

Exhibits
submitted

to the
Commission on Accreditation

of the
Association for Biblical Higher Education
5850 T.G. Lee Blvd, Suite #130
Orlando, FL 32822

by

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Career Center-Five Columns

Institutional Reference and Unit Mission:

Institution Mission/Goal:
(Goal 6) ... The University will continue to develop leadership and to instill in its students a sense of justice, moral courage, and tolerance for the views of others ... improve admissions academic, career and placement counseling

Unit Mission Statement:

... to assist students in transition from academia to the world of work by preparing students for life after graduation Career Center offers services which include: career counseling; three classes for academic credit; workshops and seminars on career-related subjects; assistance with resume writing and interviewing; and opportunities for part-time jobs, internships, and full-time jobs.

Administrative Objectives/ Outcomes:

1. Students attending Career Center resume workshops will produce quality resumes.

2. Career Center will provide job search assistance.

3. Graduates will be satisfied with services provided by the Career Center.

Means of Assessment & Criteria for Success:

1a. Using the checklist describing the five quality components of a resume, the CC staff will analyze resumes submitted for company referrals. The resumes of 80% of students who attended a current resume workshop will receive greater than 4 rating on checklist. No indicator will be below average of 3.0.

1b. On survey given to recruiters regarding quality of resumes reviewed, recruiters will rank student resumes with average score of 3.5 or higher. No indicator will be consistently below average of 3.0.

2. At the end of the year, CC will evaluate five of the job search assistance programs. Records will indicate each of the areas had an increase in number of students attending this year over last.

3a. Respondents will indicate on graduating student survey an average rating of 3.3 or higher as to satisfaction with Career Center.

3b. 95% of students completing a point-of-contact survey will be "very satisfied" or "satisfied" with their "overall experience" with the Career Center. No service will receive "Not Satisfied" by more than 30% of the students responding.

Summary of Data Collected:

1a. 536 resumes were reviewed. 316 resumes were from students who attended workshops. 213 resumes received quality score of 5 (67%); 89 scored 4 (28%); 14 received a 3. The quality indicator consistently missed by students was "use of action verbs".

1b. Recruiters rated the average quality of the resumes at 3.1. No indicator was consistently below average of 3.0.

2. Overall there was an increase in attendance at job search programs of 43. Resume workshops + 27; Interview workshops + 21; Mock Interviews + 8, Job Search Techniques + 6; and On-Campus Recruiting (- 19).

3a. Graduates rated satisfaction with Career Center at an average of 3.4. However, the international students only indicated a 1.4 average satisfaction rating.

3b. 91% of students completing a point-of-contact survey indicated "very satisfied" or "satisfied" with "overall experience" with Career Center. However, 47% of the students indicated "Not Satisfied" rating with Computer/ Internet Job Search Sources.

Use of Results:

1a. While quality resumes were produced by students who attended the workshops, CC staff decided all students who submit resumes for referrals should be required to attend a workshop. The idea has been submitted to Vice Chancellor for consideration. The CC staff developed a skit for the workshops stressing the importance of using action verbs. Decided to use checklist again next year to compare results. Focus groups scheduled to further evaluate content of workshops.

1b. Although the criteria was met, the CC staff examined the survey given to recruiters and decided the information from it gave nothing that could be used to help students with resume writing. Decided to redesign survey.

2. Career Center staff is satisfied with three of the five job search programs offered. Staff decided to offer additional Job Search Techniques program each semester. Staff is concerned with On-Campus Recruiting as this is second year for a decline in student interest. Staff scheduled a focus group of recent graduates to meet in the Fall. Topic is: "Determining effective ways of increasing interest in On-Campus Recruiting."

3a. While criteria for success was met workshops have been held by Career Center staff in conjunction with International Services to provide direct services to international students. Collecting material from nationally know programs.

3b. Career Center staff have located several new internet sources of career information. Six additional work stations were established using computer hardware donated by Kroger and International Paper

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<p><u>Institutional Mission</u> To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p style="text-align: center;">↓</p> <p><u>Institutional Goals</u> <i>Spiritual Goal #3:</i> To cultivate a love for the Bible as the Word of God, as the source of our knowledge of salvation, as the source of our worldview, and as the guide for holy living <i>Social Goal #3:</i> To become a responsible member of social structures such as family, church, nation, and world <i>Practical Goal #1:</i> To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance</p> <p style="text-align: center;">↓</p> <p><u>Unit Mission Statement</u> ... Hiring, empowering, and evaluating the president. Establish all school policy. Adminstrate fiduciary responsibilities.</p>	<p>1. Board of Directors will hire, empower, and evaluate the president.</p> <p>2. Board of Directors will establish all school policy.</p> <p>3. Board of Directors will administrate fiduciary responsibilities.</p>	<p>1a. Hiring A. Ensure the candidate is an ordained God's Missionary Church minister. B. In the opinion of the board he is to be a spiritual person. C. In the opinion of the board he is to have good inter-personal skills. D. On a scale of 1-10, with 10 being "The best in our movement" and with 5 being "Average in our movement," the candidate will be evaluated by each board of director on spirituality, inter-personal relationships, and other areas as the board requests. See separate Nominee rating form. E. Each board of director will prepare a list of five (5) candidates independently. F. The President will be selected in a combined board meeting with the General board of GMC. The Board of Directors will make the decision to hire and set the tenure of the President.</p> <p>1b. Empowering A. Ensure by reports from relevant administrators that qualified staff / faculty have been hired and retained. B. Document decisions, if any, the board of directors has had to reverse.</p> <p>1c. Evaluating A. Follow the approved evaluation form as directed by the board of directors.</p> <p>2a. Approve or deny policy change requests from school administrators considering the welfare of students and staff.</p> <p>3a. Approve a more refined balanced budget</p> <p>3b. Increase revenue by enlarging pool of donors</p>	<p>1a. Because current President is serving with excellence, hiring process has not been needed. March 8, 2016, President informed the Board he would decide by June of 2016 his intentions of retirement. March 8, 2016, the Board established procedures for the succession process. June 28, 2016, President submitted letter of intention to retire May 31, 2018.</p> <p>Public Relations Director, HR Person, Student Recruiter, Asst Cook, and Acting Financial Director have been hired.</p> <p>There have been no reversals.</p> <p>1c. Requested more communication from the President</p> <p>2a. Adjustments must be made to former health reimbursement policy January 2016.</p> <p>2b. Due to numerous bank accounts and periodic changes of class officers, Bank requested we consider consolidating organizational treasuries into fewer bank accounts.</p> <p>3a. Recognized need for more specific budget process and approved 2015-2016 budget</p> <p>3b. Continued awareness of cash flow struggle and the need to complete the M & M SLC.</p>	<p>1a. September 19, 2016, the Board of Directors scheduled to meet with General Board of GMC, October 28, 2016.</p> <p>Staff hired and retained</p> <p>1c. President has been sending periodic emails.</p> <p>2a. Approved increase of salaries to cover former Health benefits 2016-01-07</p> <p>2b. Began consolidating organizational treasuries into fewer bank accounts. This will also simplify auditing the organizational treasury books.</p> <p>3a. Increased departmental involvement resulting in a more specific balanced budget 2016-2017</p> <p>3b. Finance Committee agreed to formulate an 8-12 member fundraising committee under the direction of an honorary chairman.</p>

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<p><u>Institutional Mission</u> To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p><u>Institutional Goals</u> <i>Intellectual Goal #3:</i> To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning <i>Practical Goal #1:</i> To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance</p> <p><u>Unit Mission Statement</u> The Office of Institutional Effectiveness (OIE) serves Penn View Bible Institute's fulfillment of its mission by coordinating institution-wide assessment that collects, interprets, and disseminates information that empowers the continual, systematic improvement of student learning, data-informed decision making, strategic planning, and institutional excellence in all areas, thereby also ensuring integrity and transparency with external constituencies.</p>	<p>1. OIE will coordinate the institution-wide, timely, and consistent collection and organization of the assessment data needed to improve institutional effectiveness.</p> <p>2. OIE will coordinate the institution-wide, timely analysis and interpretation of institutional assessment data.</p> <p>3. OIE will coordinate the dissemination of pertinent information arising from the institution's assessment processes to internal and external stakeholders.</p>	<p>1a. Compare records of collection to the Annual Assessment Calendars for the 4-Year Assessment Cycle.* 80% of collection happens according to Calendars/Cycle.</p> <p>1b. Achieve favorable recommendation from the ABHE Evaluative Team.</p> <p>2a. Ensure by reports from relevant administrators that appropriate analysis is happening in AES units and academic programs.* 80% of targeted units and programs demonstrate appropriate analysis.</p> <p>2b. Evaluate through relevant administrators columns 4 and 5 of units' 5-column charts for use of data interpretations.* 80% of targeted units and programs demonstrate data-based decisions.</p> <p>3a. Document compliance with all instructional effectiveness publication required by ABHE, USDE, and PDE. Persons responsible will report to CIE for inclusion in Yearly Assessment Record.</p> <p>3b. Document through relevant administrators the flow of pertinent information to internal constituencies.* 80% of targeted constituencies receive pertinent information.</p> <p>*Procedures, persons responsible: Relevant administrators will submit records of collection, analysis, and information flow to CIE as those actions happen (1a, 2a, 2b); they will submit evaluations of 5-column charts for data usage to CIE at start of Assessment & Planning Week. CIE will enter on Annual Assessment Activities Report. Assessment Committee will review Report at end of Assessment & Planning Week, reporting its evaluation to Administration.</p>	<p>1a. Records of collection compared to 4-year Assessment Calendar are on schedule at 66%</p> <p>1b. ABHE reports were submitted on time: most recent response from ABHE CoA addressed concerns in Assessment Plan Standard 2a, EE3 and 2b,EE2</p> <p>2a.</p> <p>2b. 5-column chart reviews indicate that administrators in the 6 different AES categories are assessing their arenas of activity</p> <p>3a. Documents essential to constituency are available through the PVBI web-site and school catalog</p> <p>3b.</p>	<p>1a. The Administration and Assessment Liaison recognized the need for more assessment hours. More hours were made available for the work of the CIE position.</p> <p>1b. Concerns were addressed in the <i>Progress Report</i> submitted to the CoA: 2a, EE3, and 2b, EE2 Nov. 15, 2017, while Standard 2b is the focus of attention in the Nov. 15, 2018 <i>Progress Report</i>, soon to be submitted</p> <p>2a. An assistant was added to the Office of Institutional Effectiveness and Research for the 2018-19 academic year. This person has been included in the meetings of the Assessment Committee and is being used in 5-column chart reviews.</p> <p>3a. The whole of the above is benefiting PVBI as it makes for better awareness of the value of assessment as it pertains to our mission of "Preparing Christ-like servant leaders. . . to fulfill the Lord's Great Commission." Administrators and Departmental Chairs are maturing in assessment as the organization advances in its role as an accredited institution.</p>

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Establish and maintain positive relationships with the constituencies (church, Christian schools, prospective students) (AES #220, 240).</p> <p>2. Increase visibility and communication with the constituencies (church, Christian schools, prospective students) while accurately representing the institution in communiques, promotional materials and presentation (AES #210).</p> <p>3. Manage the PR music groups' internal relations and assignments (AES #230).</p>	<p>1. The "PR Service Surveys," which includes the following assessment:</p> <ul style="list-style-type: none"> a. Courtesy of the person who contacted the church for a service (A.1) b. The communication from the PR office was clear and accurate (A.2,3) c. The group was neat, professional, demonstrated appropriate table manners, left the place of lodging clean and in order, and was friendly and courteous (B.1,2,3,4) d. Sound quality of service was clear and tasteful (C.1) e. PR speech was engaging and informative (C.2) f. Song selection was appropriate and uplifting (C.3) g. The group ministered effectively to the congregation and seemed interested and interacted with the young people (C.4,5) h. Would the church have this group again at their church? (C.6) <p>80% rating Strongly Agree or Agree will be counted as satisfactory performance.</p> <p>2a. Written contacts (letters, birthday cards, emails, texting), verbal contacts (face to face, phone) are counted and logged. Facebook post, shares, and likes will be counted.</p> <p>2b. All communiques, promotional materials and presentations checked regularly for errors, and accuracy in descriptions, wordage, etc. Maintain 80% rating Strongly agree or Agree in sections A.2,3 from the "PR Service Survey"</p> <p>3a. Weekly job assignments & practice times are completed & logged</p> <p>3b. Maintain 80% rating Strongly Agree or Agree in sections B and C from "PR Service Surveys"</p>	<p>1. From Jan 2016 – Oct 1, 2016 the Data collected from the PR Service Surveys showed that an overall 99% rating of Strongly Agree or Agree was reached for the specified period of time.</p> <p>2a. Data collected Aug 1 – Oct 1, 2016 25 phone calls 60 attempted calls 4 Facebook messages (personal) Jan 2016 – Oct 1, 2016 127 Facebook Post (53 PVBI) (27 Praise) (33 Heritage) (14 Majesty)</p> <p>2b. Printed materials were "proofed" multiple times before print, minimizing errors, and correcting accuracy issues. Website and Facebook post were checked in the same manner. From Jan 2016 – Oct 2016 the data collected from the "PR Service Surveys" showed that a 97.5% rating of Strongly Agree or Agree was achieved in sections A.2,3</p> <p>3a. Because of a vacancy in the position of PR Director, there was not sufficient data to report on weekly job assignments, and practice times (<i>job assignments, and practice times were completed but not logged</i>)</p> <p>3b. From Jan 2016 – Oct 2016 the data collected from the PR Service Surveys showed that an overall 99% rating of Strongly Agree or Agree was achieved in sections B and C.</p>	<p>1. We will analyze any areas in the survey that were "weaker" areas, and work to improve those areas, as well as maintain the overall high standard that we were able to achieve in this period of time.</p> <p>2a. As we continue to track the increase in contacts with our constituencies, and the visibility of the Institution. We will then be able to calculate the effect this may or may not have on recruitment, enrollment and retention, as well as an increase in the general interest, and opinion of Penn View.</p> <p>2b. We will continue to "proof" printed materials and graphics, for accuracy in the description and representation of the Institution as well as "human" error. We will work on a systematic approach to monitoring and updating our website. We will increase "video" updates of the Institution, utilizing Social media, i.e. Facebook. We will work to maintain the high standard that we achieved in sections A.2,3 of the "PR Service Survey" in this period of time</p> <p>3a. There will be a log sheet created to adequately log and track practice times and job assignments for PR groups.</p> <p>3b. We will analyze any areas in the survey that were "weaker" areas, and work to improve those areas, as well as maintain the overall high standard that we were able to achieve in this period of time.</p>

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<p>To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p><u>Institutional Goals</u></p> <ul style="list-style-type: none"> -To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching -To construct a biblical worldview -To become effective in the cultivation of interpersonal relationships -To develop communication skills, professional courtesy, and a culture of mutual understanding -To become a responsible member of social structures such as family, church, nation and world -To apply the biblical worldview in problem solving and in decision <p><u>Unit Mission Statement</u></p> <ul style="list-style-type: none"> -To facilitate the development of "Christ Like Servant Leaders" through the management, provision and protection of available physical assets 	<p>Manage, provide and protect through controlling facility use schedules</p> <p>Manage provision of scheduled cleaning, maintenance and repair and upgrading of campus facilities</p>	<ul style="list-style-type: none"> -Events schedules per school calendar -Perts per building -Introduction of building managers Faculty Staff Handbook pg. 25 -Student Survey question 2 means average 3.17 Our goal was 3.0 	<ul style="list-style-type: none"> -There were no overlap of schedule use and no complaints of buildings with calendars and perts -All but one area of campus mentioned in the question scored above 3.0 Indicating students are somewhat satisfied The average was 3.17 	<ul style="list-style-type: none"> -develop perts for every building -Would work to see an average of 3.5

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To maintain safe and serviceable vehicles for Public Relations Groups and other school representatives as they travel for our school. To maintain residences for our staff which are compatible with their needs. To maintain Grounds, Utilities and respond to Emergencies as they arise. To maintain an example of God's grace in our personal lives as we labor to fulfill this mission.</p>	<p>1. To keep current with new maintenance requests received.</p> <p>2. To keep current with vehicle inspections and maintenance.</p> <p>3. To take care of emergencies as quickly and efficiently as possible.</p>	<p>1a. The Maintenance Director assigns individual maintenance workers certain work orders to be completed.</p> <p>1b. The maintenance worker completes the work requested, signs off on the work requested and explains what work was performed. The request form is then returned to the Maintenance Director who files the document in the "Completed Work Orders" folder.</p> <p>2a. Vehicles needing Inspection are determined by the Maintenance Director through weekly perusal of the Excel Spread Sheet containing the "Vehicle Management Files".</p> <p>2b. Vehicles are scheduled for Inspection by the Maintenance Director who transports said vehicle to the inspection station or schedules one of the Maintenance workers to transport it.</p> <p>2c. When Inspections are complete the Maintenance Director records the date of the next inspection, as well as, any repairs that were done for inspection.</p> <p>2d. Vehicle Maintenance is handled in much the same way as above. Records are kept on the Vehicle Management Spread Sheet and updated as maintenance and repairs are completed.</p> <p>3. Emergencies come at random times and are unpredictable. However, they are a very real part of Maintenance responsibility. Emergencies take precedence over any other job that may be occupying a maintenance workers time unless it is another emergency. In this case another worker would be dispatched to the new emergency. Care is given to quick response whether during working hours or off hours.</p>	<p>1a. The Maintenance Director has consistently evaluated maintenance requests and assigned work orders to workers accordingly.</p> <p>1b. Data began to be collected approximately June 2015. From June 1, 2015 through May 31, 2016 there were a total of 145 work requests filed as complete. Dating data completion is lacking.</p> <p>2a. A couple of vehicles were missed for a short period of time because of failure to check the Spread Sheet.</p> <p>2b. This has been done consistently with the exception of the aforementioned vehicles (2a) which were missed for a short time.</p> <p>2c. Inspection dates have been updated and repairs have been recorded.</p> <p>2d. Records have been updated for many of the vehicle repairs. However, sometimes a worker fails to pass on the information for maintenance performed.</p> <p>3. The Maintenance Department is usually notified of emergencies by phone rather than the standard work request. Therefore, there is no paper trail or satisfactory way to record data.</p>	<p>1a. The Maintenance Director should be certain that evaluations of work requests are time sensitive, as well as, being careful to evaluate level of importance. Also, a staff survey should be generated to assess how maintenance is meeting the needs of staff members.</p> <p>1b. Maintenance workers should also add the date maintenance requests are completed.</p> <p>2a. Maintenance Director must do a better job of taking time to check the status of vehicles needing inspection.</p> <p>2b. Must continue to be consistent and improve on failures.</p> <p>2c. Continue with the same process.</p> <p>2d. Current system is working. Maintenance workers must remember to pass on information to the Maintenance Director for maintenance performed. This should include Date, mileage, parts replaced, oil change, lube, etc.</p> <p>3. A time and record keeping device should be issued to each maintenance worker which can be kept in each vehicle for the purpose of recording starting and ending times, as well as, the work performed.</p>

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<u><i>Institutional Mission Statement</i></u>	.			
<p>To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p><u><i>Institutional Goals</i></u></p> <p><i>Social Goal #2:</i> To develop communication skills, professional courtesy, and a culture of mutual understanding.</p> <p><i>Social Goal #3:</i> To become a responsible member of social structures such as family, church, nation, and world.</p> <p><i>Practical Goal #1:</i> To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance.</p> <p><i>Practical Goal #2:</i> To achieve entry-level proficiency in professional Christian service.</p> <p><u><i>Unit Mission Statement</i></u></p> <p>The work program will provide students with a method of payment for tuition as well as accomplish many of the daily operational tasks. Work Program offers opportunities for employment, training and development of skills and leadership opportunities.</p>	<ol style="list-style-type: none"> 1. 85% of students selected will fulfill at least 80 % of their work scholarship contracts. 2. Students will accomplish tasks as outlined in job descriptions. 3. 85 % of work scholarship students will be satisfied with the work opportunities and training provided. 	<ol style="list-style-type: none"> 1. Monthly work hour summaries will reflect 85% of work students fulfilling at least 80% of their work contracts. No more than 30% of students will meet less than 80% of their contract requirements. 2a. 85% of jobs completed per week according to zone checklists. No more than 30% per week incomplete. 2b. Completed Faculty/Staff Housekeeping Evaluation Survey reflects no less than 85% "satisfaction" with jobs completed. No more than 30% completed surveys reflecting "dissatisfaction" with jobs completed. 3. 85% of students completing the PVBI Student Survey #26 will be "very satisfied" or "satisfied" with their experience on the Work Scholarship Program. No more than 30% of those completing the survey will be "very dissatisfied" with the Work Scholarship Program. 	<ol style="list-style-type: none"> 1a. September work hour summaries reflect 86% of work students fulfilled 80% or greater of their contracts requirements. 14% of students fulfilled less than 80% of contract requirements. 2a. Review of zones and checklists shows at least 85% of jobs completed. No more than 15% of jobs incomplete. 2b. Waiting on results. 3. Most recently completed Student Survey # 26 reflects 62% of students are "very satisfied" or "satisfied" with work program experience. 0% "very dissatisfied". 36% of students completing survey "are not on the work program". 	<ol style="list-style-type: none"> 1a. While the criteria were met, students will be encouraged and provided opportunities to increase the percentage of contract requirements fulfilled. Sickness and excused absences must be taken into consideration of those fulfilling less than 80% of contracts. Criteria reflect one month, monthly review to continue. 2a. While criteria were met, continued inspections and training are necessary to achieve excellence. 2b. Results will be used as focus areas for improvement. 3. Must take into consideration those completing the survey that are not on the work scholarship program. Criteria for success should allow for those not participating on the work program.

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Institutional Mission Statement</u></p> <p>To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p><u>Institutional Goals</u></p> <p>Intellectual Goal #3: To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning.</p> <p>Socially Goal #2: To develop communications skills, professional courtesy, and a culture of mutual understanding</p> <p><u>Unit Mission Statement</u></p> <p>The Information Technology department (IT) is responsible for all Internet & Network Services including Security, Accountability, and Connectivity; Campus Hardware Setup Maintenance, Upgrade and Expansion; Software distribution and troubleshooting; limited student device troubleshooting.</p>	<p>1. Students and Staff will be satisfied with the internet service.</p> <p>2. Fulfil Troubleshooting requests within 24 hours of requested deadline.</p>	<p>1. At the end of every even year, Students will be issued a Student Survey. This Survey will contain questions to determine the level of satisfaction with PVBI Computer, Network, and Internet Services.</p> <p>2. At the beginning of every even school year, a Student Satisfaction Inventory is issued to analyze Student Satisfaction. Under the Campus Support Services, the survey asks how adequate and accessible our Computer Labs are.</p> <p>3. Staff will be issued a Survey once a year to determine their level of satisfaction with PVBI Computer, Network, and Internet Services.</p> <p>4. Analyze Technology Request forms to determine response times. 75% of requests will have been responded to within 24 hours of the deadline.</p>	<p>1. The most current Student Survey results contain no measures for the IT department. The next survey will have these measures.</p> <p>2. The SSI survey shows that students rated the importance of having an adequate and accessible Computer Lab is high (6.26/7.0) but scored low on their Satisfaction (4.8/7.0). This is lower than the National Average¹ (5.47/7.0)</p> <p>3. There are no current Staff Network Survey. This survey will be issued in the spring.</p> <p>4. Most IT requests did not have Technology Requests attached to them. Most Requests were done over the phone and e-mail and where taken care of right away.</p>	<p>1. Since the last surveys were issued, we have improved and expanded our network and internet infrastructure. Wifi has been expanded to the dorms and dining center. Computers in the Library have been replaced with up to date machines. Students now have a printer they can print to right from their personal computers. Internet has been opened up if student sign up for and use Covenant Eyes Accountability Software.</p> <p>2. Will require more technology requests to be filed so better data can be collected. E-mails received will be printed and filed as Technology Requests. A Technology Request form will be filled if a request over the phone is requested.</p>

¹ National Four-Year Private Institutions

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<u>Institutional Mission Statement</u>				
To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.	1. To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books	1a. See the details in the 2016 Assessment Plan ABHE Bible Exam in spring semester of senior year. WWP #2a-p Completion of required Bible/Theology courses: Christian Beliefs, Theology of Holiness, Bib Hermeneutics, Systematic Theo I and II,	1a. Students demonstrate a Reviewed results from the 2015 WWP. The average means on questions WWP #2a-p was 5.92.	1a. Results demonstrate we are meeting our projected objectives.
		1b.	1b.	1b.
<u>Institutional Goal</u> <i>Spiritual,</i> To cultivate a love for the Bible as the Word of God, as the source of our knowledge of salvation, as the source of our worldview, and as the guide for holy living	2. To aid the student in developing: a) a thorough understanding of the great doctrines of Scripture, b) skills in interpreting Scripture properly, and c) the ability to make application of its message in practical Christian living.	2. See the details in the 2016 Assessment Plan Completion of Intro Homiletics, Adv Homiletics, Christian Beliefs, Theology of Holiness, Bib Hermeneutics, Systematic Theology I and II, Greek I and II. WWP #2a-p, 3a, 3b, 4b. Summary of reports from pastors where students have preached.	2. Reviewed results from the 2015 WWP . The average means on questions WWP #2a-p was 5.92. Results from the 2015 WWP# Questions 3a, 3b, & 4b demonstrate a means of 5.5 and higher.	2. Use of results demonstrates we are satisfying our objectives. Questions will be reviewed at the next scheduled evaluation.
[If any]				
<i>Intellectual,</i> To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning	3. To assist the student in understanding and appreciating the New Testament Church as God's plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the pastoral ministry	3a. See the details in the 2016 Assessment Plan Pers Evang I, II, and III, Pastoral Ministry, Church History I and II, Acts, Pauline Epistles, and other Bible SS #3a, 3b, 3c, 3d, 3e, 4, 9a, 15, 17, CSL reports	3a. Results from SS# 3a-e have an average means of 4.82.	3a. Attention will be given to methods for increasing the outcomes.

			Ministerial Internship calling requirements and quality ratings from the supervising pastor		
<i>Social,</i> To become a responsible member of social structures such as family, church, nation, and world			WWP #5b, 5i, 5j, 5L, 5m, 5o, 5p, 5q, 9d, 9f, SS# 10d, 10f	Reviewed the results from the WWP 2015. All the results of questions highlighted were 5 and above except 5j. Question 5j was a means of 4.55. Results gleaned from questions 10d and 10f were satisfactory. 10d was a means of 5.16 and questions was 10f was 5.10.	Results were satisfactory. A focus and encouragement of accountability in applicable classes will be strongly encouraged. Data from next scheduled survey will be reviewed accordingly. Reponses from the SS# 10d and 10f demonstrates department satisfying its objectives.
<i>Practical,</i> To achieve entry-level proficiency in professional Christian service	4. To help the student prepare for a life of total dedication to the ministry of Christ and His church		3b. See the details in the 2016 Assessment Plan Prin Chr Liv I and II, Chr Marriage, Pastoral Ministries, Leadership and Administration, Missions elective. CSL reports Division director conducts personal conversations with each student each semester.	3b. →	3b. →
<u>Unit Mission Statement</u>					
To prepare pastors as ministry leaders in the local church with the ability to communicate the Scriptures and to develop ministry relationships through evangelism and edification	5. To enable the student to enter the pastoral ministry, equipped with beginning-level skills		Students preach in various churches several times a semester; division director receives feedback from pastors. Ministerial Internship entails meeting of requirements, reflective observation of the supervising pastor's ministry, personal interviews with ministerial division director. Pastoral Ministry, Homiletics, Biblical Counseling Alumni Survey (to be constructed Summer 2017) Employer Survey (to be constructed Summer 2017) WWP #2a-p, 3a-j, 4a-o, 5a-q, 6a-e,	WWP# 2 a – p demonstrate	

<u>Institutional Reference and Unit Mission</u>	<u>Student Learning Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Institutional Mission</u> To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p style="text-align: center;">↓</p> <p><u>Institutional Goals</u> <i>Intellectual Goal #1:</i> To understand basic Bible content and doctrine <i>Intellectual Goal #2:</i> To construct a biblical worldview <i>Intellectual Goal #4:</i> To establish an adequate intellectual foundation for professional ministry <i>Social Goal #2:</i> To develop communication skills, professional courtesy, and a culture of mutual understanding <i>Practical Goal #2:</i> To achieve entry-level proficiency in professional Christian service</p> <p style="text-align: center;">↓</p> <p><u>Unit Mission Statement</u> The Missions Division advances Penn View's mission by forming missions majors into Christlike servant leaders who understand our Lord's Great Commission, are committed to finding and fulfilling their role in the Great Commission, interact effectively in cross-cultural ministry contexts, and work well in a missions organization.</p>	<p>1. To provide the prospective foreign missionary with the training he or she will need in Biblical education, including knowledge of the English Bible, theology and Bible interpretation</p> <p>2. To help the student arrive at an understanding of the New Testament imperative to evangelize the world</p>	<p>1a. At or above national norm on ABHE Bible Exam (spring, senior year)</p> <p>1b. Means of <i>5 mostly true of me</i> on WWP #2a-p</p> <p>1c. Completion of required Bible/Theology courses Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, others</p> <p>2a. Completion of Gospels I and II, World Evangelism</p> <p>2b. CSL reports</p> <p>2c. Mean of <i>5 mostly true of me</i> on WWP #3d</p> <p>2d. Satisfactory performance in missionary internships</p> <p>Pre-internship interview with missions director</p>	<p>1a. PV seniors above nat'l norm in all areas tested, but PV freshmen enter above nat'l norm in all areas but one. PV numeric increase greater in 10 of 16 areas; PV % increase greater in 5 of 16 areas.</p> <p>1b. WWP #2 is Cognitive area. Means of #2a-p means: 2015 5.90 } Lowest mean 2013 5.91 } any line item: 2012 5.90 } 5.64</p> <p>1c. All missions grads pass required Bible/Theology courses. No calculations of % missions students passing them, nor of mean GPAs for them.</p> <p>2a. All missions grads pass required Gospels I, II; all except Hispanic Studies pass World Evangelism. No calculations of % missions students passing them, nor of mean GPAs for them.</p> <p>2b. Available CSL reports indicate a high percentage of students meet minimum CSL expectations or better. Do not have access to all CSL reports. 2015 fall 95% 2014 spring 94% 2013 spring 100% 2012 spring 100%</p> <p>2c. WWP line item is commitment to live by Great Commission. Means: 2015 5.73 2013 5.80 2012 5.62</p> <p>2d. All missions grads should perform satisfactorily in two missionary internships. Previous missions director listed pre-internship interview; present missions</p>	<p>1a. Bible knowledge SLO met. Prefer greater numeric and % increase, but likely due in part to higher freshman scores. Request from CIE major-specific Bible Exam results.</p> <p>1b. Doctrinal beliefs, biblical worldview SLO met. Students self-report highly characteristic beliefs consistent with PV doctrinal and worldview position. No adjustment indicated.</p> <p>1c. Mere completion of courses tells little about SLO; lack of mentioned calculations reduces further value of this assessment means. In program review, change assessment means from course completion to specific course products that indicate achievement of SLO. Possibly run mentioned calculations. In program review, revise this objective to distinguish from Institutional Goals.</p> <p>2a. Same note as 1c. Same decisions as 1c.</p> <p>2b. Mere satisfactory participation does not necessarily demonstrate SLO achievement. At best, a supporting evidence. For even that, more specific CSL information is needed. Request from CIE access to each semester's CSL data. Ask CIE or CSL director if CSL data can be made major specific.</p> <p>2c. PV students self-report commitment to live by Great Commission as highly characteristic of them. No adjustment indicated. Additional evidence is needed.</p> <p>2d. Virtually all internships attempted are satisfactorily completed; a high majority of interns receive good evaluations from host supervisor. These facts indicate acceptable achievement of SLO.</p>

	<p>3. To assist the student in developing an understanding of concepts relative to living and working in a foreign culture, including culture shock and the cross-cultural communication of the gospel</p>	<p>Missionary internship assessment</p> <p>3a. Completion of required missions courses Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II, others</p> <p>3b. Reaction paper to field-based study in Cultural Anthropology</p> <p>3c. Appropriate social skills in intercultural situations Satisfactory performance in missionary internships: feedback from supervisor, debriefing</p> <p>3d. 50% of graduates will be involved in cross-cultural ministries five years after graduation Graduate Survey Employer Survey</p>	<p>director does not know what it entailed. Missionary internship assessment includes host supervisor's evaluation report, debriefing interview with missions director, final evaluation by missions director, resulting in internship final grade. All are completed and filed, but no aggregation and analysis beyond final grade submission have been done.</p> <p>3a. All missions grads pass mentioned required courses. No calculations of % missions students passing them, nor of mean GPAs for them.</p> <p>3b. Students usually do write mentioned reaction paper. Papers are assigned a letter grade. To present director's knowledge, no rubric or system for aggregating and analyzing results.</p> <p>3c. Missionary internship assessment includes host supervisor's evaluation report, debriefing interview with missions director, resulting in internship final grade. All are completed and filed, but no aggregation and analysis beyond final grade submission have been done.</p> <p>3d. Data not yet compiled. Graduate Survey initiated just this year, only for graduating seniors so far Employer Survey postponed till Spring 2017 Divisional records of missions alumni not caught up.</p>	<p>Ask previous missions director about pre-internship interview. Create system for aggregating and analyzing internship results. Aggregate and analyze internship results for past 2-4 years.</p> <p>3a. Same note as 1c. Same decisions as 1c.</p> <p>3b. This assessment means has not yet been developed and formalized enough to be a basis for judgment. Refine paper assignment to better demonstrate achievement of SLO. Develop, use rubric for paper. Create system for aggregating and analyzing results.</p> <p>3c. Same note as 2d. Same decisions as 2c. Review supervisor's evaluation form, debriefing interview to assure adequacy for assessing this SLO.</p> <p>3d. No current basis to make judgment. Request from CIE Graduate Survey and Employer Survey data as they become available. Discuss with CIE adding missions major-specific questions to both surveys. Catch up as much as possible divisional records of missions alumni; keep up to date. 50% is no doubt unrealistic. Revised to 20% in <i>Assessment Plan</i> (2016).</p>
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Note: This whole-program 5-column chart was completed to fulfill the *Assessment Plan* (2012) directive that the missions program be assessed in 2015-2016; it attempts to apply the Missions Program assessment as delineated in that document.

General conclusions:

- 1) Main judgment: The Missions Program assessment plan must improve and mature. Implementing program assessment according to the *Assessment Plan* (2012) demonstrated weaknesses in alignment of the program mission statement, program SLOs, and assessment means. The *Assessment Plan* (2012) for the Missions Program, largely replicated in the *Assessment Plan* (2016), does not provide adequate data to determine consistently achievement of program SLOs.
- 2) Related decision: Revision and alignment of program SLOs must precede assessment. The Missions Program review, scheduled for 2015-2016 (*Assessment Plan*, 2012) was missed and has been rescheduled for 2019-2020 (*Assessment Plan*, 2016); however, the Director of Missions will conduct a program review in 2016-2017, followed by another review in 2019-2020. The director expects to revise program SLOs, mapping alignment of course objectives, program SLOs, and Institutional Goals. Curriculum adjustments will follow as indicated. The program assessment plan will then be updated, incorporating decisions listed in this chart, column 5.

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<u><i>Institutional Mission Statement</i></u>				
To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.	1. To enable the student to develop a Biblical/Christian philosophy of music ministry and education, founded in the traditions of Western art music and Protestant Hymnody, for service in the Conservative Holiness Movement	1a. Passing grades in selected music courses - Teaching Elementary and Junior High Music - Teaching Secondary Music - Church Music Administration - Music in the Bible	1a. Data available from Registrar	1a. <i>recommend establishment of selected courses (recommended in column 2), establishment of what constitutes satisfaction, review sampled grades to see if they meet criteria. If sampled grades are satisfactory, (75% of sample making a B- or higher) goal will be considered to have been met. If sampled grades are considered unsatisfactory (75% of sample making a C+ or lower) curriculum review will be considered necessary.</i>
		1b. Philosophy of Music paper from Church Music Administration, Summary Essay from Music in the Bible, Philosophy statement from Student Teaching, essays from Music History I and II?	1b. Sample of papers collected from appropriate teachers	1b. <i>recommend review of sampled papers to establish conformity with well-known precedents of acceptability, also recommend establishing standards of acceptability/refining of Music Division Mission Statement</i>
<u><i>Institutional Goal</i></u>			2.	2.

<p><i>Intellectually</i> 1. To establish an adequate intellectual foundation for professional ministry</p>	<p>1a. To develop the ability to teach music in the Christian school in kindergarten through twelfth grade</p> <p>1b. To achieve an advanced level of music proficiency in one's major instrument and be prepared to teach that instrument in the Christian school</p> <p>1c. To develop a working knowledge of teaching music through observation, and supervised student teaching experience</p>	<p>1a. passing grades in pedagogy classes submission of notebooks for selected pedagogy classes</p> <p>1b. Required jury in major instrument each semester Required juries in minor instrument every other semester Required Senior recital</p> <p>1c. Passing grade in music student teaching</p>	<p>1a. Obtained from registrar</p> <p>1b. Records of each jury archived in music office. Copies of bulletins archived in Music office Passage of Freshman Advisory, Sophomore Approval, Recital hearing</p> <p>1c music student teaching notebook Written recommendation of cooperating faculty Submission of portfolio</p>	<p><i>1a. Grades reviewed. # of students whose grades are higher than ## deemed acceptable. Less than # of students whose grades are higher than ##, revision of courses deemed necessary</i></p> <p><i>1b. # of students who receive a B or higher on jury is above ## percent, goal is considered as being met. If lower than ## percent, revision of expectations or curriculum may be necessary # of students who pass checkpoints vs. # of students who do not and reasons for this reviewed. If results are deemed unsatisfactory, review of leveling/curriculum may be necessary</i></p>
<p><i>Practically</i> 2. To achieve entry-level proficiency in professional Christian service</p>	<p>2. To prepare the student for music ministry in the local church or other phase of Christian work by developing instrumental skills and through practical experience</p>	<p>2. Required public relations ministry such as college choir, instrumental ensemble, or select music groups, as outlined in the Course Catalog Participation in on-campus chapel ministry - accompaniment, song-leading, special music</p>	<p>2. Recorded credit hour Christmas Musical performance, Fall/Spring choir tour. copies of chapel schedules</p>	<p><i>2. all music diploma candidates register for Music Organizations establish criteria for measuring involvement in chapel/campus programs.</i></p>
<p><i>Practically</i> 3. To develop commitment to lifelong learning</p>	<p>3. To provide the student with skills for studying and performing music</p>	<p>3a. Passing grades in music theory courses</p> <p>3b Yearly recital performance</p> <p>3c. Public recital attendance and observation</p>	<p>3a. Original composition/Vocal and/or orchestration arrangement</p> <p>3b. Recorded on jury adjudication form</p> <p>3c. Submitted recital attendance form</p>	<p><i>3a. Sample evaluated by theory teacher, criteria/range of acceptability established, criteria of review established if acceptability criteria not met.</i></p> <p><i>3b. noted and archived. If problem is perceived, music faculty take steps to rectify</i></p> <p><i>3c. noted and archived. If substantial issue is noticed, music faculty take steps to discuss and rectify</i></p>

<p><u><i>Unit Mission Statement</i></u> To prepare students for Christian music ministry, for teaching music, and for a lifetime of personal and professional growth</p>			3a.	3a.	3a.
[If any]					

Notes (comparison with 2012):

Objectives 2 and 4 have been combined into 2016 objective no. 2. Music organizations are a means of practical experience provided to prepare the student for music ministry in the local church and other phases of Christian work. (Song evangelism is a phase of Christian work.)

Objectives 3 and 6 have been combined into 2016 objective no. 4. Objective 3 is also included in objective no. 2. Developing skills in piano, voice and other instruments is a necessity for music ministry. Developing instrumental (including vocal) skills is necessary in achieving a prescribed level of proficiency.

Objective 7 is unnecessary because it is included in objective 5. Student teaching is one means of assessing a student’s ability to teach music. Observations are part of student teaching as well as other courses.

Objective 8 is not a goal of our music program although we encourage our students in further study. Our goal is to prepare students for Christian service.

<u>Institutional Reference and Unit Mission</u>		<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p>To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p><u>Institutional Goals</u> <i>Intellectual Goal #4</i> To establish an adequate intellectual foundation for professional ministry</p> <p><i>Social Goal #2</i> To develop communication skills, professional courtesy, and a culture of mutual understanding</p> <p><i>Practical Goal #2</i> To achieve entry-level proficiency in professional Christian service</p>		<p>1. Students will construct a Biblical understanding of ministry to Children.</p> <p>2. The students will prepare to organize and administer a children's ministry in the local church and parachurch ministries.</p> <p>3. Through class, practice, and actual ministry opportunities, the students will develop excellence in Christian teaching.</p> <p>4. To equip the student to lead children into a definite faith in Christ as Savior and on to a spiritual life.</p>	<p>1a. Formulate Biblical Reasons for Child Evangelism in Child Evangelism class. List them in a paper including 10 reasons supported by scripture and research. Goal is to have all students enrolled in C. E. class complete this.</p> <p>2a. Satisfactory performance in actual ministry opportunities. Evaluation forms were given to every student to be completed by person in charge of ministry & pastor. Goal of 4 out of 5 on the evaluation form.</p> <p>2b. Organize and administer Junior Church/VBS for a 5 session presentation in Child Evangelism Practicum class. Evaluation forms are required for each of the 5 sessions by the person in charge of the ministry.</p> <p>3a. Excellence through actual teaching observation. 20 hours of actual observation/participation of C. E. ministry a school year.</p> <p>3b. Students will teach a 30 min. Sunday School class as a final assignment in Teaching Bible class. Students are evaluated on an evaluation form by teacher.</p> <p>4a. Assignment on "Leading a Child to Christ." Students given a booklet from Child Evangelism Fellowship to use with the children around an altar.</p>	<p>1a. All students completed and passed this assignment satisfactorily. A few students needed more support of scripture for their reasons.</p> <p>2a. All evaluation forms were returned with a satisfactory ministry evaluation. Areas of weakness were presented on the evaluation. Evaluation of ? out of 5 on the evaluation form.</p> <p>2b. I only had one student last year in this personal study class. She presented on an Indian Reservation in SD. The 5 evaluations show an avg. of 4.8 out of 5. A video was also presented for the teacher to evaluate a complete session.</p> <p>3a. Working on way to actually assess the observation and record the outcome. They are evaluated/recorded for SCL participation during semester.</p> <p>3b. All students completed this assignment with grades ranging from 96.85-78.85 with an avg. of 91.46</p> <p>4a. This will be worked on and included in our next evaluation.</p>	<p>1a. Grading criteria will be included in the next syllabus. Each reason will be assessed at a 10 pt. cumulative scale.</p> <p>2a. Area of weakness discussed with the students. Copies of evaluations given to students so they know what they need to improve. Areas of weakness being considered for the next</p> <p>2b. In a private meeting, areas of weakness will be gone over with her by the Department Chairman.</p> <p>3a. Working on this. Presently the department director evaluates each C.E. Student involved in ministry opportunities. Also person they minister under also evaluates the student. Student receives the evaluation. A copy is going to be placed in the student's files.</p> <p>3b. Overall pleased with the results. Many of these done in actual ministry. With an avg. of 91.46 there are areas of weakness to be reinforced in the next teaching of this class.</p> <p>4a. Not completed. Working on this.</p>

<p><u>Unit Mission Statement</u> To equip students who desire to be involved in the evangelism and the discipleship of children through classes, advancement workshops, and actual ministry opportunities.</p>		<p>5. To acquaint the student with materials and resources necessary to conduct a children's ministry.</p> <p>6. To enable the student to use his understanding of the characteristics of each age group in effectively presenting Bible content and in applying Biblical truth to life.</p>		<p>4b. Satisfactory performance in a simulated and actual ministry settings.</p> <p>5a. Presented with a unit on various types of curriculum in Child Evangelism Class and presented with available materials and on-line sources for their developing, organizing and teaching assignments.</p> <p>5b. Go to Penn View Visuals (on campus child evangelism store and producer of child evangelism materials) and survey available child evangelism materials available from a variety of companies in both Child Evangelism class and Child Evangelism Practicum class.</p> <p>5c. One great resource is the student himself. Students learn to make teaching visuals and resources in Art and Visuals class. Many discover hidden artistic talents to use in producing materials because some materials can't be found or accessed in a remote area of ministry or ministry on a foreign field.</p> <p>6a. Satisfactory performance in simulated and actual ministry opportunities for various age groups.</p> <p>6b. Research age-group characteristics in C. E. Class. Organize findings in a paper "Teach Them the Way God Made Them."</p>		<p>5a. Teach Bible students evaluated materials used in most of our holiness churches. We printed off and used curriculum evaluation forms available in our Teaching Bible textbook.</p> <p>5b. Students given tour of Penn View Visuals and students looked over the materials and were able to ask questions about the curriculum and materials available.</p> <p>5c. Students in Art and Visuals class all passed the class. They also created visuals to be used in actual ministry. Did a bulletin board for a PVCA classroom. Developed and created visualized songs, Bible verses, and stories in various mediums.</p> <p>6a. Working on ways to access this. Hopefully will have this completed soon.</p> <p>6b. Class completed this assignment successfully. The class average for this assignment in 2015-2016 was 94.5. The student must then transfer this information into actual practical ministry on and off campus.</p>	<p>5a. Evaluations completed. The general consensus was that our materials have several weak points. Students have to re-enforce our available materials. Contact information of companies given to students to include in their notebooks for future reference.</p> <p>5b. Penn View Visuals' Catalogs were made available to each student. Also made aware of web site and process to order materials on-line. Included in PVV Catalog.</p> <p>5c. Students received evaluation forms on each project. Areas of weakness and areas of strengths were given to each student so they know what needs improvement. Teacher also evaluated the bulletin board done in the PVCA classroom.</p> <p>6a. Although this objective is presently being met on various age groups, we don't have an acceptable way to access nor a way developed to use the results.</p> <p>6b. In Child Evangelism Practicum our evaluation sheet asks if the student taught on the level of the students. In addition to our on campus ministry in various age groups, an outside sources is critiquing our students to see if we are accomplishing this objective.</p>
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<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<u><i>Institutional Mission Statement</i></u>				
To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.	1. To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books. (Bible Knowledge)	1. ABHE Bible Exam in spring semester of senior year. At or above national norm on ABHE Bible Exam	1. ABHE Bible Exam (Form H, Feb 2016) All PVBI Seniors NT: 64.58% OT: 66.75% National Norm NT: 59.56% OT: 60.53%	This program objective may need to be distinguished from a similar General Objective; however at the current time there have been too few students to make an individual departmental assessment.
<u><i>Institutional Goal Spiritually</i></u> 2. To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching <u><i>Intellectually</i></u> 1. To understand basic Bible content and doctrine 2. To construct a biblical worldview <u><i>Practically</i></u> 1. To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance	2. To aid the student in developing: a. a thorough understanding of the great doctrines of the Scripture, b. skills in interpreting Scripture properly, and c. the ability to make application of its message in practical Christian living. (Doctrine, Hermeneutics, Application)	2. WWP #2a-p Means of 5 mostly true of me on WWP line items Completion of required Bible / Theology courses: Christian Beliefs, Theol Holiness, Bib Hermeneutics, Systematic Theol I and II. Passing grades in required Bible / Theology courses.	2. WWP #2a-p means: 2012-04-21: 5.90 2013-10-30: 5.92 2015-10-28:	Need data from 2015. Data from WWP shows that students do exceptionally well in grasping basic theology. Should consider raising the expected result from students to 5.75.

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	3. To prepare the student to teach Bible in a variety of settings. (Presenting)	3. Completion of Teaching Bible and Teaching Bible Practicum. Passing grades and satisfactory performance in Teaching Bible course and practicum Alumni Survey (no data compiled) Employer Survey (no data compiled)	3. Students in Biblical Studies majors had a 3.4 GPA in these courses.	3. When alumni and employer surveys have data it will help to further assess the program.
				3b.
<u>Unit Mission Statement</u> The Biblical Studies division provides a foundational understanding of the Bible, the church, general knowledge, and one's personal ministry that will flow out through a life of total dedication to Christ.	4. To assist the student in understanding and appreciating the New Testament Church as God's plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the ministry of the church. (Personal and Church Ministry)	4. Completion of Personal Evangelism I, II, III, Church History I and II, Acts, and Pauline Epistles. Passing grades in ministry and selected Bible/theology courses CSL reports Participation in a local church.	4. GPA of 3.58 for graduating students or current seniors from 2012-present in selected classes. CSL reports: All students F 2011: 94% satisfactory S 2012: 95% satisfactory S 2013: 100% credit 2014: 94% credit	4. Students have done well, but the departmental totals are based only upon three students.
	5. To help the student prepare for a life of total dedication to the ministry of Christ and His church. (Whole Life)	5. CSL reports Alumni Survey (no data compiled) Employer Survey (no data compiled)	CSL reports: All students F 2011: 94% satisfactory S 2012: 95% satisfactory S 2013: 100% credit 2014: 94% credit	5. When alumni and employer surveys have data it will help to further assess the program.

September 12, 2016

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Institutional Mission</u> To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p style="text-align: center;">↓</p> <p><u>Institutional Goals</u> <i>Social Goal #3:</i> To become a responsible member of social structures such as family, church, nation, and world <i>Practical Goal #1:</i> To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance <i>Practical Goal #2:</i> To achieve entry-level proficiency in professional Christian service</p> <p style="text-align: center;">↓</p> <p><u>Unit Mission Statement</u> Christian Service Learning (CSL) provides students with opportunities to minister and live out servanthood in the local church and community and an opportunity to report and reflect on those experiences among their peers.</p>	<p>1. CSL will ensure that students who are taking 6 credit hours or higher will be involved in active Christian ministry.</p> <p>2. CSL will provide <i>Interserve Ministry</i> as an avenue to be involved in community ministry.</p> <p>3. CSL will provide periodic quality opportunities throughout the year for students to share lessons learned in various ministry opportunities.</p>	<p>1. Using a <i>CSL Assignment Report</i>, the students will report monthly on Christian Service opportunities in which they have been involved. At least 90% of eligible students will accomplish at least 20 hours of Christian Service per semester.</p> <p>2. An <i>Interserve Committee</i> will organize and give opportunities to students in weekly ministries.</p> <p>3. CSL Director will organize and use a monthly chapel to give students opportunities to interact with each other and receive encouragement in ministry.</p>	<p>1. 95% of students in Fall 2015 accomplished satisfactory completion 91.23% of students in Fall 2016 accomplished satisfactory completion</p> <p>2. A committee was elected on September 24, 2015. It has continued a weekly Nursing Home ministry during the school year except for scheduling conflicts. They also organized an Operation Christmas Child collection school-wide.</p> <p>3. CSL chapels have happened on the second Wednesday of each month with the exception of 2 or 3 school calendar conflicts.</p> <p>Rodney Keister of <i>Evangelism Mission</i> was brought in to discuss methods of Personal Witnessing in one of the monthly CSL chapels.</p> <p>A focus group of current students was conducted by the Dean of Students. The students commented that "CSL chapel is perceived as unorganized".</p>	<p>1. While we have accomplished our goal of 90% satisfactory completion, we notice that there are several students who are not reporting anything and we are certain that they are involved in Christian Service at some level. We will attempt to receive all reporting even if they are not to the satisfactory level.</p> <p>2. The committee has worked well but there are fewer regular meetings than desired and they have only a couple ministries as opportunities for the students. We would like to expand those ministries.</p> <p>3. We have completed the required chapel. The focus group pointed out the lack of organization of the chapels and we have made steps to improve those chapels. We have invited various churches and ministries to present opportunities for ministry at a select amount of CSL chapels. We have re-organized chapel to include a closing wrap-up session at each chapel. We are evaluating that possibility of coordinating the groups in conjunction with the Small Groups as organized by the Student Services Director. We will assign leaders to each group.</p>

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Institutional Mission Statement</u></p> <p>To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p>	<p>1. Registrar will assist the Dean of Academic Affairs in editing the Institute catalog.</p> <p>2. Registrar will prepare schedule of courses offered in upcoming semester and distribute in a timely manner.</p>	<p>1. Publish an updated catalog every two years.</p> <p>2. Course schedules will be prepared and distributed to faculty and students at least one month prior to the first day of classes.</p>	<p>1a. Published updated Catalog in Fall 2014.</p> <p>1b. Next scheduled revision is in Fall 2016. Revision is in process</p> <p>2. Course schedule was prepared, and distribution began one month and four days before the first day of class. Computer problems delayed the full distribution until about 3 weeks before the beginning of the semester.</p>	<p>1. The Institute catalog is on schedule and is being published every two years.</p> <p>2. Course schedule preparation and distribution was performed in a timely manner, with the exception of those delayed by an untimely computer operating system upgrade. [Note: Avoid computer upgrades in the last half of the summer. ☺]</p>
<p><u>Institutional Goal</u></p> <p><i>Intellectual 3, 4</i> 3. To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning 4. To establish an adequate intellectual foundation for professional ministry</p> <p><i>Social 3</i> 3. To become a responsible member of social structures such as family, church, nation, and world</p> <p><i>Practical 2</i> 2. To achieve entry-level proficiency in professional Christian service</p>	<p>3. Registrar will supervise registration of all students.</p>	<p>3a. All students are properly enrolled in KanopySIS. Students are properly enrolled in the courses selected on the registration forms.</p>	<p>3a. All student information and enrollment data was properly entered in KanopySIS.</p>	<p>3a. Registration process operated very smoothly this semester. Continue with current registration procedures.</p>
<p><u>Unit Mission Statement</u></p> <p>The Registrar maintains permanent faculty, student, and course records and coordinates the flow of courses by managing collection, storage, and updating of catalog, faculty credentials, course syllabi, student grades, attendance, scholarships, and student progress toward program completion.</p>				

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u><i>Institutional Mission</i></u> To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p style="text-align: center;">↓</p> <p><u><i>Institutional Goals</i></u> <i>Spiritual Goal #2:</i> To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching <i>Practical Goal #2:</i> To achieve entry-level proficiency in professional Christian service</p> <p style="text-align: center;">↓</p> <p><u><i>Unit Mission Statement</i></u> The Enrollment Management program recruits appropriate prospects and supports the flow from admission to program completion, through obtaining inquiry cards, hosting on-campus events, maintaining personal communication, and connecting with available financial aid.</p>	<p>1. To facilitate enrollment stability and growth through expanded recruitment</p> <p>2. To increase student success to program completion</p>	<p>1a. Obtain 1,000 inquiry cards per year (not counting multiple submissions)</p> <p>1b. Harvest 50 applications per year</p> <p>1c. Enroll 40 freshmen per year</p> <p>2a. Achieve 75% retention rate from Freshman to Sophomore. Current rate is 70%.</p> <p>2b. Raise program completion rate to 40% by Spring 2018. Current rate is about 30%.</p>	<p>1a. Between 06/01/2015 and 05/31/2016, PR groups collected inquiry cards from 942 unique prospects plus we received info for 125 new prospects from a local youth convention.</p> <p>1b. Received 28 applications</p> <p>1c. Enrolled 24 new freshmen</p> <p>2a. Fourteen (14) out of nineteen (19) full-time freshmen in Fall 2015 returned in Fall 2016. We reached 74%! Note: Two (2) of the nineteen (19) had severe academic issues and were not able to return.</p> <p>2b. Out of twenty-one (21) full-time, first-time, "degree-seeking" freshmen in Fall 2016, nine (9) completed a program within 150% of the published time. That is 43%!</p>	<p>1a. PR groups are meeting the goal for collecting prospect inquiries.</p> <p>1b. PR and Student Recruiter need to focus on moving prospects to applicants.</p> <p>1c. Satisfied with 86% of applicants enrolling. We simply need more applicants (see above).</p> <p>2a. Retention of 74% is very good, but we will continue our efforts to reach 75%.</p> <p>2b. Congratulations! We surpassed our goal. We will continue to encourage and support students in their process to complete their enrolled programs.</p>

Assessment of Financial Aid Services will be addressed in Student Services unit. We should verify that this is happening.

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u><i>Institutional Mission</i></u> To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p> <p style="text-align: center;">↓</p> <p><u><i>Institutional Goals</i></u> <i>Intellectual Goal #3:</i> To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning <i>Practical Goal #3:</i> To develop commitment to lifelong learning</p> <p style="text-align: center;">↓</p> <p><u><i>Unit Mission Statement</i></u> The Library is committed to support the academic, biblical, and holiness philosophy of Penn View Bible Institute by providing services to access resources that support the academic and holistic needs of the library's patrons. The library will partner with the institution and its community to provide and preserve needed resources and to instill life-long learning skills.</p>	<p>1. The librarian in collaboration with the faculty will add quality and relevant resources to maintain adequate support of the academic and holistic needs of the institution's curriculum and community.</p>	<p>1. Library Requisition Database: Information will be recorded and collected to determine the percentage of requisitions created based on faculty syllabi, faculty recommendations, and librarian recommendation. Benchmark: 95% of requisitions will be faculty and librarian recommended and support the curriculum.</p>	<p>1. 86 requisitions for fiscal year 2013-2014 were assessed. 100% of requisitions were faculty recommended through syllabi or direct recommendation. 120 requisitions for fiscal year 2014-2015 were assessed. 95% of requisitions were faculty recommended through syllabi or direct recommendation and 5% of requisitions were librarian recommended. Findings show that the 95% benchmark was exceeded</p>	<p>1. The library will continue to follow its policy to first create requisitions from faculty recommendations and faculty syllabi to fulfill its mission and goal of supporting the curriculum with quality and relevant resources. Library decision is that library workers will work to continue to increase requisition submission each year to create a mature collection that supports the curriculum.</p>

Penn View Bible Institute

630 Student Services

Evaluation of Excellence 2017-2018

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