# ABHE Evaluation Visit Report

## For Penn View Bible Institute

Penn Creek, PA

May 11-13, 2021

**Evaluation based on the 2020 ABHE Institutional Accreditation Standards.**

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# Introduction

## Purpose of the Visit

Review for five-year reaffirmation of accreditation.

## Composition of Evaluation Team

| Name | Role | Home Institution (State/Province) |
|---|---|---|
| Drumm McNaughton | Administrative | The Change Leader (NM) |
| Marcus Schrader | Academic | College of Biblical Studies-Indianapolis (IN) |
| Ron DeBerry* | Resources/Finance | Ascent College (VA) |
| Jon Jones | Faculty/Library | Baptist Bible College & Theological Seminary (MO) |
| Brian Sherstad | Student Services | Grace Christian University (MI) |

*Chair

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

## Report Conventions

The following Evaluation Team Report is organized according to the 2020 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

In 1967, the Institution was opened and added to the already established Christian Academy consisting of grades 1-12. The Institution was under the direction of the God's Missionary Church leadership and located on property adjacent to the camp meeting grounds. The first college president was Rev. George W. Stepp, with an Institute enrollment of 15 students. God brought many able men to steer the school in the following years. In 1978, Rev. Kenneth Walter became president and led the drive to complete the current dining facility in 1981. In 1986, Rev. Paul Martin was elected President and, during

his tenure, the indebtedness on the Administration/Classroom building was eliminated. After Rev. Martin, Rev. John W. Zechman became the first alumnus to serve as president. In 2000, Zechman Hall, a dormitory, was completed.  In 2015, Rev. Daniel P. Durkee, the current president, was installed. In 2019, the doors opened to the Mason/McIntire Life Center.  Today, numbers of pastors, missionaries, musicians, Christian workers, and laymen are serving the Master more effectively because they trained at Penn View.

**ABHE Actions**

The Institution was granted applicant status in February 2010.  In February 2014, the Institution was granted candidate status, and accreditation status was granted in February 2017.  The Self-Study for Reaffirmation, under review in this report, was submitted in March 2021.

**The Institution's Organization**

The Institution has a president who reports to a Board of Directors.  The President has an Administrative Committee consisting of an Academic Dean, a Director of Operations, a Director of Student Life, a Director of Finance, and a Director of Public Relations, all of whom report directly to the President.  The President also has the Principal of the Academy, a school with grades 1-12, who reports to him as well.  Each of the Administrative Officers also have several positions that report to them in order to provide the services necessary for the operation of the Institution.

The Institution's Board of Directors has an autonomous connection to the fellowship's Board of Directors, which will be explained in Standard 4.

**Conditions of Eligibility**

| | |
|---|---|
| 1. Tenets of Faith | 14. Ministry formation program |
| 2. Nonprofit Status | 15. Student body |
| 3. Authorization | 16. Program completion |
| 4. Institutional mission | 17. Admissions policy |
| 5. Governance | 18. Institutional stability and capacity |
| 6. Chief executive officer | 19. Financial base |
| 7. Catalog | 20. Income allocation |
| 8. Assessment and public accountability | 21. Annual audit |
| 9. Learning resources | 22. Agency disclosure |
| 10. Faculty qualifications | 23. Compliance |
| 11. Academic programs | 24. Public disclosure |
| 12. Biblical/theological studies | 25. Arbitration |
| 13. General studies | |

The Institution meets all the Conditions of Eligibility with the following exception:

The catalog does not include information about the learning and educational resources of the

Institution.

**Institutional Accreditation Standards**

## Standard 1
### Mission, Goals, and Objectives

The Institution has a clearly written mission statement that is appropriate to biblical higher education (EE 1). There is evidence that the mission statement is developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board. The mission statement was affirmed October 4th, 2010 and, since then, reaffirmed periodically, with the most recent reviews by the Steering Committee (March 18, 2020), by the Faculty (April 13, 2020), by the Administrative Committee (July 22, 2020), and by the Board of Directors (April 15, 2020) (EE 2). The quality of this mission statement, its awareness on campus, and its obvious presentation within the learning community is exemplary. **The Team commends the Institution for its development of a clear, concise, and well-integrated mission statement that is disseminated widely and known thoroughly throughout the learning community (Standard 1: EE 1, 2).**

The mission statement guides faculty, staff, administration personnel and the governing board in making decisions related to planning, resource allocation and program development (EE 3).
The Institution has four clearly articulated institutional goals that directly relate to the mission statement and that were reviewed and approved by the Faculty, Administrators, and the Board of Directors (EE 4). The Institution has clearly articulated learning objectives for each educational program that support the fulfillment of the mission statement (EE 5). The mission statement, institutional goals, and student learning objectives are easily located on the Institution's website and in its catalog (EE 6).

## Standard 2
### Assessment and Planning

The Institution has produced a written comprehensive assessment plan that describes how the Institution measures its effectiveness in an ongoing and structured way (EE 1). The Institution has clearly defined and measurable student learning outcomes that support mission fulfillment accompanied by

metrics that effectively assess achievement of stated objectives (EE 2).  Student learning outcomes are appropriate to the higher education credential to be awarded (EE 3).  The Institution's Assessment Plan and Self-Study documents confirm that there are multiple means to validate student learning outcomes (EE 4). The Institution is assessing operations and services to ensure that they are effectively supporting the mission and improving institutional effectiveness (EE 5).  The CIE (Coordinator of Institutional Effectiveness) orchestrates the assessment process to ensure that there is a meaningful analysis and use of assessment data in a documented and ongoing manner for the purpose of improvement in teaching, learning and overall effectiveness (EE 6).

The Institution has an Improvement Plan (2021) that describes the process for improvement of Institutional Goals and specifies the projected resources (both human and financial) for their accomplishment (EE 7). The Institution creates an Improvement Plan (previously called the Planning Document) annually. This document, which has informally been the guiding document, is a one-year plan that describes the program for improvement of institutional goals and specifies the projected resources (human and financial) needed for accomplishment. This is short term and is more reactive than proactive in nature. Accordingly, **the Team suggests that the Institution implement a planning process that creates a multi-year plan with risk and budget planning that sets forth the strategies and tactics for achievement of its long-term goals and objectives (Standard 2: EE 7).**  The Institution provides reliable information to the public regarding institutional performance and student achievement, including graduation and employment rates.  This information is available online via their website (the process includes one click on the "about us" icon on the homepage and, then, one click on the Consumer Information Tab) and is also provided by request through the Academic Dean's office (EE 8).

## Standard 3
### Institutional Integrity

The institutional publications, websites, and advertising describe accurately and fairly the Institution, its academic programs, its admission requirements, its transfer credit policies and criteria, and its effectiveness claims (EE 1). The Faculty and Staff Handbook, the Student Handbook, and the Board Handbook describe and govern the various institutional relationships with students, faculty, staff, and board, including appropriate policies, processes, and grievance procedures (EE 2). The Team found an institutional culture that fostered respect for diverse backgrounds within their theological perspective. In addition, the Institution hosts various community activities for the Red Cross and area Little League games. The catalog has a non-discrimination statement (EE 3).

The institutional practices that were noted by the Team demonstrated equitable and consistent treatment of employees and students consistent with their published policies (EE 4). A review of publications and the website demonstrated honest and open communication regarding compliance with governmental and accrediting agencies as well as fulfillment of all applicable standards, policies, and requirements of the Association for Biblical Higher Education's Commission on Accreditation (EE 5; EE 6). The Team found no instance where the Institution did not practice integrity in financial matters and in compliance with applicable legal and governmental regulations (EE 7).

## Standard 4
### Authority and Governance

The Institution operates legally within the Commonwealth of Pennsylvania. Its Constitution and Bylaws contain and protect its mission, institutional purpose, tenets of faith, and control. The Institution is a subsidiary of God's Missionary Church, Inc. (the parent organization), and it has its own enabling documents that provide the basis for governance and administration (EE 1).

The Institution currently does not offer degrees; instead, it offers "advanced diplomas." According to policy, the home state's Department of Education has a policy that will not grant the Institution degree-granting status until it has a $500,000 endowment above any indebtedness. The Institution has made great strides toward this goal and, based on current projections, this should be accomplished within 1-2 years (EE 2).

The Institution is autonomous; its Board of Directors has the necessary authority and exercises legal power for operation of the Institution. The board members are nominated by the General Board of the parent organization and the Institution's President. Once names have been nominated, those names are taken to the parent organization's annual conference for a vote, held in July of each year. Board members are elected on staggered, three-year rotating terms; there are no term limits for directors. The Institution's employees are not eligible for Board membership, but its President is an ex officio member. The Institution's Board Chair is the Conference President of the parent organization, but the Institution's Board elects its own secretary and treasurer from its membership (EE 3, 4, 5).

The Institution's Board is actively involved in generating resources for the Institution; it does this through personal donations, through influencing the churches and constituents to support the school financially, and through influencing young people who attend those churches to enroll. In addition, the members facilitate fundraising through auctions, banquets, and investments (EE 6).

The Institution's Board Handbook contains a Conflict-of-Interest policy that addresses matters of financial interests, contracts, employment, family members, or other personal interests in the institution (EE 7).

The Institution's Board is appropriate for an institution of its size. It is comprised of four ministers and three lay members from the parent organization, as well as the Conference President, who serves as the Chairman. The Board Members have the professional competencies to serve the Institution effectively; the ministers are experienced pastors and evangelists, and the lay members are active or retired businesspersons involved in business and management as well as leadership in their local

churches. The Board Members are all male, which does not reflect the Institution's student body demographics. **The Team recommends that the Institution demonstrate with evidence that its Board actively reflects the demographics of the Institution, including its diversity in ethnicity, gender, and professional competencies (where theologically appropriate) (Standard 4: EE 8).**

The Board has established a formal, annual process for assessment of the effectiveness of the Board that is codified in the Board Handbook. Members do a self-evaluation, which is submitted to the Board Chair who, then, reviews it and summarizes any trends to the Board. This information is used for training, such as sending its members to the Association for Biblical Higher Education (ABHE) conferences. The Board conducted its most recent self-assessment in its meeting on December 2, 2020 (EE 9).

The Board Handbook contains orientation for new Board members and for development of current Board members. The Board of Directors has stated its mission as 1) hiring, empowering, and evaluating the President; 2) establishing all school policy; and 3) administrating fiduciary responsibilities (EE 10).

The President provides regular updates to Board members (in the Board meetings) on issues relative to mission, organization, finances, and programs, as evidenced by minutes of the Board meetings (EE 11).

The Bylaws and the Board Handbook delineate duties of the Board and staff. Article IV, Section 3 of the Bylaws assigns to the President the responsibility "for managing the operation of the School in accordance with the overall policies, directives and guidance established by the Board," and further states, "The President shall be the sole official point of contact for communicating and implementing the actions of the Board as they involve the normal operation of the School." Article IV, Section 4 of the Bylaws specifies, "Board members should also take an active interest in the affairs of the School, but shall always work through the duly constituted lines of organization and control and avoid any interference with the day-to-day operation of the School." Under Major Duties and Responsibilities, in

the Board Handbook, Item 10 instructs that individuals "serve as a member of the Board as a whole and follow lines of communication designated by this handbook, the Constitution and Bylaws, and the Organizational Chart." The Board Handbook specifies that the President is responsible for "hiring, retaining, or dismissing employees" (EE 12).

## Standard 5
### Administration

The President of the Institution was hired by the Board of Directors to a full-time contract four years ago, and he assumed the position in June 2018. The President, who is a member of the parent organization, clearly demonstrates his engagement with the Institution through his leadership. In addition, his qualifications as an ordained minister since 1996, and his 12 years of pastoral experience, make him uniquely qualified for this position. His engagement with faculty, staff, and students is admirable. In comments from faculty, staff, and students, it is clear that he is well respected by all (EE 1).

The President of the Institution was appointed by the Board of Directors to be the chief executive officer of the school. He reports to the Board and is evaluated by them annually (EE 2).

Reporting to the President, the administration of the Institution consists of the Academic Dean, the Director of Operations, the Director of Finance, the Director of Student Life, and the Director of Public Relations. The various levels of the organization, and the relationships, are graphically illustrated in the Organizational Chart, which is in the Board Handbook and in the Faculty and Staff Handbook. A digital format is available on the Institution's server. The organizational structure is appropriate to the size and scope of the Institution, and it covers the units and roles needed as an institution of higher education (EE 3).

The administrative leaders demonstrate appropriate education, experience, and competency to accomplish their duties to the level of education offered by the Institution (EE 4).

The Institution is actively engaged in funding professional development for administrators

and key leaders on campus through attendance at ABHE Annual Meetings, ABHE leadership conferences, as well as various conferences, conventions, classes, and webinars. There is, however, no documentation of ongoing assessment of the performance of administrators and staff. Whereas feedback is readily sought out and provided, there is no documentation of the assessment and evaluation of performance. **The Team recommends that the Institution document with evidence that it implements an ongoing assessment and evaluation of performance for administration and staff (Standard 5: EE 5; Standard 6a: EE 2).**

Administrative documents, relative to each part of the organization, are stored in the appropriate administrative offices and on-campus network servers. Executive Committee minutes and Administrative Committee minutes are recorded by the Secretary of the respective committee, filed digitally, and distributed in hard copy to each member. Personnel folders for each employee are maintained and stored in a secure location (EE 7).

Communication and collaboration among stakeholders is outstanding. Communication starts at the top of the organization with the President, who speaks at chapel at least once per week. Communications are redundant; that is, they are put out via email, text, paper, and in a new communications application to ensure that everyone is receiving the same communication information (EE 8).

## Standard 6
### Institutional Resources
### 6a. Human Resources

The Institution has an Administrative Committee composed of a President, Academic Dean, Director of Finance, Director of Public Relations, Director of Student Life, and Director of Public Relations. Each of these administrators has subordinates who report directly to them. The Institution has an adequate number of qualified personnel to provide the basic services to students, faculty, and administration (EE 1). Within the Faculty and Staff Handbook, there are written procedures and policies

for hiring staff and faculty and for evaluating faculty.  Each year at renewal of faculty and staff contracts, there may be some verbal communication concerning performance. However, the Team could not locate any procedures for evaluating staff and no formal evaluations could be found in a search of three HR employee folders.  **See Team recommendation in Standard 5**.  The Faculty/Staff contracts provide procedures for dismissing employees (EE 2).

The Institution has several benefits for faculty and staff, such as utility allowances, housing allowances, meal allowances, sick, personal, and vacation days each year, health plan allowances, and tuition benefits for staff and faculty children enrolled in the Institute or the Academy.  In addition, there are some funds allotted for professional development, which most recently have been used to attend the Association for Biblical Higher Education Annual Meeting, security training for a few employees, and enrollment of the Director of Finance in the Association for Biblical Higher Education Chief Financial Officers Certification.  The Institution demonstrates a commitment to provide adequate resources for employee welfare, including professional development (EE 3).

The Institution has policies and practices that support employee diversity appropriate to the Institution's theological and cultural context (EE 4).  Interviews with employees and faculty indicate there is an organizational climate encouraging job satisfaction, collegiality, and respect among personnel. Every person interviewed commended the administration on the supportive and collegial climate at the Institution.  The most recent "College Administrators' Roundtable Employee Well-being Survey" displayed a 5.26 out of 6.0 for fostering a sense of camaraderie.  **The Team commends the Institution, under the leadership of the President, for its intentional development of an organizational climate that encourages job satisfaction, collegiality, and respect among personnel (Standard 6a: EE 5; Standard 5: EE 1).**  Organizational structures and employee policies are delineated in the Faculty and Staff Handbook.  Job descriptions are located in the employee files, electronic and/or in print, in the Human Resources office (EE 6).  The Institution has developed an Emergency Management Plan, which details contingency plans for critical incidents (EE 7).

## 6b. Financial Resources

The Institution's financial responsibility composite score for the last four fiscal years has been over 2.15. Financial stability is documented by independent, opinioned audits, prepared by a licensed accounting professional, approved by the board, and made available to the public in various ways (EE 1). The budgeting process is structured and completed annually. Each director provides a rollup of their department's financial needs to the Director of Finance. This individual consults with the president, who indicates his agreement and also factors in presidential and other initiatives from planning meetings. There is evidence that the institutional planning process does inform the budgeting process (EE 2, EE 8). The President and Director of Financial Development are very intentional about cultivating revenue streams sufficient to realize institutional goals, as evidenced by booking an average of 1.2 million per year unrestricted contributions and fundraising over the last three years. Academy tuition, Institution tuition, contributions, fundraising banquets and auctions, and charitable gift annuities and estate planning are some of the revenue streams for the Institution. The endowment fund has tripled over the last year to over $100,000, while the indebtedness has decreased from $2.2 million to under $670,000. **The Team commends the Institution for its cultivation of additional and adequate revenue streams to realize institutional goals and maintain sufficient reserves (Standard 6a: EE 3, 6).**

The Institution has various policies to manage risk for property and personnel. There is an insurance policy covering liability, automobiles, and property with various riders to include counseling acts, sexual misconduct, etc. There is an investment policy, which requires continual reviews of investments to assure the optimum investment policy for the Institution. Interview with the Director of Finance indicates these reviews are consistent. The board maintains an active role in financial management, approving annual budgets and quarterly revenues of financial statements (EE 4, 5). The Financial Policy delineates specific processes for internal control of revenue and expenditures. The Team found no evidence of not following this process. The Institution has established adequate controls to safeguard assets and protect personnel from accusations of wrongdoing (EE 7).

## 6c. Physical Resources

The Institution operates on a 50-acre campus. On this plot of ground is the main administrative building, which includes the administrative offices, seven classrooms, and the library. The Memorial Tabernacle is a 1000-seat facility that houses chapel services and major events for the Institution. Two residence halls provide housing for resident students. The Student Life Center is a 25,000 square-foot, two-story building housing fitness center, café, study area, and a full-size gymnasium.  The second floor is the home to a banquet room with stage and the Music Hall, housing various music rooms.  The Dining Center provides food services for on-campus and for commuting students. Most classrooms have a smart projector to support instruction.  An additional building, owned by the parent Church/organizatin, is located two blocks from the campus and provides classrooms, which house some classes in the Ministerial Division.  Classes for less than 50% of any program are held in this building.  The facilities, equipment, and supplies are adequate to support institutional mission, to achieve educational goals, and to ensure continuity of offerings (EE 1).  There is a maintenance director who supervises 4 employees to maintain the physical resources.  In addition, the student work-study program provides additional assistance in maintenance needs.  Interviews with students and employees indicated no issues with facility maintenance.  There is a maintenance request form used to request maintenance support.  The Institution has sufficient personnel and procedures to maintain physical resources adequately (EE 2).  The Operations Director and Maintenance Director coordinate on maintenance issues and integrate physical resource needs into the budget and planning process (EE 3).  All buildings needing access by students or faculty have access and restrooms, which are American Disability Act (ADA) compliant.  The various fire extinguishers throughout the facilities are managed by an outside company.  The dining hall receives regular inspections by local authorities, and issues are corrected as needed.  The Institution indicates that local authorities do not inspect for fire or safety codes.  The Team found no evidence that the facilities and services were not compliant with applicable health, safety, and disability access codes (EE 4).  The

Institution has developed an Emergency Management Plan, which details contingency plans for critical incidents (EE 5).

## 6d. Technological Resources

The Institution has wireless internet throughout the campus. The Institution recently upgraded its servers used to provide the necessary platforms for educational and operational effectiveness. Of the 60 desktops and laptops owned by the Institution, 32 are available for student use. Printers are available for the offices and students. The Institution uses CampusSIS as the platform for their student information system and Moodle for their online learning platform for the few courses they offer online. The Institution has appropriate technology to support the Institution's educational and operational effectiveness (EE 1). Financial support was received recently to upgrade the Wi-Fi and servers on campus. The technological resource manager submits detailed and thorough budget requests to maintain technological resources and suggests future needs. There is evidence of a systematic allocation of resources to maintain current and to support future technological capacity (EE 2). The IT specialist continues to keep himself abreast of technology advancements through articles and other web resources. The IT specialist provides ongoing training and support for technology users, including staff and students. There is evidence that training in software platforms and use of technology is provided when needed and is ongoing (EE 3). The Institution has processes for local data backup on two different servers, which are performed manually. The CampusSIS, the student information system, is backed up off campus, according to the software provider. The Institution has an Acceptable Use Policy – Technology, which clearly states policies and procedures regarding resources, services, and security, including compliance with privacy regulations (EE 4).

## Standard 7
### Enrollment Management

### 7a. Recruitment

The Institution has an enrollment management plan that includes enrollment goals and stated processes. The enrollment management plan is relatively new to the Institution and is in its beginning stages. The Institution takes great care to recruit students who align with its spiritual commitment, goals, and interests. The mission of the Institution states that the scope of the mission is the "conservative Wesleyan-Arminian tradition." The recruitment efforts of the Institution are focused on churches within this tradition. When interviewed, students indicated clear understanding of this missional scope. The application process includes multiple references, including the student's pastor, a detailed character reference, a 300-word essay of the student's conversion and behavioral convictions, and a signature page as a promise to adhere to the expectations of the Institution as well as to not teach views contrary to the views of the Institution. **The Team commends the Institution for the careful attention given to recruiting students whose spiritual commitment, goals, and interests are consistent with the mission of the Institution (Standard 7a: EE 1).**

The Institution website and print materials provide clear information allowing prospective students to make informed decisions regarding attendance (EE 2). Print materials are updated on a two-year cycle. The Institution engages prospective students through church visits and youth camp visits. These visits normally involve music groups from the Institution. The President and the Director of Public Relations accompany groups and present information regarding the Institution during these visits. Touring groups are a significant aspect of the recruitment efforts, and sufficient resources are allocated to these efforts. The Director of Public Relations participates in the budgeting process by submitting budget requests annually (EE 3). Although the student body is primarily Caucasian, this reality is also evident within the churches, which align within the scope of the institutional mission. The female-to-male ratio is balanced (EE 4).

## 7b. Admissions

The website and application materials are consistent in the stated admissions steps and requirements. It is required that a student has completed a high school diploma or GED for admission. Standardized test scores are to be sent to the Institution; however, no minimum test score is required, and applications are considered without submission of test scores (EE 1). Students who do not meet the requirements for admission may be admitted conditionally as Special Students who are allowed to enroll with a light academic load. Although the Institution does not have a clear minimum GPA or test score required for admission, the Academic Dean is personally involved in the acceptance process and guides students who will need additional support. The Compliance Document identifies several data points, which ensure admitted students possess the ability to succeed, including academic, spiritual, and social readiness. While these data points give insight into the capabilities of the student, the team did not find objective criteria for these measures. An interview with the Academic Dean showed a high level of concern for individual students and the desire to only admit students who can demonstrate the ability to succeed at the Institution (EE 2, 4).

The Institution publishes transfer of credit policies consistently in the catalog, application packet, and website. Students who have attended other institutions must supply official transcripts for all previous institutions. Courses in which a student earned a grade of C or better at an accredited institution, and apply toward program requirements, are transferable. Credits from unaccredited intuitions are appropriately evaluated to ensure quality standards and are accepted conditionally as transfer credits. The student must, then, demonstrate academic ability at the Institution by completing 15 course hours with a GPA of 2.0 or better to remove the conditional status. The Institution acknowledged a need to update some outdated language in the transfer of credit policy to reflect the current reality. The Institution does not have articulation agreements with other institutions (EE 3).

### 7c. Student Financial Services

The Institution does not participate in Title IV financial aid for its students. It is, however, the stated goal of the Institution to pursue requisite status to qualify for Title IV funds. Due to the numerous regulatory requirements required of institutions participating in Title IV funding, **the Team suggests that the Institution begin to take necessary steps to meet Title IV regulatory requirements, including developing policies, collection of data, and practices related to the Cleary Act, Title IV, and Title IX (Standard 7c: EE 2).**

Financial aid is available to students through the Institution, which includes merit and need-based grants as well as an institutional work study program. These opportunities are accurately listed on the website. An invitation to apply for the Work Scholarship is included in the application information (EE 1). The Work Scholarship gives students the opportunity to work in various departments of the Institution. As students work, equivalent wages are posted to the students' accounts. Students who work less than the required number of hours receive less dollars for their scholarship. Students who work more hours than required, receive additional scholarship funds. The administration states that the Work Scholarship has not raised any concerns in the Institution's financial audits.

In the application materials, as well as through conversations with faculty, staff, and administrators, students are encouraged to trust God for the provision of resources to pay for their education. Staff help students secure off-campus employment and show students how they are able to pay for their educational expenses (EE 3). Since 1993, all graduates of the Institution have completed their programs with zero indebtedness to the school.

### 7d. Retention

The Institution has strong retention rates averaging 85% freshmen-to-sophomore retention over the past five years. However, the most recent retention rate (for 2019 to 2020) fell to 55%. The Institution believes this drop is due to COVID-19. It will be important to monitor the retention rate in future years to see that the rate returns to the previously strong levels. The Institution monitors students who

underperform academically. Students receiving more than one grade of D or lower, and a GPA lower than 2.0, are categorized as "at risk" students. These students are provided support to help them succeed academically. Support provided includes individual tutoring, structured time management, as well as study skills sessions with the academic assistant (EE 1). Additionally, the Institution utilizes the Ruffalo Noel-Levitz College Student Inventory to identify students who may be less likely to persist.

Efforts to improve student retention are multifaceted. The enrollment management plan lists nine steps in the retention strategy. These steps include identifying at risk students through the admissions process as well as integrating students into the community and culture of the Institution. Students are regularly surveyed to provide student satisfaction data. The Institution has identified, as a challenge, its current standing with the State of Pennsylvania, which does not allow the Institution to grant degrees. This reality is believed to lessen students' desire to continue to completion (EE 2).

## Standard 8
### Student Services

The Institution has demonstrated a clear commitment to the holistic development of the student. Ministry formation is prioritized with students expected to attend and serve in area churches weekly. The course schedule is arranged to not hold classes on Monday affording students the ability to commit to ministering on Sundays without the pressure of preparing for Monday classes. Recent completion of the student-life facility added a student-centered café and gymnasium, promoting both the social and physical well-being of the students. This facility has also provided a space for needed physical activity, such as intramurals, during the winter months. Students have access to the campus nurse, as well as other staff, who have completed emergency medical training and are available to help students, if the need arises. The advantageous faculty-to-student ratio allows for institutional leaders to intentionally build relationships with students for mentoring and counseling. Residence Hall staff are available to meet with students to discuss needs (EE 1).

The Institution has demonstrated a student-centered mindset with concerns for the needs of students. The majority of students live in campus-owned housing. Services are available to students, whether the student lives on campus or at his or her own home. The Institution has begun initial development of online courses. As online course options develop, the Institution will need to include their strategy for offering student services to online students (EE 2). The Institution is aware of the needs of students from under-represented groups, and special attention is given to this portion of the student body to help them feel included and, for the international students, help them adjust to life away from home (EE 3). At this time, there is little ethnic diversity, with Caucasian students representing 91% of the student body for the Spring 2021 semester. As the student body grows in diversity, the Institution will need assure under-represented student groups are served well.

The Director of Student Life is a graduate of the Institution with experience in youth ministry. The Dean of Men and Dean of Women provide services to students residing on campus. These individuals provide stable, mature role models for the students. To provide ongoing knowledge and skills to serve the student body, the Institution would do well to provide proactive professional development for the Student Services staff. The Institution does not have a licensed counselor. The type of counseling available to students, however, seeks to help students as pastoral care. Faculty and staff are available to mentor and guide students and draw from their significant ministry experience and biblical knowledge (EE 4).

The Institution facilitates leadership development through the ministry formation program, as well as other co-curricular efforts. Each class (Freshmen through Senior) has elected class officers. The student body, as a whole, is also served by an organized Student Government. Men's and Women's residence halls are led by Resident Assistants. A stated goal of the Work Scholarship program is to train leaders who can produce other leaders. The Institution sends multiple ministry groups to both local churches as well as churches across the United States. The level of ministry completed by students, while studying at the Institution, puts the students in frequent situations in which leading others is common.

Students learn leadership from their faculty members, who minister with them. Underclassmen also learn leadership from the example of upperclassmen (EE 5).

Student satisfaction is of high importance for the Institution. The Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) has been administered every second year since 2012 (with the exception of 2016). This data shows a high level of satisfaction within the student body as compared to other ABHE schools. Staff identified specific campus improvements based on SSI data. After the improvements were made, the particular SSI question which triggered the action improved. Students commented on improvements to the physical campus as a demonstration of the Institution intentionally addressing needs of students (EE 6).

Students provide input in institutional decision making through a variety of avenues. Students commented that the administrators are available and approachable to hear concerns. Student government serves as the voice of the student body. Concerns are brought to the administration through the Director of Student Life, who serves on the President's cabinet. Students could not, however, identify a specific change that had recently been made through this communication channel. Additional survey instruments are used to gather feedback from students regarding resident life (EE 7).

Procedures for addressing formal student complaints and grievances are published in the Student Handbook. The procedure for academic grievances, as well as general grievances, begins with the step to first approach the party of concern to seek resolution prior to the issue becoming a formal grievance. Per the policy and clarifying interviews with the administration, a grievance becomes formalized at the point the student puts the grievance in writing. A file for formal grievances is stored in the office of the Director of Student Life. The Team found no formal complaints in the file (EE 8).

# Standard 9
## Faculty

### 9a. Faculty Qualifications, Development, and Welfare

Employment for faculty is limited to those who profess to be Christians and who subscribe to the theological position of the Institution. The Institution has a dedicated and mature faculty with significant longevity at the college. **The Team commends the Institution for employing a spiritually mature and Christ-like faculty who model for and mentor students and contribute to the formation of the biblical worldview of the students (Standard 9a: EE 1; Standard 11a: EE 3).** The Institution employs 13 full-time faculty and 2 part-time faculty. All core faculty members have a master's or doctor's degree completed or in progress, with one exception (that faculty member is an expert in his field and this is supported by a professional vitae). One faculty file was not updated with the transcript of a completion of degree. The faculty files need to be continually updated to reflect degrees as they are completed. **The Team recommends that the Institution demonstrate with evidence the preparation and professional expertise of its faculty, including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications (Standard 9a: EE 5).** Qualified faculty members teach in an area of documented expertise (EE 2, 3, 4).

The Faculty Handbook provides necessary policies and procedures, which includes the criteria for recruitment, appointment, teaching load, promotion, grievance processes, termination, and safety of intellectual property rights. The handbook was updated in 2020 (EE 6). Systematic faculty development and evaluation occur at the Institution. These evaluations happen on three levels: by students, peers, and administration (EE 7).

Faculty members are involved in local church and denominational activities, and they model ministry to students. Faculty members are active in producing scholarship through books, dissertations, and institutional development (EE 8).

Professional development is available through on-campus workshops, denominational meetings, and, in some cases, paid training and educational benefits. The Institution provides development within the confines of its budgetary abilities and should consider working towards formalized processes and funding. **The Team suggests that the Institution develop a more formalized process that enhances consistency pertaining to the advancement and development of faculty, including the attendance at professional development events and the designation of funds to accomplish this process (Standard 9a: EE 9).** There is a published statement of academic freedom, and observance to its stipulations is within the context of both the institutional mission and theological perspective (EE 10). Both men and women are hired within the cultural and doctrinal beliefs of the Institution. The faculty has some ethnic diversity, even though the denomination is largely Caucasian (EE 11).

## 9b. Faculty Decision Making

The Institution has a core faculty that is sufficient in size and expertise, and they are extremely dedicated to the Institution and its mission. The faculty take responsibility for the quality of academics through teaching and participation on academic committees (EE 1). The academic structure consists of 6 academic divisions, and faculty members participate in decision making that relates to the broader Institution, to the faculty itself, and to student academics. Faculty determines the membership of the core, participates in the appointment of new faculty, and in formulating policies and procedures that affect the faculty. Those involved in the appointment of new faculty are the Academic Dean and the respective division directors, with consultation from/with other faculty members as needed (EE 2, 3). A clear and publicized statement of requirements for graduation is found in the catalog (EE 4). Faculty serve on committees that involve peer review, curriculum, and assessment at the end of the semester (EE 5).

## Standard 10
### Library and Other Learning Resources

The learning resource purpose statement is consistent with the mission of the Institution. The Library has published extensive written policies that relate to the management of the library and other learning resources (EE 1, 2). The library has sufficient funding, staff, facilities, technology, and practices; however, the library should consider adding databases of their own to their holdings and further improve the budgeting process. **The Team suggests that the Institution implement a formalized budgeting process that allows the Library Director to consistently and appropriately manage the allotted budget in an effort to adequately provide necessary learning resources and library services for the Institution (Standard 10: EE 3).** The Student Handbook appropriately outlines library policies and services that are available to students (EE 4).

Library staff attend faculty meetings and promote resources, as needed, through faculty discussion. The library uses a resource request form to increase faculty awareness of library purchases made by faculty request. While library items are promoted on the new resource shelf in the library and numerous signs and the library catalog on the student portal, the library could benefit from website exposure on the main institutional website (EE 5). The library promotes access to the local public library, which benefits students with additional resources. Recently, the Institution has entered an agreement with Faith Life for student and faculty use of Logos. Both library staff and faculty speak to the benefit these resources have had on learning and research (EE 6).

The library staff has opportunity to speak to curricular changes that come to faculty meetings, and access is provided to syllabi for library staff. In spite of these advantages, the library does not necessarily have joint participation in curriculum planning. **The Team recommends that the Institution demonstrate with evidence that it has implemented and ensures joint participation of the Library Director and faculty in curriculum planning and the selection of library materials (Standard 10: EE 7).**

Security and preservation of library resources is outlined in the Library Handbook. Appropriate procedures exist for ensuring that the building is secured at closing and that resources are secure when the building is closed. Increased security, via proximity card readers, have been recently implemented. The Institution also provides security officers to ensure additional protection . The library could use some air conditioning improvements to preserve the condition of the collection through climate control. **The Team recommends that the Institution demonstrate with evidence that it has procedures and facilities that ensure the long-term security of the learning resources, including the acquisition of equipment that protects against climate issues that can imperil print materials and technology (Standard 10: EE 8).** The collection mainly focuses on meeting the ministry and theological components of the Institution, which is the core of its educational offerings. The offerings are sufficient and are benefited by the recent Logos agreement. As stated previously, the library collection could be expanded with databases subscriptions from the library budget (EE 9).

The Library Director holds the required ALA-accredited degree, serves with faculty status (voted on by the faculty every year), and reports to the Academic Dean (EE 10). The Director primarily works off-site, and the library day-to-day operations are managed by an Assistant Librarian. While the Assistant possesses an MA in Theology, he does not have library credentials. Strong procedures and policies help facilitate strong operations, even with an off-site Director. The library has a good relationship with the information technology staff and has benefited from recent improvements of Wi-Fi and updated computers (EE 11).

The library has developed an assessment plan of substantial detail, which is included in the Library Handbook. The Assessment plan includes a Library Satisfaction Survey (every other year), an Annual Library Report, library usage reports, and collection assessments (EE 12). The assistant librarian is involved in presenting information literacy in the College Study Skills course. This helps the students in numerous areas, which include library usage, catalog sign-in, Dewey Decimal Classification, Google searching, and use of the local public library search (EE 13).

# Standard 11
## Academic Programs

### 11a. Curriculum

The Institution provides evidence that the content and rigor of its academic programs are characteristic of higher education. The level of analytical research and communication skills needed for life-long learning are commensurate with the level of education offered (EE 1). The Institution has produced a written statement of program-specific student outcomes for each academic program and a coherent program of study to achieve them (EE 2). The integration of curricular components supports development of a biblical worldview (EE 3). The curriculum is taught with sensitivity to the cultural context in which students serve (EE 4).

There is a process of regular review by faculty to ensure that curricular objectives for each academic program are being realized (EE 5). The course sequence progresses from foundational to advanced studies appropriate to the degree and level of education offered (EE 6). The curriculum content and level of education is appropriate to each degree offered (EE 7). There are appropriate distinctions between levels of study within the context of student classifications, faculty qualifications, and learning methodologies (EE 8).

The Institution offers only undergraduate programs. The Institution uses the nomenclature of Advanced Diploma for the four-year programs because they do not meet the Pennsylvania financial thresholds to offer degree programs, even though they are working to meet these requirements. The Institution has developed these programs with the intent to meet ABHE and Pennsylvania requirements for baccalaureate degrees. The Advanced Diploma programs meet or exceed 120 semester hours that ABHE requires for a baccalaureate degree (EE 9). They also have a one-year program, called Certificate in Biblical Studies.

The four-year programs (Advanced Diploma) have a core of Bible/theology studies equivalent of more than 30 semester hours, and the one-year program has a core of Bible/theology studies equivalent to

more than 18 semester hours.  The core of general studies consists of more than 30 semester hours for the four-year programs (Advanced Diploma) and the general studies courses are drawn from each of the following four disciplines: Communication, Humanities/Fine Arts, Natural Science/ Mathematics, and Social/Behavioral (EE 10, 11).   Each of four-year programs (Advanced Diploma) include a core of professional studies equivalent to a minimum of 18 semester hours, which are selected to equip students for professional positions or ministry (EE 12).  The Institution delineates expectations for ministry-oriented and professionally-oriented programs that include practical experiences and applied knowledge through practicums, internships, and other appropriate means (EE 13).

## 11b. Ministry Formation

The Institution offers undergraduate curricula that features classroom activities that prepare students for supervised practice. The curricula provide a culture and program that promotes development of effective witnesses and servants in the church and the world at large (EE 1).  The curricula educational philosophy is based upon ministry formation as an integral part of the student's education (EE 2).  The related program of supervision provides an adequate basis for evaluating and guiding students in the pursuit of their professional goals (EE 3).  The Institution's ministry formation program is coordinated by a director, who is a member of the core faculty, who regularly engages in ministry in his local church, and is an elder on the church board (EE 4).  The program is adequately staffed and financially supported (EE 5).  The Institution has in place a system of ongoing program review and an assessment of outcomes that result in program improvement (EE 6).  Academic credit is not given for Christian Service practicums, internships, or other practical learning experiences (EE 7).

## 11c. Academic Patterns and Procedures

The Academic Advising System guides the student from the point of his or her selection of a program to graduation (EE 1).  The academic calendar meets state, provincial, and federal regulations and reflects consistency with regional higher educational patterns (EE 2).  The awarding of academic credit is

commensurate with normative academic definitions (EE 3). The Institution's system of record-keeping is accurate and secure, and it is consistent with state, and federal regulations (EE 4). The grading system, and all associated policies and procedures, reflect integrity, ensure fairness and consistency, conform to higher education norms, and facilitate transportability of students' academic credits (EE 5).

## 11d. Alternative Academic Patterns

The current online efforts are still in the early stages of implementation. The courses are consistent with other educational offerings of the Institution (EE 1). The Institution meets the current limited need for adequate staffing, facilities, and technology to support the existing online courses (EE 2). The measures already required of students participating in distance education (including password protection) are sufficient to ensure that the student receiving credit is, in fact, the person completing the work (EE 3).

# Evaluation of Outcomes

Please use the rubric below to evaluate the institution's overall presentation and fulfillment of outcomes. Commendations, suggestions, and recommendations related to these observations should be noted in bold in the narrative in Standards 1 and 2 above.

| Unsatisfactory Achievement of Expectation | Minimal Achievement of Expectation | Substantial Achievement of Expectation | Exemplary Achievement of Expectation |
|---|---|---|---|
| No institutional objective is clearly defined. | Some institutional objectives are clearly defined. | Most institutional objectives are clearly defined. | All institutional objectives are clearly defined. |
| No institutional objective supports mission fulfillment. | Some institutional objectives support mission fulfillment. | Most institutional objectives support mission fulfillment. | All institutional objectives support mission fulfillment. |
| No program student learning objective is clearly defined. | Some program student learning objectives are clearly defined. | Most program student learning objectives are clearly defined. | All program student learning objectives are clearly defined. |
| No objective is stated in measurable terms. | Some objectives are stated in measurable terms. | Most objectives are stated in measurable terms. | All objectives are stated in measurable terms. |
| No student learning is effectively measured by assessment methods and metrics. | Some student learning is effectively measured by assessment methods and metrics. | Most student learning is effectively measured by assessment methods and metrics. | All student learning is effectively measured by assessment methods and metrics. |
| No indicators of achievement (benchmarks) are defined for outcomes. | Some indicators of achievement (benchmarks) are defined for outcomes. | Most indicators of achievement (benchmarks) are defined for outcomes. | All indicators of achievement (benchmarks) are defined for outcomes. |
| No outcome benchmarks are rigorous enough to verify objectives are met. | Some outcome benchmarks are rigorous enough to verify objectives are met. | Most outcome benchmarks are rigorous enough to verify objectives are met. | All outcome benchmarks are rigorous enough to verify objectives are met. |
| No outcomes evidence objectives are being met. | Some outcomes evidence objectives are being met. | Most outcomes evidence objectives are being met. | All outcomes evidence objectives are being met. |
| Graduation/transfer-out rates over the last 3 years consistently do not meet ABHE expectations.* | Graduation/transfer-out rates over the last 3 years marginally or inconsistently meet ABHE expectations.* | Graduation/transfer-out rates over the last 3 years consistently exceed ABHE minimum expectations by a small margin.* | Graduation/transfer-out rates over the last 3 years consistently exceed ABHE minimum expectations by a large margin.* |

| | | | |
|---|---|---|---|
| Retention rates over the last 3 years do not meet ABHE expectations.* | Retention rates over the last 3 years marginally or inconsistently meet ABHE expectations.* | Retention rates over the last 3 years consistently exceed ABHE minimum expectations by a small margin.* | **Retention rates over the last 3 years consistently exceed ABHE minimum expectations by a large margin.*** |

* See the Policy and Procedures for Monitoring Annual Report Data for expectations (The minimum since November 2016 has been 25% for graduation/transfer out rate and 25% for retention rate).

# 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, 2):** Does the institution maintain clearly specified educational objectives that are consistent with its written mission, appropriate in light of the degrees or certificates awarded, and successfully achieved? (Determination should be based on the appropriateness and rigor of indicators of success in relation to the institutional mission, reliable assessment data, and evidence of achievement of educational objectives.) | Yes/No<br><br>Yes |

Basis/rationale for this conclusion:

It is evident through the institution's documents and interviews with college personnel that they maintain clearly specified educational objectives that are consistent with its written mission, appropriate in light of the degrees or certificates awarded, and successfully achieved.

| | |
|---|---|
| **2. Student Achievement (Standard 2):** Is success in student achievement in relation to the institution's mission adequately achieved and appropriate results made available to the public? (Determination should be based on indicators of student achievement established by the institution, including graduation and placement rates, as appropriate.) | Yes/No<br><br>Yes |

Basis/rationale for this conclusion:

The indicators of student achievement established by the Institution demonstrate that success is achieved in student achievement in relation to the Institution's mission and the school's website makes available the appropriate results to the public including graduation rates and placements rates.

| | |
|---|---|
| **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<br><br>Yes |

Basis/rationale for this conclusion:

The institutional publications, websites, and advertising describe accurately and fairly the Institution, its academic programs, its admission requirements, its transfer credit policies and criteria, and its effectiveness claims. The Institution is consistent and ethical in its advertising, publications and recruitment practices. Publications are consistent including the website. Students gave testimony to the accuracy of the information they received during the student interview.

| | |
|---|---|
| **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<br><br>Yes |

Basis/rationale for this conclusion:

The facilities, equipment, and supplies are adequate to support institutional mission, to achieve educational goals, and to ensure continuity of offerings. The technological resources needed to

support all delivery methods employed are adequate.  The Institution manages these resources effectively.

| | |
|---|---|
| **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<br><br>Yes |

Basis/rationale for this conclusion:

The Institution has financial resources and administrative capacity to achieve its mission.  The Institution demonstrates budgetary planning practices which evidences financial stability. The institution has high quality leaders appropriate for its scale of operations, including professional competence that evidences fulfillment of institutional goals.

| | |
|---|---|
| **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<br><br>Yes |

Basis/rationale for this conclusion:

The Institution has appropriate policies clearly and consistently stated in the catalog, website, and application materials.

| | |
|---|---|
| **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 |

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<br><br>Yes |

Basis/rationale for this conclusion:

Faculty and staff include ordained ministers who provide counseling services to students. Other services are provided appropriate to the size of the student body and scope of the Institution. The Institution provides clear financial information and assists students with methods of paying for tuition and fees. The registrar, academic dean, and faculty participate in advising students for their academic programs. Digital files are kept secure and backed up. Paper files are kept in secure cabinets.

| 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 Yes |
|---|---|

Basis/rationale for this conclusion:

The Institution has a policy for addressing student complaints stated in the Student Handbook.  The Director of Student Life maintains a file for student complaints.  The file was examined, and there were no student 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 Yes |
|---|---|

Basis/rationale for this conclusion:

The Institution has a well-qualified faculty that is documented in their faculty files.  Their quality is supported by syllabi, and personal interviews on campus.  Professors teach in areas of competency.  Some Faculty members are completing degrees and files will be updated accordingly.

| 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 Yes |
|---|---|

Basis/rationale for this conclusion:

All the Institution's curricular programs are consistent with ABHE standards and meet the appropriate rigor for the level of undergraduate study that is offered.  There is consistency across all delivery methods.

| 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 Yes |
|---|---|

Basis/rationale for this conclusion:

The Institution's program requirements, length, and objectives are published in their catalog and on their website and are consistent with the degrees and credentials offered.  Their program requirements conform to commonly accepted higher education standards, and students 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 Yes |
|---|---|

Basis/rationale for this conclusion:

The Institution's definition of a credit hour is consistent with the ABHE definition of a credit hour, and the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

| | Yes/No |
|---|---|
| **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 |

Basis/rationale for this conclusion:

The Institution is in its infancy of offering online classes with only 2 classes offered currently. However, it does 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 via secure login/password and proctored examinations.

## DOCUMENTS REVIEWED

5-Column Chart
Academic Acceptance by Other Institutions
Academic Catalog 2021
Academic Program Requirements
Acceptable Use Policy – Technology
Administrative Committee Minutes
Application Packet
Articles of Incorporation
Assessment Committee Minutes
Assessment Plan
Board Evaluation and Survey
Board of Directors Handbook
Board of Directors Minutes (4 years)
Campus Days Brochure
Campus Viewbook
Christian Service Manual
Compliance Document
Connection Card
Constitution and Bylaws
Department of Veteran Affairs Benefits Authorization (uploaded)
Doctrinal Statement
Emergency Response Plan
Exhibits Document
Faculty Minutes
Faculty and Staff Contracts
Faculty and Staff Handbook

Faculty and Staff Perception Survey
Financial Audit – last three years
Financial Policy
FSP Survey Data Summary
Guidelines for Online Courses
Improvement Plan
Institution Today – Institutional Publications
Library Handbook
Library Worker Training Manual
Library Databases
Library Periodicals
Library Portal
Organizational Chart
Selected Syllabi
Spring 2021 Student Demographics
SSI Scale Summary
State of Pennsylvania VA Benefits Authorization (uploaded)
Statistical Abstract March 15 2021
Student Course Evaluation
Student Handbook
Student Survey – Survey of Student Engagement
Surveys
Technology Plan
Website
Wesleyan Wellness Profile
Work Scholarship Mission Statement Slides

**PERSONS INTERVIEWED**

Academic Dean
Alumni
Assistant Librarian
Board of Directors
Coordinator of Institutional Effectiveness
Campus Nurse
Dean of Men
Dean of Students
Dean of Women
Director of Admissions and Recruitment
Director of Operations
Director of Finance
Director of Financial Development

Director of Maintenance
Director of Ministerial Division
Director of Music
Director of Public Relations
Director of Student Life
Division Directors
Faculty Members
HR Representative
IT Specialist
Kitchen Manager
Library Director
Maintenance Assistant
Registrar
Students
President

## ADDITIONAL LOCATIONS VISITED

No additional locations were visited.

## SUMMARY OF COMMENDATIONS, SUGGESTIONS, RECOMMENDATIONS

### COMMENDATIONS

1.  **The Team commends the Institution for its development of a clear, concise, and well-integrated mission statement that is disseminated widely and known thoroughly throughout the learning community (Standard 1: EE 1, 2).**
2.  **The Team commends the Institution, under the leadership of the President, for its intentional development of an organizational climate that encourages job satisfaction, collegiality, and respect among personnel (Standard 6a: EE 5; Standard 5: EE 1).**
3.  **The Team commends the Institution for its cultivation of additional and adequate revenue streams to realize institutional goals and maintain sufficient reserves (Standard 6b: EE 3, 6).**
4.  **The Team commends the Institution for the careful attention given to recruiting students whose spiritual commitment, goals, and interests are consistent with the mission of the Institution (Standard 7a: EE 1).**
5.  **The Team commends the Institution for employing a spiritually mature and Christ-like faculty who model for and mentor students and contribute to the formation of the biblical worldview of the students (Standard 9a: EE 1; Standard 11a: EE 3).**

### SUGGESTIONS

1.  **The Team suggests that the Institution implement a planning process that creates a multi-year plan with risk and budget planning that sets forth the strategies and tactics for achievement of its long-term goals and objectives (Standard 2: EE 7).**
2.  **The Team suggests that the Institution begin to take necessary steps to meet Title IV regulatory requirements, including developing policies, collection of data, and practices related to the Cleary Act, Title IV, and Title IX (Standard 7c: EE 2).**
3.  **The Team suggests that the Institution develop a more formalized process that enhances consistency pertaining to the advancement and development of faculty, including the attendance at professional development events and the designation of funds to accomplish this process (Standard 9a: EE 9).**
4.  **The Team suggests that the Institution implement a formalized budgeting process that allows the Library Director to consistently and appropriately manage the allotted budget in an effort to adequately provide necessary learning resources and library services for the Institution (Standard 10: EE 3).**

### RECOMMENDATIONS

1.  **The Team recommends that the Institution demonstrate with evidence that its Board actively reflects the demographics of the Institution, including its diversity in ethnicity, gender, and professional competencies (where theologically appropriate) (Standard 4: EE 8).**
2.  **The Team recommends that the Institution document with evidence that it implements an ongoing assessment and evaluation of performance for administration and staff (Standard 5: EE 5; Standard 6a: EE 2).**
3.  **The Team recommends that the Institution demonstrate with evidence the preparation and professional expertise of its faculty, including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications (Standard 9a: EE 5).**
4.  **The Team recommends that the Institution demonstrate with evidence that it has**

**implemented and ensures joint participation of the Library Director and faculty in curriculum planning and the selection of library materials (Standard 10: EE 7).**

5. **The Team recommends that the Institution demonstrate with evidence that it has procedures and facilities that ensure the long-term security of the learning resources, including the acquisition of equipment that protects against climate issues that can imperil print materials and technology (Standard 10: EE 8).**