periodic reviews of the Mission Statement to ensure that it is current and appropriate (Standard 1, EE 1).

2. The Team suggests that an intentional procedure be implemented to confirm that the mission is communicated clearly in each internal and public instance of its use (Standard 1, EE 2).

3. The Team suggests that the Board, faculty, staff and administration carefully document their use of the Mission Statement and Institutional Goals in decision-making related to planning, resource allocation, program development and educational outcomes (Standard 1, EE 3).

4. The Team suggests that attention be given to the measurability of Program Objectives and their alignment with specific elements of the Mission Statement and Institutional Goals (Standard 1, EE 5).

5. The Team suggests that the Institution add anticipated information as it relates to consumer information (i.e., student learning data, student retention rates) (Standard 2b, EE 7).

6. **The Team strongly suggests that the Institution develop separate Faculty, Staff, and Academy Handbooks that appropriately address each institutional group, and include pertinent elements of a grievance policy for Faculty and for Staff (Standard 3, EE 2).**

7. **The Team suggests that the Institution complete the process of securing authorization from the Commonwealth of Pennsylvania to grant degrees (Standard 4, EE 2).**

8. **The Team strongly suggests that the Board annually complete its conflict of interest form and that its use be documented in the Board Minutes (Standard 4, EE 7).**

9. **The Team suggests the Board expand the number of, and clarify the use of, its committees to ensure that Board committees are distinguished from advisory groups (Standard 4, EE 8).**

10. **The Team suggests that the Institution resume its consideration of increasing the size of the Board (Standard 4, EE 8).**

11. **The Team suggests that the Institutional Board and the founding denomination collaboratively develop a plan for including members outside the founding denomination (Standard 4, EE 9).**

12. **The Team suggests that attention be given to improving procedures for recording, maintaining and securing accurate administrative records as well as providing for resume and an ongoing record of professional development to be maintained in each personnel file (Standard 5, EE 5).**

13. **The Team suggests that the Institution implement its financial assessment process (e.g., the Finance Administrative and Educational Support units) to inform institutional planning for the budgeting process (Standard 6b, EE 8).**

14. **The Team suggests the Institution consider enlisting travelling music team members as phone callers to provide ongoing contact with prospective students, thus alleviating some of the burden on the Registrar (Standard 7a, EE 3).**

15. **The Team suggests that the Institution carefully consider the ramifications of accepting Title IV funds, as this would compel compliance to Title IX statutes and might require increased staffing workload to monitor and comply with financial aid regulations (Standard 7c, EE 1).**

16. **The Team suggests the establishment of a formal Retention Committee to evaluate assessments, student concerns, and progress toward enrollment goals, for the purpose of making recommendation to the administration for retention progress (Standard 7d, EE 1).**

17. **The Team suggests that the Student Life Office consider implementing a "dorm council" that could sit on the student government as well as dialogue with the Student Life staff and thus provide additional input into institutional decision making (Standard 8, EE 7).**

18. **The Team suggests that the Institution develop criteria for program review (Standard 11a, EE 5).**

RECOMMENDATIONS

1. **The Team recommends that the Institution utilize multiple means of measurement(s) to validate expected learning outcomes (Standard 2a, EE 3).**

2. **The Team recommends that the Institution fully implement and analyze assessment data for the use of the results by appropriate constituencies for the purpose of improvement (Standard 2b, EE 2).**

3. **The Team recommends that the Institution clarify its legal standing with the Commonwealth of Pennsylvania as it relates to being authorized as an autonomous, nonprofit organization (Standard 4, EE 1).**

4. **The Team recommends that the Institution demonstrate that evaluative data from Board assessments is being analyzed by, and used to improve the effectiveness of, the Board (Standard 4, EE 10).**

5. **The Team recommends that the Human Resources office review all personnel files to ensure that current and appropriate job descriptions exist for all institutional staff (Standard 6a, EE 6).**

6. **The Team recommends that the 2015-16 audit be submitted for review to the Commission (COE #6, Standard 6b EE 1).**

7. **The Team recommends that the Institution establish policies addressing 1) accommodations for students with documented needs (ADA), 2) procedures pertaining to the protection of student privacy (FERPA), including restricting access to the mailroom in the administrative/classroom building (Standard 8, EE 3).**

8. **The Team recommends that the Institution review the qualifications (both credential and experience) of Student Life personnel. These elements should be compared with current and yet-to-be developed job descriptions manifesting uniformity, currency, and position criteria (Standard 8, EE 4).**

9. **The Team recommends that the Institution review the current reporting structure within Student Life to ensure that no Conflict of Interest situation exists that might inhibit the services provided to students (Standard 8, EE 4).**

10. **The Team recommends that the policies and procedures in place for the recruitment, appointment, teaching load, promotion and termination of the faculty, as well as the safeguards of intellectual property rights based on principles of fairness and regard for the rights of individuals, be published (Standard 9a, EE 6).**

11. **The Team recommends that the Institution complete and implement its academic rigor policy (Standard 11a, EE 1).**