Pacific Bible College

INSTITUTIONAL SELF-STUDY 2016
Dear Pacific Bible College,

Enclosed is the institution’s second self-study report. The report is a comprehensive and structured review of our performance as determined by internal stakeholders against our accreditation standards and our own assessment metrics. The outcomes of this self-study allow us to continue the refining process began in 2010 towards missional effectiveness.

Our understanding of our mission and its expression continue to evolve and expand as the breadth of this report details. We have developed a substantive interpretation of the compliance, assessment, planning annual cycle that we adopted in 2014. The new assessment plan for 2016-17 that has resulted from the work of this self-study propels us towards both effective missional work and accomplishment of our 2016-21 Strategic Plan. Hence our trajectory promotes excitement and empowerment in perseverance to the goal of accreditation.

The 2016-17 year holds great promise for our institution. The findings of this self-study position us to request the full accreditation evaluation visit to be granted in Fall of 2017. The Commission on Accreditation will review this report and confirm/deny this petition. If successful, our full accreditation would be achieved in March, 2018. Additionally, we are planning on 30% annual growth and as we increase our influence in the Rogue Valley our missional call pushes us to more effectively train up the next generation of leaders for His Kingdom. We continue to interpret these separate pursuits as working together for our student’s benefit and missional success. Please join us as we continue to pray for God’s favor and thank Him for His faithfulness as He grows us up.

In His Love,

Mike Robinson
President, PBC
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SECTION I
Statistical Abstract
PBC STATISTICAL ABSTRACT
DATA CURRENT AS OF NOVEMBER 1, 2016

1. NAME AND ADDRESS:
   Pacific Bible College
   409 N. Front Street
   Medford, OR  97501

2. YEAR OF FOUNDING:  1991

3. HISTORY OF RELATIONSHIP TO ABHE:
   A. Granted Applicant Status:  Spring 2011
   B. Granted Candidate Status:  Spring 2015
   C. Hosted evaluation with Accredited Status in view:  Fall 2017

4. BOARD OF CONTROL:
   A. Composition:  8 members, 2 pastors, 6 other professionals
   B. Organization: Self-perpetuating, member selected for 4-year terms
   C. Rotation: Members can succeed themselves once
   D. Control: Independent from outside control

5. DENOMINATIONAL AFFILIATION: Independent (Interdenominational)

6. RECOGNITION BY OTHER AGENCIES: Oregon Degree Authorization, Veteran’s Administration, United States Department of Education

7. CHIEF EXECUTIVE OFFICER: Mike Robinson, President

8. DEGREES AND MAJORS OFFERED:

<table>
<thead>
<tr>
<th>Degree or Certificate</th>
<th>Major or Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Biblical Studies</td>
<td>Bible</td>
</tr>
<tr>
<td>Associate of Applied Science in Christian Counseling</td>
<td>Counseling</td>
</tr>
<tr>
<td>Associate of Liberal Arts</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Certificate in Christian Ministries</td>
<td>Ministry</td>
</tr>
</tbody>
</table>

9. ACADEMIC SCHEDULE:
   The institution operates on a semester basis. Semesters are 15 weeks long.

10. UNDERGRADUATE ENROLLMENT: (College-level credit only)
11. GRADUATE ENROLLMENT:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Headcount</td>
<td>31</td>
<td>27</td>
<td>26</td>
<td>41</td>
</tr>
<tr>
<td>B. Full-time</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C. F.T.E.</td>
<td>13.4</td>
<td>14.3</td>
<td>11.4</td>
<td>17.9</td>
</tr>
</tbody>
</table>

12. PROFESSIONAL STAFF DATA:

A. Administrators (non-teaching): 1
B. Administrators (teaching): 2, teaching an average of 3 hours per term
C. Full-Time Instructors: 0
D. Part-Time Instructors: 23, teaching an average of 3 hours per term
E. Teaching Loads: N/A.

13. HIGHEST EARNED DEGREE: (1 per person)

A. Administrators (non-teaching): 1, Master's
B. Administrators (teaching): 1 Master's; 1 Bachelor's
C. Full-Time Instructors: N/A
D. Part-Time Instructors: 4 Doctor's; 14 Master's; 3 Bachelor's; 2 Associates; 2

14. AVERAGE SALARIES: (includes fringe benefits)

A. Professor: N/A.
B. Associate: N/A.
C. Assistant: N/A.
D. Instructor: N/A.
E. Part-time: $435/credit hour (i.e., $1305 for 3-hour course)

15. STUDENTS:

A. New Admissions: Average high school standing is top 34.4%; Average First-time/First Semester GPA is 3.75;
B. Geographical Origins: Fall 2016-17 - 100% of our students live in Oregon.

<table>
<thead>
<tr>
<th>Ashland</th>
<th>Central Point</th>
<th>Eagle Point</th>
<th>Gold Hill</th>
<th>Grants Pass</th>
<th>Jacksonville</th>
<th>Medford</th>
<th>Phoenix</th>
<th>Rogue River</th>
<th>Shady Cove</th>
<th>Talent</th>
<th>Trail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9%</td>
<td>11.3%</td>
<td>11.3%</td>
<td>9.4%</td>
<td>9.4%</td>
<td>7.5%</td>
<td>28.3%</td>
<td>5.7%</td>
<td>1.9%</td>
<td>3.8%</td>
<td>1.9%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

C. Denominational Origins: We don’t collect this information.
D. Race: Fall 2016-17 – 82.8% White; 1.9% black; 1.9% Asian; 7.7% Hispanic; 1.9% Pacific Islander; 3.8% Two or more races
E. Financial Aid: 0% of students receive federal financial aid; 100% of aid comes from the college

16. LIBRARY:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cataloged Volumes:</td>
<td>3151</td>
<td>3179</td>
<td>3267</td>
<td>2725</td>
</tr>
<tr>
<td>B. Cataloged Titles:</td>
<td>2491</td>
<td>2443</td>
<td>2511</td>
<td>2567</td>
</tr>
<tr>
<td>C. Periodical Subscriptions:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D. Average Monthly Circulation:</td>
<td>13</td>
<td>19</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>E. Staffing:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLS Librarians</td>
<td>.5</td>
<td>.50</td>
<td>.5</td>
<td>0</td>
</tr>
<tr>
<td>Support Staff (F.T.E.)</td>
<td>0</td>
<td>0</td>
<td>.13</td>
<td>.5</td>
</tr>
<tr>
<td>F. Budget for information resources:</td>
<td>$2321</td>
<td>$2321</td>
<td>$2321</td>
<td>$2321</td>
</tr>
<tr>
<td>G. Expended for information resources:</td>
<td>$1421.46</td>
<td>1245.98</td>
<td>713.77</td>
<td>$794.79</td>
</tr>
</tbody>
</table>

17. FINANCES:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unrestricted Revenue</td>
<td>$147,044</td>
<td>$113,846</td>
<td>$236,477</td>
<td>$281,399</td>
</tr>
<tr>
<td>% generated by tuition &amp; fees</td>
<td>26%</td>
<td>22%</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>% generated by aux. enterprises</td>
<td>10%</td>
<td>11%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>% generated by gifts &amp; grants</td>
<td>64%</td>
<td>67%</td>
<td>81%</td>
<td>71%</td>
</tr>
<tr>
<td>B. Change in Net Assets</td>
<td>($10,144)</td>
<td>($13,660)</td>
<td>$95,085</td>
<td>($19,907)</td>
</tr>
<tr>
<td>Positive/ (negative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. End of Year Net Assets</td>
<td>($3,028)</td>
<td>$(10,632)</td>
<td>$84,453</td>
<td>$86,661</td>
</tr>
<tr>
<td>Positive/ (negative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Total Endowment Funds</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>E. Accounts Payable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(over 30 days) at end of fiscal year</td>
<td>$1198</td>
<td>$1576</td>
<td>$979</td>
<td>$742</td>
</tr>
<tr>
<td>F. Financial Ratios</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Primary Reserve</td>
<td>.12</td>
<td>-0.27</td>
<td>.91</td>
<td>.20</td>
</tr>
<tr>
<td>b. Equity</td>
<td>.03</td>
<td>-0.07</td>
<td>.46</td>
<td>.38</td>
</tr>
<tr>
<td>c. Income</td>
<td>.29</td>
<td>-0.20</td>
<td>.60</td>
<td>.60</td>
</tr>
<tr>
<td>G. Weighted Score</td>
<td>.44</td>
<td>-0.54</td>
<td>1.97</td>
<td>1.17</td>
</tr>
</tbody>
</table>

18. PLANT AND EQUIPMENT:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Book Value</td>
<td>$384,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Appraised Value</td>
<td>$308,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Plant Indebtedness</td>
<td>$353,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. INDEBTEDNESS:
   A. Plant Indebtedness $353,000
   B. Total Indebtedness $353,000
   C. Debt Structure:
      $353,000-Mortgages at 6% interest with balloon payment 06/30/18

20. MINISTRY FORMATION:
The Field Ministry practicums required for both the ABS (SF201, FM201) and the AASCC (FM102, FM202) utilize a variety of directed development mechanisms such as supervised ministry assignments, time logs, mentor evaluations, problem-solving exercises as well as reflective writing assignments. Also required is the student-directed identification of both personal and ministry skill goals which are then monitored by the student (and their ministry mentor) to gauge measurable progress towards the achievement of those goals. The CCM program involves a similar practicum but requires fewer hours of semester credit.

Signed:

Institution: Pacific Bible College

Date: 11/14/2016
SECTION II
Compliance Document
Background and History of the Institution

Pacific Bible College’s beginnings date to 1991 when a group of local Christian leaders led by President Perry Atkinson united to start a local junior college named Dove Bible Institute (DBI) as an interdenominational institution to develop Christian leaders. Its purpose was to provide an environment in which serious Bible study and Christian maturity could be nurtured; and where in-depth Bible instruction could be linked with personal guidance from those who have learned from God.

The enrollment reached 40 students the first year across two programs that included a two-year Associate of Arts in Religion, and one-year Certificate of Christian Ministries. Enrollment declined after the first year as the school administrator resigned and financial difficulties arose. Despite this, DBI provided sound in-depth biblical teaching and mentoring to lay-persons from local churches and to mature pastoral teachers. Enrollment slowly declined throughout the 1990’s until 1998 when DBI failed to offer classes during the Spring term because of lack of interest.

At that time, God led Rick Booye, senior pastor of Trail Christian Fellowship, and Stan Way, senior pastor of Corner Stone Church, to DBI as directors. Rick and Stan’s service breathed new life into the college through their leadership, teaching, and the support of their respective churches. Enrollment began to increase, classes resumed being offered every term, and DBI’s curriculum further developed. The State of Oregon’s Office of Degree Authorization (ODA) recognized and authorized the institution. The first two graduates from the Associate of Arts in Religion were realized in 2000. The name was then changed to Pacific Bible College in 2001 and in 2002 Rick Booye became the President. At this time, the mission was revised to the following:

“PBC exists to prepare ministry students, laypersons, business professionals, homemakers, and missionaries for effective service in the 21st century by establishing a vibrant personal faith in Jesus Christ coupled with a clear and biblical worldview.”

During this timeframe, the Associate of Arts in Religion degree was changed to an Associate of Biblical Studies degree, and its first two graduates were realized in 2003, followed by two more in 2006. Student enrollment grew to a peak of 117 class roster enrollees in the Spring term of 2007. The students were composed of lay adults taking classes at night for furthering their personal study in the Bible and faith in Jesus Christ. These students included business professionals, homemakers, and some who were transitioning from professional careers to ministry careers. The school continued its missional focus and its influence increased. PBC was achieving the mission God had bestowed on it.

God then moved the college in a new direction in 2009 with the third president, Mike Robinson. The vision expanded and grew to serve the post-secondary academic needs of the Body of Christ in the Rogue Valley. The mission became:
“Pacific Bible College prepares biblically and academically competent individuals whose relationship with Jesus Christ transforms them into an effective, loving influence in the Church and the world.”

To fulfill this mission, the college began movement toward becoming an excellent two-year academic institution by undergoing foundational changes in its academics, structure, operations, and student services. PBC began the process of accreditation through the Association of Biblical Higher Education (ABHE), and focused on programmatic students as well as becoming a transfer institution for Christians graduating high school. Since 2009, PBC has realized graduates each academic year, added two-year degrees in Christian Counseling and Liberal Arts, and earned candidacy accreditation status through ABHE in February of 2015.

Today, PBC’s mission is as a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders. The college currently has 50 students enrolled and is on a solid pathway of growth as an academic institution. In addition to our Bible and Theology training, we now offer Christian students an option to complete a large portion of their general education classes through our Associate of Liberal Arts degree. The college also has transfer agreements with some of the largest Christian colleges in our region and we are so thankful for God’s favor and blessing in the college’s growth.

Our current faculty consist of men and women who share several key passions and gifts. Many are gifted pastoral teachers who are biblically centered and experienced in the teaching ministry. They believe in developing Christian leaders for tomorrow, are committed to the premise that a Christian worldview is an essential and trainable aspect of every student and wholeheartedly accept and implement the mission in all that they do for the college.

Ours is a dynamic and transforming culture that aspires to train up today’s and tomorrow’s leaders of the Kingdom. We are blessed and challenged to move forward toward accomplishing the goal of becoming an ABHE accredited institution.

For His Kingdom,

[Signature]

Mike Robinson, President
Institutional Mission and Goals

Mission Statement
Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

Motto
Training students to “Kingdom Think”

Vision
PBC trains and launches students for humble, loving, and transformational kingdom living in the 21st century American culture.

- We identify this generation as being uniquely challenged to understand the Gospel of Jesus Christ in its cosmological framework.
- The 21st century American church is transitioning into an exiled church. Existing on the fringes of society as ambassadors of reconciliation requires a unique set of skills embodied in what we call Kingdom Think. The times are unprecedented for knowing and operating, hearts and minds, in the Kingdom of God and God’s redemptive purposes.
- We provide collegiate level worldview training. We theologically train towards a fully-orbed and biblically integrated science of God grounded in applying this knowledge in one’s daily life through rigorous critical thinking.
- We enculturate leaders to practice love, servanthood, critical thinking, and to contextualize each decision against the fundamental kingdom reality. Actualizing the ethics and community of the kingdom in our daily lives.

Values
The community of PBC strives to exercise the following core values at every level/opportunity:

- Submissive attitude toward Biblical authority
- Pursuit of excellence in all endeavors
- Godly integrity in all decisions
- Community orientation in all relationships
- Passion for Christ’s kingdom work
- Authentically exercising His love

Definitions of Mission Outcomes
PBC defines each of the four student outcomes in our mission statement in the following manner:

- **Biblical competence**
  - Able to articulate the biblical gospel and interpret the Bible in light of it.
  - Able to articulate the nature of Scripture:
Primacy of biblical authority in matters of faith and practice
- Canonicity, history, development
- Verbal plenary inspiration.
  - Conversant with the biblical theology of redemption:
    - Creation, Fall, Redemption, Renovation
  - Conversant with the systematic theological formulations:
    - Theology courses in place
    - Creedal formulations as per Nicaea and Chalcedon

**Academic proficiency**
- Able to read scholarly material with comprehension
- Able to think logically and critically with integration. ("Kingdom Think")
- Able to communicate (writing, speaking) coherently and effectively
- Able to do scholarly research appropriate to undergraduate level

**Spiritual cultivation**
- Able to articulate the nature of mature Christian character.
- Able to articulate a personal experience of the gospel.
- Able to articulate how Christian truth applies to problem solving.
- Able to articulate the importance of Christian community in Spiritual growth.
- Conversant with spiritual disciplines.
- Conversant with various Christian traditions of worship and spirituality.

**Culturally-engaged servant leadership**
- Able to articulate the Christian worldview to non-Christians
- Conversant with major religions and prevailing cultural perspectives
- Able to articulate the importance of mission both at home and abroad
- Able to articulate how Christian faith impacts vocation, family, community
- Equipped to engage in church and community service

**Participants Involved in Developing the Compliance Document**

The compliance document was completed in the September – October 2016 time-frame with wide-participation from the following college stake-holders:

<table>
<thead>
<tr>
<th>ABHE Institutional Standards</th>
<th>Assigned to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mike Robinson, President</td>
</tr>
<tr>
<td>2A</td>
<td>John Osbourn, Chief Academic Officer</td>
</tr>
<tr>
<td>2B</td>
<td>John Osbourn</td>
</tr>
<tr>
<td>3</td>
<td>John Osbourn</td>
</tr>
<tr>
<td>4</td>
<td>Stan Way, Chairman, Board of Trustees, Steve Holst, Trustee, Donna Milkowski, Trustee</td>
</tr>
</tbody>
</table>
The Chief Academic Officer (CAO) created and distributed the compliance documents templates to all of the designated stakeholders above. The CAO met with each group individually and provided overviews of each standard and answered clarifying questions. Stakeholder requests for documents of evidence would come to the CAO and he would locate and provide the appropriate information. Once standards were completed, they were forwarded to the CAO for review, clarification, editing, and final draft approval. The final draft was then reviewed, edited and approved by the Office of Institutional Effectiveness that included the President, CAO, Dean of Students Affairs and General Studies Department Chair. The OIE reviewed version was sent back out to stakeholders for input. The finalized version was then forwarded to ABHE.
Standard 1: MISSION, GOALS, AND OBJECTIVES

The institution’s written mission is clear and appropriate to higher education as well as its own specific educational role. The mission statement serves as the foundation for institutional operations, programs, and activities.

1 - Essential Elements ("EE"):  
1. A clearly written mission statement appropriate to biblical higher education, developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board.  
2. A mission statement that is published widely among both internal and external constituencies.  
3. A mission statement that guides faculty, staff, administration, and governing boards in making decisions related to planning, resource allocation, program development, and educational outcomes.  
4. Clearly articulated and publicized institutional goals that directly relate to the mission statement.  
5. Clearly articulated and publicized objectives for each educational program that support institutional goals.

Team Members: Mike Robinson  
Due Date: 10/22/16  
Rec’d Date: 10/22/2016

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions  
1. Is the element in compliance with PBC’s Mission Statement?  
   **PBC Mission Statement:** Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?  
3. Is there a procedure/handbook guiding administration to perform this function?  
4. Is the element currently operable?  
5. Who is responsible for this element within the institution of PBC?  
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

**ABHE Standard Specific Questions (Pg. 30 Self-Study Guide)**
1. What review process ensures that the mission statement is current and appropriate for the institution?
2. What constituencies participate in its review and revision?
3. What procedures are being followed to confirm that the mission is communicated clearly to the constituency?
4. To what extent do the goals reflect the institutional mission?
5. To what extent do program objectives reflect the institutional mission and goals?
6. In what ways does the institution ensure that its mission, goals, and objectives are used as guides for decision-making, resource allocation, and program development?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

**EE 1:** A clearly written mission statement appropriate to biblical higher education, developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board.

*Overall Assessment:* Compliant - PBC has a clearly written and industry appropriate mission statement. Evidence exists showing the latest mission revision originating from a Faculty Integration Team (FIT), then being reviewed by the President and staff, followed by the review and adoption by the Board of Trustees. This process occurred in 2014-2015.

*Issues/recommendations:* None.

*Documentation:* Emails; FIT mission draft document; Board Resolution approved via email process 01/20/2015; PBC Progress report 2014-15 on ABHE COA Portal.

**EE 2:** A mission statement that is published widely among both internal and external constituencies.

*Overall Assessment:* Compliant - The mission statement is internally published on all class outlines and syllabi, marketing material, constitution, Faculty Handbook, Catalog and Handbook, website, marketing literature.

*Issues/recommendations:* None.

*Documentation:* Sample course outline and syllabi; Constitution (Article 3); Faculty Handbook (pg. 9); Catalog and Handbook (pg.12); PBC website (http://pacificbible.com/wp/mission-statement/); Marketing brochures.
EE 3: A mission statement that guides faculty, staff, administration, and governing boards in making decisions related to planning, resource allocation, program development, and educational outcomes.

**Overall Assessment: Compliant** - The strategic planning and decision-making are driven by the mission. Board, Academic/classroom and faculty processes and decisions all integrate the mission. The constitution specifies that the Board of Trustees, Faculty and Staff shall support the mission of PBC (Article VII & VIII). The strategic planning guide specifies that the strategic planning process must be accomplished with fidelity to the mission statement ([Strategic Planning Guide](#), pg. 3) The Institutional Assessment process evaluates mission outcome achievement annually as described in the Assessment Handbook (pg. 7). The mission outcomes of PBC are crosswalked with all course outcomes on every course outline to ensure that academic outcomes support mission outcomes.

**Issues/recommendations:** None.

**Documentation:** [Constitution](#) (Articles 7 & 8); [Strategic Planning Guide](#) (pg.3); [2016-21 Strategic plan](#); [Assessment Handbook](#) (pg.7); Board retreat minutes (6-11-2016); [2015-16 Summative Assessment report](#); emails-presidents; [Sample course outline](#) and [sample syllabi](#); and Board Minutes.

EE 4: Clearly articulated and publicized institutional goals that directly relate to the mission statement.


**Issues/recommendations:** None. Promote less formalized goals, Kingdom Think, etc. on the website via a president’s welcoming page or something more direct on the home page. Also, articulate these in the student catalog.

**Documentation:** [PBC Assessment and Strategic Plan webpage](#); [2016-17 Strategic Plan](#).

EE 5: Clearly articulated and publicized objectives for each educational program that support Institutional goals.
**Overall Assessment:** Compliant - The mission and institutional goals are clearly integrated into program objectives. PBC has published program objectives for all three associate degrees in the 2016-17 Catalog and Handbook (pg. 34-36) which is available via the website. In addition, the website has academic program pages that display the program objectives.

**Issues/recommendations:** The Certificate of Christian Ministries does not have clearly stated outcomes. Theses should be clarified as part of the college’s curriculum and standards review process in the 2016-17 academic year.

**Documentation:** [Catalog and Handbook](http://pacificbible.com/wp/programs/) (pg. 34-36); Program webpages (http://pacificbible.com/wp/programs/)

**Evaluative Conclusions:**

**PBC is presently compliant** in relation to ABHE Standard 1. *The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:*

A. Essential Elements 1, 2, 3, 4, and 5 are compliant (100%).

B. No elements are compliant with weakness or non-compliant (0%).
Standard 2: STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS & PLANNING
The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals and program objectives and improve performance through a regular, comprehensive, and sustainable system of assessment and planning. Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student’s knowledge, skills and competencies against institutional and programmatic goals.

Standard 2A: ASSESSMENT OF STUDENT LEARNING AND PLANNING

2A-Essential Elements (“EE”):
1. The identification of appropriate integrated student outcomes in the context of institutional goals, program-specific objectives and course objectives.
2. A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.
3. A written plan of ongoing outcomes assessment that articulates multiple means to validate expected learning outcomes and that is subjected to a periodic review process.
4. Criteria appropriate to the higher education credential to be awarded for evaluating success with respect to student achievement and to the level of education.
5. Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program-specific objectives and course objectives.
6. A process whereby these outcome measurements lead to the improvement of teaching and learning.
7. The ongoing provision of reliable information to the public regarding student achievement, including graduation and employment rates.

<table>
<thead>
<tr>
<th>Team Members: John Osbourn</th>
<th>Due Date: 10/21/2016</th>
<th>Rec'd Date: 9/7/2016</th>
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</thead>
</table>

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?

PBC Mission Statement:
Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.
2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

**ABHE Standard Specific Questions (Pg. 30 Self-Study Guide)**

1. How do institutional goals, programs and course objectives exhibit coherence and congruence?
2. Are desired outcomes clearly stated?
3. What evidence is there that outcomes are being achieved?
4. Do outcomes reflect the attainment of spiritual maturity, biblical and general knowledge, life competencies, and professional skills appropriate to biblical higher education?
5. What evidence is there that the institutional community is unified in its efforts to improve student learning?
6. How are institutional goals, program objectives, and learning outcomes communicated to the internal and external constituencies?
7. What evidence is there that the objectives of each academic program and course are being realized?
8. Does the institution have a comprehensive plan for the assessment of student learning and development specific to academic program? Is the plan regularly reviewed and revised?
9. What evidence is there that the outcomes assessment plan includes diverse measures such as standardized tests, portfolios, pre- and post-tests, capstone courses, licensure results, graduate school admission and performance data, alumni surveys, job placement records, retention and completion rates and grade distribution reports?
10. Is there an identified person or persons who monitor the outcomes assessment process?
11. What evidence is there that student learning assessment results are used in institutional planning?
12. What evidence is there that each academic program’s assessment measures lead to the improvement of teaching and learning?
13. Are results of student learning outcomes published to the institutional website or similar public venue (e.g., academic catalog)?
14. Are graduation and placement (employment) rates published to the institutional website or similar public venue?

**Description/Explanation/Analysis:** Explanation of condition of institution in relation to criteria of standard.

**EE 1:** The identification of appropriate integrated student outcomes in the context of institutional goals, program-specific objectives and course objectives.
**Overall Assessment: Compliant** - PBC has integrated student outcomes or objectives in the context of institutional goals for its Associate of Biblical Studies, Associate of Applied Science in Christian Counseling and Associate of Liberal Arts degrees. All courses have learning outcomes that are cross-walked with PBC mission outcomes to ensure coherence and congruence with the mission. In addition, as a part of academic program assessment, the program directors cross-walk identified program-specific outcomes/objectives with PBC Mission outcomes to support coherence and congruence with mission. All outcomes are published and available to students through the Student Catalog and Handbook online (http://pacificbible.com/wp/catalog/).

**Issues/Suggestions:**
The Certificate of Christian of Ministries does not have identified program outcomes. It is suggested that program outcomes be identified and implemented for the 2017-18 academic year.

**Documentation:** Catalog and Handbook (pages 34-36); Sample course outline; AASCC and ABS program assessments; and Assessment Handbook.

**EE 2: A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.**

**Overall Assessment: Compliant** – The 2015-16 Institutional assessment provides significant evidence of shared commitment to PBC outcome achievement. Faculty and administration were participative in the academic program assessment process. The President and Board members participated in evaluating governance effectiveness in line with PBC mission outcomes. Students provided input on their level of academic program outcome achievement as well as PBC mission outcome achievement through course evaluations, admissions satisfaction surveys and participation in ABHE bible exams.

**Issues/Suggestions:** None

**Documentation:** 2015-16 Institutional Assessment; AASCC and ABS program assessments.

**EE 3: A written plan of ongoing outcomes assessment that articulates multiple means to validate expected learning outcomes and that is subjected to a periodic review process.**

In addition, the 2015-16 institutional assessment and academic program assessments provide evidence of utilizing multiple means of validating learning outcomes. The institutional assessment process and handbook are reviewed annually as specified in the Assessment Handbook (pg. 6-8). The 2015-16 Institutional Assessment also provides evidence of specific findings with regard to effectiveness of academic program assessment. (ABS program assessment, pg. 13-14)

**Issues/Suggestions:** None

**Documentation:** Assessment Handbook; 2015-16 Institutional Assessment; ABS Academic Program Assessment, AASCC Academic Program Assessment.

**EE 4:** Criteria appropriate to the higher education credential to be awarded for evaluating success with respect to student achievement and to the level of education.

**Overall Assessment:** Compliant – The ABS, AASCC, ALA degrees and CCM certificate are aligned with the program development criteria established by Oregon Office of Degree Authorization. Each program has been reviewed and is currently authorized as meeting the criteria specified for a higher-education credential (See Division 30 of Oregon Administrative Rules at [http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_583/583_030.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_583/583_030.html). Each program is reviewed for alignment with higher education criteria under Oregon administrative rules every two-years.

**Issues/Suggestions:** None

**Documentation:** ODA authorization documents for ABS, AASCC and CCM dated February 5th, 2015; ALA authorization document dated February 11th, 2016

**EE 5:** Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program-specific objectives and course objectives.

**Overall Assessment:** Compliant with weakness – The outcomes assessment plan used diverse measures to determine institutional, program and course outcome success that include: 1) Institutional Surveys (example: Course evaluations that ask the students to assess how well they believe they are achieving both mission and program outcomes; and employer evaluations), 2) Institutional Data (example: Student rates for completion, persistence, course withdrawal, and first-semester GPA), 3) Standardized Testing (example: ABHE bible exam results for 2015
program graduates), and 4) Student Artifacts (example: Quantitative rubrics were designed and used to measure student outcome achievement by assessing student work such as exams, research papers, exegesis work, and practicum presentations).

**Issues/Suggestions:**
The college does not have an assessment instrument that establishes a baseline of student biblical knowledge for entry level students. An entry level assessment would help in conducting a comparison of capabilities/knowledge for these same students at program completion. In 2016, the college began issuing the ABHE 2-year Bible Exam to program completers to compare their scores in bible specific knowledge against the mean scores of all ABHE students. While this procedure is a positive start, the entry-level exam data would provide better clarity of student achievement as it relates to PBC’s impact on a student’s growth in capabilities. It is suggested that PBC identify a group of entry-level students to test in the Fall of 2016 which can be tested again at exit concerning outcome achievement.

**Documentation:** 2015-16 Institutional Assessment; ABS program assessment; AASCC program assessment; Associated artifacts and rubrics utilized in 2015-16 Institutional Assessment process, ABHE Bible Exam results.

**EE 6: A process whereby these outcome measurements lead to the improvement of teaching and learning.**

**Overall Assessment:** Compliant with weakness – PBC’s Assessment Handbook outlines a process of distribution of outcome measurements to department chairs and faculty as part of the Report/Revise phase of their institutional assessment (Assessment Handbook pg. 10). In addition, the Office of Institutional Effectiveness (OIE) determines and communicates assessment guidance for each upcoming academic year in the July-August timeline. The assessment guidance also includes action items to be accomplished as a result of the previous year’s assessment. The OIE followed the handbook procedure and distributed the assessment guidance via e-mail to the appropriate stakeholders for the 2016-17 academic year on August 10th, 2016. The assessment guidance included the appropriate items identified in the previous years’ assessment findings to integrate improvements and improve all aspects of teaching and learning related to those findings. In addition to the means of integration above, the Chief Academic Officer (CAO) reviews assessment findings to determine potential trainings for faculty in-services which are conducted twice a year. This action allows the assessment findings to be leveraged to improve teaching and learning

**Issues/Suggestions:** The biggest issue regarding this element is accomplishing information distribution and clear communication to all adjunct faculty members concerning our assessment findings. Department chairs and program directors are well-informed during the academic program assessment process but getting information to faculty outside this core group is more problematic. PBC should develop a more deliberate process of ensuring that lessons-learned from their institutional assessment are incorporated into each faculty member’s classroom
and learning environment. It is suggested that PBC identify a more deliberate process of communicating and incorporating institutional assessment findings regarding student learning to all adjunct faculty.

**Documentation:** PBC Assessment Handbook; 2016-17 Assessment Guidance; Assessment Guidance E-mail communication dated August 10th, 2016; CAO interview.

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<thead>
<tr>
<th><strong>EE 7:</strong> The ongoing provision of reliable information to the public regarding student achievement, including graduation and employment rates.</th>
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<tbody>
<tr>
<td><strong>Issues/Suggestions:</strong> None</td>
</tr>
<tr>
<td><strong>Documentation:</strong> PBC Website; College Navigator Website</td>
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**Evaluative Conclusions:**

**PBC is presently Compliant** with respect to ABHE Standard 2A. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

- **A.** Essential Elements 1, 2, 3, 4 and 7 are “Compliant” (71%)
- **B.** Essential Elements 5, 6 are “Compliant with weakness” (29%)
- **C.** No Essential Elements are “Non-compliant” (0%)
Standard 2B: ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS AND PLANNING

2b-Essential Elements ("EE"):
1. A written comprehensive assessment document that describes how the institution measures its effectiveness in an ongoing and structured way.
2. Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.
3. Substantial documentation issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.
4. A planning process that is comprehensive, involves representatives of the various institutional constituencies, and is subject to a periodic review process.
5. A plan that reflects the institution’s mission, is based on assessment results, and is aligned with realistic resources projections.
6. A system for monitoring institutional progress in achieving planning goals.
7. The ongoing provision of reliable information to the public regarding its performance.

Team Members: John Osbourn

Due Date: 10/21/2016
Rec'd Date: 9-15-2016

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

**PBC Questions**
1. Is the element in compliance with PBC’s Mission statement?
2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

**PBC Mission Statement:**
Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

ABHE Standard Specific Questions (Pg. 30 Self-Study Guide)
1. Does the institution have a written plan that describes its assessment of academic programs, academic support services and institutional support services?
2. Is there evidence that assessment operates on an annual cycle under the direction of a designated person(s)?
3. What is the balance and integration of objective and subjective assessment measures?
4. How are assessment data analyzed and distributed to the appropriate constituencies?
5. What evidence identifies institutional strengths and weakness?
6. Does the institution have a vision statement that is reflected in planning?
7. To what extent are board, administration, faculty, staff, and students involved in the planning process?
8. What evidence is there that assessment impacts planning?
9. What fiscal analysis is done to ensure that plans are realistic?
10. What strategies are in place for the implementation of the plan?
11. How is success in achieving planning goals monitored?
12. Are results of institutional effectiveness published to the institutional website or similar public venue (e.g., academic catalog)?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

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<thead>
<tr>
<th>EE 1: A written comprehensive assessment document that describes how the institution measures its effectiveness in an ongoing and structured way.</th>
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<tr>
<td><strong>Overall Assessment: Compliant</strong> – PBC has an Assessment Handbook that describes in detail how the institution measures institutional effectiveness. The Assessment Handbook provides a detailed and structured approach to PBC’s assessment cycle. It provides specific timelines for critical events, procedural guidance, key definitions and terminology, templates for key assessment documents, and roles and responsibilities of key stakeholders.</td>
</tr>
<tr>
<td><strong>Issues/Suggestions:</strong> None</td>
</tr>
<tr>
<td><strong>Documentation:</strong> Assessment Handbook</td>
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| EE 2: Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement. |
**Overall Assessment: Compliant with weakness** – The 2015-16 Institutional Assessment provides substantial evidence of a meaningful analysis of assessment data. The assessment data consisted of diverse measures to determine institutional, program and course outcome success that included: 1) Institutional Surveys (example: Course evaluations that ask the students to assess how well they believe they are achieving both mission and program outcomes; and AASCC employer evaluations), 2) Institutional Data (example: Student rates for completion, persistence, course withdrawal, and first-semester GPA), 3) Standardized Testing (example: ABHE bible exam results for 2015 program graduates), and 4) Student Artifacts (example: Quantitative rubrics were designed and used to measure student outcome achievement by assessing student work such as exams, research papers, exegesis work, and practicum presentations).

In 2015-16, PBC had the most thorough distribution of assessment results to all appropriate stakeholders. The Board of Trustees, faculty leadership, administrators and key staff all were afforded the results of the 2015-16 Institutional Assessment. In the 2016-17 assessment guidance, the key improvement actions that were identified in the 2015-16 institutional assessment were restated and the individuals responsible for completing those key actions were identified. Key leadership identified for follow-up include the President, CAO, Dean of Student Affairs, Department Chairs and Program Directors. In the 2015-16 institutional assessment, the staff did a good job of describing the results from the 2014-15 institutional assessment and the actions accomplished in response to those results. There is clear evidence of the use of assessment results to accomplish institutional improvement.

**Issues/Suggestions:** As stated under Standard 2A (EE6), the biggest issue regarding this element is accomplishing information distribution and clear communication to all adjunct faculty members concerning our assessment findings. Department chairs and program directors are well-informed during the academic program assessment process but getting information to faculty outside this core group is more problematic. PBC should develop a more deliberate process of ensuring that lessons-learned from their institutional assessment are incorporated into each faculty member’s classroom and learning environment. It is suggested that PBC identify a more deliberate process of communicating and incorporating institutional assessment findings regarding student learning to all adjunct faculty.

**Documentation:** 2014-15 & 2015-16 Institutional Assessments; 2016-17 Assessment Guidance; 2015-16 ABS & AASCC Academic Program Assessments

**EE 3:** Substantial documentation issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.
**Overall Assessment: Compliant** – The 2015-16 Institutional Assessment provides substantial documentation that PBC’s mission is being achieved. The institutional assessment includes organized files that provide the institutional data used for findings, written documentation of the process and findings for academic program assessment, survey data, student artifacts, employer surveys, and evaluation rubrics.

**Issues/Suggestions:** None

**Documentation:** 2015-16 Institutional Assessment; 2015-16 ABS & AASCC Academic Program Assessments; 2015-16 Institutional Assessment archive.

**EE 4: A planning process that is comprehensive, involves representatives of the various institutional constituencies, and is subject to a periodic review process.**

**Overall Assessment: Compliant with weakness** - PBC recently developed a new 5-year strategic plan (2016-2021). The mission, vision and strategic goals were developed beginning in August of 2015. This framework was presented to the Board of Trustees and approved on September 15th, 2015. The President, CAO and Dean of Students formulated the objectives and strategies for each goal during the January - May timeframe of 2016. In addition, the President developed a 5-year strategic budget based on the completed strategic plan. The President and CAO provided the final draft of the 2016-2021 strategic plan to the Board of Trustees at the annual board retreat on June 11th, 2016. The Board of Trustees reviewed and approved the plan that was presented by the President.

In September 2016, PBC formalized their strategic planning process and developed planning guidance which provides responsibilities, key events, and timelines to accomplish the tasks of creating new strategic plans and monitoring of current ones. The 2016-2021 Strategic Plan began on July 01st of 2016. Based on the procedures outlined in the planning guidance document, the Office of Institutional Effectiveness will conduct periodic review of the plan in the June – August of 2017, integrate institutional assessment findings where appropriate, and will determine the status of goal achievement regarding Year 1 of the plan. The results will be provided the Board of Trustees in the August-September timeframe.

**Issues/Suggestions:** PBC should better incorporate faculty into their long-range planning process. Even though the President and Dean of Students Affairs are both teaching faculty at the college, the strategic planning committee should include faculty who do not have dual-roles as administrators.
EE 5: A plan that reflects the institution’s mission, is based on assessment results, and is aligned with realistic resources projections.

Overall Assessment: Compliant – There is significant evidence that the 2016-2021 Strategic Plan reflects the institution mission. The development of the new 5-year plan described under EE4 of this standard incorporated all the quality checks and authoritative reviews within the institution to ensure alignment with mission. There is also clear integration of assessment results based on external assessments involving the ABHE Evaluation Visit Report (October 2014) and internal assessments (2014-15 and 2015-16 Institutional Assessments). Examples of connections to assessment:

- 2014-15 Institutional Assessment future steps, (pg. 30) (ALA degree implementation) – and - 2016-2021 Strategic Goal – C2
- 2015-16 Institutional Assessment Presidents Office & Board findings, (pg. 37) – and - 2016-2021 Strategic Goal – A
- 2015-16 Institutional Assessment Presidents Office & Board findings, (pg. 37) – and - 2016-2021 Strategic Goal – A
- 2015-16 Institutional Assessment Business & Development Office findings, (pg. 38) – and - 2016-2021 Strategic Goal – D
- 2015-16 Institutional Assessment ABS & AASCC program findings, (pg. 38) – and - 2016-2021 Strategic Goal – B8

Finally, PBC has a 2016-2021 strategic budget that provides resource projections in support of the goals identified in the strategic plan. The projections are realistic and are based on achievable growth goals in terms of student enrollment and donor development.

Issues/Suggestions: None

EE 6: A system for monitoring institutional progress in achieving planning goals.
**Overall Assessment: Compliant** – PBC has a system for monitoring institutional progress in achieving goals that is outlined in their Assessment Handbook and Strategic Planning Guidance document. There is significant evidence of adherence to the procedures outlined in the Assessment Handbook found in the products produced for the 2015-16 Institutional Assessment. The Strategic Planning Guidance is new but describes the monitoring process as the following: “The annual monitoring process is accomplished through-out the year with each administrator responsible for accomplishment of their responsibilities designated in the plan. The Office of Institutional Effectiveness is responsible for assessing goal accomplishment and updating of the strategic plan during PBC’s institutional assessment process in the July – August timeframe. The outcomes of that assessment process are provided to the Board of Trustees in August – September.” (PBC Strategic Planning Guidance, pg. 4)

**Issues/Suggestions:** The PBC Strategic Planning Guidance document provides a systematic process along with the key tasks that are needed to accomplish the creation and approval of an institutional strategic plan. However, while the guidance document describes all the key events, it is not very descriptive concerning the procedural aspects involved in those events. (For example, the document prescribes that a SWOT analysis be conducted as part of the planning process but it does not describe the methodology for that SWOT analysis). The Strategic Planning Guidance should be reviewed and additional procedural details added where appropriate.

**Documentation:** CAO interview; PBC Assessment Handbook; PBC Strategic Planning Guide.

**EE 7: The ongoing provision of reliable information to the public regarding its performance.**

**Overall Assessment: Compliant** - PBC provides reliable information to the public concerning its performance through multiple avenues. PBC has an assessment & strategic plan web page that makes available the institution’s summative assessments for years 2013-14, 2014-15, and 2015-16. PBC also provides information regarding student achievement, graduation and employment rates through their “PBC At a Glance” document located on their website at [http://pacificbible.com/wp/wp-content/uploads/2015/07/2015-2016-At-a-glance-1.pdf](http://pacificbible.com/wp/wp-content/uploads/2015/07/2015-2016-At-a-glance-1.pdf) In addition, PBC also reports the required data and information into the Integrated Post-secondary Education Data System (IPEDS) which is available to the public through the College Navigator website [http://nces.ed.gov/collegenavigator/?q=Pacific+bible+college&s=all&id=407610](http://nces.ed.gov/collegenavigator/?q=Pacific+bible+college&s=all&id=407610).

**Issues/Suggestions:** None

**Documentation:** PBC assessment & Strategic Plan web-page [http://pacificbible.com/wp/about/accreditation/assessment-and-strategic-plan/]; PBC at a Glance document; College Navigator website


**Evaluative Conclusions:**

**PBC is presently Compliant** with respect to ABHE Standard 2B. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Elements 1, 3, 5, 6, and 7 are “Compliant” (72%)
B. Essential Elements 2 and 4 are “Compliant with weakness” (28%)
C. No Essential Elements are “Non-compliant” (0%)
Standard 3: INSTITUTIONAL INTEGRITY
The institution is a model of Christian ethical behavior, both internally and externally. The institution demonstrates integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

Standard 3-Essential Elements (“EE”):
1. Institutional publications (including the catalog, see Condition of Eligibility 6), websites and other web presence, statements, and advertising that describe accurately and fairly the institution, its academic programs, its admissions requirements, its transfer credit policies and criteria, its articulation agreements, and its effectiveness claims.
2. Handbooks that describe and govern various institutional relationships with students, faculty, staff, and board, including appropriate policies, processes, and grievance procedures.
3. An institutional culture that fosters respect for diverse backgrounds and perspectives.
4. Equitable and consistent treatment of employees and students consistent with appropriate published policies.
5. Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.
6. Fulfillment of all applicable standards, policies, and requirements of the ABHE Commission on Accreditation.
7. Integrity in financial matters and in compliance with applicable legal and governmental regulations.

Team Members: John Osbourn

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?

PBC Mission Statement: Pacific Bible College prepares biblically and academically competent individuals whose relationship with Jesus Christ transforms them into an effective, loving influence in the church and the world.

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
ABHE Standard Specific Questions (Pg. 31, Self-Study Guide)

1. In what ways does the institution demonstrate that it promotes and upholds sound ethical practices in its dealings with people?
2. What patterns of evidence demonstrate that the institution accurately describes its programs and practices through publications, public statements, and advertising?
3. What evidence is there that the institution fosters a climate of respect for diverse backgrounds and perspectives?
4. How does the institution assure that student and employee grievances and complaints are addressed promptly and equitably and result in appropriate change?
5. Does the institution demonstrate integrity in its communication with all accrediting and government agencies on issues of compliance?
6. What evidence is there that fund-raising practices accurately present the needs of the institution and protect the interests of the donor?
7. What evidence is there that financial responsibilities toward vendors, employees, students, and creditors are handled ethically and consistently?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

EE 1: Institutional publications (including the catalog, see Condition of Eligibility 6), websites and other web presence, statements, and advertising that describe accurately and fairly the institution, its academic programs, its admissions requirements, its transfer credit policies and criteria, its articulation agreements, and its effectiveness claims.

Overall Assessment: Compliant – There is significant evidence that PBC’s website, statements, and advertising accurately describe the institution, academic programs, admission requirements transfer credit policies, articulation agreements and effectiveness claims. The following areas are found in the following locations:

1) Description of Institution - Location: PBC Catalog and Handbook (pg. 12) (Print copy and on the web at http://pacificbible.com/wp/catalog/; Program Brochures; and PBC webpage http://pacificbible.com/wp/about/).
4) Transfer credit policies - Location: PBC Catalog and Handbook (pg. 17-21) (Print copy and on the web at http://pacificbible.com/wp/catalog/


**Issues/suggestions:** None

**Documentation:** Documentation is listed above under overall assessment

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<table>
<thead>
<tr>
<th>EE 2: Handbooks that describe and govern various institutional relationships with students, faculty, staff, and board, including appropriate policies, processes, and grievance procedures.</th>
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<tbody>
<tr>
<td><strong>Overall Assessment:</strong> Compliant – PBC has all the appropriate handbooks that govern institutional relationships. These handbooks have appropriate policies, processes and grievance procedures. The following handbooks deal with the identified relationships under this standard: 1) Students – 2016-17 PBC Catalog and Student Handbook 2) Faculty - 2016-17 Faculty Handbook and Employee Handbook (revision 7-29-16) 3) Board – PBC Board Handbook 4) PBC Constitution and 5) PBC Board policies</td>
</tr>
<tr>
<td><strong>Issues/suggestions:</strong> PBC does not have its board governing documents easily visible to internal and external constituents. It is suggested that PBC create a Board of Trustees webpage where all pertinent board documents can reside to include: 1) Constitution 2) Bylaws, 3) Board Handbook and 4) Board Policies.</td>
</tr>
<tr>
<td><strong>Documentation:</strong> 2016-17 Catalog and Handbook; 2016-17 Faculty Handbook; Employee Handbook; Board Handbook; Board Policies</td>
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<tr>
<th>EE 3: An institutional culture that fosters respect for diverse backgrounds and perspectives.</th>
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<tbody>
<tr>
<td><strong>Overall Assessment:</strong> Compliant: PBC’s mission statement, values and vision clearly indicate that the organization fosters respect for students with diverse backgrounds and perspectives. Conversations with faculty and staff indicate an organization that is committed to a program of equal opportunity for all students and employees. The PBC Catalog and Handbook, Faculty Handbook, and Employee Handbook have clear information on PBC’s policies concerning equal opportunity, disabilities, employee relations, sexual harassment and grievance procedures. PBC</td>
</tr>
</tbody>
</table>

PBC also provides an English/Spanish translation for their undergraduate admissions application to support the significant number of ESL speakers in the local community. In addition, their admission policy considers students who may have finished high school in a foreign country and can’t provide proof of high school completion. These students can be admitted provisionally and will gain full-admittance with accomplishment of satisfactory academic progress (Catalog and Handbook pg. 16). PBC has also applied to become a Student Exchange Visa Program eligible college through the Department of Homeland Security. If approved, this will allow PBC to begin serving F-1 Visa international students with their local programs.

Another area of note: As a part of PBC’s admission process, students are given the option of selecting “agree, disagree, or I have concerns or questions” about PBC’ Statement of Faith. This allows students from a variety of Christian backgrounds to complete their admissions application and then meet with the Dean of Student Affairs to ask clarifying questions before signing their agreement with PBC’s Statement of Faith.

Issues/suggestions: None

Documentation: 2016-17 Catalog and Handbook (pg. 12-13, 16-17, 27, 31-32, 33); Faculty Handbook (pg. 9-11, 17, 25, 28, 30-31) Employee Handbook (pg. 7-11, 22); English/Spanish Undergraduate Application (http://pacificbible.com/wp/apply/); PBC Admission’s application (http://pacificbible.com/wp/apply/); Interview with Dean of Student Affairs; Interview with faculty members, staff, CAO and President.

EE 4: Equitable and consistent treatment of employees and students consistent with appropriate published policies.

Overall Assessment: Compliant - The PBC Catalog and Handbook, Faculty Handbook, Employee Handbook, Board Handbook and PBC Constitution have clear information on policies concerning equal opportunity, disabilities, employee relations, sexual harassment, ethics and grievance procedures.

Issues/suggestions: None

Documentation: 2016-17 Catalog and Handbook (pg. 12-13, 16-17, 27, 31-32, 33); Faculty Handbook (pg. 9-11, 17, 25, 28, 30-31) Employee Handbook (pg. 7-11, 22); Board Handbook; and Constitution (Article V)
**EE 5: Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.**

**Overall Assessment:** Compliant – PBC is authorized to operate in the state of Oregon by the Office of Oregon Degree Authorization (ODA). PBC is in good standing with ODA as the institution and all programs are currently authorized in accordance with appropriate ODA guidelines. PBC is also in good standing with ABHE and was awarded candidacy status in February of 2015 based on demonstrated progress toward becoming an accredited institution. PBC is also in good standing with Oregon’s State Approving Agency for Veterans Education Benefits regarding the service of veterans under the various education benefit programs. PBC also has all of the appropriate statements with regard to authorization or accreditation status in the appropriate documents or webpages.

**Issues/suggestions:** None


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**EE 6: Fulfillment of all applicable standards, policies, and requirements of the ABHE Commission on Accreditation.**

**Overall Assessment:** Compliant – PBC is in good standing with ABHE. Concerning ABHE, the administration has complied with reporting deadlines, payment of fees and on-site visits. PBC’s president is involved with ABHE functions and attends the ABHE annual meeting each year. Annual progress reports have been submitted timely and the administration has responded to any requested information required by ABHE. ABHE has acknowledged our progress toward accreditation and good standing by awarding PBC candidacy status as of February 2015.

**Issues/suggestions:** None


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**EE 7: Integrity in financial matters and in compliance with applicable legal and governmental regulations.**
**Overall Assessment:** Compliant – PBC has an independent CPA for institutional accounting/auditing/taxes/financial statements. The independent accounting firm of Richard W. Brewster conducts all annual financial audits and presents its finding to the Board of Trustees each year. PBC provides annual audit information to ABHE with its annual report.

**Issues/suggestions:** None

**Documentation:** PBC Annual Financial Audits (June 30th, 2015 and June 30th, 2016); PBC Annual Reports to ABHE on ABHE Commission on COA Portal; Interview with the President.

**Evaluative Conclusions:**

**PBC is presently Compliant with respect to ABHE Standard 3.** The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Elements 1 – 7 are “Compliant” (100%)

B. No Essential Elements are “Compliant with weakness” (0%).

C. No Essential Elements are “Non-compliant” (0%).
Standard 4: AUTHORITY AND GOVERNANCE
The institution is legally constituted as a nonprofit organization authorized by its state or province to operate as an educational institution and grant all degrees and/or offer credentials. The institution has a governing board with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development, and ongoing operations.

Essential Elements (“EE”):
1. Enabling documents that establish the institution as a legal entity in its state or province; protect its mission/purpose, tenets of faith, and control; and provide a basis for governance and administration.
2. Evidence that the institution is authorized to award the credentials that it offers in all of the jurisdictions in which it operates.
3. A governing board that exercises legal power for the operation of the institution.
4. Board membership that excludes all employees except the chief executive officer.
5. A governing board with officers that do not include the chief executive officer.
6. A governing board that assists in generating resources needed to sustain and improve the institution.
7. A conflict of interest policy for board members that addresses issues such as financial interests, contracts, employment, family, or other personal interests in the institution.
8. A governing board appropriate in size to operate efficiently and sufficiently diverse in ethnicity, gender (where theologically appropriate), and professional competencies to represent the constituency.
9. A governing board that is sufficiently autonomous to protect the integrity of the institution.
10. Evidence for the ongoing assessment of the effectiveness of the board and its members.
11. A process for orienting new board members and developing existing board members.
12. A process for providing updates for board members on issues relative to institutional mission, finances, and programs.
13. A chief executive officer appointed by, reporting to, and evaluated on a regular basis by the board, to provide administrative leadership for the institution.
14. Board policies and practices that clearly distinguish board and staff roles and that define the authority of the board and its limitations.
15. An effective board succession plan that ensures stability and new membership.

Team Members: Stan Way, Steve Holst, Donna Milkowski
Due Date: 10/28/2016
Rec'd Date: 10/23/2016

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.
PBC Questions

1. Is the element in compliance with PBC’s Mission Statement?

Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?

3. Is there a procedure/handbook guiding administration to perform this function?

4. Is the element currently operable?

5. Who is responsible for this element within the institution of PBC?

6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 31 Self-Study Guide)

a. If state or provincial authorization is required to offer credentials, what evidence is available to demonstrate compliance with these requirements?

b. How do the enabling documents safeguard the purposes and structures of the institution and its core values?

c. How does the board exercise its fiduciary responsibility for financial oversight and fund raising?

d. What organizational structures exist to enable the board to fulfill its responsibilities?

e. What evidence exists that the board understands its role in policy formation? What evidence is there that the board delegates management responsibilities to the president?

f. What evidence is there that the board and administration are operating under sound principles relative to conflicts of interest?

g. Describe the composition of the board in terms of diversity of ethnicity, gender, and professional skill competencies necessary to serve the intended constituency?

h. How does the board evaluate the performance of its members?

i. What procedures does the board have for recruitment, orientation, and retention of its members?

j. What procedures are in place to update the board members on issues relative to mission, organization, finances and programs?

k. What evidence demonstrates that the board operates autonomously without interference from affiliated organizations?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

EE1: Enabling documents that establish the institution as a legal entity in its state or province; protect its mission/purpose, tenets of faith, and control; and provide a basis for governance and administration.
**Overall Assessment: Compliant** - The Second Restated Nonprofit Articles of Incorporation, dated February 7, 2011, were filed with the office of the Secretary of State of Oregon on February 28, 2011 pursuant to ORS 64.004 and 65.047. PBC has received approval to confer four credentials from Oregon Office of Degree Authorization, whose approvals are effective currently (see Documentation for details).

**Protection of mission/purpose, tenets of faith:** Each of the founding documents provides descriptions of the mission of PBC. The PBC Constitution describes and governs PBC’s theological basis. Article III of this document contains the school’s mission statement. The constitution cannot be amended easily without substantial notice and a greater than majority vote from the Board of Trustees (60-day prior notice and a 75% vote of the Board of Trustees to amend) which provides excellent protection of the core mission and biblical values of the institution. Section 1.2 of the Board of Trustees Handbook states that one of the main missions of the board is to “protect its (PBC’s) doctrinal heritage”.

**Basis for Governance and Administration:** The PBC Constitution provides an overview of governance when it states under Article II that the “board is committed to the responsibility of general oversight and the establishment of policies with relation to the promotion, administration, and maintenance of PBC”. The Board of Trustees Handbook states in Section 1.1 that the Board of Trustees is the “highest organizational and governing authority of PBC”. The Board of Trustees is entrusted with policy-making responsibilities in the following areas: clarifying and sustaining PBC’s mission, evaluating and supporting the doctrinal statement, promulgating long-range plans, appointing and supporting the president and monitoring presidential performance, insuring legal and ethical integrity, establishing an adequate board organization, ensuring financial viability, developing the physical facilities, ensuring financial solvency, selecting board members and assessing board performance (Section 1.3.1, Board of Trustees Handbook). The Restated Bylaws also provide an overview of PBC governance when they state that, “The complete responsibility for the oversight and control of PBC shall be vested in the board of trustees who shall serve as a board of directors (collectively called the ‘Board’), pursuant to the Oregon Nonprofit Corporation Act (the “Act”). It shall be their power to formulate policies and to authorize all legal and business matters necessary to carry out corporate policy as enumerated in the Articles of Incorporation, these Bylaws, or the Act”. (Article II, Section 1.A.)

**Issues/suggestions:** There are several conflicts between the governing documents which need to be resolved. There are also several resolutions found within the documents which are not currently being adopted. Regarding these issues the Board should:

A. The present Board should nominate and elect board members to reestablish the Nominating and Membership Committee. The Nominating and Membership Committee is charged by the Restated Bylaws with ensuring the stability and continuation of the Board of Trustees by nominating potential new board members, as well as overseeing the selection of existing Board members.
for other committees. This committee is also charged with nominating Board members for Board offices, and for orienting new Board trustees.

B. The Restated Bylaws (Section 6) and Board of Trustees Handbook (1.54) need to be amended by removing the requirement for standing committees. Both the needs of the college and current size of the Board are not sufficient to necessitate standing committees as defined in governing documents. Section 7 of the Restated Bylaws which regulates the founding of special committees shall remain in place.

C. All governing documents need to be revised with dates of adoption, page numbers and indices to facilitate use and avoid confusion.

**Documentation:** Second Restated Articles of Incorporation – Nonprofit filed with Secretary of State of Oregon, February 28, 2011 (Acknowledgment letter). ODA authorization to grant degrees/certificate; Restated Bylaws; minutes of proceedings of the Board; PBC Constitution.

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**EE 2: Evidence that the institution is authorized to award the credentials that it offers in all of the jurisdictions in which it operates.**

**Overall assessment: Compliant** - The Oregon Department of Degree Authorization (ODA) has approved authorization for the following credentials: Associate of Biblical Studies, Associate of Applied Science in Christian Counseling, and the Certificate of Christian Ministries. These approvals are effective through February 28, 2017. The ODA has also granted authorization for the Associate of Liberal Arts Degree, which is effective through March 31, 2018.

**Issues/suggestions:** None.

**Documentation:** ODA letters dated Feb. 5, 2015, and Feb. 11, 2016.

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**EE 3: A governing board that exercises legal power to establish and review policies of the institution.**

**Overall Assessment: Compliant** - Pursuant to ORS 65.301 et seq, PBC has an elected self-perpetuating Board of Trustees consisting presently of eight trustees. The PBC Constitution vests overall legal governance of the college in the Board of Trustees and the Board has adopted Restated Bylaws governing the proceedings of the Board. The Board records its proceedings and the policies established by
the Board in regularly maintained minute books. The Board adopted a Board of Trustees Handbook which sets forth in detail the characteristics and policy-making responsibilities of the Board including but not limited to “clarifying and sustaining PBC’s Mission.”

**Issues/suggestions:** The following items were identified:

A. The secretary of the Board of Trustees, working with the President’s office, should be responsible for overseeing the follow up of all Board-approved directives, to see that they are completed in a timely and proper manner

**Documentation:** Oregon statutes; Constitution; Restated Bylaws; Board of Trustees Handbook; and Board minutes.

<table>
<thead>
<tr>
<th>EE 4: Board membership that excludes all employees except the chief executive officer.</th>
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<tbody>
<tr>
<td><strong>Overall Assessment:</strong> Compliant - Mike Robinson, President of PBC, is the only employee of PBC who is a member of the Board of Trustees. This is in accordance with the <a href="#">Restated Bylaws</a>, Article II.</td>
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**Issues/suggestions:** None.

**Documentation:** [Restated Bylaws](#).

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<tr>
<th>EE 5: A governing board with elected officers that do not include the chief executive officer.</th>
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<tr>
<td><strong>Overall Assessment:</strong> Compliant - Section 1.5.2 of the <a href="#">Board of Trustees Handbook</a> specifies the board offices which must be filled. The officers of PBC’s Board of Trustees normally include the chair, vice chair, secretary and treasurer. Current officers are: Board Chair – Stan Way; Board Vice-Chair – David Gomez; Secretary – Steve Holst; Treasurer – Bill Pritchett. President Mike Robinson is not an officer of the Board of Trustees, but is an ex officio member thereof pursuant to the Restated Bylaws.</td>
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**Issues/recommendations:** None

**Documentation:** [Restated Bylaws](#) (Art IV, section 1), [Board of Trustees Handbook](#) (Section 1.5.2), [Board minutes 9/13/2016](#).

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<tr>
<th>EE 6: A governing board that assists in generating resources needed to sustain and improve the institution.</th>
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</table>
**Overall Assessment:** Compliant with weakness - All PBC’s board members personally contribute financially into the resources of PBC, according to their abilities. The board currently has three major resource generating responsibilities. 1) They are responsible for developing a plan to retire the mortgage on the main campus building for the college. A separate board committee has taken on this responsibility and meets with president of the college to discuss actions to pay-off the mortgage and meet the goals established in the strategic plan. 2) Secondly, the board is responsible for coordinating a fundraiser during the 2016-17 academic years with the goal of raising at least $10,000 for PBC’s general fund. 3) Third, the board also supports and assists in the annual Basileia matching fund campaign by hosting informational events and making personal donor referrals to the President.

**Issues/suggestions:** Neither the governing documents nor historical precedent clearly defined the role of the Board of Trustees regarding resource generating responsibilities. The Board of Trustees does not have an organized annual process of determining fundraising needs and accomplishing fundraising events. Regarding these issues, the following actions should be accomplished:

- A. The Board of Trustees should develop a formalized fundraising plan that supports PBC’s strategic plan. The Board should create an annual PBC “tradition” by deciding what type of annual fundraiser to do, and then duplicating that fundraiser annually.

- B. The Bylaws and Board of Trustees Handbook should be reviewed for clarity regarding board member responsibilities for resource generation. New board member orientations should include specific guidance on responsibilities concerning this issue.

**Documentation:** Board of Trustees Handbook (pg. 5-6, 1.4.4., pg. 19, 2.5.5.); PBC Bylaws (Article II 1.B.5); Board Minutes (9/15/2015, 1/26/16 and 9/13/16); Strategic Plan (Goal D.5); and financial records.

**EE 7: A conflict of interest policy for board members that addresses issues such as financial interests, contracts, employment, family or other personal interests in the institution.**

**Overall Assessment:** Compliant – PBC’s Board Handbook and Bylaws address conflict of interest and thoroughly cover the areas designated in this standard. In addition, each board member must reaffirm and sign the conflict of interest policy annually.

**Issues/suggestions:** The Board Handbook, Bylaws, and Conflict of Interest Reaffirmation Form should be reviewed for congruence of wording.
**Documentation:** Bylaws (Art VI and Appendix A); Board of Trustees Handbook (Section 3.3); Conflict of Interest Annual Affirmation Statement; Board Member Interviews.

**EE 8:** A governing board appropriate in size to operate efficiently and sufficiently diverse in ethnicity, gender (where theologically appropriate), and professional competencies to represent the constituency.

**Overall assessment:** Compliant – Article II of the PBC Bylaws specifies that the Board shall consist of at least five members and not more than twenty-five members. The Board of Trustees currently consists of eight members (7 men and 1 woman). Their diversity includes representation from White and Hispanic demographics. The board has a broad range of professional competencies to include: 1) 2 Executive pastors, 2) A CEO for a Retirement Planning Corporation 3) An attorney 4) A bank Vice President 5) A retired middle school teacher who is a community college adjunct faculty member 6) A Vice President of a Wealth Management Company and 7) A retired business owner. The board members are elected to a four-year term and are divided into four classes according to their year of completion which provides for board rotations and elections of one fourth of the trustees annually.

**Issues/suggestions:** PBC should continue to foster and grow the diversity of the Board of Trustees. In addition, there is presently no express policy as to the ultimate size (for efficiency) of the Board (other than the Restated Bylaws minimum of 5 but not more than 24 members) or the parameters of the type of Board members which would improve or add to the Mission of PBC. The Board of Trustees should consider defining parameters for increasing the size of the board and the professional competencies that best facilitate PBC’s mission.

**Documentation:** Board of Trustees Handbook, New Board of Trustees’ member applications; PBC Bylaws.

**EE 9:** A governing body that is sufficiently autonomous to protect the integrity of the institution.

**Overall assessment:** Compliant – The PBC Board of Trustees Handbook states, “The Board of Trustees are the highest organizational and governing authority of PBC. Organizationally, the board is autonomous and self-perpetuating. As an autonomous board, it is not subordinate to any specific institution” (Section 1.1). In addition, Article II of the PBC Bylaws specifies, “The complete responsibility for the oversight and control of PBC shall be vested in the board of trustees who shall serve as a board of directors pursuant to the Act. It shall be within their power to formulate policies and to authorize all legal and business matters necessary to carry out corporate policy as enumerated in the Articles of Incorporation, the Constitution, the Bylaws, or the Act (Bylaws, Article II, Sec I, para A).
**Issues/Suggestions:** None

**Documentation:** Board Handbook (pg. 1); PBC Bylaws (Article II, Sec I, para A).

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**EE 10:** Evidence for the ongoing assessment of the effectiveness of the board and its members.

**Overall assessment:** Compliant – Vital to the success of Pacific Bible College is the need for the Board of Trustees to constantly be reaching for the higher mark in their standard of quality for the college. To help accomplish continuous improvement, each member of the Board of Trustees completes an Individual Self-Assessment Form annually. This process serves as an annual reminder to each member of their responsibilities to the college.

The Board of Trustees also complete a board evaluation form annually. Each Trustee provides a rating of the board on a 1-5 Likert scale in performance areas that include Policy, Planning, Meetings, Communication, and Responsibilities. In the 2015-16 academic year, these Board Evaluations were integrated into the institutional assessment process under Goal D (Administrative Operations). PBC’s Institutional Assessment identified areas for improvement based on the Board of Trustees evaluative input. Improvement actions are also specified for the 2016-17 academic year.

**Issues/suggestions:** Currently the Board of Trustees Handbook states, “The Nominating and Membership Committee are responsible for developing policies and procedures for board evaluation and self-assessment.” The Nominating and Membership Committee is not active. The current Board of Trustees Handbook specifies that the results of the board evaluation are provided to the “chair of the Nominating Committee at the fall board meeting.” The results for 2015-16 board evaluation were provided to PBC’s Office of Institutional Effectiveness instead. PBC should align its actions with the procedures specified the Board of Trustees Handbook. Also, it is recommended that the Chair of all board committees maintain minutes of their meetings for the ongoing purpose of board assessment.

**Documentation:** Board of Trustees Handbook, (Para 6.0 pg. 22, 35-44); Board Evaluation Form Template; Board Member Self-Assessment Form template; 2015-16 Institutional Assessment (pg. 31-33).

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**EE 11:** A process for orienting new board members and developing existing board members.

**Overall assessment:** Compliant with weakness - Pursuant to Article 2, section 7 of the Restated Bylaws, the Nominating and Membership Committee of the Board oversees recruitment, orientation, and assessment of the effectiveness of trustees. The
Committee brings nominations for prospective Board members to the Board for approval and is charged with the development of procedures for discovering, identifying and qualifying potential candidates.

The orientation process is discussed in Section 5.3 of the Board Handbook. The Board Handbook details that new Trustee orientation is driven primarily by the President or Board Chair and it outlines the areas that should be covered during the orientation. The Nominating and Membership Committee is responsible for orienting the new Trustee to the ministries of PBC (Bylaws, Article 2, 7).

Orientation meetings have been held with new trustees in which many of PBC’s policies and procedures are reviewed with the new member(s) and questions responded to by the Board. A Board retreat was held in June 2016, in which training was conducted concerning board operations in missional institutions as well as a topic on “How to Prevent Missional Drift.”

**Issues/suggestions:** The following items were identified:

A. Currently, there is no Nominating and Membership Committee, and most of the recruitment of new board members has been conducted by the president. The Board should nominate and elect current board members to serve on the Nominating and Membership Committee in accordance with the Restated Bylaws (Article II, Section 7) and the Board of Trustees Handbook (Section 1.4.5.2). In addition, minutes should be maintained to provide documentation of orientations of new Trustees.

B. While orientation processes for new-members have been conducted, they should be better formalized, fully-implemented and recorded in trustee’s files.

**Documentation:** Restated Bylaws (Article II, 7); Board Handbook (Section 1.4.5.2 & 5.2.3); Board Retreat Minutes (6/11/2016).

**EE 12: A process for providing updates for board members on issues relative to institutional mission, finances, and programs.**

**Overall assessment:** Compliant – Restated Bylaws (Article 2, Section 8.1.A), specifies that the Board of Trustees meets quarterly during the academic year and that any business related to the authority of the Board may be discussed and transacted. Meeting minutes confirm that board members receive updates concerning institutional mission, finances and programs. Board minutes reflect that the Trustees are involved in approving annual budgets (Board meeting notes 9/15/2015), strategic plans (Board meeting notes 9/15/2015, 6/11/2016), academic program implementations (Board meeting notes 9/15/2015), and PBC mission (Board meeting notes 1/26/2016).
**Issues/suggestions**: None.

**Documentation**: Restated Bylaws (Article 2, Section 8.1.A); Board meeting notes (9/15/2015, 1/26/2016, 6/11/2016)

**EE 13**: A chief executive officer appointed by, reporting to, and evaluated on a regular basis by the board, to provide administrative leadership for the institution.

**Overall assessment**: Compliant with weakness - PBC’s Restated Bylaws and the Board Handbook designates the Board of Trustees as the reporting authority and appointing authority of the President (Bylaws -Article II, 1.B.2; Board Handbook Section 1.2). The President is evaluated by the board as designated in the Restated Bylaws (2.1.2) and Board Handbook (Section 2.1.2). The President was evaluated in 2015-16 by all Board of Trustees. The areas of performance that are evaluated are: 1) Board Relations, 2) Community, State & National Relations, 3) Fiscal Operations 4) Instructional and Student Services Programs, 5) Personnel/Human Resources Operations, 6) Organizational Development and 7) Leadership. (Presidential evaluation form template)

**Issues/suggestions**: While PBC does have a President appointed by the Board, he is currently an unpaid volunteer. This arrangement currently works well as the size and scope of the institution allow for this model of administrative leadership to be effective. However, the Board of Trustees should identify growth milestones that would initiate the need for bringing on a president in a full-time, compensated role.

**Documentation**: Restated Bylaws (Article II, Sect 1.B.2; Article V, sect 1, A.); Board of Trustees Handbook (Section 1.2; 2.1.2 ); President’s Evaluation Forms (2016); President Evaluation Form Template; Interview with Board Chair.

**EE 14**: Board policies and practices that clearly distinguish board and staff roles and that define the authority of the board and its limitations.

**Overall assessment**: Compliant – Board Policies and practices clearly distinguish staff roles and define the limitation of the Board. The powers of the Board are enumerated in the Constitution, the Restated Bylaws (“Bylaws”), and the Board of Trustees Handbook. The Constitution states that, “The Board shall commit the execution of its responsibilities as to administration, maintenance, control, and promotion of the faculty and the educational and spiritual interest of the college into the hands of administrators selected by the Board
as provided in the Bylaws. These administrators shall be responsible for the day-to-day operation of PBC within the framework of this Constitution and the Bylaws and the policies established by the Board (Constitution, Article II).

The Bylaws provide that the enumerated powers or policies of the Board shall be implemented by the administrative officers of PBC as directed from time to time by the Board (Bylaws, Article V).

The Board of Trustees Handbook provides in Section 1.3.1 that the President has the delegated responsibilities for administrative function. In addition, Section 1.1 states that, “Board oversight is accomplished through administrative delegation”.

**Issues/suggestions:** None.

**Documentation:** Constitution (Article II), Restated Bylaws (Article V), Board of Trustees Handbook (Section 1.1 and 1.3.1).

**EE 15: An effective board succession plan that ensures stability and new membership.**

**Overall assessment:** Compliant with weakness - The Restated Bylaws, Section 2, “Number, Tenure and Manner of Election,” provides that the normal term of office is four years. Trustees who joined the board after 2012, who have served two normal terms in succession shall be eligible for re-election as a trustee only after a lapse of one year following the conclusion of two successive normal terms he or she has served. Since the Board presently consists of eight members and the constitutional limit is twenty-eight, there are presently sufficient vacancies available to add new members to the Board.

**Issues/suggestions:** Currently, there is no Nominating and Membership Committee, and most of the recruitment of new board members has fallen upon the office of the president. The Board should nominate and elect current board members to serve on the Nominating and Membership Committee in accordance with the Restated Bylaws (Article II, Section 7) and the Board of Trustees Handbook (Section 1.4.5.2). In addition, Section 1.5.1 of the Board Handbook should be revised to include the succession clause concerning trustees who joined the Board after 2012.

**Documentation:** Restated Bylaws (Section 2 and Section 7D) and Board Handbook (section 1.4.5.2).
PBC is presently in Compliant with respect to ABHE Standard 4. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Elements 1, 2, 3, 4, 5, 7, 8, 9, 10, 12 and 14 are “Compliant” (73%).
B. Essential Elements 6, 11, 13 and 15 are “Compliant with weakness” (27%).
C. No Essential Elements are “Non-compliant” (0%).
Standard 5: ADMINISTRATION

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

5-Essential Elements (“EE”):
Relative to this standard, an accredited institution is characterized by . . .
1. A chief executive officer whose primary employment/vocational responsibility is to the institution and who is responsible to the board in leading the institution toward the accomplishment of its mission.
2. A chief executive officer with the combination of academic background and professional experience appropriate to the institution’s mission.
3. A clearly documented organizational structure appropriate to the size and scope of the institution that encompasses all units and roles.
4. Administrative leaders with education, experiences, and competencies appropriate to the discharge of their duties and to the level of education offered.
5. Complete, accurate, and securely maintained administrative records.
6. A procedure and practice for ongoing review and enhancement of the performance of administrators.

<table>
<thead>
<tr>
<th>Team Members: John Osbourn</th>
<th>Due Date: 10/21/2016</th>
<th>Rec'd Date: 9/16/2016</th>
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The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?

PBC Mission Statement:
Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 32 Self Study Guide)
1. What evidence demonstrates that the board regularly evaluates the performance of the institutional CEO?
2. What evidence is available to demonstrate that the chief executive officer has adequate resources and authority to discharge his/her duties?
3. What evidence is there that administrative leaders reflect the institution’s constituency and have the appropriate academic and professional backgrounds to discharge their duties?
4. What evidence demonstrates that the institution has an administrative structure appropriate for its type, size, and complexity?
5. What evidence demonstrates that the institution has effective processes in place for recording, maintaining, and securing accurate administrative records?
6. How effective is the system for evaluating the work performance of administrators?

**Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.**

**EE 1: A chief executive officer whose primary employment/vocational responsibility is to the institution and who is responsible to the board in leading the institution toward the accomplishment of its mission.**

**Overall Assessment: Compliant with weakness** - Pacific Bible College’s current president is serving the school as a volunteer and commits upwards of 20 hours a week in addition to his full-time role as CEO of a local private business. The arrangement works well currently since the institution has two full-time administrators in the CAO and Dean of Student Affairs. While this situation is not optimum, the current size of PBC makes it possible for the president to fulfill the duties as outlined in the constitution and bylaws. Currently, the president’s responsibility for mission accomplishment is monitored by the Board of Trustees. In addition, the board evaluates the President’s office annually for effectiveness in accomplishment of mission.

**Issues/Suggestions:** The part-time arrangement for the president will become a capacity constraint with continued growth of PBC. The strategic plan should present a path forward to achieve full-time capacity for a president.

**Documentation:** Interview with President; 2016 President’s Office Evaluation Form Template; 2015-16 President’s Office Assessment Scores.
**EE 2: A chief executive officer with the combination of academic background and professional experience appropriate to the institution's mission.**

**Overall Assessment: Compliant** - The current president has the combination of academic background and the professional training appropriate to the institution’s mission. The president has extensive experience in post-secondary classroom instruction (12 years) and business ownership (25 years). He is a church elder (Heritage Church) and serves as a Board Member with Grace Cascade Christian Schools (K-12). The President has a Master of Divinity from Western Seminary and has been PBC’s chief executive since 2009.

**Issues/Suggestions:** None

**Documentation:** President’s personnel file (resume and transcripts).

**EE 3: A clearly documented organizational structure appropriate to the size and scope of the institution that encompasses all units and roles**

**Overall Assessment: Compliant** – PBC has a well-documented organizational structure as designated on their organization chart. They have a full-time Chief Academic Officer who is responsible for the day-to-day operations of the college. The college also has a full-time Dean of Student Affairs and Enrollment Services. In this regard, the functional areas of Instructional and Student Services have very good capacity and span of control. The college also has part-time employees which fulfill the roles for administrative assistant, faculty and student aides, librarian, and book keeping. This arrangement of Full-time and Part-time is appropriate and functional for the current size and scope of the institution.

**Issues/Suggestions:** The College Services side of the college is functional at PBC’s current capacity but will become a limitation with the expected enrollment growth over the next 5-years. Especially with the pending approval of PBC to issue Title IV funding for students, this area of fiscal management will need to be augmented to handle the increase in the number and complexity of student financial transactions. While PBC has designated within their strategic plan the time frames to hire these key full-time personnel, it is important to note here that this increase in capacity will be needed to achieve the goals in their strategic plan.

**Documentation:** PBC Organization Chart; Interview with President; Interview with CAO; 2016-2021 Strategic Plan.
**EE 4: Administrative leaders with education, experiences, and competencies appropriate to the discharge of their duties and to the level of education offered.**

**Overall Assessment: Compliant** - The administrative leaders have the appropriate education, skills, and resources necessary to discharge their duties. The President’s background was discussed under EE2. The CAO has experience as a university faculty member and instructional dean for a community college. He has a graduate education and is currently enrolled in an Ed. D. Leadership and Management program with St. Thomas University. He has over 25 years of leadership in management in a variety of experiences that include retail, private school boards, military and higher education.

The Dean of Student Affairs has a B.A. in Biblical Studies and is in his second year of work at PBC as its student services administrator. He has experience as a teaching assistant, private tutor, faculty, and research.

**Issues/Suggestions:** PBC should work with their Dean of Student Affairs to find opportunities to complete a graduate education.

**Documentation:** Personnel files for CAO (resume and transcript), Dean of Student Affairs (resume and transcript).

**EE 5: Complete, accurate, and securely maintained administrative records.**

**Overall Assessment: Compliant** – PBC’s Administrative records are accurate, complete and securely maintained. Each employee has an administrative record that includes: New employee checklists, W-4, employment contracts, signed student’s confidentiality policy, signed employment at will statement, a signed statement for verification of receipt of employee handbook and agreement with statement of faith, and direct deposit information where appropriate. Faculty files include resumes, transcripts, ODA approved qualification for teaching staff that include the courses they are eligible to teach, and performance evaluations. The files are stored in a fire-proof lockable filing cabinet in a room that can also be locked.

**Issues/Suggestions:** None

**Documentation:** Facility walk-thru; Employee administrative records; Faculty files.

**EE 6: A procedure and practice for ongoing review and enhancement of the performance of administrators.**
**Overall Assessment: Compliant with weakness** – PBC’s employee handbook specifies that employees should be evaluated annually. To date, the President, CAO and Dean of Student Affairs all have current performance evaluations within the last year.

**Issues/Suggestions:** PBC’s current procedure for review of administrator’s in the employee handbook is very minimal and should have details added concerning the purpose of administrative evaluations and the procedures to be followed based on the outcomes of these evaluations. In addition, the performance evaluation form should be standardized where appropriate for administrative personnel.

**Documentation:** CAO’s Evaluation, (January 2015); Dean of Student’s Evaluation (6/27/16); President’s Evaluation (2015-16); Employee Handbook (page 15); PBC Administrative Evaluation Form Template.

**Evaluative Conclusions:**

PBC is presently **Compliant with weakness** with respect to ABHE Standard #5. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

- **A.** Essential Element 2, 3, 4 and 5 is “Compliant” (67%)
- **B.** Essential Elements 1, and 6 are “Compliant with weakness” (33%)
- **C.** No Essential Elements are “Non-compliant” (0%)
Standard 6: INSTITUTIONAL RESOURCES
The institution has the human, financial, physical, and technological resources needed to achieve its mission and has implemented policies and procedures to manage these resources effectively.

Standard 6A: HUMAN RESOURCES

6a-Essential Elements (“EE”):
Relative to this standard, an accredited institution is characterized by:
1. An adequate number of qualified personnel to provide basic services to students, faculty, and administration. ABHE Institutional Accreditation Standards,
2. Written policies and procedures for hiring, evaluating, promoting, and dismissing personnel based on principles of fairness and respect for individual rights.
3. Demonstrated commitment to provide adequate resources for employee welfare including professional development.
4. Policies and practices that support employee diversity appropriate to the institution’s theological and cultural context.
5. An organizational climate that encourages job satisfaction, collegiality, and respect among personnel.
6. Published and accessible descriptions of organizational structures, job responsibilities, and employee policies.
7. Appropriate provisions for the protection of personnel from threat of harm or loss, including emergency and crisis response measures.

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The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?

PBC Mission Statement:
Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

**ABHE Standard Specific Questions (Pg. 32, Self-Study Guide)**

1. To what extent is the institution staffed with qualified personnel who provide basic services for the various administrative functions?
2. Are enabling documents, descriptions of administrative structure and decision making, institutional policies and procedures, and current job descriptions documented in written form and distributed appropriately?
3. What processes are in place to communicate to employees their rights and responsibilities?
4. In what ways is it demonstrated that the evaluation of employees is consistent, fair, and documented?
5. What evidence is available to demonstrate that the institution’s budget provides adequate financial resources for employee welfare?
6. What programs for professional growth and development are in place?
7. What evidence suggests that the institution provides a climate that fosters job satisfaction, collegiality and respect among personnel?
8. How does the diversity of the employees compare to the diversity of the institution’s constituency.

**Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.**

**EE 1 An adequate number of qualified personnel to provide basic services to students, faculty, and administration.**

**Overall Assessment: Compliant** – PBC has two full-time administrators in their CAO and Dean of Student Affairs that provide the bulk of basic services for students, faculty, and administration. They are assisted by four part-time employees, that include the administrative assistant, teacher’s aide/assistant librarian, bookkeeper and Librarian. In addition to his chief executive role, the President takes care of pay-roll transactions and fundraising. PBC has grown significantly since July 2015 having added a full-time CAO and Dean of Student Affairs. The addition of these two-key administrative positions has significantly increased the capacity of current staff to coordinate all instructional, student services, financial and human resource transactions for all the appropriate stake-holders at the college. In addition, PBC has identified within the 2016-2021 strategic plan key personnel acquisitions over the course of the five-year plan to facilitate projected program and enrollment growth. The 2016-17 Employees Handbook provides an overview of PBC’s organizational structure along with job descriptions/responsibilities for key administrators and faculty that are adequate to cover the primary functions of the college.
**Issues/Suggestions:** None

**Documentation:** Interviews with President, CAO and Dean of Student Affairs; [2016-2021 Strategic Plan](#); [2016-17 Employee Handbook](#) (pg. 34-42).

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**EE 2: Written policies and procedures for hiring, evaluating, promoting, and dismissing personnel based on principles of fairness and respect for individual rights.**

**Overall Assessment:** Compliant - The PBC [Employee Handbook](#), has clear information on policies regarding hiring (pg. 13-20, 44-45), evaluating (pg. 18), promoting (pg. 19), and dismissal of personnel (pg. 19-21). The [Faculty Handbook](#) contains clear information on hiring (pg. 16-19), evaluating (pg. 24-25), and dismissal of personnel (pg. 24-26). The PBC Faculty Handbook, Employee Handbook, Board Handbook and PBC Constitution have clear information on policies concerning equal opportunity, disabilities, employee relations, sexual harassment, ethics and grievance procedures.

**Issues/Suggestions:** None

**Documentation:** [Faculty Handbook](#) (pg. 9-11, 17, 25, 28, 30-31), [Employee Handbook](#) (pg. 7-11, 22); [Board Handbook](#) (1.4.2, 2.1.3, 3.3.2); and [Constitution](#) (Article V).

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**EE 3: Demonstrated commitment to provide adequate resources for employee welfare including professional development.**

**Overall Assessment:** Compliant with weakness – PBC has grown substantially in this area of compliance since our evaluation site visit in October 2014. PBC now has two full-time administrators. Of these, the CAO is the only benefitted full-time employee in terms of medical, dental and retirement contribution. PBC provides designated resources for professional development for both the CAO ($2500.00 per year) and Dean of Student Affairs ($1000.00 per year). Both the CAO and Dean of Student Affairs have paid vacation days as indicates in their employment contracts.

PBC coordinates and provides resources for two-faculty in-service professional development events a year. Adjunct faculty are also eligible for a 100% discount when taking a PBC class for credit or audit. In addition, adjunct faculty are eligible for one three-credit tuition waiver for immediate family members (spouse and children) within the academic year that they teach.
Faculty members without ministerial degrees are required to complete a least one PBC course from the Bible (BI), Theology (TH) or Spiritual Formation (SF) disciplines within 3 semesters from the semester they began teaching. Tuition is waived for faculty members completing this requirement. PBC also provides for professional development events for staff. Funds were provided for the President and CAO to attend the 2016 ABHE annual meeting. In addition, the Dean of Student Affairs, was resourced to attend the ABHE Enrollment Summit in October 2015. Funds are also set-aside in the 2016-17 academic year for the Dean of Student Affairs and the Administrative Assistant to complete mandatory Title IV trainings.

**Issues/Suggestions:** While PBC has made progress in this essential element they need to continue to grow their capabilities to fully-benefit all full-time employees at the college. PBC’s President still serves as an uncompensated chief executive. The Dean of Student Affairs does not have medical, dental or retirement benefits. Adjunct faculty do not have dedicated resources set-aside to provide for individual professional development opportunities.

**Documentation:** Interview with President, CAO and Dean of Student Affairs; CAO 2016-17 employment contract; Dean of Student Affairs; 2016-17 Adjunct Faculty Employment Contract (located in the faculty handbook on pg. 18); Faculty Handbook (pg. 17, 19); 2016-17 Annual Budget Projection.

**EE 4:** Policies and practices that support employee diversity appropriate to the institution’s theological and cultural context.

**Overall Assessment: Compliant** – The Employee Handbook, Faculty Handbook, Board Handbook and PBC Constitution have clear information on PBC’s policies concerning equal opportunity, disabilities, employee relations, ethics, sexual harassment and grievance procedures. PBC’s Statement of Faith is aligned with a main-stream evangelical Christianity and allows for a broad background of denominational diversity within that main-stream.

**Issues/Suggestions:** None

**Documentation:** Interviews with President, CAO, and Faculty; Faculty Handbook (pg. 9-11, 17, 25, 28, 30-31) Employee Handbook (pg. 7-11, 22); Board Handbook (section 2.0); and Constitution (Article V).

**EE 5:** An organizational climate that encourages job satisfaction, collegiality, and respect among personnel...
Overall Assessment: Compliant – PBC has an organizational climate encourages job satisfaction, collegiality and respect. The leadership climate is open and communicative. The administrators, faculty, and staff support each other and promotes an environment of collegiality and respect among peers. Faculty in service events always include a social and spiritual element that opens up opportunities for fellowship and friendship. The leadership environment also solicits, encourages and respects the input of all personnel in the organization.

Issues/suggestions: None

Documentation: Interviews with Board of Trustees, President, administrators, faculty, and staff.

EE 6: Published and accessible descriptions of organizational structures, job responsibilities, and employee policies.

Overall Assessment: Compliant – PBC organizational structure, job responsibilities, and employee policies are published and available identified in the 2016-17 Employee Handbook. In addition, each employee is given a copy of the employee handbook during in-processing.

Issues/Recommendations: None

Documentation: 2016-17 Employee Handbook

EE 7: Appropriate provisions for the protection of personnel from threat of harm or loss, including emergency and crisis response measures.

Overall Assessment: Compliant- PBC provides for protection of personnel with written policies governing different audiences in multiple handbooks. In the 2016-17 Faculty Handbook, there are policies and procedural guides for Handling Disruptive Students (pg. 28) and Threat or Harm to Self and Others (pg. 28). Personal conduct is also covered (pg. 17) The Faculty Handbook also includes a quick reference guide for common disciplinary issues (Appendix F) which covers the appropriate procedures to take in consideration of multiple situation where faculty could be threatened or harmed. The quick guide includes contact information to local law enforcement and the responsible PBC administrator.

The Employee Handbook covers safety in the work place in Section 5 (pg. 34-36). Topics include: 1) Employee responsibility 2) Workplace searches 3) Workplace violence 4) Housekeeping 5) Smoking in the workplace 6) Concealed weapons and 7) Substance abuse. The handbook
also covers: 1) Confidentiality concerning other employees and students (pg. 25-26), 2) Standards of conduct (pg. 27), 3) Conflict of interest (pg. 30), and 4) Natural Disasters and Bad Weather (pg. 31).

The PBC [Catalog and Handbook](#) covers safety (pg. 28-29). Topics include: 1) Public Safety (campus security) 2) Weapons 3) Open flames 4) Safety equipment and 5) Inclement weather (pg. 15) and 6) Smoking and vaping. PBC has appropriate policies in place for student conduct and discipline (pg. 29). During student orientation, first-time student receives a [campus safety briefing](#) which covers the [Campus SaVE Act](#), [Clery Act](#), and [Title IX](#) reporting.

All three of the handbooks above have the appropriate policies concerning discrimination, sexual harassment and standards of conduct (Employee Handbook pg. 8-9, 27; Faculty Handbook pg. 16-17; Catalog and Handbook pg. 27, 29-30)

**Issues/Recommendations:** None

**Documentation:** 2016-17 Employee Handbook; 2016-17 Faculty Handbook; 2016-17 Catalog and Handbook.

**Evaluative Conclusions:**

_PBC is presently Compliant with respect to ABHE Standard 6A. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:_

A. *Essential Elements 1, 2, 4, 5, 6 and 7 are “Compliant” (86%).*
B. *Essential Element 3 is “Compliant with weakness” (14%).*
C. *No Essential Elements are “Non-compliant” (0%).*
Standard 6B: FINANCIAL RESOURCES

6B-Essential Elements (“EE”):
Relative to this standard, an accredited institution is characterized by:
1. Evidence of financial stability documented by independent, opinioned audits, prepared by a licensed accounting professional, approved by the board, and made available to the public.
2. A budgeting process that serves as an effective instrument of financial oversight and planning.
3. The cultivation of adequate revenue streams sufficient to realize institutional goals.
4. Risk management policies and procedures sufficient to safeguard assets.
5. Appropriate board oversight of financial management to meet public accountability obligations.
6. Sufficient financial reserves to enable effective response to unforeseen financial circumstances and enrollment fluctuations.
7. Adequate internal controls to safeguard assets and protect personnel from accusations of wrongdoing.
8. Evidence that institutional planning informs the budgeting process.

Team Members: Mike Robinson

Due Date:  
Rec'd Date: 10/27/2016

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?
   
PBC Mission Statement: Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally engaged servant leaders.
2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 33, Self-Study Guide)
1. To what measure are financial resources adequate to support the institution’s mission?
2. Has the institution experienced financial stability scores below 1.50 (U.S. institutions) or tripped three or more financial stability indicators on the annual report (Canadian institutions) in recent years?
3. Do the operating results of the last five fiscal years demonstrate financial stability?
4. Are annual financial reports available to satisfy accountability to the interested publics?
5. What evidence confirms that annual audit reports comply with generally accepted accounting practices?
6. What internal controls have been developed and implemented to minimize potential losses from mistakes or dishonest actions?
7. How do budgeting processes involve persons responsible for resource allocation, employ appropriate steps for approval and control, and result in the production of regular financial reports?
8. What procedures ensure institutional effectiveness in managing accounts receivable and payable?
9. Do institutional policies and procedures conform to the guidelines of organizations such as the Canadian Council for Christian Charities and the Evangelical Council for Financial Accountability?
10. How successful is the institution in cultivating new sources of revenue?
11. What reserve funds are available to the institution in the event of an unexpected emergency?
12. How does the institution effectively manage risks through the application of sound policies, the diversification of investments, the use of appropriate levels of insurance, and the maintenance of appropriate reserve funds?
13. How are the budgeting and planning processes linked?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

**EE 1: Evidence of financial stability documented by independent, opinioned audits, prepared by a licensed accounting professional, approved by the board, and made available to the public.**

**Overall Assessment:** Compliant with weakness - PBC has annual independent opinioned audits and for the recent 2015-16 academic year it was unqualified again. Significant improvement was made in the ABHE composite score with the college achieving 1.97 in 2014-15 and 1.19 in 2015-16. PBC has also realized cash reserves over the last two academic years. When seen against the near doubling of annual expenses, PBC has kept pace in revenues to fund the missional expansion. Improvements still need to be realized in planning and developing revenue streams, (tuition, donors, other). No progress on the June, 2018 balloon payment for the facility which weights down the institution and its missional purpose.

**Issues/Suggestions:** Develop and/or increase the robustness of donor development/fundraising plan, recruitment plan, and any other revenue source. Remove 2018 balloon payment and/or develop and implement a clear and achievable plan to retire it.
**Documentation:** 2015-16 audit; 2014-15 and 2015-16 Annual ABHE composite scores; current financials.

**EE 2: A budgeting process that serves as an effective instrument of financial oversight and planning.**

**Overall Assessment:** Compliant with weakness - A budget exists for 2016-17 that has had input from multiple sources and been reviewed/approved by the board. No formalized budgeting process is in place. A draft process exists that insures input from all stakeholders, incorporates an academic year time line, assigns ownership and accountability, and insures the budget is aligned with the strategic plan. Actual spending is tightly controlled and seemingly immune from frivolous spending.

**Issues/Suggestions:** Finalize, adopt and implement the budgeting process draft. Continue to broaden the number of stakeholders who have input into the budget to increase the effectiveness of the budget and its usefulness as a decision-making tool.


**EE 3: The cultivation of adequate revenue streams sufficient to realize institutional goals.**

**Overall Assessment:** Compliant – PBC completed the 2015-16 fiscal year with adequate revenue streams to realize institutional goals. The June 30th, 2016 Financial Audit shows a strong, positive end-of-year net assets. This is significant as PBC’s operating expenses increased by 84% from fiscal year 2014-15 to 2015-16. The Basileia Matching fund campaign and increased enrollment have increased revenue to match the increased expenses of missional growth. The 2016-21 Strategic Plan for institutional growth, specifically in enrollment, has been realized for the Fall-16 term.

**Issues/Suggestions:** Finances are still very tight and new revenue sources would increase missional effectiveness. Develop new revenue streams and commit to a regular grant/foundation application writing plan.


**EE 4: Risk management policies and procedures sufficient to safeguard assets.**
**Overall Assessment: Noncompliant** - No risk management policies exist in a communicable manner. The president, acting as CFO, is the primary decision maker in assessing financial risk.

**Issues/Suggestions:** With increased growth, risk management policies and procedures need to be drafted, approved and implemented. These could be incorporated into the [Accounting Procedures Manual](#) or a more formal Financial Management Plan. I think the latter is beyond the needs of the institution currently based on its size.

**Documentation:** Interview with the President.

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<th>EE 5: Appropriate board oversight of financial management to meet public accountability obligations.</th>
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<tbody>
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<td><strong>Overall Assessment: Compliant</strong> - PBC regularly used an independent CPA for auditing and has begun having this CPA personally review the annual report with the Board at a quarterly meeting. Financials are reviewed regularly at the Board meetings. There is a banker and a financial advisor serving as trustees.</td>
</tr>
<tr>
<td><strong>Issues/Suggestions:</strong> Recommend board consider pursuing a CPA for a trustee position to increase financial expertise and communication/awareness.</td>
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<tr>
<td><strong>Documentation:</strong> <a href="#">Board meeting notes 9-15-2015</a>; <a href="#">2015-16 Financial Audit</a>.</td>
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<th>EE 6: Sufficient financial reserves to enable effective response to unforeseen financial circumstances and enrollment fluctuations.</th>
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<td><strong>Overall Assessment: Compliant with Weakness</strong> - Cash reserves do exist with $94k in total cash and cash equivalents as of June 30, 2016 on the 2015-16 audit. However, there are no funds allocated as cash reserve on the Chart of Accounts (COA). There is not a separate bank account where the reserve is kept.</td>
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<tr>
<td><strong>Issues/Suggestions:</strong> Establish a line on the COA for cash reserves. Develop financial management policy to hold the preset amount in reserve in a separate banking account.</td>
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<tr>
<td><strong>Documentation:</strong> <a href="#">2015-16 Financial Audit</a>; financial records.</td>
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### EE 7: Adequate internal controls to safeguard assets and protect personnel from accusations of wrongdoing.

**Overall Assessment:** Compliant with weakness - The internal controls have been adequate for the size of the institution but the recent growth of the institution has surpassed their adequacy. There is under draft an Accounting Controls Procedure to advance the safeguards and protocol used that will again provide a system of controls adequate for safeguarding the resources, both the assets and the personnel.

**Issues/Suggestions:** Finalize draft of Accounting Controls Procedures, update job descriptions accordingly, and implement the procedure.

**Documentation:** Draft of Accounting Controls Procedures; Interview with the President (existing knowledge of controls); emails.

### EE 8: Evidence that institutional planning informs the budgeting process.

**Overall Assessment:** Compliant – A strategic budget was developed and approved by the Board of Trustees as part of the 2016-2021 Strategic Plan development process. The strategic budget includes benchmarks for expected growth in revenue and expenses as designated by the 5-year strategic plan. In examining the projected growth for the 2016-17 academic year enumerated in the strategic plan, the strategic budget had accurate projections with regard revenue and expenses. The growth milestones in the strategic plan in terms of personnel and new programs expenses are reflected in the designated expenses in the strategic budget. In addition, the enrollment growth goals and subsequent tuition revenue increases associated with those goals are reflected in the budget.

**Issues/Suggestions:** Insure that the annual budgeting procedure incorporates the current Strategic Plan budget for the similar year.

**Documentation:** 2016-21 Strategic Plan; 2016-2021 Strategic Budget; 2016-17 Annual Budget; Board Minutes (6-11-2016).

### Evaluative Conclusions:

**PBC is presently Compliant with weakness in relation to ABHE Standard 6B.** Significant progress has been made in this area since the 2013 review. Continued emphasis at the Board/presidential level is required to keep moving forward to allow the mission and the Strategic Plan to be accomplished.
The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Elements 3, 5, and 8 are “Compliant” (37.5%).
B. Essential Elements 1 2, 6 and 7 are “Compliant with weakness” (50%).
C. Essential Element 4 is “Non-compliant” (12.5%).
Standard 6C: PHYSICAL RESOURCES

6C-Essential Elements ("EE"): Relative to this standard, an accredited institution is characterized by:

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

Team Members: Mary Neal and John Osbourn

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

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ABHE Standard Specific Questions (Pg. 33, Self-Study Guide)

1. What evaluation processes are employed to ensure that facilities and equipment are sufficient and well maintained to support quality education?
2. What planning processes are employed to determine future physical resource needs?
3. Are utilities economically operated and designed to be environmentally responsible?
4. If facilities are leased, does the lease include adequate protection to allow sufficient time to make alternate arrangements?
5. What deferred maintenance needs have been identified and what plans are being made for funding them?
6. By what means are facilities adequately protected from safety and health threats, and operate in compliance with health, safety, and disability codes?

**Description/Explanation/Analysis:** Explanation of condition of institution in relation to criteria of standard.

**EE 1 Evidence** that facilities, equipment, and supplies are adequate to support institutional mission, to achieve educational goals, and to ensure continuity of offerings

**Overall Assessment:** Compliant - At current enrollment levels, PBC’s facilities, equipment and supplies are adequate to support educational goals and continuity of offerings. The current facility could support double our current enrollment of growth and maintain continuity of offerings. Future physical resource needs are considered during strategic planning. Evidence of planning is seen in PBC’s 5-Year Strategic Plan as it addresses physical resource needs concerning projected growth. The plan calls for the retirement of the current mortgage on our Medford campus by 2018 and the opening of a new facility to support projected enrollment growth designated in the strategic plan.

Currently, the staff are adequately supported with computer technology, office space and supplies. Faculty are provided with the requisite resources for classroom instruction.

**Issues/Suggestions:** None

**Documentation:** Facility walk-through; Staff interviews; 2016-2021 [Strategic Plan](#) and [budget](#); [2016-17 Budget Projection](#).

**EE 2: Sufficient personnel and procedures to maintain physical resources adequately.**

**Overall Assessment:** Compliant - With the addition of two more staff located at the office (total of four), the building’s janitorial/maintenance needs are being shared. PBC also pays for regular maintenance to be accomplished such as heating/AC, roof repair, plumbing, pest control, trash removal, and recycling. PBC incorporates volunteers into physical resource maintenance and has allowed students to exchange work for tuition. One student exchanged work for tuition last year and improved landscaping and irrigation system in our parking lot.
**Issues/Suggestions:** Maintenance is being accomplished but there are not formalized procedures. PBC should develop a standard set of procedures for regular maintenance duties at the campus.

**Documentation:** Staff interviews; Credit exchange for work in student’s file; 2015-16 plant maintenance expenditures and receipts.

---

### EE 3: Evidence that physical resource needs are identified and addressed in the planning process

**Overall Assessment:** Compliant. See comments under EE1 of this standard.

**Issues/Suggestions:** None

**Documentation:** 2016-2021 Strategic Plan and budget; 2016-17 Budget.

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### EE 4: Facilities and services compliant with applicable health, safety, and disability access codes

**Overall Assessment:** Compliant with weakness - Pacific Bible College has adequate access for wheelchair entry into the main classroom and both male and female restrooms. The library also is wheelchair accessible.

**Issues/Suggestions:** Recommend installing pass-through door knob on back porch gate.

**Documentation:** Facility walk-through; Fire Marshal Inspection May 2016.

---

### EE 5: Appropriate provisions for the protection of physical resources from threat of harm or loss, including crisis response measures.

**Overall Assessment:** Compliant - Physical resources such as staff offices, computers, employee files, student files and book-keeping are protected from harm and loss through a motion-activated alarm system in the front-half of PBC’s building. The building has appropriate smoke alarms and fire extinguishers available. Student and employee files are maintained in fire proof filing cabinets. Security checks are conducted by the either administrative personnel or faculty when they are the individual who will be “last out”. Door keys are signed out to faculty and administrative staff who have need for access. A lockable key box is maintained behind a locked door for security of facility keys. PBC provides crisis response procedures in their quick reference guide in the Faculty Handbook (Appendix F). The quick reference guide provides the different type of crisis situations that might occur and it outlines the appropriate actions for individuals to take. PBC students
are provided a [campus SaVE Act brief](#) as part of orientation which gives guidance for crisis response. PBC's Catalog and Handbook has a safety section that covers public safety, weapons, open flames, safety equipment and smoking/vaping.

**Issues/Suggestions:** PBC should develop a security checklist to standardize facility closing procedures for both faculty and administrative staff.

**Documentation:** [2016-17 Catalog and Handbook](#) (pg. 28-29); [Fall 2016 Student Orientation Agenda](#); [2016-17 Faculty Handbook](#) (Appendix F); Facility walk-through.

**Evaluative Conclusions:**

**PBC is presently Compliant** with respect to ABHE Standard 6C. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

- A. Essential Elements 1, 2, 3, and 5 are “Compliant” (80%).
- B. Essential Elements 4 is “Compliant with weakness” (20%).
- C. No Essential Elements are “Non-Compliant” (0%).
Standard 6D: TECHNOLOGY RESOURCES

6D-Essential Elements ("EE"): Relative to this standard, an accredited institution is characterized by:

1. Appropriate technology to support the institution’s educational and operational effectiveness.
2. Systematic allocation of resources to maintain current and support future technological capacity.
3. Ongoing training and support for technology personnel and users, including staff and students.
4. Clearly stated policies and procedures regarding technological resources, services, and security, including compliance with privacy regulations.

Team Members: Amber Osbourn

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<tr>
<th>Due Date: 10/21/2016</th>
<th>Rec'd Date: 9/12/16</th>
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The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions

1. Is the element in compliance with PBC's Mission Statement?

**PBC Mission Statement:** Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is there a procedure/handbook guiding administration to perform this function?
3. Is the element currently operable?
4. Who is responsible for this element within the institution of PBC?
5. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 33, Self-Study Guide)

1. How effectively do the institution’s technological capacities support its mission, goals and objectives?
2. What processes are in place to keep abreast of technological advances?
3. What priorities have been established for improving and expanding the utilization of technology?
4. What training and instruction are being provided for technical personnel as well as institutional users?
5. How are policies regarding use of technology communicated to appropriate parties?
6. What evidence exists that the technical equipment operates with an appropriate degree of reliability?
7. To what extent does the institution have policies and procedures in place to protect privacy rights and confidential data?

**Description/Explanation/Analysis:** Explanation of condition of institution in relation to criteria of standard.

**EE 1** Appropriate technology to support the institution’s educational and operational effectiveness.

**Overall Assessment:** Compliant with weakness - Pacific Bible College has an adequate level of technology to support its current academic and operational needs towards fulfillment of the mission. The college utilizes Populi for its College Management System (CMS), has an online admissions process from its web site, online Library catalog through Populi, Smart TVs for class use, facility wide Wi-Fi for student use, public computers for student use, and printers with both scanning and fax capabilities for campus-wide use.

**Issues/Suggestions:** It is suggested that the college moved towards providing its faculty with a work email. Currently, only the staff have a PBC email and faculty must use a personal email for school purposes (or create a new account for PBC work purposes).

**Documentation:** Populi (CMS); website, audio/video equipment for Counseling program; addition of Smart TV to support Skype instruction; allocation of 5 laptops for student check out; continued development of Library; facility walk through; staff interviews; Technology policies in 2016-17 Catalog/Handbook (p. 24-25).

**EE 2:** Systematic allocation of resources to maintain current and support future technological capacity.

**Overall Assessment:** Compliant with weakness – PBC allocates funds towards technology within their annual and strategic budgeting processes.

**Issues/Suggestions:** A area that needs work is the lack of systematic review of current technology and whether current resources are sufficient. It is suggested that PBC develop a system of annual review to better determine resource allocation and acquisition of relevant technology.

**Documentation:** 2016-17 Budget; Interview with CAO; 2016-21 Strategic Budget.

**EE 3:** Ongoing training and support for technology personnel and users, including staff and students.
**Overall Assessment: Compliant** – Training for use of the CMS and other technology resources is covered in-depth during orientation. Information about training for faculty and staff is found in the Faculty Handbook. In addition, the PBC staff is regularly involved in one-on-one help as issues arise.

**Issues/Suggestions:** It is suggested that the New Employee Checklist be used more regularly during in-processing of new faculty and staff, and that clearer instructions about technology use and CMS navigation be included.

**Documentation:** Agenda from 2016 Student Orientation; Library 101 Handout; 2016-17 Catalog/Handbook (p. 25); 2016-17 Faculty Handbook (p. 22); Interview with Administrative Assistant.

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**EE 4: Clearly stated policies and procedures regarding technological resources, services, and security, including compliance with privacy regulations.**

**Overall Assessment: Compliant** - Policies and procedures regarding computer use, Library navigation, Populi use, and printers can be found in the 2016-17 Catalog/Handbook, Faculty Handbook, and Library 101 handout. Staff is available to answer questions concerning technology concerns.

**Issues/Suggestions:** None

**Documentation:** 2016-17 Catalog/Handbook (p. 24-25); 2016-17 Faculty Handbook (p. 22-23); Library 101 handout; Interview with CAO and Administrative Assistant.

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**Evaluative Conclusions:**

**PBC is presently Compliant with weakness** with respect to ABHE Standard 6D. Much evidence exists that allocation and use of technology for current academic and operational needs is present. The weakness is in the details and regular systematic review.

The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Elements 3,4 are “Compliant” (50%).

B. Essential Elements 1,2 are “Compliant with weakness” (50%).

C. No Essential Elements are “Non-Compliant” (0%).
Standard 7: ENROLLMENT MANAGEMENT

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

Standard 7A: RECRUITMENT

7A-Essential Elements (“EE”):
1. Recruitment strategies that target students whose spiritual commitment, goals and interests are consistent with the institutional mission.
2. Accurate and sufficient recruitment information to enable prospective students to make informed decisions.
3. The allocation of resources and authority to support effective recruitment efforts.
4. Student recruitment policies and practices that encourage ethnic and gender diversity appropriate to the institution’s theological and cultural context.

Team Members: Daniel Nicholas

Due Date: 10/21/2016
Rec'd Date: 10/21/2016

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?

PBC Mission Statement: Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 34 Self-Study Guide)
1. Has the institution identified target populations for the institution?
2. How do recruitment strategies reflect the mission of the institution and diversity of the constituency?
3. What evidence exists that admissions personnel communicate clearly and in a timely manner with prospects and applicants?
4. What strategies are in place to evaluate and upgrade recruitment materials?
5. Are recruitment strategies appropriate for the target populations?

**Description/Explanation/Analysis:** Explanation of condition of institution in relation to criteria of standard.

**EE 1: Has the institution identified target populations for the institution?**

**Overall Assessment:** Compliant - In our 2016-2017 Enrollment Management Plan, PBC has identified 7 target demographics that reflect the institutional growth plan outlined in our 5-year strategic plan. These demographics also reflect the program outcomes for our three associate’s degrees. It is currently PBC’s priority to recruit graduating high school juniors and seniors seeking an affordable, local Christian college experience with or without the intention of transferring to a baccalaureate institution. Recruiting of home school and other high school students for dual credit options is ancillary to this goal. Moreover, PBC is committed to recruiting Christian men and women of all ages who are seeking ministry training or professional development in service to the local church. Incidentally, the local Spanish-speaking community and international students are identified as we have been approached by our local constituencies to provide offerings according to specific instances wherein we could benefit students representing these groups.

**Issues/Recommendations:** PBC could benefit from some preliminary market research that compares our own institutional and program outcomes with those of neighboring colleges including Southern Oregon University, Rogue Community College, and one or more of our articulation partners such as Corban or Simpson University. A brief study of this kind would help PBC narrow the scope of its recruitment goals, and further clarify PBC’s relationship to neighboring institutions with whom we may or may not be in competition, depending on the kind of student we aim to recruit and the intended outcomes of our programs.

**Documentation:** 2016-2017 Enrollment Management Plan p. 7; 2016-2021 Strategic Plan viz. Goal C.

**EE 2: How do recruitment strategies reflect the mission of the institution and diversity of the constituency?**

**Overall Assessment Compliant with weakness** - PBC focuses on recruiting committed Christian students from a variety of denominational and confessional backgrounds who are either seeking ministry training in biblical studies or counseling, or transferable college credit in the form of a 2-year liberal arts/general studies degree. There has been significant growth in this area since our last
self-study, in that our ratio of program to self-enrichment students (credit to audit ratio) has moved from 2:1 to 4:1. In the past two years, PBC has transitioned further away from being an institution with a significant self-enrichment motive among students to an institution which emphasizes program completion and outcome-based assessment of program goals. Increased tuition as of the 2015-2016 Academic Year contributed this renewed perception amongst our constituency.

Recruitment currently emphasizes cooperation with Cascade Christian High School and New Hope Christian High School, and prioritizes recruitment activities at local public high schools. PBC also continues to work with local churches to provide professional development for staff. Due to limited personnel and other resources, significant collaboration with local churches (e.g. youth group visits, Sunday promotional visits) and parachurch organizations (e.g. Youth for Christ, Foundations for Recovery) still proves a challenge. We have addressed this and recommended actions per the 2016-2017 Enrollment Management Plan with attention to the Associate’s program in Christian Counseling.

PBC continues to admit self-enrichment/audit students at a reduced tuition rate and by means of a significantly less rigorous application process. The self-enrichment aspect of our mission is especially important in serving older adults in our constituency; in particular, adults who are 60 years of age or older. While this demographic of students is not actively recruited, this aspect of our mission is one our passive strategies to recruit this older demographic of students.

**Issues/Recommendations:** PBC would benefit from an increased marketing budget and higher quality production of promotional/recruitment materials. Development of the website should be a priority. A more detailed marketing strategy is needed to guarantee the most effective allocation of resources to maximize exposure and reach our target audiences.

**Documentation:** 2016-2017 Enrollment Management Plan pp. 8-16; PBC Enrollment Growth Report September 13th, 2016; “Home church” field in admission application; Interview with Dean of Student Affairs

**EE 3: What evidence exists that admissions personnel communicate clearly and in a timely manner with prospects and applicants?**

**Overall Assessment:** Compliant with weakness - Admissions staff communications are tracked in our college management system Populi. In addition, our annual summative assessment reports on the average application processing time for each semester within the academic year.
**Issues/Recommendations:** PBC is developing a more systematic procedure for handling the communication flow between admissions and prospects/applicants. This will be addressed by the end Fall 2016, which will see the introduction of an official Admissions manual, per the 2016-2017 Enrollment Management Plan.


**EE 4: What strategies are in place to evaluate and upgrade recruitment materials?**

**Overall Assessment:** Compliant with weakness - PBC’s marketing budget is limited, and so recruitment materials are evaluated and updated on an as-needed basis. In 2015-16, PBC did substantial updates to program brochures and the Catalog and Handbook. These evaluations of recruitment materials are normally accomplished during the annual review and update of the enrollment management plan.

**Issues/Recommendations:** See above, EE2.

**Documentation:** Comparison of previous years’ catalog (2015-16) to the current catalog (2016-17); [2016-2017 Enrollment Management Plan](#); Interview with Dean of Student Affairs

**EE 5: Are recruitment strategies appropriate for the target populations?**

**Overall Assessment:** Compliant - See above, EE2. PBC’s recruitment strategies are driven by current enrollment objectives named in the enrollment management plan. Because recruitment resources are presently limited, recruitment opportunities tend to be very specific to each population and carefully targeted. We have recently begun hiring student recruiters ([see job description](#)) to assist in reaching all target audiences.

One example of success in our recruiting strategies concerning target populations is our dual-enrollment home school students. We successfully recruited 10 home school students to enroll for dual credit studies at PBC for the fall 2016 semester. This recruitment campaign was carried out mainly by the CAO and Dean of Students by preparing 2-hour informational workshops for home school families about college admissions and dual credit. So far, PBC is continuing to host these workshops successfully on a monthly basis. Also, PBC’s overall enrollment/credit student population
increased by 13% during the 2015-2016 academic year and in the Fall of 2016, PBC has seen its highest enrollment since Fall of 2012. ([2015-16 Institutional Assessment, Goal C](#) and the [PBC Enrollment Growth Report September 13th, 2016](#)).

**Issues/Recommendations:** PBC needs to expand further its recruitment personnel base and provide sufficient training to admissions and recruitment staff to maximize recruitment potential at each event/venue. More of a financial investment needs to be made in marketing via outlets that are sufficiently proven to reach our target demographics.

**Documentation:** [2016-2017 Enrollment Management Plan](#) pp. 8ff, viz. marketing budget & recruitment calendar; Interview with Dean of Student Affairs, list of recruitment events 2016-17 ([Enrollment Management Plan](#) pp.16-17).

**Evalutive Conclusions:**

PBC is compliant with weakness in Standard 7A. The primary concern is a lack of human and financial resources to adequately reach each target population included in the enrollment management plan, though let it be asserted that current resources are being utilized to maximum capacity. **Summary is as follows:**

A. EE1 and 5 are Compliant (40%)
B. EE2, 3, and 4 are Compliant with weakness (60%)
C. No EE’s are Non-compliant (0%)
Standard 7B: ADMISSIONS

7B-Essential Elements (EE):
1. Admissions requirements and procedures that are clearly communicated to prospective students, applied consistently in the admissions process, and appropriate to the level of education.
2. Evaluation procedures that reasonably ensure admitted students have attained the requisite educational level and possess the ability to achieve their educational goals successfully. ABHE Institutional Accreditation Standards, Revised 2/21/2014
3. Published policies and procedures related to transfer credit and prior learning, including public disclosure of criteria used to evaluate transfer credit and a list of institutions or programs with which the institution has established articulation agreements.
4. Systematic procedures for identifying applicants who are not adequately prepared for their desired level of study.

Team Members: Daniel Nicholas  
Due Date: 10/21/2016  
Rec’d Date: 10/21/2016

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions:
1. Is the element in compliance with PBC’s Mission Statement?

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2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 34 Self-Study Guide)
1. What measures are used to ascertain the spiritual commitments and academic ability of applicants?
2. What evidence exists to demonstrate that the admissions criteria are consistently applied?
3. How are the admissions testing results used to address student needs and to document that under-prepared students have the ability to benefit from the instruction offered?
4. What procedures are in place to identify and meet the needs of under-prepared students?
5. Are under-prepared students accepted conditionally, and if so are these conditions clearly communicated to the student at the time of acceptance?
6. What limitation is placed on the number of admitted students without the high school diploma or GED credential?
7. Relative to graduate education, what pre-requisites or admissions requirements ensure that students are capable of pursuing advanced studies in their disciplines?
8. How are transfer of credit policies and transfer evaluation criteria communicated to applicants and the public?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

EE 1: Admissions requirements and procedures that are clearly communicated to prospective students, applied consistently in the admissions process, and appropriate to the level of education.

**Overall Assessment: Compliant** - PBC’s admissions requirements can be located easily either on the website or in our Catalog & Handbook. We have clearly delineated requirements for traditional undergraduates, transfer students, non-high school graduates, as well as provisional admission. PBC has an open admission policy and does not competitively evaluate applicants, but applies admission criteria on a case-by-case basis to evaluate each applicant’s readiness to engage in our specific curricula. Consistent application of admissions criteria is safeguarded by a robust provisional admission policy which allows students who do not meet minimum requirements to be more closely monitored as they are gradually immersed into the collegiate environment as an academic advisor(s) deems appropriate.

**Issues/Suggestions:** PBC should more systematically track documentation of admissions requirements to minimize the number of incomplete student files at the end of an admissions cycle. This will be accomplished in compiling an admissions manual this fall 2016.
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<tr>
<th>EE 2: Evaluation procedures that reasonably ensure admitted students have attained the requisite educational level and possess the ability to achieve their educational goals successfully.</th>
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<tr>
<td><strong>Overall Assessment:</strong> Compliant</td>
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<td>PBC evaluates each student’s transcripts from high school and previous college with primary consideration for their performance in prior coursework related to the intended field of study here. We also consider verbal and quantitative scores on standardized tests or our own placement test (Wonderlic). In the case of a non-high school graduate, non-GED-holding applicant, we schedule a time to take the Wonderlic placement test, followed by an interview which reviews the test results and offers recommendations for the student as to how to proceed. All placement exams will measure student performance at a “normative grade level,” maximum being “&gt;12.5.” Admissions staff will make recommendations for tutoring or provisional measures as deemed necessary during the evaluation process.</td>
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<tr>
<td><strong>Issues/Suggestions:</strong> None.</td>
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**Documentation:** PBC admission’s page ([http://pacificbible.com/wp/admissions/](http://pacificbible.com/wp/admissions/)); [2016-2017 Catalog & Handbook](#) pp. 15-16; Undergraduate Application for Admission (Populi); Interview with Dean of Student Affairs

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<th>EE 3: Published policies and procedures related to transfer credit and prior learning, including public disclosure of criteria used to evaluate transfer credit and a list of institutions or programs with which the institution has established articulation agreements.</th>
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<tbody>
<tr>
<td><strong>Overall Assessment:</strong> Compliant</td>
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<tr>
<td>Policies regarding transfer of credit and prior learning can be found in the Catalog &amp; Handbook, along with a list of institutions with whom PBC maintains a current articulation agreement. This same list of articulation agreements can be found on the college web page. Most schools have been able to provide a detailed fact page regarding credit transfer and course matching, also available on the website or by student request.</td>
</tr>
<tr>
<td><strong>Issues/Suggestions:</strong> None.</td>
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**Documentation:** [2016-2017 Catalog & Handbook](#) pp. 15-16; sample Wonderlic score report; Interview with Dean of Student Affairs.
**Documentation:** 2016-2017 Catalog & Handbook pp. 17-21, 34; PBC Articulation Agreements (http://pacificbible.com/wp/academics/transfer-students/).

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<th><strong>EE 4:</strong> Systematic procedures for identifying applicants who are not adequately prepared for their desired level of study.</th>
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| **Overall Assessment:** Compliant - If a student does not meet the stated criteria for full admission, PBC employs a provisional admission policy (2016-2017 Catalog & Handbook, p. 16). The terms of provisional admission are to be administered and monitored according to the discretion of the advisor and depending on the specific situation of each student (e.g. missing documentation will be treated differently from a sub-standard GPA).

**Issues/Suggestions:** See Standard 7d, EE1.

**Documentation:** 2016-2017 Catalog & Handbook p. 16; Interview with Dean of Student Affairs

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<th><strong>Evalutive Conclusions:</strong></th>
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| **PBC is presently Compliant with Standard 7B.** Admissions requirements are clearly published and available in print or online format, applicants are evaluated per appropriate criteria, transfer and prior learning policies are published in the Catalog & Handbook, and a provisional admission policy allows for closely monitoring and identifying required remedial services for at-risk students. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Elements 1, 2, 3 and 4 are “Compliant” (100%)
B. No Essential Elements are “Compliant with weakness” (0%)
C. No Essential Elements are “Non-compliant” (0%) |
**7C: STUDENT FINANCIAL SERVICES**

**7C-Essential Elements (EE):**

1. Accurate financial aid information in regard to scholarships, grants, loans and refunds that is published and made available to prospective and enrolled students.
2. Evidence that financial aid practices meet regulatory and reporting requirements.
3. Financial counseling services provided to help students make decisions regarding alternatives for financing their education and to inform students who receive financial assistance of any repayment obligations.

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<th>Team Members: Daniel Nicholas</th>
<th>Due Date: 10/21/2016</th>
<th>Rec'd Date: 10/21/2016</th>
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The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

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6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

**ABHE Standard Specific Questions (Pg. 34 Self-Study Guide)**

1. How are applicants informed of financial aid eligibility requirements, conditions, and available funds?
2. When and how are financial aid decisions communicated to applicants?
3. Do financial aid practices meet legal and regulatory requirements of government agencies?
4. To what extent are institutional funds used for scholarship purposes?

**Description/Explanation/Analysis:** Explanation of condition of institution in relation to criteria of standard.

**EE 1:** Accurate financial aid information in regard to scholarships, grants, loans and refunds that is published and made available to prospective and enrolled students.

**Overall Assessment:** Compliant - PBC discloses financial aid information both in the Catalog & Handbook and on our webpage. PBC is currently not receiving Title IV funding, but we do process federal VA benefits. Veteran’s financial policies are also included in the Catalog & Handbook as well as on the webpage. Internal need-based scholarship information, including how to apply and who is eligible, can also be accessed via our webpage. Refund policies are stated in our Catalog & Handbook, and each new matriculant is handed a financial disclosure statement upon enrollment that includes total program costs and refund policies.

**Issues/Suggestions:** PBC should implement a more formal annual review process, ideally built into our annual assessment process, that allows us to regularly review and update financial aid information, with particular attention to internal scholarship eligibility requirements and award amounts. This should include an evaluation of the process whereby PBC approves students to receive internal financial aid.


**EE 2:** Evidence that financial aid practices meet regulatory and reporting requirements.

**Overall Assessment:** Compliant - The only outside financial aid currently processed by PBC is GI Bill VA benefits. The VA conducted a random audit of our veterans’ records in Fall 2015, with only minor faults and positive findings. Regarding federal financial aid, PBC is currently in the process of applying for approval. As such, we are also in process of developing institutional compliance with Title IV regulations.

**Issues/Suggestions:** PBC should be sure to send at least one staff person to attend one of the regional training events hosted by the VA by June 2017.
**Documentation:** 2015 VA Audit; Interview with VA Coordinator

**EE 3:** Financial counseling services provided to help students make decisions regarding alternatives for financing their education and to inform students who receive financial assistance of any repayment obligations.

**Overall Assessment:** Compliant with weakness - Because PBC is currently limited in its financial aid capacities, students are advised by the Dean of Student Affairs about financial aid options upon admission. Students are made aware of various ways of financing their program through PBC directly (work-trade tuition remission, internal scholarships, payment installment plans). Scholarship eligibility is dependent upon the availability of funds, as it work-trade tuition remission in addition to the kind of work required by PBC or on offer from the student. Students also have an opportunity to submit a payment plan for approval by week 4 of the semester. These are currently processed and approved by the Dean of Student Affairs in cooperation with the bookkeeper.

**Issues/Suggestions:** PBC is currently seeking to hire a financial aid specialist to preside over financial aid processing and student services financial transactions.

**Documentation:** 2016-2017 Catalog & Handbook pp. 26-27; Payment Plan Contract form; Financial Aid Specialist Job Description; Interview with Dean of Student Affairs

**Evalitative Conclusions:**

**PBC is presently Compliant with Standard 7c.** Because PBC is still small and does not yet process Title IV funds, demand for financial aid services is relatively low. Current staff capacity allows for regular updates and distribution of internal financial aid information, as well as basic financial advising that can be catered to each student’s individual situation. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

- A. Essential Elements 1, and 2 are “Compliant” (67%)
- B. Essential Element 3 is “Compliant with weakness” (33%)
- C. No Essential Elements are “Non-compliant” (0%)
Standard 7D: RETENTION

7D-Essential Elements (EE):

1. Adequate resources and services to address the needs of at-risk students and improve student retention.
2. An assessment process that measures and improves student retention and completion.

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<tr>
<th>Team Members: Daniel Nicholas</th>
<th>Due Date: 10/21/2016</th>
<th>Rec’d Date: 10/21/2016</th>
</tr>
</thead>
</table>

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions:

1. Is the element in compliance with PBC’s Mission Statement?

**PBC Mission Statement:** Pacific Bible College is a Christ-centered learning community committed to equipping students to becomebiblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 34 Self-Study Guide)

1. What evidence documents that assessment results are used to improve enrollment management?
2. What measures are taken to determine the effectiveness of the academic programs for both at risk and gifted students?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard
EE 1: Adequate resources and services to address the needs of at-risk students and improve student retention

**Overall Assessment: Compliant with weakness** - PBC has sufficient resources to accommodate individual generalized student advising. We presently employ a part-time Teacher’s Aide who is available during peak hours of student activity for academic counseling and tutoring. We utilize the “Advising” tool in Populi to track day-to-day student progress and attendance. Our current enrollment management plan emphasizes active intervention at the first sign of student weaknesses. We are also employing a newly revised Provisional Admission Policy which makes careful provisions for tracking the progress of those students who demonstrated cause for concern upon admission. The small average class size also allows faculty to carefully observe student performance, notify staff of any needs, as well as to be available for extra assistance or tutoring outside of class. All faculty are required to be available at PBC for a minimum of 1 hour per week outside of class to be available for current students.

**Issues/Suggestions:** Though PBC is small and therefore capable of giving individualized attention to each student as needed, with the introduction of our Associate of Liberal Arts (ALA) program we will need to expand our tutoring services to include not only general student competencies (writing and research) but specialized attention in subjects including math, science, and other general studies curricula. PBC also should implement an academic warning policy that can be enacted prior to academic probation or suspension. PBC’s staff is currently also spread somewhat thinly to give required amounts of attention to students with learning disabilities or other special needs. PBC’s current Student Services staff should seek out professional development opportunities that will enable them to grow in this skillset.


EE 2: An assessment process that measures and improves student retention and completion.

**Overall Assessment: Compliant with weakness** - Student retention, persistence, and population growth are measured in each institutional assessment cycle. Findings and resolutions are recorded as necessary. Follow through on these decisions will be assessed with the renewal of each assessment cycle annually. Regarding improvement of retention, PBC did see an overall decline in student retention during the 2015-2016 academic year from the 41% to 31%. However, student persistence exceeded expectations at 78% from Fall 2015 to Spring 2016 (enrollment increased from Fall to Spring in the same year). 2015-16 Institutional Assessment, Goal C
**Issues/Suggestions:** It remains to be seen/demonstrated how and whether PBC’s first annual assessment process will directly contribute to the improvement of student retention. The 2015-2016 findings under Student Support Operations of our summative assessment document indicate a clear awareness of the issues that need to be addressed, but this coming year’s assessment (2016-2017) should provide findings that indicate success in these areas.

**Documentation:** 2015 Summative Assessment p. 29 findings for Student Support Operations (Goal C); Assessment Handbook.

**Evaluative Conclusions:**

**PBC is presently Compliant with weakness** in Standard 7D. PBC has identified weaknesses in retention over the course of this past year’s (2015) institutional assessment. The means whereby this weakness was identified is sufficient demonstration of minimal compliance with EE2. PBC’s small size and tight-knit staff/faculty/student relationships currently makes advising and tutoring on an as-needed basis possible without much strain on personnel or resources. However, PBC’s current student support staff and available services are going to need to grow with the institution and be made current to match a changing student population and more recent program additions/changes. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

D. No Essential Elements are “Compliant” (0%)  
E. Essential Elements 1 and 2 are “Compliant with weakness” (100%)  
F. No Essential Elements are “Non-compliant” (0%)
Standard 8: STUDENT SERVICES

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

Essential Elements (“EE”):
Relative to this standard, an accredited institution is characterized by . . .

1. A commitment to the spiritual, physical, intellectual, emotional, and social development of students that is consistent with biblical higher education.
2. The organization and delivery of student services that are appropriately aligned with the institution's mission and culture, including services that meet the needs of students regardless of location or instructional delivery system. ABHE Institutional Accreditation Standards, Revised 2/21/2014 10
3. Services that address diverse student needs, abilities, and cultures.
4. Appropriately qualified personnel who supervise and provide student services and programs.
5. Leadership development facilitated by curricular and/or co-curricular programs that are integrated with the educational objectives.
6. A regular system of assessing levels of student satisfaction and of acting to address issues identified in the assessment process. 7. Opportunities for students to provide input in institutional decision-making.
8. Published procedures for and records of addressing formal student complaints and grievances.

Team Members: Daniel Nicholas  
Date: 10/21/2016  
Rec'd Date: 10/21/16

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?

PBC Mission Statement:
2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 35 Self-Study Guide)
1. What evidence is there that student service programs are appropriate to the institutional mission, objectives and student population?
2. To what extent are services provided for every student regardless of location or educational delivery system?
3. Are the standards for community life clearly communicated to applicants and students?
4. How effectively have student services been used to integrate the academic and personal development of students?
5. What evidence is there that professionally competent student services personnel are empowered to implement an effective student life program?
6. What evidence demonstrates that co-curricular programs facilitate leadership development?
7. What systems are in place to assess student utilization of and satisfaction with services provided?
8. What is the evidence that the institution’s athletic programs are consistent with its educational objectives?
9. What is the evidence that an effective program of student government has been implemented?
10. What evidence is there that residential services meet student needs and contribute to the development of community life?
11. What evidence is there that procedures to handle student complaints and discipline are fair and reasonable and in compliance with governmental regulations?
12. Where and how are records of student complaints housed?
13. Is there any pattern of complaints that suggests systemic weaknesses?
14. To what extent do students participate in institutional decision-making processes and influence institutional policy changes?
15. To what extent can it be demonstrated that counseling and health services adequately support and promote student physical and emotional well-being?
16. In what ways does the institution address the physical disabilities of students in compliance with applicable laws?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

EE 1: A commitment to the spiritual, physical, intellectual, emotional, and social development of students that is consistent with biblical higher education.

Overall Assessment: Compliant - There are several factors at PBC that display this commitment to a holistic philosophy of student development. Spiritually, it is a priority to ground students in a Christian educational environment by providing Christian faculty who care for student growth, as well as extracurricular events including occasional chapel services and student prayer meetings. Regular,
albeit infrequent, student chapel services are also returning to PBC as of Fall 2016. Physically, students have an adequate facility wherewith to study, meet for class, conduct research, or hold extracurricular events. Intellectually, in addition to regular classroom interactions, students have access to regularly available academic support and research assistance staff. Emotionally, students are referred to a pastor or counselor as need and depending on the nature of the case. Socially, there is an active rudimentary student government, known as the Student Leadership Council (SLC). This group plans and coordinates student life at PBC in conjunction with staff oversight from Student Development.

**Issues/Suggestions:** PBC continues to struggle with consistency in facilitating a robust and active student life. Student Government (SLC) is currently suffering from a lack of continuity in student leadership and involvement. With high profile members graduating this year, it is imperative to identify those students capable of stepping into a leadership role to maintain a consistent presence within the college community.

**Documentation:** [Catalog & Handbook](#) pp. 12-13 (Mission Statement, Philosophy of Student Development); ibid. pp. 26-33; [Campus Safety Briefing](#) (from orientation); Interview with Dean of Student Affairs; [Student Leadership Council description/founding document from 2014](#).

**EE 2: The organization and delivery of student services that are appropriately aligned with the institution’s mission and culture, including services that meet the needs of students regardless of location or instructional delivery system.**

**Overall Assessment:** Compliant - Current offering of student services meets the needs of PBC’s constituency. Delivery of student services is presided over by the Dean of Student Affairs and the Teacher’s Aide / Student Development staff person. The current size of the student services staff is appropriate to the student population. Until very recently (Fall 2016) all students attended classes on site. Current online students are local or otherwise past students of PBC who are familiar with campus services.

**Issues/Suggestions:** Since PBC is just beginning to grow into online course offerings, we need to ensure adequate technical support is available for students who have questions about the delivery system or requisite technology. Currently PBC has no IT staff, and Student Services relies heavily upon instructor interaction with online students for feedback and for information about current student needs. Student Services should receive/provide adequate training for all incoming online students in making the most of the online class format to minimize anxiety for both students and instructors. To this end also, PBC should introduce a Student Services webpage. In addition,
PBC should provide specialized training for faculty whose course is delivered electronically or online to improve personal connections with students and strengthen the prospects for retention in these classes.

**Documentation:** [2016-2017 Catalog & Handbook](#) pp. 22-27; Interview with Dean of Student Affairs

### EE 3: Services that address diverse student needs, abilities, and cultures.

**Overall Assessment:** Compliant - Current offering of student services meets the needs of PBC’s constituency. Primary concern at PBC is to attend to those students who demonstrate specific academic needs or weaknesses. Students who self-identify as disabled are accommodated within reason and as we are able. Our part-time student population (>90% of student body) entails very few extracurricular needs aside from academic, financial, and personal counseling, all of which are available by way of referral from the Dean of Student Affairs, the Teacher’s Aide, or on an ad hoc basis among faculty. For more on financial counseling services, see Standard 7C.

**Issues/Suggestions:** PBC will need to expand services available upon Title IV approval to include financial aid counseling (see comments, Standard 7C). PBC also must expand its tutoring services to cover specialized topics outside of biblical studies or psychology (see comments, Standard 7D).

**Documentation:** [2016-2017 Catalog & Handbook](#) pp. 22-27; Interview with Dean of Student Affairs

### EE 4: Appropriately qualified professionals empowered to supervise and provide student services and programs.

**Overall Assessment:** Compliant with weakness - PBC’s Student Services staff is small, but substantial enough to meet current needs. There is a Dean of Student Affairs and one Student Services staff – a Teacher’s Aide directly accountable to the Dean. Both staff members presently hold bachelor’s degrees. The Dean holds a degree in Biblical Studies / Philosophy and is in his second year of student services administration at PBC after three years serving in various capacities including teacher’s assistant, faculty, private tutor, and researcher. The Teacher’s Aide holds a degree in psychology and is now in her second year of serving PBC in this capacity. She has experience working particularly in our psychology department, and functions in a Student Development role that is involved with student advising, student events, and referrals for various kinds of counseling. The most significant weakness in this area is the lack of a student accounts office staff who is regularly available to students for financial transactions and counseling.
**Issues/Suggestions:** PBC is currently seeking to hire a financial aid specialist who will also assist in maintaining student accounts and student financial services. This will enable PBC to provide more prompt and immediate assistance in performing student financial transactions and initiating/responding to communications related to student accounts.

**Documentation:** [2016-2017 Catalog & Handbook](#) pp. 22-27; Interview with Dean of Student Affairs; [Dean of Student Affairs resume](#).

**EE 5: Leadership development facilitated by curricular and/or co-curricular programs that are integrated with the educational objectives.**

**Overall Assessment:** Compliant with weakness - PBC has field ministry/practicum requirements in the ABS and AASCC programs. These courses give students an opportunity to engage in experiential learning and serve in leadership or other ministerial functions in a way that is consonant with their program content and outcomes.

With respect to co-curricular programming, PBC currently maintains a rudimentary student government, known as the Student Leadership Council. The SLC is presided over by two student co-chairpersons and is supervised by a staff advisor, which is presently the Teacher’s Aide. SLC monthly meetings are open to the entire student body and official members possess the privilege of nominating each year’s chairpersons. Students must be in overall good standing with PBC to participate as voting members. SLC is responsible for planning, advertising, and hosting student events throughout the academic year. These will usually include both academic and non-academic extracurricular offerings as approved by administration.

**Issues/Suggestions:** Because PBC’s part-time student population makes up most of the student body, cultivating extracurricular life is difficult. SLC is presently at risk of becoming temporarily dormant if new up-and-coming student leaders are not identified and promptly incorporated into its regular operations beginning this year.

**Documentation:** [Catalog & Handbook](#) p. 27; Field Ministry requirements in ABS/AASCC programs ([Catalog and Handbook](#) pg.34-36); SLC founding documents; Interview with Dean of Student Affairs

**EE 6: A regular system of assessing levels of student satisfaction and of acting to address issues identified in the assessment process**

**Overall Assessment:** Compliant with weakness - At the end of each semester, students are prompted to complete their instructor/course evaluations. These evaluations assess student satisfaction with respect to the instructor’s competence in the
classroom as well as the subject of instruction. The evaluations also assess student perception as to how each class satisfied program-
specific and institutional mission objectives. In Fall 2015 PBC also administered an Admissions Process satisfaction survey, the results of
which were incorporated into our assessment findings for the 2015-2016 academic year. Incoming students, as of this year, are also
surveyed as to their satisfaction with orientation.

Actions driven by these sort of assessment findings are identified primarily by means of the annual assessment process. These actions
are determined and distributed by the Office of Institutional Effectiveness within each division of college services.

**Issues/Suggestions:** At present, the only regular and systematically assessed component of student satisfaction is the course evaluation.
PBC should determine those aspects of student services which require regular assessment for student perception and satisfaction, how
often they should be evaluated, and how the data should be collected.

**Documentation:** Course evaluation form (print or online); Admissions satisfaction survey (print or online); 2015-2016 Summative
Assessment Results for course evaluations; 2015-2016 Summative Assessment Results for admissions satisfaction

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**EE 7: Opportunities for students to provide input in institutional decision-making.**

**Overall Assessment:** Compliant with weakness - (see comments above, E6). Representatives from the Student Leadership Council have
an opportunity to sit in on board meetings to give an overview of student life and activities at PBC as well as to gain perspective on the
overall situation of the college from a board/administrative perspective. Apart from the regular evaluation process each semester, there
is currently no framework which allows for students to *directly* influence institutional decision making. However, because of PBC’s size,
most institutional decisions are made with significant consideration for our current students. An ongoing informal dialogue between
administration, faculty, and students enables us to function in such a way that we can cater important decisions to prospective and
current student needs.

**Issues/Suggestions:** PBC should address the lack of presence of SLC at this year’s board meetings so far. Also, a more thorough and
regular assessment of student perceptions and satisfaction (see above, E6) will help PBC build a more systematic procedure for receiving
student input.

**Documentation:** SLC founding documents; Course evaluation; Interview with Dean of Students
EE 8: Published procedures for and records of addressing student complaints and grievances.

**Overall Assessment:** Compliant - As of Fall 2015, PBC has a published policy and procedure for receiving and addressing student complaints and grievances in the Catalog & Handbook. Records of complaints/actions taken in response thereto are housed in the office of the Dean of Student Affairs in a locked filing cabinet.

**Issues/Suggestions:** PBC should develop a secure method of storing student complaint/grievance records in a digital format in addition to the physical copies of these same files.

**Documentation:** 2016-2017 Catalog & Handbook pp. 30-31; Student Grievance file

**Evaluative Conclusions:**

PBC is presently Compliant with weakness with respect to ABHE Standard #8. PBC’s current Student Services offerings satisfy the basic demand of its student population. Areas that require growth are primarily in the realm of financial services and student involvement in co-curricular life and institutional development. Considering this assessment, the most crucial objectives include safeguarding the continuation of the Student Leadership Council by means of student initiative (as opposed to administrative intervention to “keep it going”), as well as expanding the part-time staff available to accommodate anticipate growth at PBC in terms of curriculum, financial services, technology, and student population.

**Summary:**
- **A.** Essential Element 1,2,3,8 are “Compliant” (50%)  
- **B.** Essential Elements 4,5,6,7 are “Compliant with weakness” (50%)  
- **C.** No Essential Elements are “Non-Compliant (0%)
Standard 9: FACULTY
The institution maintains a faculty committed to its mission and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The institution fosters an academic climate that stimulates the exchange of ideas, encourages professional development, promotes the well-being of faculty, and supports the faculty’s role in decision making.

Standard 9A: FACULTY QUALIFICATIONS, DEVELOPMENT, WELFARE

<table>
<thead>
<tr>
<th>9A-Essential Elements:</th>
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<tbody>
<tr>
<td>1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.</td>
</tr>
<tr>
<td>2. Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by professional vitae.)</td>
</tr>
<tr>
<td>3. Undergraduate faculty who have earned a minimum of a master’s degree and teach in an area of documented expertise.</td>
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<tr>
<td>4. Graduate faculty who have an earned terminal or appropriate professional doctoral degree and teach in an area of documented expertise.</td>
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<td>5. Appropriate documentation of its faculty’s academic preparation and professional expertise, including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.</td>
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<tr>
<td>6. A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, termination of faculty, and the safeguarding of intellectual property rights based on principles of fairness and regard for the rights of individuals.</td>
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<tr>
<td>7. Systems for evaluating and improving the instructional effectiveness of all faculty.</td>
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<tr>
<td>8. Evidence of faculty contribution to student learning, scholarship, institutional development, ministry, and community service.</td>
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<tr>
<td>9. Support for the professional advancement and development of its faculty including the pursuit of terminal degrees.</td>
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<tr>
<td>10. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.</td>
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<td>11. A faculty that is representative of the diversity of the constituency and consistent with institutional theological distinctives.</td>
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Team Members: John Osbourn

Due Date: 10/21/2016

Received Date: 9/26/2016
The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

**PBC Questions:**

7. Is the element in compliance with PBC’s Mission Statement?

**PBC Mission Statement:** Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

8. Is the element traceable to a Board Policy?
9. Is there a procedure/handbook guiding administration to perform this function?
10. Is the element currently operable?
11. Who is responsible for this element within the institution of PBC?
12. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

**ABHE Standard Specific Questions (Pg. 35 Self-Study Guide)**

1. What evidence suggests a spiritually mature faculty who are providing a Christ-like role model for students?
2. What evidence indicates that the number and expertise of faculty is adequate to ensure the continuity, coherence, and quality of academic programs?
3. What percentage of undergraduate faculty hold at least a master’s degree from accredited institutions and documented expertise in any area in which they are teaching (e.g., 18 graduate credits in the discipline)? Are exceptions limited and documented by professional vitae?
4. What percentage of graduate faculty hold terminal degrees from accredited institutions and documented expertise in any area in which they are teaching (e.g., doctoral concentration in the discipline)? Are exceptions limited and documented by professional vitae?
5. Can it be demonstrated that the institution has up-to-date documentation of faculty credentials (e.g., official transcripts)?
6. What is the evidence that the institution has developed and implemented policies and procedures for the recruitment, appointment, promotion, tenure, grievances, discipline, ABHE Commission on Accreditation and dismissal of faculty based on principles of fairness and regard for the rights of individuals?
7. Does the institution maintain a current faculty handbook that delineates all related policies and procedures?
8. What evidence indicates that the institution follows a process of faculty appointment that includes appropriate involvement of related academic personnel and administration?
9. What evidence indicates that faculty are contributing to student learning, scholarship, institutional and program development, ministry, and community service?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

**EE 1: A spiritually mature faculty who engage in modeling and mentoring relationships with students.**

**Overall Assessment: Compliant** – PBC has a mature Christian faculty with rich and diverse experiences in kingdom service. Of the thirteen Bible and Theology faculty members: 1) Seven serve in the capacity of either a senior pastor or associate pastor 2) Two are in missionary work 3) One serves as a reader and catechist for an orthodox church 4) One serves as an elder 5) and one is a retired senior pastor who still serves as a worship pastor. Members of the counseling faculty have substantial experience in church-based work and within local Christian counseling ministries. Our general studies faculty also have a breadth of experience in Christian ministry and are consistent in their participation in local churches. Student instructor evaluations indicate strong support for faculty in the performing well in the following areas: 1) The teacher clearly demonstrated a Christian worldview and 2) The instructor applied the material to daily Christian living and discipleship.

**Issues/Suggestions:** None

**Documentation:** Faculty Interviews; Faculty Files; Student Course Evaluation results in 2015-16 Institutional Assessment

**EE 2: Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by personal vitae.)**

**Overall Assessment: Compliant** – All 28 faculty members currently listed in the PBC Catalog and Handbook have degrees listed that are from regionally accredited institutions or other national accrediting bodies that are recognized by the U.S. Department of Education.

**Issues/Suggestions:** None
**Documentation:** 2016-17 Catalog and Handbook (p. 5-6); Faculty files.

**EE 3: Undergraduate faculty who have earned a minimum of a master’s degree and teach in an area of documented expertise.**

**Overall Assessment:** Compliant with weakness – Of the 28 faculty currently listed in the PBC Catalog and Handbook the following statistics apply:

<table>
<thead>
<tr>
<th>Type of Degree</th>
<th>Totals</th>
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<tbody>
<tr>
<td>Doctoral</td>
<td>4</td>
</tr>
<tr>
<td>Graduate or higher</td>
<td>16</td>
</tr>
<tr>
<td>Bachelor or higher</td>
<td>4</td>
</tr>
<tr>
<td>Associates or higher</td>
<td>2</td>
</tr>
<tr>
<td>Documented Professional Expertise</td>
<td>2</td>
</tr>
</tbody>
</table>

Of the 46 courses that ran in the 2015-16 academic year, all but two of them were taught by graduate level faculty or higher in an area of documented expertise (96% of the courses taught in 2015-16 were by graduate level faculty or higher). The two courses that were not taught by graduate-level faculty were CS101 Christian Counseling and the FM201 Field Ministry Course. However, the faculty selected to teach the courses were teaching in an area of documented expertise.

**Issues/Suggestions:** Not all of PBC’s faculty have a graduate level education. PBC should develop a plan to ensure that all teaching faculty have earned a master’s degree or higher.

**Documentation:** 2015-16 Course Schedules in Populi; Faculty files.

**EE 4: Graduate faculty who have an earned terminal or appropriate professional doctoral degree and teach in an area of documented expertise.**

**Overall Assessment:** Not applicable
Issues/Suggestions: None

Documentation: None

**EE 5:** Appropriate documentation of its faculty’s academic preparation and professional expertise, including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.

**Overall Assessment: Compliant** – PBC Faculty files contain appropriate documentation to include: Faculty resumes, Official transcripts, and a listings of approved instructional courses through Oregon Degree Authorization. Randy Bell’s reviewed a sampling of our faculty files during his site visit in September of 2015 and wrote the following in his Commission report: the following: “Faculty files have been diligently maintained and upgraded. I reviewed a sampling of files and found them to be among the best organized and documented that I have ever seen”.

Issues/Suggestions: None

Documentation: Faculty Files; Randy Bell Staff Visit Report dated September 17th 2015 on ABHE COA portal.

**EE 6:** A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, termination of faculty, and the safeguarding of intellectual property rights based on principles of fairness and regard for the rights of individuals.

**Overall Assessment: Compliant** – The faculty handbook delineates appropriate policies and procedures. The following essential element criteria are covered:

1) Recruitment/Appointment: The Faculty Handbook does not contain a section that specifies procedures for faculty recruitment. These procedures are covered in the Employee Handbook (page 48). The Faculty Handbook does cover appointment and specifies: Department chair and faculty job descriptions and duties (p. 15-16), ABHE standards for faculty (p. 16), conditions of employment (p. 17), contracts for employment, (p. 18), and faculty pay (p. 19).
2) Teaching Load - Currently, all of PBC’s faculty are adjunct so teaching load is not covered in the handbook.

3) Promotion - Currently, all of PBC’s faculty are adjunct so promotion is not covered in the handbook.

4) Termination - The Faculty Handbook describes procedures concerning evaluation and mentions dismissal is a possible outcome of an unsatisfactory evaluation. The procedural aspect of termination is covered in the Employee Handbook (p. 19-21)

5) Grievance processes - The Faculty Handbook has an appropriate faculty grievance policy. (p. 25-26)

6) Intellectual Property Rights - The Faculty Handbook has a thorough Intellectual Property Right policy (p.38-39)

7) Principles of fairness and regards for the rights of individuals: The following policies in the Faculty Handbook apply: 1) Academic Freedom Statement (p. 31), 2) Conditions of Employment (p. 16), 3) Discrimination (p. 17), and 4) Sexual Harassment (p.17)

Issues/Suggestions: None

Documentation: 2016-17 Faculty Handbook; 2016-17 Employee Handbook.

EE 7: Systems for evaluating and improving the instructional effectiveness of all faculty.

Overall Assessment: Compliant – PBC has a well outlined policy for evaluation and improvement of faculty in their Faculty Handbook (p. 24), The evaluation process provides designated timelines for a systematic evaluation. Faculty are evaluated summatively and formatively from standards developed by the American Association of Higher Education and that were modified to fit the PBC instructional faculty mission. Each of the eleven standards has a set of suggested practices that exemplify the standards. Assessment of faculty achievement of these standards is based on observable job behaviors, student and/or staff input, documentation provided by the faculty member, and discussions at the administrative review. Outcomes of the summative assessment include (a) improved faculty performance, (b) revisions in teaching assignments and a fine-tuning of professional development plans.

Issues/Suggestions: None

Documentation: 2016-17 Faculty Handbook (p. 24-25); Adjunct Faculty Evaluation form (Faculty Handbook Appendix C); Adjunct Faculty Self-Assessment Form (Faculty Handbook Appendix D); Adjunct Faculty Professional Development Plan Form (Faculty Handbook Appendix E)
**EE 8: Evidence of faculty contribution to student learning, scholarship, institutional development, ministry, and community service**

**Overall Assessment: Compliant** - As far as faculty participation in ministry and community service, see comments under EE1 of this standard. Significant evidence of faculty contributions to student learning, scholarship and institutional development are found in their participation in the curriculum and standards process. The department chairs and program directors provide direct input into curriculum and program development. They are part of the approval process for academic program revision and approval. Curriculum and Standards committee minutes provide an overview of actions taken and approvals. In addition, faculty contribution is evident from reviewing the academic program assessments. Faculty leadership provided input on assessment, findings and actions to be accomplished.

**Issues/Suggestions:** None

**Documentation:** Faculty Interviews; Curriculum and Academic Standards Minutes, 8-3-2016; Curriculum and Academic Standards Minutes, 9-9-2015; Curriculum and Academic Standards Minutes 9-15-2015; 2015-16 ABS and AASCC Academic Program Assessments.

**EE 9: Support for the professional advancement and development of its faculty including the pursuit of terminal degrees**

**Overall Assessment: Compliant with weakness** – PBC supports professional development by offering two faculty in-service trainings annually. The in-service minutes provide evidence of teaching related skill development, team building, and spiritual development. These events are well-attended and faculty participate and teach as part of these events. PBC also provides for biblical, theological and spiritual development of Faculty members without ministerial degrees. These faculty are required to complete at least one PBC course from the Bible (BI), Theology (TH) or Spiritual Formation (SF) disciplines within 4 semesters from the semester they began teaching. Tuition is waived for faculty members completing this requirement.

**Issues/Suggestions:** Currently, PBC does not provide individual funding for professional advancement for their adjunct faculty. Due to the size of the institution and the lack of full-time faculty positions, there are currently no advancement options. In addition, PBC does not provide funding for faculty to pursue terminal degrees. Administration and faculty should work to develop a system for instructors to access resources to advance their education and training along with advancement opportunities when possible.

**Documentation:** In-service minutes dated July 28th-29th, 2015 & May 2nd-3rd, 2016; 2016-17 Faculty Handbook (p. 17)
EE 10: A published statement of academic freedom and adherence to its principles within the context of the institutional mission.

**Overall Assessment:** Compliant – PBC has a published academic freedom statement that is supportive of faculty and the mission of PBC.

**Issues/Suggestions:** None

**Documentation:** 2016-17 Faculty Handbook (p. 31)

EE 11: A faculty that is representative of the diversity of the constituency and consistent with institutional theological distinctive.

**Overall Assessment:** Compliant with weakness - PBC maintains consistency with regard to theological distinctives through the Statement of Faith. All faculty must sign and agree to the Statement of Faith prior to serving at the college. PBC faculty are a diverse group in terms of age, gender and national origin (we have two faculty members who were born and grew to adulthood in foreign countries).

**Issues/Suggestions:** Jackson County, Oregon has the following demographics:

-White Non-Hispanic Alone (83.7%)
-Hispanic or Latino (10.7%)
-Two or more races (2.6%)
-Asian alone (1.1%)
-American Indian and Alaska Native alone (0.9%)
-Black Non-Hispanic Alone (0.6%)

Males: **102,451** (48.7%) Females: **107,836** (51.3%)

Read more: [http://www.city-data.com/county/Jackson_County-OR.html#ixzz4LOc976Mb](http://www.city-data.com/county/Jackson_County-OR.html#ixzz4LOc976Mb)

PBC’s current faculty diversity includes representation of Asian, Latina and White Non-Hispanic demographics. PBC’s faculty is composed of 39% women and 61% men. PBC should continue to foster and grew the diversity of faculty and staff.

**Evaluative Conclusions:**

PBC is presently **Compliant** with respect to ABHE Standard #9A. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

- D. Essential Element 1, 2, 5, 6, 7, 8, and 10 are “Compliant” (70%)
- E. Essential Elements 3, 9 and 11 are “Compliant with weakness” (30%)
- C. No Essential Elements are “Non-compliant” (0%)
Standard 9B: FACULTY DECISION MAKING

**Essential Elements:**

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

**Team Members: John Osbourn**

<table>
<thead>
<tr>
<th>Due Date: 10/21/2016</th>
<th>Received Date: 9/26/2016</th>
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The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

**PBC Questions:**

1. Is the element in compliance with PBC’s Mission Statement?

**PBC Mission Statement:** Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders

2. Is the element traceable to a Board Policy?

3. Is there a procedure/handbook guiding administration to perform this function?

4. Is the element currently operable?

5. Who is responsible for this element within the institution of PBC?

6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

**ABHE Standard Specific Questions (Pg. 36 Self-Study Guide)**

1. In what ways are the patterns of faculty organization appropriate to the size and complexity of the institution?
2. What evidence is available to demonstrate that the faculty provides academic leadership in the development of educational programs?
3. How does the diversity of the faculty compare to the diversity of the constituency?
4. What evidence is there that adequate institutional funds are expended for the professional advancement and development of faculty?
5. What evidence is available to demonstrate that the institution has adequately documented and implemented a statement of academic freedom within the context of the institutional mission?

**Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.**

**EE 1: A core faculty of sufficient size and expertise, committed to the fulfillment of the institutional mission, and responsible for the quality of its academic functions**

**Overall Assessment: Compliant** - Core faculty are identified and consist of the following individuals: 1) Department Chair, Biblical Studies 2) Department Chair, Christian Counseling 3) Department Chair, General Studies and 4) the Program Director, Associates Biblical Studies. All of these individuals participate in academic program implementation and review. The core faculty make up the Curriculum and Academics Standards committee and are responsible of academic functions in reviewing and approving new programs, program changes, modification to policy, and academic procedural changes. Department chair and faculty duty descriptions/responsibilities are published in the Employee Handbook and Faculty Handbook.

**Issues/Suggestions:** None

**Documentation:** [2016-17 Faculty Handbook](#) (p. 12, 15-16); [2016-17 Employee Handbook](#) (p. 38 -54); CAO and Faculty Interviews; Curriculum and Academic Standards Minutes, 8-3-2016; Curriculum and Academic Standards Minutes, 9-9-2015; Curriculum and Academic Standards Minutes 9-15-2015; 2015-16 ABS and AASCC Academic Program Assessments.

**EE 2: An academic structure organized in departments, divisions, or alternate approaches appropriate to the size and complexity of the institution and the level of education offered.**

**Overall Assessment: Compliant** – PBC’s instructional division is led by the CAO. The instructional division consists of three academic departments with the following department chairs. 1) Rick Booye, Bible and Theology Department Chair 2) Dee Chadwell, General Studies
Department Chair and, 3) Maha Snell, Christian Counseling Department Chair. In addition, PBC individuals as academic program directors which are the following: 1) ABS degree Program Director, Matthew McAuliffe, 2) ALA degree, Dee Chadwell and, 3) AASCC degree, Maha Snell.

**Issues/Suggestions:** None.

**Documentation:** [2016-17 Employee Handbook; 2016-17 Faculty Handbook.](#)

---

**EE 3: A process of faculty appointment that involves related academic and administrative personnel.**

**Overall Assessment:** Compliant with weakness - PBC does not have a Human Resources or Personnel Director therefore, all hiring and assigning of faculty is done by the Chief Academic Officer. The CAO has conducted employment interviews along with the President concerning key hires of adjunct personnel. Department chairs and program directors have made recommendations to the CAO concerning candidates for faculty hires and many of these individuals have been interviewed and hired. (Based on department chair recommendations, PBC has added to their adjunct faculty three Bible and Theology instructors over the last year. Based on department chair recommendations, the counseling department has added four new potential instructors.) In addition, the CAO sends the resumes of all new faculty hires to their respective department chairs so they can be better informed of the new faculty members qualifications and preparation.

**Issues/Suggestions:** Currently, PBC has very rudimentary hiring procedures described in the Employee Handbook. The procedures identify the appointment authority for the different types of faculty hires based on vacancy or new position. Hiring committees are not required except in the case of the hiring a full-time position. Therefore, the responsibility for interviewing and hiring is accomplished by the designated administrator. While there is evidence of faculty input influencing the hiring of qualified personnel, this input has not been the result of policy. PBC as an institution has need for more developed policies and procedures that better integrate faculty and administrative personnel in the recruitment and appointment of faculty.

**Documentation:** Interviews with Bible/Theology Department Chair and Counseling Department Chair; Interview with CAO; [2016-17 Employee Handbook](#) (p. 48)
### EE 4: A clear and publicized statement of faculty-adopted requirements for graduation that is consistently applied to the certification of graduates.

**Overall Assessment:** Compliant – PBC has a publicized statement of faculty-adopted requirements for graduation in the 2016-17 Catalog and Handbook (p. 22). Students submit a petition to graduate that is reviewed by the Dean of Student Affairs to verify completion of all requirements. The Dean of Student Affairs then forwards the petition to faculty for review and signature for approval.

**Issues/Suggestions:** None

**Documentation:** 2016-17 Catalog and Handbook; 2015-16 petitions to graduate in student files (see template).

### EE 5: A faculty that is involved in academic-related decision-making processes especially related to admissions criteria, curriculum, and student development.

**Overall Assessment:** Compliant with weakness – Significant evidence that faculty are involved in curriculum and student development is found in the Curriculum and Academic Standards committee work and the academic program assessments (see comments at EE1 of this standard and see comments under Standard 9A, EE8) The CAO also has significant e-mail communications with faculty leadership that show there input on these same issues. In addition, the core faculty approved the 2016-17 Catalog and Handbook which contains the college admission standards.

**Issues/Suggestion:** While the admission’s criteria was approved by the Curriculum and Standards Committee vicariously through approval of the new academic year’s catalog, they were not involved with the modification of the criteria. Administrative staff were the primary developers of the current policy. PBC should establish a procedure to ensure an annual review of admission’s criteria by core faculty.

**Documentation:** 2016-17 Faculty Handbook (p. 12, 15-16); 2016-17 Employee Handbook (p. 38-54); CAO, Dean of Student Affairs and Faculty Interviews; Curriculum and Academic Standards Minutes, 8-3-2016; Curriculum and Academic Standards Minutes, 9-9-2015; Curriculum and Academic Standards Minutes 9-15-2015; 2015-16 ABS and AASCC Academic Program Assessments.
**Evaluative Conclusions:**

*PBC is presently Compliant with weakness* with respect to ABHE Standard 9B. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Element 1, 2, and 4 are “Compliant” (60%)
B. Essential Elements 3, and 5 are “Compliant with weakness” (40%)
C. No Essential Elements are “Non-compliant” (0%)
Standard 10: LIBRARY AND OTHER LEARNING RESOURCES
The institution ensures the availability of learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student needs.

10-Essential Elements (“EE”):
1. A written learning resource purpose statement, consistent with the institutional mission and educational outcomes.
2. Appropriate written policies and procedures relating to the management of library and other learning resources.
3. Sufficient funding, staff, facilities, technology, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the institution.
4. The availability of library services (reference, technical, and circulation) and other means of support to meet research and information needs of students and faculty.
5. Promotion to enhance student and faculty awareness of resources and services available.
6. Documentation of any participation in available library networks and/or cooperative arrangements that involve the use of other resources.
7. Joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials, and the development of library policy.
8. Policies, procedures, and facilities that ensure access to and security of learning resources.
9. A collection of learning resources that is appropriate based on the curriculum, course offerings, age of resources, usage, and formats.
10. Effective leadership by a credentialed director who has faculty status and who normally reports to the chief academic officer.
11. Effective collaboration between the librarians and information technology personnel.
12. Evaluation of learning resource utilization by the learning community.
13. Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
2. Is the element in compliance with PBC’s Mission statement?
**PBC Mission Statement:** Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

**ABHE Standard Specific Questions (Pg.36 ABHE Self-Study Guide)**
1. Are there written descriptions of the structure, policies and procedures that facilitate the management of learning resources?
2. Is there a credentialed director who has faculty status and who is adequately supported by qualified personnel?
3. Has the library staff developed a written statement that details the mission and objectives of the library and articulates a philosophy of librarianship consistent with the character of the institution?
4. To what extent do representatives from the library staff participate in curricular planning?
5. What evidence is there that a committee composed of library and faculty personnel functions effectively to develop learning resource policy and guide the allocation of resources?
6. What patterns of evidence are available to illustrate that the faculty is engaged in the analysis of resource adequacy and the selection/de-selection of resources?
7. What evidence is available to demonstrate that adequate funding is provided to procure essential learning resources, to sustain the use of current technology, and to provide adequate reference and information assistance?
8. How involved is the library staff in the teaching of information literacy skills?
9. How can it be demonstrated that records are sufficiently complete to facilitate effective management and demonstrate use of learning resources?
10. What regular communications are available to provide up-to-date information on learning resources and services?
11. How do written agreements document cooperative arrangements with external institutions and protect student interests?

**Description/Explanation/Analysis:** Explanation of condition of institution in relation to criteria of standard.

**EE 1:** A written learning resource purpose statement, consistent with the institutional mission and educational outcomes.
**Overall Assessment:** Compliant. A library mission statement currently exists and is distributed through the “Library 101” guide.

**Issues/suggestions:** None.


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**EE 2: Appropriate written policies and procedures relating to the management of library and other learning resources.**

**Overall Assessment:** Compliant. Written management policies and procedures exist and can be found through the “Library 101” guide, in the “Student Catalog and Handbook” and the “Faculty Handbook”.

**Issues/suggestions:** None.


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**EE 3: Sufficient funding, staff, facilities, technology, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the institution.**

**Overall Assessment:** Compliant with weakness – While there has been a reduction in spending over the last two years for the library, all books that were requested by faculty to be added to the collection were purchased and added. Significant upgrades in availability to state-wide data bases have been realized without additional funding. In addition, the availability of library information and resources have been enhanced (without costs) through integrating the library inventory into the Populi college management system. Student have real-time library information available on their student account in Populi. At our current level of student enrollment, the Library is resourced adequately to accomplish our mission.

**Issues/suggestions:** The library budget should be monitored closely as the collection is expanded to meet the needs of added programs. The library should also start tracking its budget to help make sure that monies are spent in the areas with the highest
need. Staff should also be expanded to provide teaching opportunities to students and staff, helping students find the resources they need within the library and attend to cataloging errors that are lingering from the conversion from Library World to the Populi ILS. The library space itself is very tight, and will be difficult to grow. No new space has been identified, although some new shelving could possibly be added for short-term growth. There is one-catalog terminal available in the library and one computer available for students to use. This should be expanded for better access to information to students.

**Documentation:** Library expenditures 2015 & 2016; Annual budget projections 2016-17.

**EE 4: The availability of library services (reference, technical, and circulation) and other means of support to meet research and information needs of students and faculty.**

**Overall Assessment:** Compliant with weakness – Reference services are available on a very limited basis due to the lack of a qualified Librarian and the part-time status of the Assistant Librarian. The Assistant Librarian also works in other capacities for PBC but makes herself available to students as much as possible. Administrative staff are also available to students for reference assistance and often help students with locating resources.

Even though there is not a qualified Librarian, the Assistant Librarian does have training through the Alternative Basic Library Education (ABLE) Program with the Idaho Commission for Libraries. ABLE provides basic library knowledge and skills for staff members who have no formal education in library science. ABLE provides 25 hours of online training in Collection Development, Technical Services and Public Services. This Assistant Librarian’s completion of this professional development program has raised the level of reference, technical, and circulation expertise for the college.

**Issues/suggestions:**
It is recommended that PBC continue to try and acquire a qualified Librarian to enhance library services regarding reference, technical and circulation services. They should expand the number of written reference aids on the website and have those same aids available in the library as handouts for students to find the information they are needing. As enrollment increases, added hours for a Librarian and Assistant Librarian would be needed.
**Documentation:** Alternative Basic Library Education (ABLE) website ([http://libraries.idaho.gov/page/able](http://libraries.idaho.gov/page/able)); Assistant Librarian ABLE training certificates; Interview with CAO and Assistant Librarian.

**EE 5: Promotion to enhance awareness of resources and services available.**

**Overall Assessment:** Compliant with weakness.

**Issues/suggestions:** New student orientation includes a short library presentation. This should be expanded to a library announcement through PBC software to all students each term that includes any new services that the library is offering. It is suggested that library services information is also sent out the new faculty by email before the start of each term.

**Documentation:** New student orientation agenda; Interview with Assistant Librarian and CAO.

**EE 6: Documentation of any participation in available library networks and/or cooperative arrangements that involve the use of other resources.**

**Overall Assessment:** Compliant with weakness - PCB participates in the Oregon Statewide Licensing Program through the Oregon State Library that provides electronic materials through Gale databases.

**Issues/suggestions:** Before expanding participation in library networks, use of local resources must first be encouraged and documented. It is recommended that the library director determine the need for expanded cooperative arrangements by analyzing student use of existing, local resources and current databases.

**Documentation:** Oregon Statewide Database Licensing Program.

**EE 7: Joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials, and the development of library policy.**
Overall Assessment: Non-compliant.

Issues/recommendations: Currently, there is little evidence of the Librarian’s involvement in curriculum planning. This is mainly due to the college losing its qualified Librarian in June of 2015. The college recently acquired temporary help from a qualified librarian who began in August 2016. In addition, there is little evidence of joint participation of faculty and the Librarian in analysis of resource adequacy, resource selection or policy development for the same reason.

It is recommended that in preparation of each term, faculty be given a form to fill out and submit to the library for suggested texts to support the curriculum for their class. Given the nature of part-time, faculty participation in the college, it is not expected that they will be extensively involved in the analysis of resource adequacy apart from responding to the analyses of the library supervisor. It is recommended that the library supervisor survey faculty with a view to obtaining their opinions regarding the adequacy of library resources for offered courses, as well as soliciting suggestions for added resources not contained in course lists. It is also recommended that the library supervisor communicate with faculty the results of analysis of the use of learning resources. Finally, it is recommended that a process be created for faculty input into library policies. The librarian or their representative should also be included in communications and meetings of the academic and curriculum standards committee.

Documentation: Interview with the CAO and Assistant Librarian.

EE 8: Policies, procedures, and facilities that ensure access to and security of learning resources.

Overall Assessment: Compliant – Policies and procedures are in place that ensure access to Library materials a minimum of forty hours per week. Administrative staff are on hand and co-located with the Library during hours of operation from 9am -5pm daily. The Assistant Librarian is on-hand about four hours a day.

Check-out of Library materials is on an honor system as students can come in and check-out materials on a sign out sheet. The Assistant Librarian checks the sign-out sheet daily and enters the transactions into Populi’s Library Management System against the Librarian patrons account. Student can then view on their Populi account the books that checked out and the due dates for turn-in. When books become overdue, Populi automatically sends out a notification e-mail to make sure the student is aware of the situation.
**Issues/suggestions:** Dedicated library staff would be more beneficial concerning the security of library materials. While current physical space is adequate, more physical space may be needed in the future to accommodate the collection of items to support the development of the recently added AA degree program. Computer lab space will also be beneficial to students as enrollment increases.

**Documentation:** 2016-17 Catalog and handbook (pg. 25); Faculty Handbook (pg. 23); Library 101 (pg. 3) found on the PBC website [http://pacificbible.com/wp/wp-content/uploads/2015/03/Library-101-an-overview.pdf](http://pacificbible.com/wp/wp-content/uploads/2015/03/Library-101-an-overview.pdf)

**EE 9: A collection of learning resources that is appropriate based on the curriculum, course offerings, age of resources, usage, and formats.**

**Overall Assessment:** Compliant – Currently, the collection is heavily weighted toward Bible and Theology disciplines which is appropriate for the current program offerings (both non-biblical studies degrees incorporate significant Bible and Theology course requirements along with their program specific requirements). The collection adequately supports the AASCC degree in it psychology and counseling-based courses. There is also evidence that PBC has started to add more titles associated with the new Associate of Liberal Arts degree. Information resources are available in a prompt fashion based on current course offerings. Circulation statistics are also tracked and incorporated into the Annual Institutional Assessment for findings regarding student support services.

**Issues/suggestions:** The bulk of the collection has been through donations and it is an older collection. A judicious plan to update the current collection is in order while also expanding the collection to support the added general education classes. The Populi reporting capabilities in the current ILS seems to be quite limited.

**Documentation:** Library 2015-16 Circulation report; Link to library homepage which shows library catalog and databases [http://pacificbible.com/wp/library/](http://pacificbible.com/wp/library/).

**EE 10: Effective leadership by a credentialed director who has faculty status and who normally reports to the chief academic officer.**
**Overall Assessment:** Non-Compliant – Currently, PBC has their Assistant Librarian operating as the Librarian for the college. She has a B.A. in Psychology from Northwest Christian University. She has completed the Alternative Basic Library Education (ABLE) Program through the Idaho Commission for Libraries which provides basic library knowledge and skills for staff members who have no formal education in library science. ABLE provides 25 hours of online training in Collection Development, Technical Services and Public Services.

**Issues/suggestions:** PBC lost their M.L.S. qualified Librarian in July of 2015. PBC had recently hired a Librarian with a M.L.S degree who began in August (2016) and wrote the compliance section of Standard 10 for this self-study. At the end of October, she had to resign due to health issues. We are now in the process of trying to locate another M.L.S qualified librarian.

**Documentation:** None.

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**EE 11: Effective collaboration between the librarians and information technology personnel.**

**Overall Assessment:** Compliant with weakness - Currently, there exists cooperation among all the administrative personnel of the college with respect to the use of technology, but there is no technology department per se.

**Issues/suggestions:** None.

**Documentation:** None.

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**EE 12: Evaluation of learning resource utilization by the learning community.**

**Overall Assessment:** Compliant with weakness. PBC does consider library circulation in the yearly assessment of the institution under the student support section of the assessment.

**Issues/suggestions:** While PBC does track average monthly circulation (AMC) of Library resources and sets goals for AMC growth, their Library assessment is very rudimentary compared to what is now required by ABHE in the 2016 Library guidelines. The
Library assessment process needs to be further developed in accordance with the 2016 guidelines. A written assessment and planning document needs to be developed to guide the process of evaluation. In addition, a User Satisfaction survey should be taken and assessed to see where improvements can be made.

**Documentation:** Library 2015-16 Circulation report; PBC Institutional Assessment AMC results 2015/16 Goal C.

**E 13: Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.**

**Overall Assessment:** Compliant with weakness. Ad hoc instruction has occurred in the past (see library orientation notes), and information documents on the Library website help bridge the gap between students and the library. The college also makes available the State of Oregon Answerland Information Services link on the Library web page. Answerland lets any Oregonian connect to a librarian by live chat, email or text messaging. Live chat is available 24 hours a day, 7 days a week with Oregon Librarians online on Monday-Friday, 8am-6pm, Saturday, 12pm-4pm and Sunday, 12pm-6pm.

**Issues/suggestions:** Information literacy and reference services to students are inhibited by the lack of availability of a qualified librarian. Focus should be given to teaching the instructors at PBC on the use of library databases which will help them better integrate library resources on coursework as well as pass on the knowledge to the students.


**Evaluative Conclusions:**

**PBC is presently compliant with weakness with respect to ABHE Standard #10. The summary of the conclusions with respect to self-study areas (Essential Elements) is as follows:**

A. Essential Elements 1, 2, 3, 8 and 9 are “Compliant” (38%)
B. Essential Elements 4, 5, 6, 11, 12, and 13 are “Compliant with weakness” (47%).
C. Essential Elements 7 and 10 are “Noncompliant” (15%)
Standard 11: ACADEMIC PROGRAMS

The institution’s academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with some programs oriented specifically to full-time vocational ministry but all programs enabling students to achieve a biblical worldview.

Standard 11A: CURRICULUM

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<th>11A-Essential Elements (“EE”):</th>
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<tr>
<td>Relative to this standard, an accredited institution is characterized by:</td>
</tr>
<tr>
<td>1. Evidence that academic programs exhibit the content and rigor characteristic of higher education, and a level of analytical research and communication skills needed for life-long learning commensurate with the level of education offered.</td>
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<tr>
<td>2. A written statement of program-specific student outcomes for each academic program and a coherent program of study to achieve them.</td>
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<tr>
<td>3. Evidence that the integration of curricular components enables students to achieve a biblical worldview.</td>
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<td>4. A curriculum taught with sensitivity to the cultural context in which students serve.</td>
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<td>5. A process of regular review by faculty to ensure that curricular objectives for each academic program are being realized.</td>
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<td>6. Evidence that course sequence progresses from foundational to advanced studies appropriate to the degree and level of education offered.</td>
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<tr>
<td>7. A curriculum content and level of education appropriate to the degree offered.</td>
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<tr>
<td>8. Appropriate distinctions between levels of study within the context of student classifications, faculty qualifications, and learning methodologies.</td>
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Relative to this standard, the undergraduate programs of an accredited institution are characterized by . . .

9. A minimum of 120 semester hours (180 quarter hours) for a baccalaureate degree, and a minimum of 60 semester hours (90 quarter hours) for an associate degree.

10. A Bible/theology component equivalent to 30 semester hours (45 quarter hours), 9 of which may be in interdisciplinary Bible related courses for a non-church related baccalaureate (13 quarter hours), 18 semester hours (27 quarter hours) of Bible/theology for a non-traditional degree completion program, and 12 semester hours (18 quarter hours) of Bible/theology for a one- or two-year program.

11. A core of general studies representative of the breadth of general studies and equivalent to 36 semester hours (54 quarter hours) for a baccalaureate degree or 18 semester hours (27 quarter hours) for an associate degree.

12. A core of professional studies equivalent to a minimum of 18 semester hours (27 quarter hours) (baccalaureate degrees only) and selected to equip students for professional positions.

13. The delineation of expectations for ministry-oriented and professionally-oriented programs that include practical experiences and applied knowledge through practicums, internships, or other appropriate means.
The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

### PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?
   **PBC Mission Statement:** Pacific Bible College prepares biblically and academically competent individuals whose relationship with Jesus Christ transforms them into an effective, loving influence in the church and the world.
2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

### ABHE Standard Specific Questions (Pg. 37 Self-Study Guide)
1. What is the relationship of the curriculum to the institutional mission?
2. What research has been undertaken to compare curriculum content with norms in the higher education community?
3. In what ways does the curriculum require students to engage in higher level cognitive activities such as research and critical analysis?
4. To what extent is curricular content consistent with program objectives?
5. To what extent is there evidence that direct study of the Bible is required and that this study results in the mastery of skills necessary for lifetime study of the Scriptures?
6. What evidence is there that students graduate with a comprehensive knowledge of the Bible and a biblical world-view?
7. What evidence is there that curriculum content addresses the students’ cultural setting?
8. What evidence is there that the curriculum of each program reflects a coherent pattern that requires students to progress from foundational to advanced studies?
9. What evidence is there that the curriculum is reviewed regularly by the total faculty and that this review process results in improved curricular offerings?
### Undergraduate

1. What evidence is there of effective integration of biblical, professional, and general studies?
2. Do all academic programs meet the minimum hours required in Bible/Theology? If not, has the institution demonstrated a satisfactory alternative?
3. Does the general education core meet the credit requirements and include courses in the humanities, the social, behavioral and natural sciences, and mathematics?
4. What evidence is there that the curriculum of professional programs includes supervised experience and leads to competency in the area of specialization?

**Description/Explanation/Analysis:** Explanation of condition of institution in relation to criteria of standard.

<table>
<thead>
<tr>
<th><strong>EE 1:</strong> Evidence that academic programs exhibit the content and rigor characteristic of higher education, and a level of analytical research and communication skills needed for life-long learning commensurate with the level of education offered.</th>
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<tbody>
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<td><strong>Overall Assessment:</strong> Compliant - PBC has three 60+ credit (2 year) programs that include an Associate of Biblical Studies (ABS), an Associate of Applied Science of Christian Counseling (AASCC) and an Associate of Liberal Arts (ALA). A one year Certificate of Christian Ministries (CCM) is also offered. All of these programs were reviewed and approved through the Oregon Degree Authorization whose mission is to ensure the quality of higher education and preserve the integrity of academic degrees and public credentials for private institutions in Oregon. The programs are supportive of the PBC mission in that they are focused on equipping individuals biblically and academically for ministry within the church and for ministry in the surrounding community. The course work balances biblical study, systematic theology, ministry work and general studies to prepare students for life-long kingdom discipleship. The curriculum content is driven by PBC’s “kingdom think” culture and by it’s nature requires intense research, rigorous scholarship and critical thinking.</td>
</tr>
<tr>
<td><strong>Issues/Suggestions:</strong> None</td>
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<tr>
<td><strong>Documentation:</strong> 2016-17 Catalog and Handbook (pg.34-36), ODA Authorization documents for ABS, AASCC, CCM and ALA programs, Faculty Interviews.</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>EE 2:</strong> A written statement of program-specific student outcomes for each academic program and a coherent program of study to achieve them.</th>
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</table>
Overall Assessment: Compliant with weakness - PBC has a coherent program of study for all degrees or certificates offered at the college. Courses are offered in a timely and coherent order that enables students to complete each program. The ABS and ALA degree programs have student learning outcomes identified and published online and in the catalog. The AASCC degree has program objectives identified and published online and in the catalog. The CCM does not have student outcomes identified.

Issues/Suggestions: Student learning outcomes should be identified and published for both the AASCC and CCM programs.

Documentation: 2016-17 Catalog and Handbook (pg.34-36)

EE 3: Evidence that the integration of curricular components enables students to achieve a biblical worldview.

Overall Assessment: Compliant - This year we had three of our program graduates take the ABHE two-year Bible exam to compare their test scores with the ABHE’s mean scores. Two students had completed our Associate of Biblical Studies and one had completed our Certificate in Christian Ministries. We believe the results offer credible evidence that our students are achieving an increased level of biblical competence. The exam scores indicated that our students scored on average 19.7% higher on the New Testament and 12.7% higher on the Old Testament categories of the bible exam than the ABHE norms. We were very satisfied with this result since this is the first year we have administered the test to program graduates. In only one section of the exam did our graduates score lower than the ABHE norm and that was in the category of Old Testament prophets.

PBC faculty are trained to emphasize PBC’s “Kingdom Think” values as their focus for shaping final student outcomes. These values ultimately describe a person who lives the kingdom life with a biblical worldview and they are integrated into the development of every course outline and curriculum design. The faculty are required to identify how their specific course outcomes support the development of these values in their respective students as well as annotating which values their learning outcomes support on every course outline. In addition, the biblical theological component of PBC’s ABS, AASC, ALA and CCM programs exceeds or matches the minimum semester hour requirements specified in ABHE’s programmatic accreditation standards for one and two year programs.

Issues/Suggestions: None.

Documentation: 2015-16 Institutional Assessment: ABHE Bible Exam results, Catalog and Handbook (pg.34-36), Sample Course Outline.

EE 4: A curriculum taught with sensitivity to the cultural context in which students serve and minister
**Overall Assessment:** Compliant: The ABS, AASCC and CCM programs have a Field ministry or Practicum component that enables students to work, learn and apply “kingdom think” values in their cultural setting. In the ALA program, one of the outcomes is that the students be able to reason through the lens of a Christian world view and engage the culture with compassion and understanding. In addition, PBC’s largely adjunct faculty are drawn from an overwhelmingly interdenominational and pastoral background which compels academic attention to the application of curricular elements to the practical needs of real-world ministry. Because of the emphasis that PBC puts on the integration of Kingdom Think values in curriculum, students are continually trained to operate in the world with an authentically biblical world view and framework that applies well in any culture.

**Issues/Suggestions:** None.

**Documentation:** [2016-17 Catalog and Handbook](#) (pg.34-36), Field Ministry Course Outlines ([FM201](#), [FM102](#), [FM202](#)).

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**EE 5: A process of regular review by faculty to ensure that curricular objectives for each academic program are being realized.**

**Overall Assessment:** Compliant - During the 2015-2016 academic year, PBC inaugurated a new institutional and academic program assessment process for authenticating the achievement of curricular objectives for each academic program offered. Directed by the Chief Academic Officer, Department Chairs and Program Directors (core faculty leadership) employed tangible student artifacts as well as indirect mechanisms to assess the degree of measurable success in the achievement of outcome objectives for each academic program offered at PBC. Their findings and recommendations were submitted to PBC’s Curriculum and Academic Standards Committee for review and approval before being implemented for the following academic year. The CAO distributed the 2016-17 Institutional Assessment Guidance to all department chairs and program directors in August 2016. The assessment guidance outlines the continuous improvement action items identified in the 2015-16 institutional assessment and the individuals responsible to accomplish those items. In addition, assessment guidance specifies the PBC mission outcome and academic program outcomes that will be evaluated in 2016-17.

**Issues/Suggestions:** None.

**EE 6: Evidence that course sequence progresses from foundational to advanced studies appropriate to the degree and level of education offered.**

**Overall Assessment:** Compliant - Of the 66 individual classes offered at PBC there are currently 12 identified in the Student handbook (and PBC website) with appropriate data regarding prerequisite requirements (approximately 18% of the total curriculum offering). While this satisfies the overall requirement for identifying a sequential progress of courses, further study of specified program “tracks” for the purposes of greater delineation in course progression is suggested to support more advanced student learning outcomes.

**Issues/Suggestions:** Examine possibility of greater delineation in course progression.

**Documentation:** [2016-17 Catalog and Handbook](pg. 37-44).

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**EE 7: A curriculum content and level of education appropriate to the degree offered.**

**Overall Assessment:** Compliant - See comments under EE1.

**Issues/Suggestions:** None.

**Documentation:** [2016-17 Catalog and Handbook](pg. 34-36), ODA Authorization documents for ABS, AASCC, CCM and ALA programs.

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**EE 8: Appropriate distinctions between levels of study within the context of student classifications, faculty qualifications, and learning methodologies.**

**Overall Assessment:** Compliant - See comments under EE1.

**Issues/Suggestions:** None.

**Documentation:** [2016-17 Catalog and Handbook](pg. 34-41), ODA Authorization documents for ABS, AASCC, CCM and ALA programs.

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**EE 9: A minimum of 120 semester hours (180 quarter hours) for a baccalaureate degree, and a minimum of 60 semester hours (90 quarter hours) for an associate degree.**
Overall Assessment: Compliant - Baccalaureate requirements non-applicable. All three Associate degrees offered at PBC require the completion of at least 64 semester hour credits.

Issues/Recommendations: None.

Documentation: 2016-17 Catalog and Handbook (pg. 34-36), Academic program web pages (http://pacificbible.com/wp/programs/).

EE 10: A Bible/theology component equivalent to 30 semester hours (45 quarter hours), 9 of which may be in interdisciplinary Bible related courses for a non-church related baccalaureate (13 quarter hours), 18 semester hours (27 quarter hours) of Bible/theology for a non-traditional degree completion program, and 12 semester hours (18 quarter hours) of Bible/theology for a one- or two-year program.

Overall Assessment: Compliant - PBC’s ABS degree requires 27 semester hours of Bible/Theology as well as 19 semester hours of interdisciplinary Bible related courses (total of 46 semester hours Bible/Theology and Bible related courses). The AASCC degree requires 12 hours of Bible/Theology as well as 8 hours Interdisciplinary Bible related courses (total 20). The ALA requires 12 hours of Bible/Theology as does the CCM (which also requires an additional 8 hours of Bible related courses...total 20 hours).

Issues/Suggestions: None.

Documentation: Catalog and Handbook (pg. 34-36), Academic program web pages (http://pacificbible.com/wp/programs/).

EE 11: A core of general studies representative of the breadth of general studies and equivalent to 36 semester hours (54 quarter hours) for a baccalaureate degree or 18 semester hours (27 quarter hours) for an associate degree.

Overall Assessment: Compliant - PBC’s ALA degree requires approximately 26 semester hours of General Studies courses (depending on selection of specific electives). The ABS and the AASCC both require 20 semester hours of General Studies.

Issues/Suggestions: None.

Documentation: Catalog and Handbook (pg. 34-36), Academic program web pages (http://pacificbible.com/wp/programs/).
EE 12: A core of professional studies equivalent to a minimum of 18 semester hours (27 quarter hours) (baccalaureate degrees only) and selected to equip students for professional positions

**Overall Assessment:** Compliant - Non-applicable.

**Issues/Suggestions:** None.

**Documentation:** None.

EE 13: The delineation of expectations for ministry-oriented and professionally-oriented programs that include practical experiences and applied knowledge through practicums, internships, or other appropriate means.

**Overall Assessment:** Compliant: Both the ABS (practicum courses SF201, FM201) and AASCC (practicum courses CS101, FM102, FM202) require significant practicum experiences for successful completion. The CCM also includes a practicum component at a reduced semester hour req.(FM201).

**Issues/Suggestions:** None.

**Documentation:** Catalog and Handbook (pg. 34-36), Academic program web pages (http://pacificbible.com/wp/programs/), Field Ministry Course Outlines (FM201, FM102, FM202).

**Evaluative Conclusions:**

PBC is presently Compliant with respect to ABHE Standard 11A. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

- **A.** Essential Elements 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13 are “Compliant” (92%).
- **B.** Essential Element 2 is “Compliant with weakness” (8%).
- **C.** Essential Element 12 is not applicable to PBC.
- **D.** No Essential Elements are “Non-compliant”.
### Standard 11B: MINISTRY FORMATION PROGRAM

#### 11B-Essential Elements ("EE"):

1. A culture and programs that promote development of effective witnesses and servants in the church and the world at large.
2. An educational philosophy in which ministry formation is viewed as an integral part of the student’s education.
3. A program of supervision that provides an adequate basis for evaluating and guiding students in the pursuit of their professional goals.
4. A ministry formation program coordinated by a director normally with faculty status and implemented under the supervision of faculty.
5. Evidence that the program is adequately staffed and financially supported.
6. A system of ongoing program review and assessment of outcomes that results in program improvement.
7. Evidence that academic credit given for practicums, internships, or other practical learning experiences, if awarded, is warranted.

#### Team Members:

| Matthew McAuliffe, Rick Booye, Maha Snell, Deanna Chadwell, Jody Bormuth | Date: 10/17/2016 | Rec'd Date: 10/17/2016 |

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

#### PBC Questions

1. Is the element in compliance with PBC’s Mission Statement?

#### PBC Mission Statement:

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

#### ABHE Standard Specific Questions (Pg. 37 Self-Study Guide)

1. What evidence is there that ministry has priority in the institution?
2. What percentage of students have a supervised ministry experience in a church context and what percentage, in the community at large?
3. Does the institution have a written philosophy that describes how it views ministry formation and states the objectives that its program is designed to achieve?
4. How does the Ministry Formation program measure student progress in ministry and determine satisfactory participation for graduation?
5. To what extent do Ministry Formation assignments reflect genuine ministry experiences in which the student has opportunity to impact lives spiritually?
6. What percentage of ministry assignments provide a cross-cultural experience for the student?
7. To what extent is the faculty integrally involved in the design and evaluation of the Ministry Formation program?
8. Is there a qualified director with faculty status who is empowered with the authority and resources to develop and implement the Ministry Formation program?
9. If academic credit is granted, is there evidence that the student’s work is supervised by competent professionals, coordinated with classroom instruction, and sufficient in quantity and quality to warrant credit?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

EE 1 A culture and programs that promote development of effective witnesses and servants in the church and the world at large.

**Overall Assessment:** Compliant: PBC’s vision, Philosophy of Student Development and “Kingdom Think” culture are all aligned with promoting effective witness and servanthood in its students for service to God’s kingdom and His people worldwide. PBC’s academic programs support effective witness and servanthood in a broad array of kingdom ministries which include pastoral, missionary, vocational, counseling and social work as well as in personal growth and preparation for academic transfer.

**Issues/Suggestions:** None.

**Documentation:** 2016-17 Catalog and Handbook (pg. 12-13), Faculty Handbook (pg. 9-10)

EE 2: An educational philosophy in which ministry formation is viewed as an integral part of the student’s education.

**Overall Assessment:** Compliant: PBC’s Philosophy of Student Development focuses on four primary areas that support ministry formation. 1) Students are trained to be biblically grounded both through a systematic study of God’s Word and through the forming of regular Bible study habits designed to yield a lifetime of disciplined interaction with Scripture. 2) They are trained to be theologically oriented through the repeated integration of theological knowledge with the manifold challenges of practical ministry, both in the classroom and in practicum. 3) They are encouraged both by curricular requirement and by faculty advocacy to develop their experiential focus through a robust involvement in their own church and community ministries. 4) Finally, students are cultivated to grow in their awareness of Christ’s love for
God and for others, both through the mentoring of faculty and curriculum as well as by their immersion in a community of believers dedicated to living out the life of the Holy Spirit in their modeling of Jesus Christ.

**Issues/Suggestions:** None.

**Documentation:** 2016-17 Catalog and Handbook (pg. 12-13, 34-36), Faculty Handbook (pg. 9-10), Faculty Interviews.

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**EE 3:** A program of supervision that provides an adequate basis for evaluating and guiding students in the pursuit of their professional goals.

**Overall Assessment: Compliant:** The Field Ministry practicums required for both the ABS (SF201, FM201) and the AASCC (CS101, FM102, FM202) utilize a variety of directed development mechanisms such as supervised ministry assignments with evaluations by instructor and peers (as well as self-evaluation), problem-solving exercises, case study reports and time logs to verify hours spent in specific activities. In addition, the ABS practicums require the student-directed identification of both personal and ministry skill goals which are then monitored by the student (and their ministry mentor) to gauge measurable progress towards the achievement of those goals. The CCM program involves a similar practicum, only requiring fewer hours of semester credit. The AASCC practicums require weekly case notes evaluating student performance (in counseling two volunteer “clients” over the course of a semester) both by the student and by the “counselees”. A final Case Study is presented to, and evaluated by, student peers in the AASCC program as well as by guest faculty members.

**Issues/Suggestions:** None.

**Documentation:** 2016-17 Catalog and Handbook (pg. 34-36), Field Ministry Course Outlines (FM201, FM102, FM202).

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**EE 4:** A ministry formation program coordinated by a director normally with faculty status and implemented under the supervision of faculty.

**Overall Assessment: Compliant:** PBC’s Field Ministry courses are offered under the academic supervision of a PBC faculty instructor. The ABS student, in conjunction with the PBC instructor, first identifies a qualified ministry mentor (preferably a vocational staff member at the student’s home church) who then places the student in a volunteer position (preferably in the area of ministry specialty the student seeks to enter upon graduation) and mentors the student in the accomplishment of assigned tasks and duties, offering counsel and evaluation throughout the semester as well as certifying satisfactory completion at the end. The PBC instructor then documents the evaluation
combined with the assessment of academic performance to determine if credit is to be awarded. The AASCC student is monitored and evaluated by their PBC practicum instructor directly throughout the semester.

**Issues/Suggestions:** None.

**Documentation:** Field Ministry Course Outlines (FM201, FM102, FM202), Faculty Interviews

<table>
<thead>
<tr>
<th><strong>EE 5:</strong> Evidence that the program is adequately staffed and financially supported.</th>
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<tbody>
<tr>
<td><strong>Overall Assessment:</strong> Compliant:</td>
</tr>
<tr>
<td><strong>Issues/Suggestions:</strong></td>
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</table>

**Documentation:** Field Ministry Course Outlines (FM201, FM102, FM202), Faculty Interviews

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<thead>
<tr>
<th><strong>EE 6:</strong> A system of ongoing program review and assessment of outcomes that results in program improvement.</th>
</tr>
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<tbody>
<tr>
<td><strong>Overall Assessment:</strong> Compliant:</td>
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<tr>
<td><strong>Issues/Suggestions:</strong></td>
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<table>
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<tr>
<th><strong>EE 7:</strong> Evidence that academic credit given for practicums, internships, or other practical learning experiences, if awarded, is warranted.</th>
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<tbody>
<tr>
<td><strong>Overall Assessment:</strong> Compliant:</td>
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<tr>
<td><strong>Issues/Suggestions:</strong></td>
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</tbody>
</table>
**Documentation:** Catalog and Handbook (pg. 34-36), Field Ministry Course Outlines (FM201, FM102, FM202).

**Evaluative Conclusions:**

PBC is presently Compliant with respect to ABHE Standard 11B. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Elements 1, 2, 3, 4, 5, 6, and 7 are “Compliant” (100%).
B. No Essential Elements are “Compliant with weakness”.
C. No Essential Elements are “Non-compliant”.
Standard 11C: ACADEMIC PATTERNS AND PROCEDURES

11C-Essential Elements (“EE”):
1. An academic advising system that guides the student from the point of selection of a program to graduation from that program. 2. An academic calendar that meets state, provincial, and federal regulations and considers regional higher educational patterns. 3. The award of academic credit commensurate with normative academic and/or governmental definitions that may be based upon intended learning outcomes. 4. A system of accurate and secure record keeping consistent with state, provincial and/or federal regulations. 5. A system of grading and associated policies and procedures that reflects integrity, ensures fairness and consistency, conforms to higher education norms, and facilitates transportability of students’ academic credits.

Team Members: John Osbourn  
Due Date: 10/21/2016  
Rec'd Date: 9/28/2016

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?

PBC Mission Statement:
PBC Mission Statement: Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 38 Self-Study Guide)
1. Does the institution use degree nomenclature that is appropriate to the different degrees and levels being offered?
2. What evidence is there that the faculty participates in determining requirements for graduation?
3. What evidence is there that the academic advising system is meeting student needs?
4. What procedures are in place to regularly inform students of their progress towards meeting graduation requirements?
5. What policies and procedures are in place to ensure accurate, secure and safe maintenance of student records?
6. What policies and procedures are in place for the release of student information in compliance with governmental regulations?
7. Does the institution’s credit hour definition and application across all programs comply with ABHE’s credit hour definition?

Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.

**EE 1: An academic advising system that guides the student from the point of selection of a program to graduation from that program.**

**Overall Assessment:** Compliant - All new PBC students enrolling for credit sign a matriculation agreement upon admission. This specific form also includes an opportunity for the new student to declare an intended program/course of study. Students may opt to remain undeclared after admission. At this same appointment, it is duly explained that the student must notify the Dean of Student Affairs in writing of a subsequent intention to declare a program or change to another program.

Because of the current size of the student population, the Dean of Student Affairs manages all student advising issues and delegates to faculty on an ad hoc basis. Populi maintains an advising feature which allows for early intervention in case of a student’s poor academic performance or attendance record. The Teacher’s Aide collaborates with the Dean of Student Affairs in managing interventions and seeing that each student’s individual academic counseling and advising needs are met. The Dean also tracks and oversees each semester’s enrollment cycle from the opening of registration, assisting with student degree planning, and suggesting schedule changes based on student needs.

The Dean of Student Affairs is involved in all student transactions that entail a change in enrollment status, such as adding/dropping classes, changing academic programs, and conducting degree audits upon receiving a student’s petition for eligibility to graduate. This offers an opportunity for intervention as well as advising in conjunction with student decision-making regarding each transaction.

The academic advising relationship is mostly complete once the Dean, in conference with the program director, grants eligibility to the student for graduation. From there, the Dean remains available for basic, regular advising and counseling needs.
**Issues/Suggestions:** Faculty should be more involved in academic advising. PBC does not currently have full time faculty with regular office hours to be available for this. Until then, the Dean of Student Affairs should continue to defer to faculty for those students who require more in-depth information about their program planning and specific transfer or further education opportunities.

**Documentation:** Matriculation agreement, [2016-2017 Catalog & Handbook](#) p. 24, Interview with Dean of Student Affairs

**EE 2: An academic calendar that meets state, provincial, and federal regulations and considers regional higher educational patterns.**

**Overall Assessment:** Compliant – PBC has an academic calendar built on a standard semester-based system. The semester length is 15 weeks in accordance with Oregon Degree Authorization standards under OAR 583-030-0015, paragraph 33. The academic calendar designates three semesters a year (fall, spring, and summer) with identified start and end dates for each semester. Registration dates, holidays, closures, dates for withdrawal, last days for add/drop, and major events are all designated in the academic calendar.

**Issues/Suggestions:** None

**Documentation:** [2016-17 Catalog and Handbook](#) (Academic Calendar, p. 4); ODA regulations at [http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_583/583_030.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_583/583_030.html)

**EE 3: The award of academic credit commensurate with normative academic and/or governmental definitions that may be based upon intended learning outcomes.**

**Overall Assessment:** Compliant – PBC awards academic credit commensurate with normative academic definitions. Our academic credit hour definition meets the requirements specified under Oregon Degree Authorization (ODA) found in OAR 583-030-0015, paragraph 8. Student’s are awarded academic credit in compliance with ODA regulations through the following processes:
1. Earned credit through enrolling and achieving the designated outcomes in a PBC course ([2016-17 Catalog and handbook](#), p. 28)
2. Transfer credit ([2016-17 Catalog and Handbook](#), p. 17)
4. Challenge Examination ([2016-17 Catalog and Handbook](#), p. 18)
5. Non-Collegiate Learning ([2016-17 Catalog and Handbook](#), p. 18)
6. American Council on Education (ACE) Credit ([2016-17 Catalog and Handbook](#), p. 18)
7. College Level Examination Preparation ([2016-17 Catalog and Handbook](#), p. 18-19)
**Issues/Recommendations:** None

**Documentation:** 2016-17 Catalog and Handbook; ODA regulations at http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_583/583_030.html (583-030-0035, paragraph 5).

**EE 4: A system of accurate and secure record keeping consistent with state, provincial and/or federal regulations.**

**Overall Assessment:** Compliant with weakness - PBC keeps accurate and secure records consistent with ODA regulations (OAR 583-030-0035, paragraph 14). Student records are maintained via electronic format in PBC’s college management system (Populi) and in a hard-copy file. Populi provides the security and redundancy needed for maintaining past and current student records such as transcripts, financial transactions, admission applications, validation of advanced standing, and status changes due to unsatisfactory performance or conduct. PBC’s hard-copy files contain admission’s documentation, recommendation forms, class-status change forms and matriculation agreements. Transcripts are maintained perpetually via Populi and duplicate transcript records are maintained on graduates by placing a copy of their final-transcript in a hard copy file. Hard copy files are maintained in a lockable, fireproof filing cabinet. PBC has a student file checklist which designates the items that should be maintained in their hard copy file. In addition, all PBC employees are required to sign and agree to the student confidentiality policy listed in the Employee Handbook.

**Issues/Recommendations:** While PBC has individual checklists that assist in maintaining accurate and secure records, they do not have written procedures for maintaining student records. PBC should write an organizational policy that details the procedures for student record-keeping.

**Documentation:** Populi student database; Student hard copy files; Student File checklist; http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_583/583_030.html (583-030-0035, paragraph 14).

**EE 5: A system of grading and associated policies and procedures that reflects integrity, ensures fairness and consistency, conforms to higher education norms, and facilitates transportability of students’ academic credits**

**Overall Assessment:** Compliant – PBC’s system of grading meets the compliance standards as specified by ODA under OAR 583-030-0035, paragraph 5. Policies and procedures are specified in the Faculty Handbook as well as the Catalog and Student Handbook. Clear policies are documented concerning grade standards, descriptors, submission procedures, appeals, incompletes, and withdrawals. PBC operates with a
standard 4.0 grade point system that aligns with standard registrar classification of grades in post-secondary education and facilitates transferability. All faculty via their course syllabi are required to specify evaluation and grading procedures to inform students of the appropriate requirements for course completion.

**Issues/Recommendations:** None

**Documentation:** 2016-17 Faculty Handbook (p. 20-21, 35, and Appendix B); 2016-17 Catalog and Handbook (p.28); ODA regulations at [http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_583/583_030.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_583/583_030.html) (583-030-0035, paragraph 5).

**Evaluative Conclusions:**

**PBC is presently Compliant** with respect to ABHE Standard 11C. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

A. Essential Elements 1, 2, 3 and 5 are “Compliant” (80%).
B. Essential Elements 4 is “Compliant with weakness” (20%).
C. No Essential Elements are “Non-compliant” (0%).
Standard 11D: ALTERNATIVE ACADEMIC PATTERNS

11D-Essential Elements (“EE”):
Relative to this standard, an accredited institution is characterized by:
1. Objectives consistent with the institution’s mission and improved accessibility to learning opportunities.
2. Clearly defined learning outcomes that are designed, approved, administered and evaluated under established institutional procedures.
3. Standards for quality of instruction and academic rigor appropriate to the level of education offered.
4. Adequate staffing, facilities, and technology to support the programs.
5. Appropriate measures required of students participating in distance and/or correspondence education to ensure that the student receiving credit is in fact the person completing the work.

Team Members: John Osbourn  Date: 10/21/2016  Rec'd Date: 9/29/2016

The evaluation procedure is to be performed using the following rubric as both a directional aid and standardizing tool. These questions are designed to help the evaluator broaden and deepen the critical thinking during the evaluation process. The table below refines the evaluators’ findings into 3 areas for compilation protocol, standardization, and reporting.

PBC Questions
1. Is the element in compliance with PBC’s Mission Statement?
PBC Mission Statement:
PBC Mission Statement: Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

2. Is the element traceable to a Board Policy?
3. Is there a procedure/handbook guiding administration to perform this function?
4. Is the element currently operable?
5. Who is responsible for this element within the institution of PBC?
6. What will the institution need to add/change for this standard to be met 5 years from now with an enrollment of 200?

ABHE Standard Specific Questions (Pg. 38 Self-Study Guide)
1. What programs utilize off-campus instruction, distance/online education, hybrid courses, correspondence education, competency based education, or other alternative deliveries?
2. What evidence demonstrates general faculty and administrative support for these programs?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Are these programs consistent with the institutional mission?</td>
<td>köppen benne, kärns och surrs standard.</td>
</tr>
<tr>
<td>4. What evidence shows that these programs were developed to meet the special academic needs of a specific constituency?</td>
<td>köppen benne, kärns och surrs standard.</td>
</tr>
<tr>
<td>5. How are best practice benchmarks employed in alternative academic patterns (see Policy on Alternative Academic Patterns in the COA Manual)?</td>
<td>köppen benne, kärns och surrs standard.</td>
</tr>
<tr>
<td>7. Are the uses of alternative academic patterns fully supported?</td>
<td>köppen benne, kärns och surrs standard.</td>
</tr>
<tr>
<td>8. How does appropriate interaction between faculty and students take place in the programs using alternative academic pattern?</td>
<td>köppen benne, kärns och surrs standard.</td>
</tr>
<tr>
<td>9. How are students evaluated prior to participation in order to determine their likelihood of success?</td>
<td>köppen benne, kärns och surrs standard.</td>
</tr>
<tr>
<td>10. How is student identity verified to ensure that the student registered for the course is actually the one doing the work?</td>
<td>köppen benne, kärns och surrs standard.</td>
</tr>
</tbody>
</table>

**Description/Explanation/Analysis: Explanation of condition of institution in relation to criteria of standard.**

**EE 1: Objectives consistent with the institution’s mission and improved accessibility to learning opportunities.**

**Overall Assessment:** Compliant – PBC offered its first fully-online course in the Fall of 2016 (HS110 History of Western Civilization I). The course is consistent with PBC’s mission as HS110 can be used for elective requirements in the Associate of Biblical Studies (ABS) and Associates of Applied Science in Christian Counseling (AASCC) programs. The course can also be applied toward the Social Science requirements of the Associate of Liberal arts degree. The HS110 learning outcomes were developed under the same curriculum development process used in conjunction with our classroom-based classes.

Developing distance education opportunities to improve accessibility to PBC programs for students is one of the major objectives designated within the 2016-2021 strategic plan. PBC plans to develop an entire academic program that can be completed online within the next five years.

**Issues/Suggestions:** None

**Documentation:** Syllabi for HS110 History of Western Civilization I; Populi course shell for HS110; 2016-17 Faculty Handbook (p. 32-38); 2016-2021 Strategic Plan, Goal C8.

**EE 2: Clearly defined learning outcomes that are designed, approved, administered and evaluated under established institutional procedures.**
**Overall Assessment:** Compliant – Current, PBC distance education offerings have clearly defined learning outcomes developed under the same curriculum development process used in conjunction with our classroom-based classes.

**Issues/Suggestions:** None

**Documentation:** Syllabi for HS110 History of Western Civilization I; Populi course shell for HS110; 2016-17 Faculty Handbook (p. 32-38)

**EE 3: Standards for quality of instruction and academic rigor appropriate to the level of education offered.**

**Overall Assessment:** Compliant – PBC has the same standards for quality of instruction and academic rigor for distance learning offerings as we do for in-class offerings. (Also, see comments under Standard 9A, EE2, EE3, and EE5.)

**Issues/Suggestions:** None

**Documentation:** 2016-17 Catalog and Handbook (p. 5-6); Faculty files; 2016-17 Faculty Handbook (p. 32-38)

**EE 4: Adequate staffing, facilities, and technology to support the programs.**

**Overall Assessment:** Compliant with weakness – PBC utilizes Populi which provides a robust online learning platform. Populi provides the ability for faculty to deliver online content video, forums, discussion boards, test, quizzes, file storage of written assignments and more. Faculty tools include class rosters, gradebooks, automatic grading of quizzes and tests, student communication avenues (bulletin board, email, and chat), and performance dashboards to monitor student progress. Students utilize all the necessary tools to accommodate their online learning (Syllabi, assignments, discussion boards, tests, lessons, course calendars, communication with instructors.)

Currently, faculty training is conducted through Populi’s Knowledge Base which contains a faculty training module. The Faculty Handbook provides the information needed for a faculty member to access the Populi Knowledge base and all faculty are asked to complete the training modules when they begin teaching. First-time students receive Populi training during orientation. The training covers the basic of interaction with the learning management system and who to contact if they have issues with the system. PBC staff are available to answer technical questions concerning Populi and encourage faculty and students to ask questions or call if they need help with the system.
**Issues/Suggestions:** PBC does not have designated staffing for online learning development and should consider options for identifying a person who can take on these responsibilities for the college. While the arrangement of using current staff in conjunction with designated faculty in developing distance learning courses is functional at the PBC’s current size and scope, it will not support PBC’s 5-year strategic goal of having an entire academic program online.

**Documentation:** Populi Knowledge Base; PBC orientation agendas; Faculty/Student interviews; 2016-2021 Strategic Plan, Goal C8.

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**EE 5: Appropriate measures required of students participating in distance and/or correspondence education to ensure that the student receiving credit is in fact the person completing the work.**

**Overall Assessment:** Compliant with weakness – Each student is issued a secure login/password through PBC’s learning management system (Populi). In our online course in the fall 2016 semester, students are required to upload the answers to one section of their final exam in handwritten format along with a signature. This will require them to hand write the assignment, sign it, and then scan it into Populi. Once the assignment is received, the signature will be verified against the signature on their matriculation agreement in their student file.

**Issues/Suggestions:** While PBC has implemented a procedure to verify that the student receiving credit is in fact the one completing the work, they need to further develop their processes and procedures to prevent academic dishonesty in the online environment. PBC should implement the following practices from the Western Cooperative for Educational Telecommunication Guidelines for Ensuring Integrity in Correspondence and Distance Education:

1) Policies on academic integrity which include explicit references to on-line learning should be added to the PBC Catalog and Student Handbook.
2) Issues of academic integrity concerning online students should be discussed during the PBC’s student orientation process. In addition, academic integrity information should be communicated to the student in the online learning environment as part of their enrollment in online classes.
3) PBC should implement training for faculty members engaged in on-line learning that includes consideration of issues of academic integrity, including ways to reduce cheating.
**Documentation:** Western Cooperative for Educational Telecommunication Guidelines for Ensuring Integrity in Correspondence and Distance Education (http://www.abhecoa.org/forms.abhe.org/webdocs/COA%20Manual.pdf; Student Identification Policy for Online Learning; Interview with CAO.

**Evaluative Conclusions:**

**PBC is presently Compliant with weakness** with respect to ABHE Standard 11D. The summary of the conclusions with respect to self-study areas (Essential Elements) are as follows:

- **A.** Essential Elements 1, 2, 3 and 5 are “Compliant” (60%).
- **B.** Essential Elements 4 and 5 are “Compliant with weakness” (40%).
- **C.** No Essential Elements are “Non-compliant” (0%).
ABHE Commission on Accreditation

Regulatory Requirements Evaluation

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

<table>
<thead>
<tr>
<th>1. Mission and Objectives (Standards 1, 2a):</th>
<th>Yes/No</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td>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.)</td>
<td>Basis and documentation for this conclusion: PBC has integrated student outcomes or objectives in the context of institutional goals for its Associate of Biblical Studies, Associate of Applied Science in Christian Counseling and Associate of Liberal Arts degrees. All courses have learning outcomes that are cross-walked with PBC mission outcomes to ensure coherence and congruence with the mission. In addition, as a part of academic program assessment, the program directors cross-walk identified program-specific outcomes/objectives with PBC Mission outcomes to support coherence and congruence with mission. All outcomes are published and available to students through the Student Catalog and Handbook online (<a href="http://pacificbible.com/wp/catalog/">http://pacificbible.com/wp/catalog/</a>). Documentation: <strong>PBC Catalog and Handbook</strong> (pages 34-36); <strong>Course outlines</strong>; <strong>2015-16 Academic Program Assessments</strong>; and <strong>PBC Assessment Handbook</strong></td>
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<tr>
<th>2. Student Achievement (Standard 2a):</th>
<th>Yes/No</th>
<th>Yes</th>
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<tr>
<td>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.)</td>
<td>Basis and documentation for this conclusion: PBC’s outcomes assessment plan uses diverse measures to determine institutional, program and course outcome success that include: 1) Institutional Surveys (example: Course evaluations that ask the students to assess how well they believe they are achieving both mission and program outcomes; and employer evaluations), 2) Institutional Data (example: Student rates for completion, persistence, course withdrawal, and first-semester GPA), 3) Standardized Testing (example: ABHE bible exam results for 2015 program graduates), and 4) Student Artifacts (example: Quantitative rubrics were designed and used to measure student outcome</td>
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achievement by assessing student work such as exams, research papers, exegesis work, and practicum presentations).

PBC also provides information regarding student achievement, graduation and employment rates through their “PBC At a Glance” document located on their website at [http://pacificbible.com/wp/wp-content/uploads/2015/07/2015-2016-At-a-glance-1.pdf](http://pacificbible.com/wp/wp-content/uploads/2015/07/2015-2016-At-a-glance-1.pdf) In addition, PBC also reports the required data and information into the Integrated Post-secondary Education Data System (IPEDS) which is available to the public through the College Navigator website ([http://nces.ed.gov/collegenavigator/?q=Pacific+bible+college&s=all&id=407610](http://nces.ed.gov/collegenavigator/?q=Pacific+bible+college&s=all&id=407610)).

<table>
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<tr>
<th>3. Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading, and Advertising (Standards 3, 7, 11c):</th>
<th>Yes/No</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td><strong>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?</strong></td>
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<tr>
<td><strong>Basis and documentation for this conclusion:</strong></td>
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<tr>
<td>There is significant evidence that PBC’s website, statements, and advertising accurately describe the institution, academic programs, admission requirements transfer credit policies, articulation agreements and effectiveness claims. The following areas are found in the following locations:</td>
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<tr>
<td>4. Facilities, Equipment, Supplies (Standard 6):</td>
<td>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)?</td>
<td>Yes/No</td>
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<tr>
<td>Basis and documentation for this conclusion:</td>
<td>At current enrollment levels, PBC’s facilities, equipment and supplies are adequate to support educational goals and continuity of offerings. The current facility could support double our current enrollment of growth and maintain continuity of offerings.</td>
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<tr>
<td>Pacific Bible College has an adequate level of technology to support its current academic and operational needs towards fulfillment of the mission. The college utilizes Populi for its College Management System (CMS), has an online admissions process from its web site, online Library catalog through Populi, Smart TVs for class use, facility wide Wi-Fi for student use, public computers for student use, and printers with both scanning and fax capabilities for campus-wide use.</td>
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<tr>
<td>Documentation: Facility walk-through; Staff interviews; Populi (CMS); Technology policies in 2016-17 Catalog/Handbook (p. 24-25); 2016-2021 Strategic Plan and budget.</td>
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<tr>
<td>5. Fiscal and Administrative Capacity (Standards 5, 6):</td>
<td>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?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Basis and documentation for this conclusion:</td>
<td>Pacific Bible College’s current president is serving the school as a volunteer and commits upwards of 20 -30 hours a week in addition to his full-time role as CEO of a local private business. PBC has a full-time Chief Academic Officer who is responsible for the day-to-day operations of the college. The college also has a full-time Dean of Student Affairs and Enrollment Services. In this regard, the functional areas of Instructional and Student Services have very good capacity and span of control. The college also has part-time employees which fulfill the roles for administrative assistant, faculty and student aides, librarian, and book keeping. This arrangement of Full-time and Part-time is appropriate and functional for the current size and scope of the institution.</td>
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<tr>
<td>The current president has the combination of academic background and the professional training appropriate to the institution’s mission. The president has extensive experience in post-secondary classroom instruction (12 years) and business ownership (25 years). He is a church elder (Heritage Church) and serves as a Board Member with Grace Cascade Christian Schools (K-</td>
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12). The President has a Master of Divinity from Western Seminary and has been PBC’s chief executive since 2009.

The administrative leaders have the appropriate education, skills, and resources necessary to discharge their duties. The CAO has experience as a university faculty member and instructional dean for a community college. He has a graduate education and is currently enrolled in an Ed. D. Leadership and Management program with St. Thomas University. He has over 25 years of leadership in management in a variety of experiences that include retail, private school boards, military and higher education. The Dean of Student Affairs has a B.A. in Biblical Studies and is in his second year of work at PBC as its student services administrator. He has experience as a teaching assistant, private tutor, faculty, and research. PBC’s Librarian has over 10 years in various roles in Library support and has a MLS from Emporia State University.

A strategic budget was developed and approved by the Board of Trustees as part of the 2016-2021 Strategic Plan development process. The strategic budget includes benchmarks for expected growth in revenue and expenses as designated by the 5-year strategic plan. In addition, PBC completed the 2015-16 fiscal year with adequate revenue streams to realize institutional goals.

Documentation: President’s personnel file (resume and transcripts); Personnel files for CAO (resume and transcripts); Dean of Student Affairs and Librarian (resume and transcripts); Interviews with President, CAO, Dean of Student Affairs and Librarian; 2016-2021 Strategic Budget; 2015-16 Financial Audit.

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 | Yes |

Basis and documentation for this conclusion:

PBC provides clear criteria for transfer of credit from another institution of higher learning in the 2016-17 Catalog and Handbook. It is made available to the public through the website at [http://pacificbible.com/wp/catalog/](http://pacificbible.com/wp/catalog/).
<table>
<thead>
<tr>
<th>7. Title IV Compliance (Standard 7c):</th>
<th>Yes/No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>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)?</td>
<td>Yes/No</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Basis and documentation for this conclusion:</strong></td>
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<tr>
<td>PBC does not process Title IV funds at this time.</td>
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<tr>
<th>8. Student Support Services (Standard 8):</th>
<th>Yes/No</th>
<th>Yes</th>
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<tbody>
<tr>
<td>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?</td>
<td>Yes/No</td>
<td>Yes</td>
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<tr>
<td><strong>Basis and documentation for this conclusion:</strong></td>
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<tr>
<td>Student services are outlined in the PBC Catalog and Handbook. Current offerings of student services meet the needs of PBC’s constituency. Delivery of student services is presided over by the Dean of Student Affairs and the Teacher’s Aide / Student Development staff-person. The current size of the student services staff is appropriate to the student population. The only outside financial aid currently processed by PBC is GI Bill VA benefits. The VA conducted a random audit of our veterans’ records in Fall 2015, with only minor faults and positive findings. Regarding federal financial aid, it is still unavailable at PBC as we are in the process of application and approval. Advising and counseling are provided by a full-time Dean of Student Affairs and Student Development staff. Student records systems are kept confidential through our Populi College Management system as well as hard copy files that are secured in lockable fire proof storage.</td>
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<tr>
<th>9. Record of Student Complaints (Standard 8):</th>
<th>Yes/No</th>
<th>Yes</th>
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<tbody>
<tr>
<td>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.)</td>
<td>Yes/No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Basis and documentation for this conclusion:</strong></td>
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</tr>
<tr>
<td>The institution maintains a record of formal student complaints. There are no student complaints to date that bring into question the institutions fulfillment of ABHE standards.</td>
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</tbody>
</table>
**10. Faculty (Standard 9a):** Do faculty have the documented competence and appropriate knowledge and skills to provide effective instruction in the courses they teach?  

<table>
<thead>
<tr>
<th>Type of Degree</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>4</td>
</tr>
<tr>
<td>Graduate or higher</td>
<td>16</td>
</tr>
<tr>
<td>Bachelor or higher</td>
<td>4</td>
</tr>
<tr>
<td>Associates or higher</td>
<td>2</td>
</tr>
<tr>
<td>Documented Professional Expertise</td>
<td>2</td>
</tr>
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</table>

Basis and documentation for this conclusion:  
Of the 28 faculty currently listed in the PBC Catalog and Handbook the following statistics apply:

Of the 46 courses that ran in the 2015-16 academic year, all but two of them were taught by graduate level faculty or higher in an area of documented expertise (96% of the courses taught in 2015-16 were by graduate level faculty or higher).

Documentation: 2015-16 Course Schedules in Populi; Faculty files.

**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)?  

| Basis and documentation for this conclusion:  
| PBC has three 60+ credit (2 year) programs that include an Associate of Biblical Studies (ABS), an Associate of Applied Science of Christian Counseling (AASCC) and an Associate of Liberal Arts (ALA). A one-year Certificate of Christian Ministries (CCM) is also offered. All of these programs were reviewed and approved through the Oregon Degree Authorization whose mission is to ensure the quality of higher education and preserve the integrity of academic degrees and public credentials for private institutions in Oregon. |
PBC’s programs meet ABHE Bible/Theology and General Studies requirements. The ABS requires 27 semester hours of Bible/Theology as well as 19 semester hours of interdisciplinary Bible related courses (total of 46 semester hours Bible/Theology and Bible related courses). The AASCC requires 12 hours of Bible/Theology as well as 8 hours Interdisciplinary Bible related courses (total 20). The ALA requires 12 hours of Bible/Theology as does the CCM (which also requires an additional 8 hours of Bible related courses...total 20 hours).

PBC’s ALA degree requires approximately 26 semester hours of General Studies courses (depending on selection of specific electives). The ABS and the AASCC both require 20 semester hours of General Studies.

Documentation: PBC Catalog and Handbook (pg. 34-36), PBC Website (http://pacificbible.com/wp/programs/).

<table>
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<tr>
<th>12. Program Length and Program Objectives (Standard 11a, 11c):</th>
<th>Yes/No</th>
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<tbody>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Basis and documentation for this conclusion:
PBC awards academic credit commensurate with normative academic definitions. Our academic credit hour definition meets the requirements specified under Oregon Degree Authorization (ODA) found in OAR 583-030-0015, paragraph 8.

PBC has a coherent program of study for all degrees or certificates offered at the college. Courses are offered in a timely and coherent order that enables students to complete each program. The ABS and ALA degree programs have student learning outcomes identified and published online and in the catalog. The AASCC degree has program objectives identified and published on line and in the catalog.

Documentation: 2016-17 Student Catalog and Handbook.
### 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 and documentation for this conclusion:**

PBC awards academic credit commensurate with normative academic definitions. Our academic credit hour definition meets the requirements specified under Oregon Degree Authorization (ODA) found in OAR 583-030-0015, paragraph 8. Students are awarded academic credit in compliance with ODA regulations through the following processes:

1. Earned credit through enrolling and achieving the designated outcomes in a PBC course ([2016-17 Catalog and Handbook](#), p. 28)
2. Transfer credit ([2016-17 Catalog and Handbook](#), p. 17)
4. Challenge Examination ([2016-17 Catalog and Handbook](#), p. 18)
5. Non-Collegiate Learning ([2016-17 Catalog and Handbook](#), p. 18)
6. American Council on Education (ACE) Credit ([2016-17 Catalog and Handbook](#), p. 18)
7. College Level Examination Preparation ([2016-17 Catalog and Handbook](#), p. 18-19)

### Student Verification in Distance or Correspondence Courses (Standard 11d)

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

| Yes/No | YES |

**Basis and documentation for this conclusion:**

Each student is issued a secure login/password through PBC's learning management system (Populi). In our online course in the fall 2016 semester, students are required to upload the answers to one section of their final exam in handwritten format along with a signature. This will require them to hand write the assignment, sign it, and then scan it into Populi. Once the assignment is received, the signature will be verified against the signature on their matriculation agreement in their student file.

**Documentation:** [Syllabi for HS110 History of Western Civilization I](#); Populi course shell for HS110; [Student Identification Policy for Online Learning](#); Interview with faculty and CAO.
SECTION III
2015-16 Assessment Plan
Background and History of the Institution

Pacific Bible College’s beginnings date to 1991 when a group of local Christian leaders led by President Perry Atkinson united to start a local junior college named Dove Bible Institute (DBI) as an interdenominational institution to develop Christian leaders. Its purpose was to provide an environment in which serious Bible study and Christian maturity could be nurtured; and where in-depth Bible instruction could be linked with personal guidance from those who have learned from God.

The enrollment reached 40 students the first year across two programs that included a two-year Associate of Arts in Religion, and one-year Certificate of Christian Ministries. Enrollment declined after the first year as the school administrator resigned and financial difficulties arose. Despite this, DBI provided sound in-depth biblical teaching and mentoring to lay-persons from local churches and to mature pastoral teachers. Enrollment slowly declined throughout the 1990’s until 1998 when DBI failed to offer classes during the Spring term because of lack of interest.

At this time, God led Rick Booye, senior pastor of Trail Christian Fellowship, and Stan Way, senior pastor of Corner Stone Church, to DBI as directors. Rick and Stan’s service breathed new life into the college through their leadership, teaching, and the support of their respective churches. Enrollment began to increase, classes resumed being offered every term, and DBI’s curriculum further developed. The State of Oregon’s Office of Degree Authorization (ODA) recognized and authorized the institution. The first two graduates from the Associate of Arts in Religion were realized in 2000. The name was then changed to Pacific Bible College in 2001 and in 2002 Rick Booye became the President. At this time, the mission was revised to the following:

“PBC exists to prepare ministry students, laypersons, business professionals, homemakers, and missionaries for effective service in the 21st century by establishing a vibrant personal faith in Jesus Christ coupled with a clear and biblical worldview.”

During this timeframe, the Associate of Arts in Religion degree was changed to an Associate of Biblical Studies degree, and its first two graduates were realized in 2003, followed by two more in 2006. Student enrollment grew to a peak of 117 class roster enrollees in the Spring term of 2007. The students were composed of lay adults taking classes at night for furthering their personal study in the Bible and faith in Jesus Christ. These students included business professionals, homemakers, and some who were transitioning from professional careers to ministry careers. The school continued its missional focus and its influence increased. PBC was achieving the mission God had bestowed on it.

God then moved the college in a new direction in 2009 with the third president, Mike Robinson. The vision expanded and grew to serve the post-secondary academic needs of the Body of Christ in the Rogue Valley. The mission became:
“Pacific Bible College prepares biblically and academically competent individuals whose relationship with Jesus Christ transforms them into an effective, loving influence in the Church and the world.”

To fulfill this mission, the college began movement toward becoming an excellent two-year academic institution by undergoing foundational changes in its academics, structure, operations, and student services. PBC began the process of accreditation through the Association of Biblical Higher Education (ABHE), and focused on programmatic students as well as becoming a transfer institution for Christians graduating high school. Since 2009, PBC has realized graduates each academic year, added two-year degrees in Christian Counseling and Liberal Arts, and earned candidacy accreditation status through ABHE in February of 2015.

Today, PBC’s mission is as a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders. The college currently has 50 students enrolled and is on a solid pathway of growth as an academic institution. In addition to our Bible and Theology training, we now offer Christian students an option to complete a large portion of their general education classes through our Associate of Liberal Arts degree. The college also has transfer agreements with some of the largest Christian colleges in our region and we are so thankful for God’s favor and blessing in the college’s growth.

Our current faculty consist of men and women who share several key passions and gifts. Many are gifted pastoral teachers who are biblically centered and experienced in the teaching ministry. They believe in developing Christian leaders for tomorrow, are committed to the premise that a Christian worldview is an essential and trainable aspect of in every student and wholeheartedly accept and implement the mission in all that they do for the college.

Ours is a dynamic and transforming culture that aspires to train up today’s and tomorrow’s leaders of the Kingdom. We are blessed and challenged to move forward toward accomplishing the goal of becoming an ABHE accredited institution.

For His Kingdom,

Mike Robinson, President
Institutional Mission and Goals

Mission Statement
Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

Motto
Training students to “Kingdom Think”

Vision
PBC trains and launches students for humble, loving, and transformational kingdom living in the 21st century American culture.

➢ We identify this generation as being uniquely challenged to understand the Gospel of Jesus Christ in its cosmological framework.
➢ The 21st century American church is transitioning into an exiled church. Existing on the fringes of society as ambassadors of reconciliation requires a unique set of skills embodied in what we call Kingdom Think. The times are unprecedented for knowing and operating, hearts and minds, in the Kingdom of God and God’s redemptive purposes.
➢ We provide collegiate level worldview training. We theologically train towards a fully-orbed and biblically integrated science of God grounded in applying this knowledge in one’s daily life through rigorous critical thinking.
➢ We enculturate leaders to practice love, servanthood, critical thinking, and to contextualize each decision against the fundamental kingdom reality. Actualizing the ethics and community of the kingdom in our daily lives.

Values
The community of PBC strives to exercise the following core values at every level/opportunity:
➢ Submissive attitude toward Biblical authority
➢ Pursuit of excellence in all endeavors
➢ Godly integrity in all decisions
➢ Community orientation in all relationships
➢ Passion for Christ’s kingdom work
➢ Authentically exercising His love

Definitions of Mission Outcomes
PBC defines each of the four student outcomes in our mission statement in the following manner:

➢ Biblical competence
  o Able to articulate the biblical gospel and interpret the Bible in light of it.
  o Able to articulate the nature of Scripture:
- Primacy of biblical authority in matters of faith and practice
- Canonicity, history, development
- Verbal plenary inspiration.
  - Conversant with the biblical theology of redemption:
    - Creation, Fall, Redemption, Renovation
  - Conversant with the systematic theological formulations:
    - Theology courses in place
    - Creedal formulations as per Nicaea and Chalcedon

➤ Academic proficiency
  - Able to read scholarly material with comprehension
  - Able to think logically and critically with integration. (“Kingdom Think”)
  - Able to communicate (writing, speaking) coherently and effectively
  - Able to do scholarly research appropriate to undergraduate level

➤ Spiritual cultivation
  - Able to articulate the nature of mature Christian character.
  - Able to articulate a personal experience of the gospel.
  - Able to articulate how Christian truth applies to problem solving.
  - Able to articulate the importance of Christian community in Spiritual growth.
  - Conversant with spiritual disciplines.
  - Conversant with various Christian traditions of worship and spirituality.

➤ Culturally-engaged servant leadership
  - Able to articulate the Christian worldview to non-Christians
  - Conversant with major religions and prevailing cultural perspectives
  - Able to articulate the importance of mission both at home and abroad
  - Able to articulate how Christian faith impacts vocation, family, community
  - Equipped to engage in church and community service
INTRODUCTION

Participants Involved in Developing the Assessment Plan

This document is PBC’s Institutional Assessment Report concerning outcomes identified in the 2015-2016 Assessment Plan. It was developed by the Office of Institutional Effectiveness (OIE) through multiple meetings, research of available data, and evaluation of progress toward mission achievement. The 2013-2014 academic year was the baseline year for PBC’s assessment. This report reflects Year 3 annual results, major achievement/challenges and recommended changes to affect outcome achievement. In addition, this is also the first year of our newly re-designed assessment process. A general overview of this new process will be provided below. The following groups/individuals participated in this assessment process:

- Board of Trustees
- Mike Robinson, President
- John Osbourn, Chief Academic Officer
- Daniel Nicholas, Dean of Students
- Maha Snell, Counseling Department Chair
- Rick Booye, Bible and Theology Department Chair
- Matt McAuliffe, Program Director Biblical Studies
- Mary Neal, Administrative Assistant
- Amber Osbourn, Librarian
- Sarah Lee, Counseling Department Faculty

Analysis of the effectiveness of the previous year’s (2014-15) assessment findings and actions

In terms of effectiveness, PBC accomplished a substantial body of work and changes with regard to student learning and institutional effectiveness based on the findings and future actions designated in our 2014-15 assessment process. The following is a summary of actions accomplished as a result of our previous year’s assessment:
Finding#1:
It was determined that we needed to develop more measurable outcomes for our mission statement and institutional values.

Actions:
In response to these suggestions, we formed a Faculty Implementation Team (FIT) to establish more measurable values in support of our mission. The FIT team consists of department chairs and administrators who developed the following revised mission statement:

“Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.”

The revised mission statement is more in line with outcome-based terminology and provides a much clearer picture of what PBC is about in terms of outcomes. The four components of biblically competent, academically proficient, spiritually cultivated and culturally engaged servant leadership were defined in the following ways:

When PBC says a student is Biblically Competent (BC) we mean the student is:
1. Able to articulate the biblical gospel and interpret the Bible in light of it.
2. Able to articulate the nature of Scripture:
   a. Primacy of biblical authority in matters of faith and practice
   b. Canonicity, history, development
   c. Verbal plenary inspiration
3. Conversant with the biblical theology of redemption:
   a. Creation, Fall, Redemption, Renovation
4. Conversant with the systematic theological formulations:
   a. Theology courses in place
   b. Creedal formulations as per Nicaea and Chalcedon

When PBC says a student is Academically Proficient (AP) we mean the student is:
1. Able to read scholarly material with comprehension
2. Able to think logically and critically with integration. (“Kingdom Think”)
3. Able to communicate (writing, speaking) coherently and effectively
4. Able to do scholarly research appropriate to undergraduate level
When PBC says a student is **Spiritually Cultivated** (SP) we mean the student is:

1. Able to articulate the nature of mature Christian character
2. Able to articulate a personal experience of the gospel
3. Able to articulate how Christian truth applies to problem solving
4. Able to articulate the importance of Christian community in Spiritual growth
5. Conversant with spiritual disciplines
6. Conversant with various Christian traditions of worship and spirituality.

When PBC says a student is a **Culturally-Engaged Servant Leader** (CESL) we mean the student is:

1. Able to articulate the Christian worldview to non-Christians
2. Conversant with major religions and prevailing cultural perspectives
3. Able to articulate the importance of mission both at home and abroad
4. Able to articulate how Christian faith impacts vocation, family, community
5. Equipped to engage in church and community service

Once the re-write of our mission statement was complete, we restructured our course outline formats to include the new mission statement and then cross-walked every PBC course outcome with these four components of the revised mission statement. The goal for the cross-walk was to determine the PBC mission outcomes that were supported by course learning outcome achievement and to document this cross-walk on every course outline.

**Finding #2:**
It was determined that our institutional and academic program assessment process needed to be strengthened.

**Actions:**
In response to this finding, we have completely redesigned and implemented a new institutional assessment process. PBC now determines mission effectiveness by assessing Student Learning and Institutional Effectiveness using direct and indirect evidence over a 5-year cycle. This methodology allows for a complete evaluation of mission outcomes by year 4 and in year 5 to conduct a comprehensive review of the information gained from the first four years to close out the cycle. In addition, we have published an assessment handbook that describes the methodology for PBC Assessment.

**Finding #3:**
It was determined that we needed to integrate and operationalize grievance and conflict resolution policies in the appropriate governing documents.

**Actions:**
In response, grievance and conflict policies for faculty, students, and staff have been approved and are now publicized in the Catalog and Student handbook, Faculty Handbook, and Employee Handbook.

Finding #4:
It was determined that we needed to better implement the processes specified for our Board of Trustees operations.

Actions:
In response, we initiated changes to our application process, orientation process, and procedures. We accomplished the following key actions with respect to our Board of Trustees’ governance processes:

1. Implemented a Trustee search and nominating process.
   a. A newly released Trustee Application increases expectations/commitment for Trustee prospect
      i. Clear and succinct scope of institution and trustee role.
      ii. Formalized application with testimony.
      iii. Financial commitment.
      iv. Self-identified areas of involvement
      v. Signified commitment.

2. Conducted a board professional development training event as part of a board retreat

3. The CAO and Dean of Students provide regular reports from their areas of responsibilities during regular Board meetings.

4. The President began meeting regularly one-on-one with each trustees, keeping them abreast of pertinent information and institution needs.

5. Develop a staff position to be a communication hub for all Trustee activities
   a. May be staff or volunteer.
   b. Work directly with President to keep trustees apprised and informed.
   c. Maintains all internal and public records, policies, and associated board work.
   d. Insures and oversees publication and web site updates when appropriate.
One of the actions that we did not accomplish that was designated as a goal was to increase the Board of Trustees board size to nine members. Recruitment is still ongoing and we expect to add new members in the 2016-17 academic year. In addition, we still have not developed a staff position that can be the communication hub for all Trustee activities. We will continue to look for opportunities in the present year to fill this key need.

Finding #5:
It was determined that we needed a better full-time administrative personnel capability to advance beyond our current level of operations.

Actions:
The college hired its first Chief Academic Officer (CAO), and Dean of Students. These two administrative positions will substantially impact the positive growth and development of instructional and student support services for PBC.

Finding #6:
We need to develop an enrollment management plan.

Actions:
We developed and implemented the first strategic enrollment management plan for the college in 2015-16. We established goals and action plans in areas of recruitment, admissions, retention and financial aid. 2015-16 is the first year that we have executed a deliberate plan of recruitment, marketing, and retention efforts.

Finding #7:
It was determined that we needed to identify a core faculty group and that we needed to strengthen our faculty related processes.

Actions:
In response, we identified our core faculty and substantially improved our faculty related processes with respect to faculty handbooks, curriculum and program approval, and faculty evaluation. The addition of a Chief Academic Officer increased our effectiveness at incorporating and documenting faculty decision making in this critical area of work. Core faculty are identified and consist of the following individuals: 1) Department Chair, Biblical Studies 2) Department Chair, Christian Counseling 3) Department Chair, General Studies and 4) the Program Director, Associates Biblical Studies.

Finding #8:
2014-15’s institutional mission assessment truly brought home the realization of the need to overhaul our assessment process. That was the primary and most significant finding.

Actions:
In response, we made significant changes with regard to assessment. Our 2015-2016 academic year, was assessed in an entirely different manner from previous methodologies. Our goal was to better quantify success with respect to desired outcomes and to establish authentic assessment methods to determine that success. As a consequence, 2015-16 is the
first academic year that PBC began the year with an Assessment Handbook and an identified methodology. In addition, the process integrated faculty, administration and students to determine outcome success. Department chairs and administrators began the year with assessment guidance and a clear picture of what is to be evaluated with respect to PBC’s mission, academic programs and Institutional support. Academic program assessment and administrative operations assessment were conducted in accordance with our new procedures and timelines. We believe the results of the 2015-16 assessment below show a marked improvement in our ability to provide direct and indirect evidence of PBC mission effectiveness.

Finding #9:

The other major finding has to do with the significant need for enrollment and revenue growth to establish the level of financial integrity that fully supports all aspects of operations.

Actions:

In response to this finding, we added a new Associates of Liberal Arts degree which we believe will provide us the opportunity for significant enrollment growth. We have established an action plan to grow to 200 students per semester by the end of our 2015-2021 strategic plan cycle. We believe the ALA program will support this expansion goal based on the large number of students in our local area who are earning two-year transfer degrees. Currently, Christian students do not have an option for completing a bible-based transfer degree in our local area, so the Liberal Arts degree will fill this niche.

This program will also support enrollment growth through the creation of dual-credit agreements with local high schools. Many of the courses in the Liberal Arts degree will align well with a high school student getting credit towards their graduation requirements while earning college credit. In addition, it will allow us to serve local students by offering a greater amount of Advance Placement (AP) credits that will count toward a degree at PBC. As discussed above, this degree will also enhance PBC’s value proposition to students as it will open up opportunities for more articulation agreements with 4-year colleges in Oregon and beyond. We believe this added value will increase the number of students who choose to enroll.
2015-16 Institutional Assessment Process Overview

The following is an overview of our new assessment process:

PBC determines mission effectiveness by assessing Student Learning and Institutional Effectiveness. We consider the four types of evidence to answer the question, “How well are our students becoming biblically competent, academic proficient, spiritually cultivated and culturally engaged as servant leaders?” To answer this question, we evaluate one of these outcomes annually. This methodology allows for a complete evaluation of mission outcomes by year 4 and in year 5 to conduct a comprehensive review of the information gained from the first four years to close out the cycle. (The year 5 comprehensive assessment also includes considering any other evidence as designated in the assessment guidance for that year.)
Assessment Areas/Evidence

PBC’s institution assessment involves evaluation across two areas of emphasis using 4 distinct types of evidence as depicted in the following diagram:

_PBC Mission Assessment involves evaluation across two areas of emphasis using 4 distinct types of evidence:_
Areas of Emphasis

**Student Learning** - The assessment of Student Learning should provide evidence that our students are accomplishing the student related outcomes in our mission statement as well as the designated outcomes associated with their program of study. Evaluation of Student Learning is accomplished by considering the 4 types of evidence as indicators that our students become biblically competent, academically proficient, spiritually cultivated and culturally engaged servant leaders as result of their enrollment in, and subsequent completion of, an academic program at PBC.

For determining Student Learning success, we try to answer the question, “Are our students becoming biblically competent, academically proficient, spiritually cultivated and culturally engaged servant leaders as result of their enrollment and subsequent completion of a program at PBC?”

**Institutional Effectiveness** - The assessment of Institutional Effectiveness should provide evidence that our student support services and administrative operations are operating efficiently and effectively to accomplish our mission. Evaluation of Institutional Effectiveness is accomplished by considering the 4 types of evidence across two areas of emphasis: 1) Student Support Operations and 2) Administrative Operations. Student support operations are defined as those operations that promote the academic success and holistic experience of students. Student support services consist of advising and advocacy for students and provide resources, referrals, and information across the PBC community. Administrative operations are operations outside of student support that include the President’s office, business office, academic administration, library, and fundraising development/advancement.
2015-2016 Student Learning Assessment

As discussed above, this is “year one” of our new assessment process, so the mission outcome that was examined was biblical competence. We examined student learning by assessing the mission outcome of biblical competence and by conducting academic program assessment to determine the success of program specific learning. PBC determines that a student is bibliically competent if they are:

**Indicator 1:** Able to articulate the biblical gospel and interpret the Bible in light of it.

**Indicator 2:** Able to articulate the nature of Scripture:
   b. Canonicity, history, development.
   c. Verbal plenary inspiration.

**Indicator 3:** Conversant with the biblical theology of redemption:
   a. Creation, Fall, Redemption, Renovation.

**Indicator 4:** Conversant with the systematic theological formulations.
   a. Theology courses in place.
   b. Creedal formulations as per Nicaea and Chalcedon.

We evaluated the Student Learning area of emphasis by considering each of the biblical competence outcomes in light of the four categories of evidence discussed above. We also conducted academic program assessment that evaluated the level of biblical competence achieved by program students.
2015-2016 Institutional Effectiveness Assessment

We evaluated PBC’s Institutional Effectiveness by considering the following areas using the four categories of evidence:

1. Student Support Operations
   - **Indicator 1**: Admission’s Office
   - **Indicator 2**: Learning Resources
   - **Indicator 3**: Student Personal

2. Administrative Operations
   - **Indicator 1**: President’s Office
   - **Indicator 2**: Business Office
   - **Indicator 3**: Development Office

**These two areas of emphasis** (Student Learning and Institutional Effectiveness) establish the framework for our assessment. Each area of emphasis has one or more stated goals supported by relevant, verifiable indicators of achievement. Mission fulfillment is assessed at three levels (area of emphasis, goals, and indicators). Scores are determined by considering the indicators in light of the evidence of level of achievement. A scoring rubric was developed for each indicator and enabled us to determine whether we had “not met”, “partially met”, “met”, or “exceeded expectations” based on the level of performance regarding the indicator. Once we had the indicator scores, we conducted a qualitative assessment of the validity of that score by assigning an “effectiveness score”. The “effectiveness scores” are determined using an institutional assessment rubric that enables us to have standardized scores across all indicators that can then be averaged to determine the overall performance on a goal. PBC has implemented an effectiveness scoring system based on the following numeric scale and word pictures:

- A score from 0-2 indicates that the college has “not met” expectations.
- A score from 3-4 indicates that the college “partially met” expectations. This level of performance is considered acceptable.
- A score from 5-8 is representative of very good progress and is deemed to have “met” expectations.
- A score of 9-10 indicates that there are conclusive results with evidence that “exceed” expectations.

Once we have average scores for all indicators and goals, we can then determine the average score for each area of emphasis by simply taking the average of the scores of their respective goals. The OIE met during the June-July 2016 time-frame and determined the average score for indicators, goals, and areas of emphasis as the following:
### Institutional Assessment Summary Scores

#### Area of Emphasis: STUDENT LEARNING (Score: 6.29)

<table>
<thead>
<tr>
<th>AREA OF ASSESSMENT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL A: Students are Biblically Competent</td>
<td>6.06</td>
</tr>
<tr>
<td>Indicator 1: Able to articulate the biblical gospel and interpret the Bible in light of it.</td>
<td>6.57</td>
</tr>
<tr>
<td>Indicator 2: Able to articulate the nature of Scripture:</td>
<td>5.93</td>
</tr>
<tr>
<td>b. Canonicity, history, development.</td>
<td></td>
</tr>
<tr>
<td>c. Verbal plenary inspiration.</td>
<td></td>
</tr>
<tr>
<td>Indicator 3: Conversant with the biblical theology of redemption:</td>
<td>6.67</td>
</tr>
<tr>
<td>a. Creation, Fall, Redemption, Renovation.</td>
<td></td>
</tr>
<tr>
<td>Indicator 4: Conversant with the systematic theological formulations.</td>
<td>5.06</td>
</tr>
<tr>
<td>a. Theology courses in place.</td>
<td></td>
</tr>
<tr>
<td>b. Creedal formulations as per Nicaea and Chalcedon</td>
<td></td>
</tr>
<tr>
<td>GOAL B: Program Specific Learning</td>
<td>6.52</td>
</tr>
<tr>
<td>Indicator 1: Associate of Biblical Studies Program Outcomes</td>
<td>6.40</td>
</tr>
<tr>
<td>Indicator 2: AAS Christian Counseling Program Outcomes</td>
<td>6.63</td>
</tr>
</tbody>
</table>

#### Area of Emphasis: INSTITUTIONAL EFFECTIVENESS (Score: 5.96)

<table>
<thead>
<tr>
<th>AREA OF ASSESSMENT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL C: Student Support Operations</td>
<td>5.87</td>
</tr>
<tr>
<td>Indicator 1: Admission’s Office</td>
<td>6.28</td>
</tr>
<tr>
<td>Indicator 2: Learning Resources</td>
<td>6.33</td>
</tr>
<tr>
<td>Indicator 3: Student Personal</td>
<td>5.00</td>
</tr>
<tr>
<td>GOAL D: Administrative Operations</td>
<td>6.04</td>
</tr>
<tr>
<td>Indicator 1: President’s Office</td>
<td>7.33</td>
</tr>
<tr>
<td>Indicator 2: Business Office</td>
<td>5.80</td>
</tr>
<tr>
<td>Indicator 3: Development Office</td>
<td>5.00</td>
</tr>
</tbody>
</table>
II. ASSESSMENT OF STUDENT LEARNING

Goal A: Students are Biblically Competent

Rationale: This is core component of PBC’s philosophy of student development and values. Defining, developing a self-awareness, and progressively aligning the student’s worldview with the Kingdom and the King are foundational to realization of our mission.

Indicator 1: Able to articulate the biblical gospel and interpret the Bible in light of it.

<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Course Evaluations</td>
<td>Mean Score of &lt;4 (expectations not met)</td>
<td>4.40 -Expectations Met</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Mean Score of 4.0 - 4.3 (expectations partially met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Score of &gt;4.3 &lt;=4.5 (expectations met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Score of &gt;4.5 (expectations exceeded)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABHE Year 2 Bible Exam (New Testament)</td>
<td>Mean Scores&lt; ABHE mean (expectations not met)</td>
<td>19.7% higher than ABHE - Expectations Met</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Scores = to or &gt; ABHE mean by 10% (expectations partially met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Scores&gt; ABHE mean by 11% -20% (expectations met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Scores&gt; ABHE mean by 20% (expectations exceeded)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABHE Year 2 Bible Exam (Old Testament)</td>
<td>Mean Scores&lt; ABHE mean (expectations not met)</td>
<td>12.5% higher than ABHE - Expectations Met</td>
<td>7</td>
<td></td>
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<tr>
<td></td>
<td>Mean Scores = to or &gt; ABHE mean by 10% (expectations partially met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Scores&gt; ABHE mean by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicators</td>
<td>Success Indicators</td>
<td>Assessment Results</td>
<td>Effectiveness Score</td>
<td>Comments</td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------</td>
<td>--------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Indicator 2: Able to articulate the nature of Scripture:</td>
<td>a. Primacy of biblical authority in matters of faith and practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Canonicity, history, development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Verbal plenary inspiration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct/Indirect Measure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Course Evaluations</td>
<td>Mean Score of &lt;4 (expectations not met)</td>
<td>4.45 - Expectations Met</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
| Indicator 3: Conversant with the biblical theology of redemption:  
  a. Creation, Fall, Redemption, Renovation. |
<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Student Course Evaluations | Mean Score of <4 (expectations not met)  
Mean Score of 4.0 - 4.3 (expectations partially met)  
Mean Score of >4.3 <=4.5 (expectations met)  
Mean Score of >4.5 (expectations exceeded) | 4.50 -Expectations Met | 8 |         |
<table>
<thead>
<tr>
<th>Associate of Biblical Studies program assessment</th>
<th>Mean Score of &lt;3 (expectations not met) Mean Score of 3 but &lt;5 (expectations partially met) Mean Score of 5 but &lt;9 (expectations met) Mean Score of &gt;=9 (expectations exceeded)</th>
<th>Expectations Met</th>
<th>6.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score of &lt;3 (expectations not met) Mean Score of 3 but &lt;5 (expectations partially met) Mean Score of 5 but &lt;9 (expectations met) Mean Score of &gt;=9 (expectations exceeded)</td>
<td>Expectations Met</td>
<td>5.4</td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 4: Conversant with the systematic theological formulations.**

- a. Theology courses in place.
- b. Creedal formulations as per Nicaea and Chalcedon

<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Course Evaluations</td>
<td>Mean Score of &lt;4 (expectations not met) Mean Score of 4.0 - 4.3 (expectations partially met) Mean Score of &gt;4.3 &lt;=4.5 (expectations met) Mean Score of &gt;4.5 (expectations exceeded)</td>
<td>4.36 - Expectations Met</td>
<td>6</td>
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<tr>
<td>Associate of Biblical Studies program assessment</td>
<td>Mean Score of &lt;3 (expectations not met) Mean Score of 3 but &lt;5</td>
<td>Expectations Met</td>
<td>5.2</td>
<td></td>
</tr>
</tbody>
</table>
### Goal B: Program Specific Learning

**Rationale:** The academic program assessment is critical to the success of our evaluation of student learning. Department Chairs and designated faculty hold the primary responsibility in determining the academic success of our students. Faculty also determine the end of program experiences that provide the best evidence to evaluate student level of outcome achievement.

<table>
<thead>
<tr>
<th>Indicator 1: Associate of Biblical Studies Program Outcome Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct/Indirect Measure</strong></td>
</tr>
<tr>
<td>Associate of Biblical Studies program assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 2: AAS Christian Counseling Program Outcome Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct/Indirect Measure</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## II. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

### Goal C: Student Support Operations

**Rationale:** Student support operations are defined as those operations that promote the academic success and holistic experience of students. Student support services consist of advising and advocacy for students and provide resources, referrals, and information across the PBC community. They are critical to student retention, persistence, and completion.

### Indicator 1: Admissions

#### a. High Quality Applicants

<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Class Standing</td>
<td>Mean standing in bottom 25% or less (expectations not met)</td>
<td>Average is top 34.4% -</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean standing below top 50% (expectations partially met)</td>
<td>Expectations Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean standing of top 50% or greater (expectations met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean standing of top 25% or greater (expectations exceeded)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### b. Rapid Turnaround

<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer students’ previous college GPA from previous college</td>
<td>Mean GPA of &lt;2.5 (expectations not met)</td>
<td>3.75 – Expectations Exceeded</td>
<td>6</td>
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<tr>
<td></td>
<td>Mean GPA of 3.0 - 2.5 (expectations partially met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean GPA of &lt;3.5 -3.0 (expectations met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean GPA of &gt;=3.5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Category</td>
<td>Performance Criteria</td>
<td>Performance</td>
<td>Notes</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>First-time students’ GPA for first semester at PBC</td>
<td>Mean GPA of &lt;2.5 (expectations not met) Mean GPA of 3.0 - 2.5 (expectations partially met) Mean GPA of &lt;3.5 -3.0 (expectations met) Mean GPA of &gt;=3.5 (expectations exceeded)</td>
<td>3.23 – Expectations Met</td>
<td>7 -Transfer students first semester GPAs are also included in these numbers</td>
<td></td>
</tr>
<tr>
<td>Processing time from applicant to enrolled (Dan)</td>
<td>Mean processing time of &gt; 18 days (expectations not met) Mean processing time of 15-18 days (expectations partially met) Mean processing time of 11-14 days (expectations met) Mean processing time of &lt;10 days (expectations exceeded)</td>
<td>16 days - Expectations Partially Met</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Admission’s Conversion rate for Prospects (Dan)</td>
<td>Convert 39% or less of our prospects (expectations not met) Convert 40-49% of our prospects (expectations partially met) Convert 50-59% of our prospects (expectations met) Convert &gt; 60% of our prospects (expectations exceeded)</td>
<td>78% - Expectations Exceeded</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Percentage of incomplete files (Dan)</td>
<td>% of files incomplete are &gt;20% (expectations not met) % of files incomplete are 16 - 20% (expectations partially met) % of files incomplete are 10 - 15% (expectations met) % of files incomplete are &lt;10% (expectations exceeded)</td>
<td>37.% - Expectations not met</td>
<td>5 -Record keeping this year was more consistent than previous years. However, two basic errors were also consistent: 1) missing Photo Release form and 2) completed admission checklist initialed by bookkeeper (new policy beginning Spring term). The former is a min-</td>
<td></td>
</tr>
</tbody>
</table>
or error, minus which the % of incomplete files is 16.66%. The latter can be vouched for via Populi (and so is not calculated in this %), but indicates a simpler method of assessing admissions fee may be required.

Student Admission’s Satisfaction Survey
Mean Score of <2.5 (expectations not met)
Mean Score of <3.0 - 2.5 (expectations partially met)
Mean Score of <3.5 - 3.0 (expectations met)
Mean Score of >=3.5 (expectations exceeded)

3.18 – Expectations Met 6
-33 respondents participated. 11 Participated in a written survey and 22 through an online google forms survey
-Survey was conducted in the Fall 2015 semester

Indicator 1: Learning Resources
a. Effective Instruction

<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Quality of Instruction (Course evaluations) Measures classroom interaction, management and learning environment | Mean Score of <4 (expectations not met)
Mean Score of <4.0 – 4.3 (expectations partially met)
Mean Score of <4.3 –4.5 (expectations met)
Mean Score of >=4.5 (expectations exceeded) | 4.77 – Expectations Exceeded 9 | | |
| Quality of Instruction (Course evaluations) Measures teaching methods, assignments, grading and | Mean Score of <4 (expectations not met)
Mean Score of <4.0 – 4.3 (expectations partially met)
Mean Score of <4.3 –4.5 (expectations met) | 4.61 – Expectations Exceeded 9 | | |
| Communication | (expectations met) Mean Score of >=4.5 (expectations exceeded) | | |
| Course withdrawal rates for credit students | Rate is <40% (expectations not met) Rate is 21-40% (expectations partially met) Rate is 11 - 20% (expectations met) Rate <=10% (expectations exceeded) | 11.43% – Expectations Met (does not include Summer Semester yet) | 7 |
| Student Persistence: Percentage of any credit student during an academic year who persists from one semester to the next (average all three) | Rate is <40% (expectations not met) Rate is 40 -49% (expectations partially met) Rate is 50 - 70% (expectations met) Rate >70% (expectations exceeded) | Fall to Spring: 78% Spring to Summer: 47% Average: 62.5% - Expectations Met | 7 |
| Student Completion rates | Rate < ABHE mean 10% or greater (expectations not met) Rate < ABHE mean by less than 10% (expectations partially met) Rate = ABHE mean or is > ABHE mean by 10% (expectations met) Rate > ABHE mean by more than 10 % (expectations exceeded) | 2011-2012 - 40% 2012-2013 - 0% 2013-2014 - 0% 2014-2015 - 0% 2015-2016 -0% - Expectations Not Met | 3 (ABHE completion rate: 52.5%, November 2015 Annual Statistical Report) | There may be a slight margin of error in PBC first cohort ('11-'12) due to inconsistent record keeping in Populi. This should only affect the PT completion rate.
### Total full-time students in cohorts:
- 2011-12 – 5 students
- 2012-13 – 6 students
- 2013-14 – 3 students
- 2014-15 – 4 students

### Student Completion rates
**Part-time students:**
Any part-time, first-time students who began between the start of Fall semester and the end of summer semester who complete a program within 150% of their program time.
(12 semesters for degree seeking students, 6 semesters for certificate seeking students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>-1.6%</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>4.3%</td>
<td></td>
</tr>
</tbody>
</table>

#### Expectations Not Met
3

*(ABHE completion rate: 52.5%, November 2015 Annual Statistical Report)*

There may be a slight margin of error in PBC first cohort (‘11-’12) due to inconsistent record keeping in Populi. This should only affect the PT completion rate.

---

**Indicator 1: Student Personal**

**a. Effective student support**

**b. High student retention**

<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Retention (Fall 2015)</strong></td>
<td>Any first time student who begins in the Fall or Spring semester, and who 1) Re-enrolls subsequent Fall semester, or 2) completes a program in the same academic year.</td>
<td>Rate is &lt;40% (expectations not met) Rate is 40 -49% (expectations partially met) Rate is 50 - 70% (expectations met) Rate &gt;70% (expectations exceeded)</td>
<td><strong>30.8% - Expectations Not Met</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Enrollment Growth</strong></td>
<td>Measures total credit enrollment growth from academic year to academic year</td>
<td>Rate is &lt;10% (expectations not met) Rate is 10 -19% (expectations partially met) Rate is 20 - 39%</td>
<td><strong>13% - Expectations Partially Met</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

- Of 26 first-time students in 2014-15 academic year, 8 re-enrolled in the fall of the 2015-16 academic year
<table>
<thead>
<tr>
<th></th>
<th>Rate is &lt;10%</th>
<th>Rate is 10 -19%</th>
<th>Rate is 20 - 39%</th>
<th>Rate &gt;40%</th>
<th>13% - Expectations Partially Met</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student population growth</strong></td>
<td></td>
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<tr>
<td></td>
<td>3.18 – Expectations Met</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Admission’s Satisfaction Surveys</strong></td>
<td>Mean Score of &lt;2.5</td>
<td>Mean Score of 2.5 but &lt;3.0</td>
<td>Mean Score of 3.0 but &lt;3.5</td>
<td>Mean Score of &gt;=3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.18 – Expectations Met</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Goal D: Administrative Operations</strong></td>
<td>Rationale: Administrative operations are those outside of student support that include the President’s office, business office, academic administration, library, and fundraising development/advancement. They are essential to ensuring institutional integrity in all operational aspects of the college.</td>
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<td>7</td>
</tr>
<tr>
<td><strong>Indicator 1: President’s Office and Board Governance</strong></td>
<td>Rationale: Administrative operations are those outside of student support that include the President’s office, business office, academic administration, library, and fundraising development/advancement. They are essential to ensuring institutional integrity in all operational aspects of the college.</td>
<td>Rationale: Administrative operations are those outside of student support that include the President’s office, business office, academic administration, library, and fundraising development/advancement. They are essential to ensuring institutional integrity in all operational aspects of the college.</td>
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<td>7</td>
</tr>
</tbody>
</table>
### a. Effective Leadership  
### b. Vision Casting  
### c. Expanded Constituency

<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Coordinating and supporting activities that are maximally beneficial to core internal and external stakeholders | Board of Trustees effectiveness rating: Mean Score of <3.5 (expectations not met)  
Mean Score of 3.5 but <4.0 (expectations partially met)  
Mean Score of 4.0 but <4.5 (expectations met)  
Mean Score of >=4.5 (expectations exceeded) | 4.33 – Expectations Met | 7 |  |
| Model and communicate regularly institutional mission and activities to stakeholders and the community | Board of Trustees effectiveness rating: Mean Score of <3.5 (expectations not met)  
Mean Score of 3.5 but <4.0 (expectations partially met)  
Mean Score of 4.0 but <4.5 (expectations met)  
Mean Score of >=4.5 (expectations exceeded) | 4.17 – Expectations Met | 5 |  |
| Represent the college to community and business groups, accrediting bodies, national organizations, legislators, alumni, donors, and the media. | Board of Trustees effectiveness rating: Mean Score of <3.5 (expectations not met)  
Mean Score of 3.5 but <4.0 (expectations partially met)  
Mean Score of 4.0 but <4.5 (expectations met)  
Mean Score of >=4.5 (expectations exceeded) | 4.50 – Expectations Exceeded | 8 |  |
| Donor Development | Board of Trustees effectiveness rating:  
Mean Score of <3.5  
(expectations not met)  
Mean Score of 3.5 but <4.0  
(expectations partially met)  
Mean Score of 4.0 but <4.5  
(expectations met)  
Mean Score of >=4.5  
(expectations exceeded) | 4.67 – Expectations Exceeded | 9 |
| Facilitate initiatives such as strategic planning, institutional resource development, new program development, community service projects, partnership development with business, industry, and other educational and governmental agencies and institutions. | Board of Trustees effectiveness rating:  
Mean Score of <3.5  
(expectations not met)  
Mean Score of 3.5 but <4.0  
(expectations partially met)  
Mean Score of 4.0 but <4.5  
(expectations met)  
Mean Score of >=4.5  
(expectations exceeded) | 4.67 – Expectations Exceeded | 9 |
| Annual Board Effectiveness Evaluation | Mean Score of <2.5  
(expectations not met)  
Mean Score of 2.5 but <3.5  
(expectations partially met)  
Mean Score of 3.5 but <4.5  
(expectations met)  
Mean Score of >=4.5  
(expectations exceeded) | 3.59 – Expectations Met | 6 |

**Indicator 2: Business Office a. Financial Stability**
<table>
<thead>
<tr>
<th>Cash Ratio: Cash ratio is the ratio of cash and cash equivalents of a company to its current liabilities. (Cash + Cash Equivalents/Current Liabilities)</th>
<th>&lt;= 2.0 (expectations not met)</th>
<th>&gt;2.0 – 3.0 (expectations partially met)</th>
<th>&gt;3.0 but &lt;5.0 (expectations met)</th>
<th>&gt;5.0 (expectations exceeded)</th>
<th>3.75 - Expectations Met</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debt/Equity Ratio- Debt-to-Equity ratio is the ratio of total liabilities of an organization to its equity. (Total Liabilities/Equity).</td>
<td>&gt;= 7.5 (expectations not met)</td>
<td>&lt;7.5 – 6.0 (expectations partially met)</td>
<td>&lt;=6.0 but &gt;=3.5 (expectations met)</td>
<td>&lt;3.5. (expectations exceeded)</td>
<td>5.26 - Expectations Met</td>
<td>7</td>
</tr>
<tr>
<td>Working Capital: The working capital indicates whether a company has enough short term assets to cover its short-term debt (Current Assets-Current Liabilities).</td>
<td>&lt;= $60K (expectations not met)</td>
<td>&gt;$60 - $80K (expectations partially met)</td>
<td>&gt;$80K but &lt;$150K (expectations met)</td>
<td>&gt;$150K (expectations exceeded)</td>
<td>$95,939 - Expectations Met</td>
<td>6</td>
</tr>
<tr>
<td>Current Ratio: The current ratio is a liquidity and efficiency ratio that measures an organization’s ability to pay off its short-term liabilities with its current assets</td>
<td>&lt; 3.0 (expectations not met)</td>
<td>3.0 – 4.0 (expectations partially met)</td>
<td>&gt;4.0 but &lt;6.0 (expectations met)</td>
<td>&gt;6.0 (expectations exceeded)</td>
<td>4.33 - Expectations Met</td>
<td>5</td>
</tr>
<tr>
<td>Financial Responsibility Composite Score-</td>
<td>&lt; 1.0 (expectations not met)</td>
<td>1.0 – 1.49 (expectations partially met)</td>
<td>1.5 - &lt;2.5 (expectations met)</td>
<td>&gt;2.5 (expectations exceeded)</td>
<td>Composite Score =1.19 Expectations partially met</td>
<td>5</td>
</tr>
</tbody>
</table>

**Indicator 3: Development Office a. Increased Gift Income**

<table>
<thead>
<tr>
<th>Direct/Indirect Measure</th>
<th>Success Indicators</th>
<th>Assessment Results</th>
<th>Effectiveness Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>% increase of gift income</td>
<td>10% increase or less (expectations not met)</td>
<td>-1.6% - Expectations Not Met</td>
<td>4</td>
<td>2014-15: $213,378 2015-16: $209,834</td>
</tr>
</tbody>
</table>
Goal A: Students are Biblically Competent

1) Student Course Evaluations – Student course evaluations provide positive indication that PBC students generally believe they are making progress toward achieving biblical competence in line with PBC’s mission. There were no unique findings in evaluating the aggregated results of our student’s self-evaluation and all scores indicated a rating of “expectations met” concerning this area of student learning. One area of weakness that was identified is that these course evaluations were only from the spring semester. This was due to the fact that we had established a new survey system through an online service called Qualtrics. Future data collection will be aggregated and assessed using student input from all classes in the fall and spring semesters of the academic year.

2) ABHE Bible Exam Results – This year we had three of our program graduates take the ABHE two-year Bible exam to compare their test scores with the ABHE’s mean scores. Two students had completed our Associate of Biblical Studies and one had completed our Certificate in Christian Ministries. We believe the results offer credible evidence that our students are achieving an increased level of biblical competence. The exam scores indicated that our students scored on average 19.7% higher on the New Testament and 12.7% higher on the Old Testament categories.
of the bible exam than the ABHE norms. We were very satisfied with this result based on the fact that this is the first year we have administered the test to program graduates. In only one section of the exam did our graduates score lower than the ABHE norm and that was in the category of Old Testament prophets.

Based on these results, we determined that we would continue to issue the exam to future program graduates and monitor for trends. Our ABS department leadership will consider the results of the Old Testament Prophets section and possible causes of the underperformance; however, the overall assessment was that it was too early to make changes based on the limited results. In the 2016-17 year, we will also identify a group of first-year students that we can test and then re-test at program completion to assess results.

3) ABS Program Assessment –

In summary, assessment findings gave strong evidence of successful student learning outcomes as they pertained both to selected PBC mission objectives and to ABS program outcomes. With few exceptions (addressed below), the survey of artifacts from required ABS curricula indicates that the current program “meets expectations” with vigorous regularity. Potential for improvement in ABS curricula is identified below.

Some indicated improvements were easily put into place by the simple expedient of modifying parameters or specific assignment goals to more clearly elicit evidence of successful SLO’s [examples HS101, SS203]. For others, inquiry of the faculty member teaching the specified class served to add detail and clarity regarding the presentation of curricular content that seemed to be lacking or understated in the initial artifact analysis [example TH110].

Student self-reporting, though helpful, seemed to require a measure of caution in application to assessment. Such reporting tended to display a student conviction of SLO satisfaction but that was not always fully-supported by the more objective mechanisms available. Self-reporting however did offer good corroboration of student enthusiasm and perceived success in the learning process and was a welcome evidence of emotional and spiritual health.

Structural and administrative changes were suggested by the data as well, especially touching curriculum coherence. One suggested change was to “relabel” the TH110 class [Bibliology and Hermeneutics] to provide a more accessible identifier in order to clarify course content for students recently graduated from High School (and lacking familiarity with formal theological terms). “Intro to Bible Study and Interpretation” seemed to offer a more “user-friendly” descriptor and will be used for the 2016-17 academic year.

4) AASCC Program Assessment -

In terms of the PBC mission outcome of biblical competence, we determined that the AASCC program had “partially met” expectations. Our review of student work and performance led us to one primary conclusion—we need to strengthen the level of biblical integration with the counseling specific courses. For example, significantly absent from the CS101 Christian Counseling I final exam work were the type of questions that drive the higher order thinking skills of analysis, evaluation and application with respect to biblical truth.
Another assignment that led us to this conclusion was the FM202 reflection journal. The student’s work and interaction with their practicum experience showed little evidence of application or reflection concerning spiritual truth and their field experience. We determined that one of the reasons for this was the lengthy intervals between journal reviews with the faculty member. In the future, the reflection journal will be a monthly submission during the semester with faculty input and course correction concerning biblical integration.

The CS105 writing assignment also indicated weak personal integration with the PBC biblical competence outcomes. The assignment enabled the student into a very basic understanding of biblical principles but did little to guide the student into a depth of integrative thinking. Based on our review of assignments from the CS101 course, we also reviewed the course outcomes for the CS105 and CS106 Christian Counseling courses. Our goal was to determine if we needed to strengthen or clarify the outcomes to better support biblical integration with the courses. We determined as a result of that review that we need to revise outcomes for both courses prior to the beginning of the fall 2016 semester. The courses will be strengthened in terms of biblical integration and we will consider some other textbook options that might provide a better catalyst for the student’s development.

In addition to these findings, our review led to the realization that the Counseling Department had not defined a core set of scriptural truths that could be identified as the ethos of the counseling program. This was a significant discovery! As a result, the department will go through a process of identifying the core set of scriptural principles that will distinguish our AASCC graduates in the counseling profession. The department will incorporate input from faculty in the Biblical Studies department to develop and gain approval for these key elements of truth. This process will be completed prior to the beginning of the spring 2016 semester. Consideration will also be given to the current AASCC program objectives in light of these core set of truths and modifications will be made (if necessary) based on our findings. Another area that will be addressed over the next academic year is the use of objectives verses the use of outcomes for the AASCC program. Our program needs to define student learning outcomes that demonstrate program objective achievement. Our goal is to have this accomplished by the end of the 2016-17 academic year.

Goal B: Program Specific Learning

1) ABS Program Assessment -

In summary, assessment findings gave strong evidence of successful achievement of student learning outcomes as they pertained to ABS Program outcomes. Some indicated improvements were easily put into place by the simple expedient of modifying parameters or specific assignment goals to more clearly elicit evidence of successful SLO’s [examples HS101, SS203]. For others, inquiry of the faculty member teaching the specified class served to add detail and clarity regarding the presentation of curricular content that seemed to be lacking or understated in the initial artifact analysis [example TH110].
Student self-reporting, though helpful, seemed to require a measure of caution in application to assessment. Such reporting tended to display a student conviction of SLO satisfaction that was not always fully supported by the more objective mechanisms available. Self-reporting however did offer good corroboration of student enthusiasm and perceived success in the learning process and was a welcome evidence of emotional and spiritual health.

2) AASCC Program Assessment –
We felt that there was clear evidence that the program had “met expectations” with respect to student learning and AASCC program achievement towards the objective of equipping students with the knowledge and skills to counsel in the church and outreach to the community. There was clear evidence of student learning and AASCC program achievement towards the program objective. Of the 10 indirect/direct measures we considered, seven of them were assessed as meeting or exceeding our expectations in terms of outcome achievement. However, we found weakness in the CS105 exam assessment and the FM202 practicum journal in providing evidence of AASCC objective achievement. We believe the actions discussed above under the ‘biblical competence results’ section will enable us to refine these two student assessment mechanisms to better drive the student learning outcomes and objective achievement for the AASCC program.

Student course evaluations of the AASCC program objective achievement only scored in the partially met expectations range. However, of the 6 students who were surveyed, only one was taking an actual counseling discipline specific course (CS105). This could explain the lower score by students in this indirect measure of student learning achievement. We felt that we needed more respondent data to reach a conclusion or identify if a problem exists.

Goal C: Student Support Operations

1) Student Retention & Persistence Rates – The college fell short of its stated goal for 50% student retention. Student persistence was, on average, stable; however, a greater persistence rate from Fall to Spring (at least 50%) would be desirable. Regarding retention, it is to be noted that of 25 first-time students in 2014-2015, only 8 were retained come Fall 2015-2016. The following trends were observed:

<table>
<thead>
<tr>
<th>Exit Reasons (16 non-retained students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Unknown</td>
</tr>
<tr>
<td>4 Transferred</td>
</tr>
<tr>
<td>3 Personal</td>
</tr>
</tbody>
</table>
25% of non-retained students did not indicate an intent to withdraw or transfer to another institution. Another 25% of non-retained students transferred out to another institution of higher education (2 to Corban University, 1 to LABI, and 1 unknown). Nearly half of all non-retention is due to less predictable personal/health/financial-related issues. This contingent of students represents a distinct challenge to the college’s Student Services capacity, which is limited in resource offerings for students who may require academic, pastoral, or other forms of counseling and assistance.

During this academic year, PBC sought to improve retention by encouraging greater extracurricular involvement so as to create a greater sense of belonging and investment in education among our students. Student involvement outside of class remains tenuous and locating capable and willing student leaders is proving another challenge as currently involved upperclassmen prepare to graduate. Nonetheless, we have had consistent planning of informal non-academic events over the course of this academic year, and the students involved are reliable and eager to serve. The contributions of these students made a significant impact in creating a greater sense of community among students at PBC. Our monthly Koinonia lectures also provided extracurricular academic opportunities for students to learn and interact with one another and other instructors. However, the success of these measures is difficult to determine as they present indirect influences on retention. As already noted, a significant influence on student withdrawal rates is non-academic outside factors that are beyond the college’s immediate control.

Given the above analysis, the OIE determined the following actions:

a) To formalize the establishment of an Office of Student Development and assign appropriate staff to oversee the implementation of measures to improve student well-being (academically, personally, spiritually) as well as to make available community resources both within and outside of the college to ensure that students receive adequate care and counsel during their matriculation as PBC students.

b) To redouble efforts to track student withdrawal/exit reasons and to follow up with non-retained students whose reason for leaving is unknown.

c) To sustain student extracurricular involvement by electing effective officers to oversee Student Leadership and initiate the drafting of a Student Government constitution.
d) To implement admissions procedures that provide an open door to those students who are prepared to complete a full program of academic study at PBC while keeping closer track of those who are less prepared. The new provisional admission policy and Academic Worship (study skills) class will be instrumental in this.

2) Enrollment and Student Population growth - The college fell short of its growth goals for 2015-16 despite having increases in credit enrollment (13%) and student population (13%). Last year, we made significant progress in developing our enrollment management operations. It is the first year that we had designated marketing budget and a targeted student recruitment plan around high school age students. We used scholarship awards to compensate a current student to serve as our recruiter for specialized events. As a part of our marketing plan, we coordinated advertising on radio, TV, and print media in support of semester openings and college events. Another first for the college in terms of pursuing new students was the completion of a dual-credit experience for high school students at New Hope Christian School. PBC also sponsored a Higher Education Summit at the largest Christian High school in our region. The event included PBC scholarship drawings and participation from recruiters from Simpson, Corban, Multnomah, Northwest Christian and New Hope universities/colleges. These actions represent the most extensive effort in marketing and recruitment since the college’s inception. So, even though we missed our growth-goal for the year, we experienced an increase in enrollment over the previous year and reversed a downward enrollment trend that began with the 2013-14 academic year.

As our OIE team considered areas of improvement, we determined that we need to accomplish the following actions with respect to the progress made in 2015-16:

a) We need to begin our recruiting operations earlier to better integrate with the local high school student recruiting season. We will begin working with recruiting events in September of 2016 as opposed to the February-March time-frame that we operated on last year.

b) Our marketing campaign will be better targeted this year after assessing tactics from last year’s campaign that resulted in successful enrollment of new students. Radio and print Ads that contained information concerning our scheduled class offerings and registration dates consistently brought the best results. As a result, Ad content and placement will be more focused on our product (need/benefits) as opposed to name recognition and institutional awareness in 2016-17.

c) We will employ a more deliberate strategy for making the home school community aware of the dual-credit opportunities with PBC. Our initial tactic will be to advertise and deliver early college credit workshops for home school parents and students.

d) Continue to grow our capabilities and agreements to offer dual-credit experiences in local high schools.

e) Provide considerable focus in marketing our Associate of Liberal Arts degree to students who are looking to complete a two-year transfer degree experience.
f) Use a more deliberate strategy of marketing our programs to local churches. We accomplished very little in the 2015-16 academic year concerning out-reach to local churches.

3) AASCC program enrollment/persistence/completion - The program still struggles with persistence and retention. Currently, there are only four active students pursuing the degree. In order to bring the program into a healthier state, much work needs to be done to market the program broadly and effectively. The following the actions were identified as to address enrollment, persistence and completion:

a. Establish a faculty member who will actively promote the program to local community. This person will establish contacts with local agencies, employers and churches to enhance awareness of the program.

b. Enhance the value proposition of the program to students through:

1. Expanded articulation agreements with 4-year programs in counseling disciplines.
2. Identification of specific ministry opportunities available upon completion
3. Identification of specific job opportunities available upon completion
4. Creation of an advisory committee that include active employers in for profit and non-profit social services, para-church organizations, and others that can provide input to program design, connect current program participants with service opportunities, and build awareness of the program in our community.

Goal D: Administration Operations

1) President’s Office and Board Governance – This year (for the first time), each Trustee was provided a rubric to conduct an indirect measurement of primary functions of the President’s office. All in all, the Trustees gave high marks with scores ranging from “met” to “exceeded” expectations in all categories of effectiveness. In addition, this is the first year that we have incorporated the results from our Board Evaluation to get an indicator of administrative effectiveness. This Board Evaluation is an annual event in which Trustees rate their performance in areas of policy, planning, meetings, communication, and board responsibilities. The Board of Trustees had an average rating of “partially meeting” expectations in the following areas of performance:

a. Policy Review – Does the board periodically review policies and institutional documents?
b. Trustee Collegiality – Do trustees have a sense of collegiality with one another and with the administration?

c. Trustee Recruitment and Orientation – Are trustees carefully recruited and sufficiently oriented to their responsibilities when they join the board?

d. Proper Communication Channels – Do Trustees communicate concerns about personnel or policies through the president?

e. Committee Effectiveness – Do board committees operate effectively in bringing recommendations to the board? Do committees meet frequently enough?

The Board of Trustees also score their “overall effectiveness” and in this category, they scored themselves as “partially meeting” expectations. However, when the scores are averaged in all the categories rated, the effectiveness rating comes out in the “expectations met” range. As our OIE team considered areas of improvement, we determined that we need to accomplish the following actions with respect to the President’s Office and Board Governance in 2016-17:

a) Commit to organizing a full-day board development event in 2016-17 to address the areas of weakness identified above. Our plan is to hold this event in June 2017 as the work and input from the Board will be supportive of our institutional assessment which is going through final refinements in the June-July timeframe. 2015-16 was the first year that we coordinated and accomplished a full-day board retreat. Agenda items included board development, strategic planning, policy review and team building. This event addressed many of the issues identified above as areas to improve and the Board of Trustees’ were very positive about the value of the event towards their professional development and functionality.

b) Increase communication from the president to the trustees regarding institutional activities and the “pulse” of the PBC community. The goal here is to plan to develop and conduct a standard communication with the board via e-mail on a bi-monthly basis. These communications will be separate from standard notifications concerning quarterly board meetings. A standard template for communication will be one that covers, presidential activities, donor highlights/updates, college activities updates, and other pertinent information relative to the Board’s situational awareness and functioning.

c) Continue to develop trustee recruitment activities by the president and expand efforts to include current trustees. Measurement of success is:

   i. Minimum of 6 recruiting visits by the president.
   ii. Two new recruits identified
   iii. Board develop a strategy based on gap/needs of current team to strengthen the missional work of the board.
   iv. This strategy then gets exercised with help of president in recruitment.

d) An area of improvement that was identified by consensus among board members and the president but is not listed above is to further develop Board ownership of leadership. The board process to a high degree is administratively driven and the goal for 2016-17 is to have the Board take greater ownership of quarterly board meeting agendas and board level projects. One of
the ways this will be addressed, is to have the Board develop and implement a plan for retiring the mortgage on our current facility/property. The 2016-2021 strategic plan sets in place goals for retiring the current mortgage and opening a new campus and the Board will take ownership of creating a plan to accomplish these goals.

e) Another area of weakness identified was the Board’s focus on fundraising and donor development. For 2016-17, the board will take on the responsibility of sponsoring and coordinating at least one fundraiser with the goal of raising a minimum of $10,000.

2) Business Office and Development Office — In our 2014-15 academic year, PBC realized significant growth in financial stability. A required and proper question after a “good financial year” is: Will it be repeated? For PBC the question held even higher significance because of the hiring of our first paid administrator, John Osbourn, Chief Academic Officer. As these indicators above show, 2015-16 was the first of what we hope is many sequentially “good financial years”.

Our revenue increased by 12%, mostly from increased tuition (101% increase), since gifted revenue stayed static. Our primary fundraising tool is a matching fund driver that we call the Basileia Campaign. In 2014-15 the goal was $100k and it was met. In 2015-16 the goal was $150k; we raised $125k. Although we fell short of the goal we still realized an increase from the previous year. Also, the number of donors to this campaign was the same (40 in 14-15 versus 39 in 15-16). The budgeted revenue of $323k was short by 12% and the largest disparity was found in tuition revenue, where we had budgeted for approximately $130K and only realized $65k. We anticipate with the new Liberal Arts program starting in the upcoming fall semester that enrollment will increase and tuition will come more in line with our 2016-17 projection of $102k.

2015-16 saw an increase in expenses, driven by increased staff/payroll, by 84%. The ability for the institution to successfully fund this planned increase was exceptional and a tribute to good planning and God’s favor. Other expenses increased as well but overall, our expenses were less than projected (budgeted $323k versus actual of $301k); this budget shortfall of expenses closely matched the shortfall of revenue and kept our budget well-balanced for the year. The projected expenses for 2016-17 is $353k, or a 15% increase over the 2015-16 actual. Having funded an 85% increase of $140k in 2015-16, we feel confident in funding the 15%/$52k increase in 2016-17.

The facility mortgage is still an anchor keeping us from financial robustness. The trustees have been asked to produce a plan by the end of 2016 for the institution to lessen or remove this weight by the maturity of the current note in June, 2018.

Despite some downturns in ratios and a net decrease in cash of ($21k), we ended the year with $108k in cash and cash equivalents. This sets us up well for another “good financial year” in 2016-17. As described above however, tight monetary controls exist to insure we will reduce expenses in accordance with a correlated reduction of revenues to maintain a solvent institution. 2016-17 goals for improvement are:
v. Increase donor base 10%.
vi. Trustees to begin an annual fundraising event.
vii. Establish and implement a mortgage retirement plan.
viii. Continually monitor these newly established assessment indicators and learn how to use them most effectively and/or change them to other indicators that are more useful.

Additional Observations

1) Curriculum Coherence - The bible/theology core of the AASCC program consists of multiple classes that are 2-credit versions of the 3-credit theology courses (TH110-C, TH120-C and TH210-C). These modified versions have always caused confusion with students and faculty (new faculty) in terms of what counseling students are supposed to achieve concerning outcomes. While these 2-credit classes achieve an adequate component of student learning in bible/theology, the methodology is inefficient. Overall, we felt that the current organization of the bible/theology component does not provide the highest level of support towards student success with regard to a simplified program path to completion.

To remedy this, we decided to better align the AASCC bible and theology core with the bible and theology core of the Associate of Biblical Studies program. Counseling students will now complete the following bible and theology courses: BI101 Old Testament Survey, BI102 New Testament Survey, TH120 God, Christ, Holy Spirit and TH210 Man, Sin, Salvation. While this reduces their requirement from 15 to 12 semester hours it enables a more coherent core of work. The new theology courses will provide a solid survey of theological training that is better suited for their counseling practice. In addition, this also allowed us to add three more semester hours into the open electives for the AASCC program. The additional elective will allow students more flexibility in determining areas of academic work where they want to expand or deepen their expertise in an area of their choosing.

Another area that will be addressed over the next academic year is the use of objectives verses the use of outcomes for the AASCC program. The program needs to define student learning outcomes that demonstrate program objective achievement. Our goal is to have this accomplished by the end of the 2016-2017 academic year.

2) Assessment Procedures - The rubrics utilized, though accurate and helpful, were also found somewhat limited in their ability to fully address the breadth and variety of curricular application in direct connection to satisfying assessment indicators. It seems that we need another rubric to connect individual assignments/artifacts with the course objectives they represent, and then another rubric to connect the course objectives to the “designated PBC mission and academic program outcomes.” In other words, if we added two more scores to this tool evaluating the connection of the course objectives themselves, reflected in the assignments themselves in relation to the PBC student and teaching outcomes, it might be more useful. We need to clarify the need to distinguish between assessment mechanisms designed to measure the provision of remedial or foundational curriculum against mechanisms more suited to demonstrate higher learning functions (analysis, application and creative integration vs simple memory & understanding).

While exam questions (especially of the essay variety) can be more carefully worded to specifically elicit with greater clarity evidence of successful SLO’s, our conclusion is that the addition of rubric indicators which allow for, and identify, artifacts intended to display familiarity with basic terms, ideas, concepts and principles critical to the later cultivation of higher learning functions, is necessary and will be addressed for the next program assessment cycle.
Summary of Actions identified to be accomplished in 2016-17

1. **Student Course Evaluations** - Future data collection will be aggregated and assessed using student input from all classes in the fall and spring semester of the academic year.

   Responsible Person(s): CAO and Dean of Student Affairs

2. **ABHE Bible Exam** - We determined that we will continue to issue the exam to future program graduates and monitor for trends. Our ABS department leadership will consider the results of the Old Testament Prophets section and possible causes of the underperformance. In the 2016-17 year, we will identify a group of first-year students that we can test and then re-test at program completion to assess results.

   Responsible Person(s): CAO and Dean of Student Affairs

3. **ABS Program** – Follow-up on modifying parameters or specific assignment goals to more clearly elicit evidence of successful SLO’s [examples HS101, SS203]. Follow-up with faculty members teaching specified classes whose assignments were used in our 2015-16 assessment. These follow-ups will serve to add detail and clarity regarding the presentation of curricular content that seemed to be lacking or understated in the initial artifact analysis [example TH110].

   Responsible Person(s): ABS Program Director

4. **AASCC Program** - We will strengthen the level of biblical integration with the Christian counseling specific courses. Our goal will be to strengthen or clarify the outcomes to better support biblical integration with the courses by the beginning of the fall 2016 semester. In addition, we will go through a process of identifying the core set of scriptural principles that will distinguish our AASCC graduates in the counseling profession. The department will incorporate input from faculty in the Biblical Studies department to develop and gain approval for these key elements of truth. This process will be completed prior to the beginning of the spring 2016 semester. The program will define student learning outcomes that demonstrate program objective achievement. Our goal is to have this accomplished by the end of the 2016-17 academic year. In addition, the following the actions were identified to address enrollment, persistence and completion for the AASCC program:

   a. Establish a faculty member who will actively promote the program to local community. This person will establish contacts with local agencies, employers and churches to enhance awareness of the program.
b. Enhance the value proposition of the program to students through:
   1. Expanded articulation agreements with 4-year programs in counseling disciplines.
   2. Identification of specific ministry opportunities available upon completion.
   3. Identification of specific job opportunities available upon completion.
   4. Creation of an advisory committee that include active employers in for profit and non-profit social services, para-church organizations, and others that can provide input to program design, connect current program participants with service opportunities, and build awareness of the program in our community.

Responsible Person(s): AASCC Program Director

5. Student Support Operations – We will accomplish the following actions in 2016-17:

   a) Formalize the establishment of an Office of Student Development and assign appropriate staff to oversee the implementation of measures to improve student well-being (academically, personally, spiritually) as well as to make available community resources both within and outside of the college to ensure that students receive adequate care and counsel during their matriculation as PBC students.

   b) Re-double efforts to track student withdrawal/exit reasons and to follow up with non-retained students whose reason for leaving is unknown.

   c) Sustain student extracurricular involvement by electing effective officers to oversee Student Leadership and initiate the drafting of a Student Government constitution.

   d) Implement admissions procedures that provide an open door to those students who are prepared to complete a full program of academic study at PBC while keeping closer track of those who are less prepared. The new provisional admission policy and Academic Worship (study skills) class will be instrumental in this.

   e) Begin our recruiting operations earlier to better integrate with the local high school student recruiting season. We will begin working with recruiting events in September of 2016 as opposed to the February-March time-frame that we operated on last year.
f) Our marketing campaign will be better targeted in 2016-17. Radio and print Ads that contained information concerning our scheduled class offerings and registration dates consistently brought the best results. As a result, Ad content and placement will be more focused on our product (need/benefits) as opposed to name recognition and institutional awareness in 2016-17.

g) We will employ a more deliberate strategy for making the home school community aware of the dual-credit opportunities with PBC. Our initial tactic will be to advertise and deliver early college credit workshops for home school parents and students.

h) Continue to grow our capabilities and agreements to offer dual-credit experiences in local high schools.

i) Provide considerable focus in marketing our Associate of Liberal Arts degree to students who are looking to complete a two-year transfer degree experience.

j) Use a more deliberate strategy of marketing our programs to local churches.

Responsible Person(s): CAO and Dean of Student Affairs

6. President's Office and Board Governance - We will accomplish the following actions in 2016-17:

a) Commit to organizing a full-day board development event in 2016-17 to address the areas of weakness identified above. Our plan is to hold this event in June 2017 as the work and input from the Board will be supportive of our institutional assessment which is going through final refinements in the June-July timeframe.

b) Increase communication from the president to the trustees regarding institutional activities and the “pulse” of the PBC community. The goal here is to plan to develop and conduct a standard communication with the board via e-mail on a bi-monthly basis. These communications will be separate from standard notifications concerning quarterly board meetings. A standard template for communication will be one that covers, presidential activities, donor highlights/updates, college activities updates, and other pertinent information relative to the Board’s situational awareness and functioning.

c) Continue to develop trustee recruitment activities by the president and expand efforts to include current trustees. Measurement of success is:
i. Minimum of 6 recruiting visits by the president.

ii. Two new recruits identified

iii. Board develop a strategy based on gap/needs of current team to strengthen the missional work of the board.

iv. This strategy then gets exercised with help of president in recruitment.

d) Have the Board of Trustees take greater ownership of quarterly board meeting agendas and board level projects. The Board will develop and implement a plan for retiring the mortgage on our current facility/property. The 2016-2021 strategic plan sets in place goals for retiring the current mortgage and opening a new campus and the Board will take ownership of creating a plan to accomplish these goals.

e) The Board of Trustees will take on the responsibility of sponsoring and coordinating at least one fundraiser with the goal of raising a minimum of $10,000.

Responsible Person(s): President and Board of Trustees

Business Office and Development Office - We will accomplish the following actions in 2016-17:

a) Increase donor base 10%.
b) Trustees to begin an annual fundraising event.
c) Establish and implement a mortgage retirement plan.
d) Continually monitor these newly established assessment indicators and learn how to use them most effectively and/or change them to other indicators that are more useful.

Responsible Person(s): President, Board of Trustees, OIE

Additional Observations:

We need to clarify the need to distinguish between assessment mechanisms designed to measure the provision of remedial or foundational curriculum against mechanisms more suited to demonstrate higher learning functions (analysis, application and creative integration vs simple memory & understanding). While exam questions (especially of the essay variety) can be more carefully worded to specifically elicit with greater clarity evidence of successful SLO’s, our conclusion is that the addition of rubric indicators which allow for, and identify, artifacts intended to
display familiarity with basic terms, ideas, concepts and principles critical to the later cultivation of higher learning functions, is necessary and will be addressed for the next program assessment cycle.

Responsible Person(s): CAO, Department Chair, Bible and Theology, ABS Program Director
SECTION IV
Planning Document
Background and History of the Institution

Pacific Bible College’s beginnings date to 1991 when a group of local Christian leaders led by President Perry Atkinson united to start a local junior college named Dove Bible Institute (DBI) as an interdenominational institution to develop Christian leaders. Its purpose was to provide an environment in which serious Bible study and Christian maturity could be nurtured; and where in-depth Bible instruction could be linked with personal guidance from those who have learned from God.

The enrollment reached 40 students the first year across two programs that included a two-year Associate of Arts in Religion, and one-year Certificate of Christian Ministries. Enrollment declined after the first year as the school administrator resigned and financial difficulties arose. Despite this, DBI provided sound in-depth biblical teaching and mentoring to laypersons from local churches and to mature pastoral teachers. Enrollment slowly declined throughout the 1990’s until 1998 when DBI failed to offer classes during the Spring term because of lack of interest.

At this time, God led Rick Booye, senior pastor of Trail Christian Fellowship, and Stan Way, senior pastor of Corner Stone Church, to DBI as directors. Rick and Stan’s service breathed new life into the college through their leadership, teaching, and the support of their respective churches. Enrollment began to increase, classes resumed being offered every term, and DBI’s curriculum further developed. The State of Oregon’s Office of Degree Authorization (ODA) recognized and authorized the institution. The first two graduates from the Associate of Arts in Religion were realized in 2000. The name was then changed to Pacific Bible College in 2001 and in 2002 Rick Booye became the President. At this time, the mission was revised to the following:

“PBC exists to prepare ministry students, laypersons, business professionals, homemakers, and missionaries for effective service in the 21st century by establishing a vibrant personal faith in Jesus Christ coupled with a clear and biblical worldview.”

During this timeframe, the Associate of Arts in Religion degree was changed to an Associate of Biblical Studies degree, and its first two graduates were realized in 2003, followed by two more in 2006. Student enrollment grew to a peak of 117 class roster enrollees in the Spring term of 2007. The students were composed of lay adults taking classes at night for furthering their personal study in the Bible and faith in Jesus Christ. These students included business professionals, homemakers, and some who were transitioning from professional careers to ministry careers. The school continued its missional focus and its influence increased. PBC was achieving the mission God had bestowed on it.

God then moved the college in a new direction in 2009 with the third president, Mike Robinson. The vision expanded and grew to serve the post-secondary academic needs of the Body of Christ in the Rogue Valley. The mission became:
“Pacific Bible College prepares biblically and academically competent individuals whose relationship with Jesus Christ transforms them into an effective, loving influence in the Church and the world.”

To fulfill this mission, the college began movement toward becoming an excellent two-year academic institution by undergoing foundational changes in its academics, structure, operations, and student services. PBC began the process of accreditation through the Association of Biblical Higher Education (ABHE), and focused on programmatic students as well as becoming a transfer institution for Christians graduating high school. Since 2009, PBC has realized graduates each academic year, added two-year degrees in Christian Counseling and Liberal Arts, and earned candidacy accreditation status through ABHE in February of 2015.

Today, PBC’s mission is as a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders. The college currently has 50 students enrolled and is on a solid pathway of growth as an academic institution. In addition to our Bible and Theology training, we now offer Christian students an option to complete a large portion of their general education classes through our Associate of Liberal Arts degree. The college also has transfer agreements with some of the largest Christian colleges in our region and we are so thankful for God’s favor and blessing in the college’s growth.

Our current faculty consist of men and women who share several key passions and gifts. Many are gifted pastoral teachers who are biblically centered and experienced in the teaching ministry. They believe in developing Christian leaders for tomorrow, are committed to the premise that a Christian worldview is an essential and trainable aspect of in every student and wholeheartedly accept and implement the mission in all that they do for the college.

Ours is a dynamic and transforming culture that aspires to train up today’s and tomorrow’s leaders of the Kingdom. We are blessed and challenged to move forward toward accomplishing the goal of becoming an ABHE accredited institution.

For His Kingdom,

Mike Robinson, President
History of Planning at the Institution

PBC began documenting its strategic planning process in January of 2012 as an applicant for accreditation with ABHE. The initial strategic plan was written with an all-volunteer administrator group along with an adjunct faculty member. The plan was focused on establishing all the qualities of an ABHE accredited institution at PBC. Our goals were built around the ABHE Institutional Standards which helped us to set a solid foundation to grow and mature regarding finances, enrollment, academic programs, student achievement and spiritual excellence.

Our 2016-2021 Strategic Plan was developed with a focus on growth and influence in fulfilling our mission and the following vision:

*PBC trains and launches students for humble, loving, and transformational kingdom living in the 21st century American culture.*

1. We identify this generation as being uniquely challenged to understand the Gospel of Jesus Christ in its cosmological framework.
2. The 21st century American church is transitioning into an exiled church. Existing on the fringes of society as ambassadors of reconciliation requires a unique set of skills embodied in what we call Kingdom Think. The times are unprecedented for knowing and operating, hearts and minds, in the Kingdom of God and God’s redemptive purposes.
3. We provide collegiate level worldview training. We theologically train towards a fully-orbed and biblically integrated science of God grounded in applying this knowledge in one’s daily life through rigorous critical thinking.
4. We enculturate leaders to practice love, servanthood, critical thinking, and to contextualize each decision against the fundamental kingdom reality. Actualizing the ethics and community of the kingdom in our daily lives.

To accomplish this vision, we developed our 2016-2021 plan around the following five goals:

**GOAL A - Govern with Excellence**

**GOAL B - Strengthen Academic Quality and Reputation**

**GOAL C - Increase Enrollment and Promote Student Success**

**GOAL D - Increase and Maximize Resources**

**GOAL E - Promote Kingdom Think Culture**

A general overview of the development of our current strategic plan will be covered in subsequent sections below.

**Institutional Mission and Goals**

**Mission Statement**
Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

**Motto**
Training students to “Kingdom Think”

**Vision**
PBC trains and launches students for humble, loving, and transformational kingdom living in the 21st century American culture.

- We identify this generation as being uniquely challenged to understand the Gospel of Jesus Christ in its cosmological framework.
- The 21st century American church is transitioning into an exiled church. Existing on the fringes of society as ambassadors of reconciliation requires a unique set of skills embodied in what we call Kingdom Think. The times are unprecedented for knowing and operating, hearts and minds, in the Kingdom of God and God’s redemptive purposes.
- We provide collegiate level worldview training. We theologically train towards a fully-orbed and biblically integrated science of God grounded in applying this knowledge in one’s daily life through rigorous critical thinking.
- We enculturate leaders to practice love, servanthood, critical thinking, and to contextualize each decision against the fundamental kingdom reality. Actualizing the ethics and community of the kingdom in our daily lives.

**Values**
The community of PBC strives to exercise the following core values at every level/opportunity:

- Submissive attitude toward Biblical authority
- Pursuit of excellence in all endeavors
- Godly integrity in all decisions
- Community orientation in all relationships
- Passion for Christ’s kingdom work
- Authentically exercising His love

**Definitions of Mission Outcomes**
PBC defines each of the four student outcomes in our mission statement in the following manner:

- **Biblical competence**
  - Able to articulate the biblical gospel and interpret the Bible in light of it.
  - Able to articulate the nature of Scripture:
    - Primacy of biblical authority in matters of faith and practice
    - Canonicity, history, development
    - Verbal plenary inspiration.
Conversant with the biblical theology of redemption:
  ▪ Creation, Fall, Redemption, Renovation
Conversant with the systematic theological formulations:
  ▪ Theology courses in place
  ▪ Creedal formulations as per Nicaea and Chalcedon

➢ **Academic proficiency**
  o Able to read scholarly material with comprehension
  o Able to think logically and critically with integration. (“Kingdom Think”)
  o Able to communicate (writing, speaking) coherently and effectively
  o Able to do scholarly research appropriate to undergraduate level

➢ **Spiritual cultivation**
  o Able to articulate the nature of mature Christian character.
  o Able to articulate a personal experience of the gospel.
  o Able to articulate how Christian truth applies to problem solving.
  o Able to articulate the importance of Christian community in Spiritual growth.
  o Conversant with spiritual disciplines.
  o Conversant with various Christian traditions of worship and spirituality.

➢ ** Culturally-engaged servant leadership**
  o Able to articulate the Christian worldview to non-Christians
  o Conversant with major religions and prevailing cultural perspectives
  o Able to articulate the importance of mission both at home and abroad
  o Able to articulate how Christian faith impacts vocation, family, community
  o Equipped to engage in church and community service

**Process and Participants Involved in Developing the Planning Document**

The planning document for this self-study was completed in the April – October 2016 timeframe with wide-participation from the following college stake-holders:

1. Board of Trustees
2. President
3. Chief Academic Officer
4. Dean of Student Affairs
5. Core Faculty
6. Librarian
7. Faculty Aide
8. Administrative Assistant

These stakeholders contributed in varying ways to completion of this document. Some wrote portions of the compliance document and their findings were incorporated. Some participated in the 2015-16 Institutional Assessment process which contributed to some of the actions identified in the planning document. Others were part of the strategic planning process
that produced and gained approval for the 2016-2021 Strategic Plan and is included as part of this document. Some of the stake-holders above participated and contributed to all three of these activities.

The initial planning document draft was written by the Chief Academic Officer who combined the 2015-16 assessment findings and compliance conclusions into short-term (12 – 24 months) and long-term (integrated into the 2016-2021 Strategic Plan) plans. The initial draft was then reviewed by the President, CAO, Dean of Student Affairs and the General Studies department chair. Appropriate edits were made to complete a final draft.

As discussed above, action items identified that were best facilitated by a timeline less than 24 months were integrated into the short-term plan. Action items identified that were best facilitated by a timeline greater than 24-months were integrated into the strategic plan. Our strategic plan was developed parallel to this self-study process and a short overview of that process will be discussed in the long-term planning section of this planning document.

**Short-Term Plan**

The action plans for issues identified by our institutional assessment process are recorded under the [Summary of Actions Identified to be Accomplished in 2016-17](#) section of that document. The table below outlines the issues and action plans identified in the compliance document of this self-study that will be addressed over the next 24 months:

<table>
<thead>
<tr>
<th>STANDARD 1: Missions, Goals and Objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue:</strong> The Certificate of Christian Ministries does not have clearly stated outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>Actions Steps:</strong> These will be clarified as part of the college’s curriculum and standards review process in the 2016-17 academic year.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Bible and Theology Department Chair and ABS Director</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD 2A: Assessment of Student Learning and Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue 1:</strong> The college does not have an assessment instrument that establishes a baseline of student biblical knowledge for entry level students. An entry level assessment would help in conducting a comparison of capabilities/knowledge for these same students at program completion.</td>
<td></td>
</tr>
<tr>
<td><strong>Actions Steps:</strong> Identify a group of entry-level students to test in the Fall of 2016 with the ABHE Year-One Bible Exam. These students will then be tracked as a cohort and tested again upon program completion.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
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</table>
Issue 2: Accomplishing information distribution and clear communication to all adjunct faculty members concerning our assessment findings.

Actions Steps: Identify a more deliberate process of communicating and incorporating institutional assessment findings regarding student learning to all adjunct faculty.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>CAO</td>
<td>08/01/2017</td>
</tr>
</tbody>
</table>

STANDARD 2B: Assessment of Institutional Effectiveness and Planning

Issue: The PBC Strategic Planning Guidance document provides a systematic process along with the key tasks that are needed to accomplish the creation and approval of an institutional strategic plan. However, while the guidance document describes all the key events, it is not very descriptive concerning the procedural aspects involved in those events.

Actions Steps: Better develop the operational detail of the Strategic Planning Guidance Document.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>President/CAO</td>
<td>6/30/2018</td>
</tr>
</tbody>
</table>

STANDARD 3: MISSIONS, GOALS, AND OBJECTIVES

Issue: PBC does not have its board governing documents easily visible to internal and external constituents.

Actions Steps: Create a Board of Trustees webpage where all pertinent board documents can reside to include: 1) Constitution 2) Bylaws, 3) Board Handbook and 4) Board Policies.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Administrative Assistant</td>
<td>6-30-2017</td>
</tr>
</tbody>
</table>

STANDARD 4: MISSIONS, GOALS, AND OBJECTIVES

Issue 1: There are several conflicts between the Board governing documents which need to be resolved. There are also several resolutions found within the documents which are not currently being adopted.

Actions Steps:

D. The present Board should nominate and elect board members to reestablish the Nominating and Membership Committee. The Nominating and Membership Committee is charged by the Restated Bylaws with ensuring the stability and continuation of the Board of Trustees by nominating potential new board members, as well as overseeing the selection of existing Board members for other committees.
This committee is also charged with nominating Board members for Board offices, and for orienting new Board trustees.

E. The Restated Bylaws (Section 6) and Board of Trustees Handbook (1.54) need to be amended by removing the requirement for standing committees. Both the needs of the college and current size of the Board are not sufficient to necessitate standing committees as defined in governing documents. Section 7 of the Restated Bylaws which regulates the founding of special committees shall remain in place.

F. All governing documents need to be revised with dates of adoption, page numbers and indices to facilitate use and avoid confusion.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Board Chairman</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

Issue 2: Inadequate documentation of follow-up of Board-approved initiatives

**Actions Steps:** The secretary of the Board of Trustees, working with the President’s office, should be responsible for overseeing the follow up of all Board-approved directives, to see that they are completed in a timely and proper manner.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Board Chairman</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

Issue 3: Neither the governing documents nor historical precedent clearly defined the role of the Board of Trustees regarding resource generating responsibilities. The Board of Trustees does not have an organized annual process of determining fundraising needs and accomplishing fundraising events.

**Actions Steps:**

C. The Board of Trustees should develop a formalized fundraising plan that supports PBC’s strategic plan. The Board should create an annual PBC “tradition” by deciding what type of annual fundraiser to do, and then duplicating that fundraiser annually.

D. The Bylaws and Board of Trustees Handbook should be reviewed for clarity regarding board member responsibilities for resource generation. New board member orientations should include specific guidance on responsibilities concerning this issue.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>Board Chairman</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

Issue 4: There is presently no express policy as to the ultimate size (for efficiency) of the Board (other than the Restated Bylaws minimum of 5 but not more than 24 members) or the parameters of the type of Board members which would improve or add to the Mission of PBC.
**Actions Steps:** The Board of Trustees should consider defining parameters for increasing the size of the board and the professional competencies that best facilitate PBC’s mission.

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<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Board Chairman</td>
<td>6/30/2017</td>
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</tbody>
</table>

**Issue 5:** The Board’s Nominating and Membership Committee is not active.

**Actions Steps:** Reactivate the Nominating and Membership Committee

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Board Chairman</td>
<td>11/08/2016</td>
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</tbody>
</table>

**Issue 6:** The new Board Member Orientation process need to be better formalized

**Actions Steps:** The new member orientation process will be better formalized and recorded in trustee’s files.

<table>
<thead>
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<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>Board Chairman</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

**Issue 7:** No growth milestones are identified for bring on a full-time, fully compensated President for PBC.

**Actions Steps:** Board of Trustees should identify growth milestones that would initiate the need for bringing on a president in a full-time, compensated role.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>Board Chairman</td>
<td>6/30/2018</td>
</tr>
</tbody>
</table>

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**STANDARD 5: Administration**

**Issue:** PBC’s current procedure for review of administrator’s in the employee handbook is very minimal and should have details added concerning the purpose of administrative evaluations and the procedures to be followed based on the outcomes of these evaluations. In addition, the performance evaluation form should be standardized where appropriate for administrative personnel.

**Actions Steps:** Update the Employee Handbook concerning evaluation and create a standardized evaluation forms where appropriate.

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<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>CAO</td>
<td>6/30/2017</td>
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</table>

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**STANDARD 6A: Human Resources**

**Issue:** None

**Actions Steps:** N/A
<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**STANDARD 6B: Financial Resources**

**Issue 1:** Improvements still need to be realized in planning and developing revenue streams, (tuition, donors, other).

**Actions Steps:** Develop and/or increase the robustness of donor development/fundraising plan.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>Undetermined</td>
<td>President</td>
<td>1/9/2017</td>
</tr>
</tbody>
</table>

**Issue 2:** No progress on the June, 2018 balloon payment for the facility which weighs down the institution and its missional purpose.

**Actions Steps:** Develop and implement a clear and achievable plan to retire the building mortgage prior to the balloon payment due date.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>Undetermined</td>
<td>Board of Trustees</td>
<td>3/31/2017</td>
</tr>
</tbody>
</table>

**Issue 3:** No formalized budgeting process is in place. A draft process exists that insures input from all stakeholders, incorporates an academic year time line, assigns ownership and accountability, and insures the budget is aligned with the strategic plan.

**Actions Steps:** Finalize, adopt and implement the budgeting process draft. Continue to broaden the number of stakeholders who have input into the budget to increase the effectiveness of the budget and its usefulness as a decision-making tool.

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<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>President</td>
<td>6/30/2017</td>
</tr>
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</table>

**Issue 4:** No risk management policies exist in a communicable manner. The president, acting as CFO, is the primary decision maker in assessing financial risk.

**Actions Steps:** Risk management policies and procedures need to be drafted, approved and implemented.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>President</td>
<td>6/30/2017</td>
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</tbody>
</table>

**Issue 5:** Cash reserves do exist with $94k in total cash and cash equivalents as of June 30, 2016 on the 2015-16 audit. However, there are no funds allocated as cash reserve on the Chart of Accounts (COA).

**Actions Steps:** Establish a line on the COA for cash reserves. Develop financial management policy to hold the preset amount in reserve.
### Resources Required

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>President</td>
<td>12/31/2016</td>
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</table>

**Issue:** The internal controls have been adequate for the size of the institution but the recent growth of the institution has surpassed their adequacy. There is under draft an Accounting Controls Procedure to advance the safeguards and protocol used that will again provide a system of controls adequate for safeguarding the resources, both the assets and the personnel.

**Actions Steps:** Finalize draft of Accounting Controls Procedures, update job descriptions accordingly, and implement the procedure.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>President</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

### STANDARD 6c: Physical Resources

**Issue 1:** Maintenance is being accomplished but there are not formalized procedures.

**Actions Steps:** PBC should develop a standard set of procedures for regular maintenance duties at the campus.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>CAO/Administrative Assistant</td>
<td>6/30/2017</td>
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</table>

**Issue 2:** Additional fire exits should be considered for the patio and the upstairs.

**Actions Steps:** Recommend installing pass-through door knob on back porch gate and a ladder upstairs for additional fire exits.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Administrative Assistant</td>
<td>6/30/2017</td>
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</tbody>
</table>

**Issue 3:** No security checklist exists for personnel who are “last-out” of the building.

**Actions Steps:** PBC should develop a security checklist to standardize facility closing procedures for both faculty and administrative staff.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Administrative Assistant</td>
<td>12/31/2016</td>
</tr>
</tbody>
</table>

### STANDARD 6D: Technology Resources

**Issue 1:** Currently, PBC faculty must use their personal e-mail accounts to communicate with their students.

**Actions Steps:** The college should move towards providing its faculty with a work email.
**Issue 2:** There is a lack of systematic review of current technology and whether current resources are sufficient.

**Actions Steps:** Develop a system of annual review to better determine resource allocation and acquisition of relevant technology.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>CAO/Administrative Assistant</td>
<td>6/30/2017</td>
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</tbody>
</table>

**Issue 3:** Technology “use” instructions need more clarity concerning employee use of Populi.

**Actions Steps:** Clarify in-processing and training procedures concerning technology use.

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<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>Administrative Assistant</td>
<td>6/30/2017</td>
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**STANDARD 7A: Recruitment**

**Issue 1:** PBC’s recruitment efforts could use more data/information concerning target populations.

**Actions Steps:** PBC could benefit from some preliminary market research that compares our own institutional and program outcomes with those of neighboring colleges including Southern Oregon University, Rogue Community College, and one or more of our articulation partners such as Corban or Simpson University. A brief study of this kind would help PBC narrow the scope of its recruitment goals, and further clarify PBC’s relationship to neighboring institutions with whom we may or may not be in competition, depending on the kind of student we aim to recruit and the intended outcomes of our programs. PBC should assess the feasibility of acquiring this type of marketing research.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Dean of Student Affairs</td>
<td>06/30/2018</td>
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</table>

**Issue 2:** Quality of promotional/recruitment materials

**Actions Steps:** PBC should establish a plan for raising the level of quality of their promotional/recruitment brochures and materials.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>TBD</td>
<td>CAO/Dean of Student Affairs</td>
<td>8/31/2017</td>
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</tbody>
</table>

**Issue 3:** Website needs to be redesigned aesthetically for a younger audience.

**Actions Steps:** Establish a plan for web redesign and implementation

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>$2400 - $4000</td>
<td>CAO</td>
<td>1/31/2017</td>
</tr>
</tbody>
</table>

**Issue 4:** Lack of recruitment personnel and training for recruitment staff
**Actions Steps:** A plan should be developed and resources identified to expand numbers of recruitment personnel and provide sufficient training to admissions and recruitment staff to maximize recruitment potential at each event/venue. More of a financial investment needs to be made in marketing via outlets that are sufficiently proven to reach our target demographics.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>TBD</td>
<td>Dean of Student Affairs</td>
<td>6/30/2017</td>
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</tbody>
</table>

**STANDARD 7b: Admissions**

**Issue:** PBC needs a more effective system of tracking/collecting student documentation during the admission’s process.

**Actions Steps:** Revise admission procedure to better facilitate timely collection of required documentation.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>Dean of Student Affairs</td>
<td>1/31/2017</td>
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</table>

**STANDARD 7c: Student Financial Services**

**Issue:** No formal annual assessment process of the scholarship award process.

**Actions Steps:** PBC should implement a more formal annual review process, ideally built into our annual assessment process, that allows us to regularly review and update financial aid information, with attention to internal scholarship eligibility requirements and award amounts. This should include an evaluation of the process whereby PBC approves students to receive internal financial aid.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>CAO/Dean of Student Affairs</td>
<td>6/30/2017</td>
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</table>

**STANDARD 7d: Retention**

**Issue:** With the introduction of our Associate of Liberal Arts (ALA) program we will need to expand our tutoring services.

**Actions Steps:** Though PBC is small and therefore capable of giving individualized attention to each student as needed, with the introduction of our Associate of Liberal Arts (ALA) program, we will need to expand our tutoring services to include not only general student competencies (writing and research) but specialized attention in subjects including math, science, and other general studies curricula. PBC also should implement an academic warning policy that can be enacted prior to academic probation or suspension. PBC’s staff is currently also spread somewhat thinly to give required amounts of attention to students with learning disabilities or other special needs. PBC’s current Student Services staff should seek out
professional development opportunities that will enable them to grow in this skillset. A formalized plan should be developed to enhance this area of student support.

<table>
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<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>TBD</td>
<td>CAO/Dean of Student Affairs</td>
<td>08/31/2017</td>
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</table>

### STANDARD 8: Student Services

**Issue 1:** PBC continues to struggle with consistency in facilitating a robust and active student life. Student Government (SLC) is currently suffering from a lack of continuity in student leadership and involvement.

**Actions Steps:** Identify those students capable of stepping into a leadership role to maintain a consistent presence within the college community.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>Dean of Student Affairs/Student Support Specialist</td>
<td>1/31/2017</td>
</tr>
</tbody>
</table>

**Issue 2:** PBC is just beginning to grow into online course offerings and we need to ensure adequate technical support is available for students who have questions about the delivery system or requisite technology.

**Actions Steps:** Develop a formalized training process to best support online learning.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>TBD</td>
<td>CAO/Dean of Students Affairs</td>
<td>6/30/2018</td>
</tr>
</tbody>
</table>

**Issue 3:** A greater depth of data/assessment is needed concerning student satisfaction.

**Actions Steps:** PBC should determine those aspects of student services which require regular assessment for student perception and satisfaction, how often they should be evaluated, and how the data should be collected.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>Survey Development</td>
<td>Dean of Student Affairs</td>
<td>3/31/2017</td>
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</tbody>
</table>

**Issue 4:** Students need more opportunities to provide input into institutional decision making.

**Actions Steps:** PBC should address the lack of presence of SLC at this year’s board meetings so far. Also, a more thorough and regular assessment of student perceptions and satisfaction (see above, E6) will help PBC build a more systematic procedure for receiving student input.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</table>
### STANDARD 9a: Faculty Qualifications, Development, Welfare

**Issue 1:** Currently, PBC does not provide individual funding for professional advancement for their adjunct faculty. Due to the size of the institution and the lack of full-time faculty positions, there are currently no advancement options. In addition, PBC does not provide funding for faculty to pursue terminal degrees.

**Actions Steps:** Administration and faculty should work to develop a system for instructors to access resources to advance their education and training along with advancement opportunities when possible.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>TBD</td>
<td>CAO</td>
<td>6/30/2018</td>
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</table>

### STANDARD 9b: Faculty Decision Making

**Issue 1:** Currently, PBC has very rudimentary hiring procedures described in the Employee Handbook. The procedures identify the appointment authority for the different types of faculty hires based on vacancy or new position. Hiring committees are not required except in the case of the hiring a full-time position. Therefore, the responsibility for interviewing and hiring is accomplished by the designated administrator. While there is evidence of faculty input influencing the hiring of qualified personnel, this input has not been the result of policy.

**Actions Steps:** PBC as an institution has need for more developed policies and procedures that better integrate faculty and administrative personnel in the recruitment and appointment of faculty.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>CAO</td>
<td>6/30/2017</td>
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</table>

**Issue 2:** Faculty have limited involvement in review of admissions criteria.

**Actions Steps:** PBC should establish a procedure to ensure and annual review of admission’s criteria by core faculty.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>None</td>
<td>CAO</td>
<td>7/31/2017</td>
</tr>
</tbody>
</table>

### STANDARD 10: Library and Other Learning Resources

**Issue 1:** There is not a systematic allocation of resources internal to the Library.

**Actions Steps:** A budgeting forecast process should be developed by Library personnel that is aligned with informing the Institutional budget process.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Issue 2: Promotion of library resources and services by electronic means is limited.</td>
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<tr>
<td><strong>Actions Steps:</strong> Promotional announcements concerning Library resources should be sent to faculty and students at regular intervals throughout the academic year.</td>
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<tr>
<td><strong>Resources Required</strong></td>
<td><strong>Person Responsible</strong></td>
<td><strong>Deadlines</strong></td>
</tr>
<tr>
<td>None</td>
<td>Assistant Librarian</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 3: Limited participation in Library networks and cooperative arrangements.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions Steps:</strong> More participation in Library networks and cooperative arrangements should be established.</td>
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<tr>
<td><strong>Resources Required</strong></td>
</tr>
<tr>
<td>TBD</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 4: Currently, there is little evidence of the Librarian’s involvement in curriculum planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions Steps:</strong> The librarian or their representative should also be included in communications and meetings of the academic and curriculum standards committee.</td>
</tr>
<tr>
<td><strong>Resources Required</strong></td>
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<tr>
<td>TBD</td>
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</table>

<table>
<thead>
<tr>
<th>Issue 5: There was little evidence of joint participation of faculty and the Librarian in analysis of resource adequacy, resource selection or policy development.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions Steps:</strong> A survey should be conducted with faculty to determine their perception of resource adequacy. A Library team should be developed that includes faculty provide an avenue for input.</td>
</tr>
<tr>
<td><strong>Resources Required</strong></td>
</tr>
<tr>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 6: The college does not have a M.L.S. qualified Librarian.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions Steps:</strong> Find and hire an M.L.S. qualified librarian.</td>
</tr>
<tr>
<td><strong>Resources Required</strong></td>
</tr>
<tr>
<td>$3000 (12 hrs per month at $19.00 per hr.)</td>
</tr>
</tbody>
</table>

**STANDARD 11A: Curriculum**

**Issue:** AASCC program needs to establish learning outcomes that define their program objectives.

**Actions Steps:** Develop learning outcomes for the AASCC program.
<table>
<thead>
<tr>
<th>Issue</th>
<th>Actions Steps</th>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD 11B: Ministry Formation Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 11C: Academic Patterns and Procedures</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Issue 1: Faculty should be more involved in academic advising.</td>
<td>Actions Steps: Develop a long-term plan to increase faculty involvement in student advising.</td>
<td>None</td>
<td>CAO/Dean of Student Affairs</td>
<td>6/30/18</td>
</tr>
<tr>
<td>Issue 2: PBC has individual checklists that assist in maintaining accurate and secure records but they do not have written procedures for maintaining student records.</td>
<td>Actions Steps: Write an organizational policy that details the procedures for student record-keeping.</td>
<td>None</td>
<td>Dean of Student Affairs</td>
<td>1/31/2017</td>
</tr>
<tr>
<td><strong>STANDARD 11D: Alternative Academic Patterns</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue 1: PBC does not have designated staffing for online learning development and should consider options for identifying a person who can take on these responsibilities for the college. While the arrangement of using current staff in conjunction with designated faculty in developing distance learning courses is functional at the PBC’s current size and scope, it will not support PBC’s 5-year strategic goal of having an entire academic program online.</td>
<td>Actions Steps: Develop a plan to hire dedicated staff for online course development.</td>
<td>TBD</td>
<td>CAO</td>
<td>6/30/2018</td>
</tr>
<tr>
<td>Issue 2: Need to further develop processes and procedures to prevent academic dishonesty in the online environment</td>
<td>Actions Steps: PBC should implement the following practices from the Western Cooperative for Educational Telecommunication Guidelines for Ensuring Integrity in Correspondence and Distance Education:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1) Policies on academic integrity which include explicit references to on-line learning should be added to the PBC Catalog and Student Handbook.

2) Issues of academic integrity concerning online students should be discussed during the PBC’s student orientation process. In addition, academic integrity information should be communicated to the student in the online learning environment as part of their enrollment in online classes.

3) PBC should implement training for faculty members engaged in on-line learning that includes consideration of issues of academic integrity, including ways to reduce cheating.

<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Person Responsible</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>CAO</td>
<td>6/30/2017-06/30/2018</td>
</tr>
</tbody>
</table>

Long-Range Plan

The Strategic Planning Process Overview

PBC’s creates a strategic plan that operates on a 5-year cycle. The five-year plan is monitored and updated annually as part of the institutional assessment process in the June – August timeframe. Strategic plan years are defined as beginning July 01st in one calendar year and ending on June 30th of the next calendar year. New strategic plans are developed beginning in the last quarter of the 4th year through the end of the 5th year of the current strategic plan. The processes for both annual review and new plan development will be described in the paragraphs that follow.

Mission/Vision/Strategic Goals Development

The strategic planning process begins with the President appointing a Strategic Planning Committee that consists of administration, faculty and staff. Under the President’s guidance, the committee develops the mission, visions and goals for the new strategic plan. The President then presents these mission, vision and goals to the Board of Trustees who are the final approval authority for the 5-year plan. The President and the Board of Trustees work together in accomplishing an approved strategic plan which must be accomplished before July 01st of year-one of the new 5-year cycle.

Event Timeline for New Strategic Plan Development

The following timelines and key events are accomplished to create and approve a new 5-year plan:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
<th>Responsible staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period</td>
<td>Activities</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| April - June of Year 4 | 1) Formation of Strategic Planning Committee  
2) Review of Mission and Vision  
3) Environmental Scan (SWOT) (includes review of institutional assessment)  
4) Strategic Planning Guidance from the President | President and Strategic Planning Committee                  |
| July – August of Year 5| 1) Development of Mission, Vision and Strategic Goals Draft  
2) Development of a Draft Strategic Budget | Strategic Planning Committee                              |
| September - December  | 1) President presents first draft of Mission, Vision, Strategic goals and budget to the Board of Trustees  
2) Board of Trustees provide input and guidance  
3) Mission, Vision and Strategic Goal refinement  
4) Board of Trustees approve Mission, Vision, Strategic Goals and Budget | President, Strategic, Planning Committee, and Board of Trustees |
| January - February     | 1) Formulation of Objectives and Strategies for Each Goal  
2) Refinement of Strategic Budget | President and Strategic Planning Committee                  |
| March - April          | 1) President presents final draft of the Strategic Plan and Budget  
2) Refinement if necessary  
3) Board of Trustees approval | President, Strategic, Planning Committee, and Board of Trustees |
| May - June             | Final Communications of approved plan and implementation | President and Administrators                               |
| July 01st              | New Strategic Plan is in effect | N/A                                                       |
Annual Monitoring and Updating

The annual monitoring process is accomplished throughout the year with each administrator responsible for accomplishment of their responsibilities designated in the plan. The Office of Institutional Effectiveness is responsible for assessing goal accomplishment and updating of the strategic plan during PBC’s institutional assessment process in the July – August timeframe. The outcomes of that assessment process are provided to the Board of Trustees in August – September.
## GOAL A - Govern with Excellence

<table>
<thead>
<tr>
<th>Objective/Action Plan</th>
<th>Success Indicators</th>
<th>Essential Tasks/Milestones</th>
<th>Resource Needs</th>
<th>Completion Date</th>
<th>Implementers</th>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review, revise or develop handbooks that describe and govern various institutional relationships with students, faculty, staff, and board, including appropriate policies, processes, and grievance procedures.</td>
<td>1. Revised and approved Employee Handbook, Administrative Handbook, Admissions Handbook, Active Board Governance Depository, Accounting Procedures Handbook, Institutional Assessment Handbook. 2. We conduct formalized period review</td>
<td>1) Revise and approve one handbook per quarter beginning 4th qtr 2015 2) Establish periodic review process</td>
<td></td>
<td>1) June 2017 2) June 2017</td>
<td>CAO, Dean of Students</td>
<td></td>
</tr>
<tr>
<td>2. Strengthen and improve Board of Trustees governance</td>
<td>1. Maintain a minimum score of &quot;3&quot; or higher on individual Board members' evaluations 2. Implement a new board member orientation process 3. Coordination of at least one Board professional development event annually. 4. Recruit and maintain a minimum of seven board members</td>
<td>1) Complete, review, analyze, and publish results of current questionnaires in Board Handbook. To be an agenda item at the annual meeting. 2) Develop new board member orientation process. 3) Conduct a professional development event. 4) Create a presidential advisory council</td>
<td></td>
<td>1) June 2016 2) September 2016 3) June 2016 4) June 2017</td>
<td>President, Board</td>
<td></td>
</tr>
</tbody>
</table>
3. Maintain and make visible board policies, Strategic Planning documents, and accreditation self-study documents that look professional and are accessible to internal and external users.

   1. Establishment of an Office of Institutional Effectiveness web page with appropriate documents
   2. Establishment of a Governance web page with board member information and appropriate documents

   1) Develop associated documents and architecture for OIE and Governance webpage
   2) Publish webpages

   1) OIE webpage 2016, governance webpage by December 2016
   2) OIE page published September 2016, Governance page published by February 2017

   CAO, Mary

4. Develop and implement procedures for review and enhancement of the performance of administrators

   1. Conduct periodic evaluation of administrators

   1. Develop and Implement an Administrator evaluation process

   1) Dec 2016

   President, CAO

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**GOAL B - Strengthen Academic Quality and Reputation**

<table>
<thead>
<tr>
<th>Objective/Action Plan</th>
<th>Success Indicators</th>
<th>Essential Tasks/Milestones</th>
<th>Resource Needs</th>
<th>Completion Date</th>
<th>Implementers</th>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expand library, learning and technology resources to better support faculty and student success</td>
<td>Library, learning and technology resources provide appropriate levels of support for new program expansion</td>
<td>1) Designated volumes for new courses are added to collection 2) Provide tutoring access commensurate with enrollment growth 3) Distance-learning modalities integrated into select academic programs</td>
<td>1,2,3. Established budget line items for each area of growth.</td>
<td>1) As needed 2) June 2017 3) June 2017</td>
<td>CAO, Librarian, Select Faculty</td>
<td></td>
</tr>
<tr>
<td>2. Enhance faculty professional development</td>
<td>1. Coordinate at least two faculty professional development events a year 2. We conduct regular assessment of all faculty IAW with our evaluation system 3. We provide annual professional growth dollars to support faculty development</td>
<td>1) Greater than 50% of current faculty attend professional development events 2) Begin evaluation of all faculty under new policy 3) Develop the policy and determine the implementation timeline</td>
<td>1) May 2016 2) Jan 2016 3) Jun 2017</td>
<td>President, CAO, Select Faculty</td>
<td></td>
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<td>------------------------------------------</td>
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</tr>
<tr>
<td>3. Develop academic pathways to accredited 2-year and 4-year institutions.</td>
<td>1. Establish multiple articulation/transfer agreements with public universities and community colleges. 2. Establish one new articulation/transfer agreements with a Christian higher education institution per year.</td>
<td></td>
<td>Ongoing</td>
<td>President, CAO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Conduct institutional assessment that demonstrates accomplishment of our mission, goals and objectives.</td>
<td>1. Produce annual assessment summative report 2. Continuous improvement is implemented based on assessment results</td>
<td>1) Redesign PBC assessment process 2) Complete assessment cycle process in-line with annual timeline 3) Implement continuous improvement based on results at the appropriate timeline in the annual process.</td>
<td>1) Sept 2015 2) May-June 2016 3) August 2016</td>
<td>OIE, Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Employ faculty aligned with the statement of faith and mission for PBC</td>
<td>1. Faculty are clearly supportive of the PBC constitution and are passionately gifted to accomplish PBC’s Mission.</td>
<td>1) Standardized hiring process developed that ensure high quality faculty who are supportive of mission. 2) Faculty professional development implemented that supports the goal.</td>
<td>1) August 2018 2) Jan 2016 3) August 2017</td>
<td>President, CAO, Department Chairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3) Develop assessment methods to identify the current level of support for mission and statement of faith.

6. Achieve Institutional Accreditation through ABHE

<table>
<thead>
<tr>
<th>Step</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>ABHE Accreditation</td>
</tr>
<tr>
<td>1)</td>
<td>Complete two Institutional assessment cycles</td>
</tr>
<tr>
<td>2)</td>
<td>Develop financial viability to support accreditation approval</td>
</tr>
<tr>
<td>3)</td>
<td>Request visit from the commission</td>
</tr>
<tr>
<td>4)</td>
<td>Complete self-study</td>
</tr>
<tr>
<td>5)</td>
<td>ABHE Site Visit</td>
</tr>
<tr>
<td>6)</td>
<td>ABHE Annual Meeting and accreditation confirmation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>July 2017</td>
</tr>
<tr>
<td>2)</td>
<td>July 2017</td>
</tr>
<tr>
<td>3)</td>
<td>Nov 2016</td>
</tr>
<tr>
<td>4)</td>
<td>Sept 2017</td>
</tr>
<tr>
<td>5)</td>
<td>Oct 2017</td>
</tr>
<tr>
<td>6)</td>
<td>Feb 2018</td>
</tr>
</tbody>
</table>

President, CAO
7. Continue to strengthen faculty participation in decision making

1. Systematic academic and curriculum review process driven by faculty
2. Systematic review and input by faculty into academic policies
3. Systematic input by faculty into the strategic planning and budgeting process.

1) Implement current process that is in place for academic and curriculum review.
2) Develop faculty meeting processes for acquiring input to policy, planning, and budgeting.
3) Conduct annual review of effectiveness at all these processes.
4) Faculty develop and annually review graduation requirements for academic programs.

1) April 2016
2) January 2016
3) April 2016
4) August 2016
5) August 2016

CAO, Core Faculty

8. Continuously improve our Academic Programs

1) Systematic academic program assessment driven by faculty

1) Complete our current process for academic program assessment

1) June 2016

CAO, Core Faculty

GOAL C - Increase Enrollment and Promote Student Success

<table>
<thead>
<tr>
<th>Objective/Action Plan</th>
<th>Success Indicators</th>
<th>Essential Tasks/Milestones</th>
<th>Resource Needs</th>
<th>Completion Date</th>
<th>Implementers</th>
<th>Communication Plan</th>
</tr>
</thead>
</table>
| 1. Develop and Implement early college options for high school students | 1) Provide Advanced Placement/International Baccalaureate credit towards all academic programs
2) We have dual-credit/college now awarding relationships with local high schools
3) We have early college credit opportunities for home school students | 1) Conduct annual review of AP/IB award recommendations and update PBC catalog to reflect.
2) Maintain current dual-credit relationships and grow others annually
3) Maintain current home | Program Coordinator | 1) Ongoing
2) Ongoing
3) Ongoing | CAO, Dean of Students |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>school relationships and grow others annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Develop and Implement an Associate of Liberal Arts Degree</td>
<td>1) Begin offering the degree with the start of the 2016-17 academic year</td>
<td>1) Gain ODA Approval 2) Submit ABHE substantive change document 3) Complete course outlines for new offerings 4) Recruit new faculty 5) Implement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAO, Dean of Students, Faculty</td>
</tr>
<tr>
<td>3. Increase enrollment to a minimum of 200 students per semester</td>
<td>1) Develop and Implement an Enrollment Management Plan 2) We have 200 students per semester with at least 50% being full-time equivalent. 3) Active and effective marketing and recruitment program 4) Full or Part-time Enrollment officer</td>
<td>1) Complete and gain approval for the EMP 2) Set incremental enrollment goals per program for 2016-2020 3) Implement marketing and recruitment operations 4) Recruit an Enrollment Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrollment Officer and recruitment personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Dec 2015 2) Dec 2015 3) Feb 2016 4) June 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean of Students</td>
</tr>
</tbody>
</table>
| 4. Coordinate and implement Title IV financial aid services | 1) Offering Title IV funding (grants only) and associated services beginning in the 2016-17 academic year | 1) Complete the application process  
2) Develop and codify financial aid processes  
3) Begin awarding financial aid  
4) Hire a financial aid director | Set aside reserve funds in the operational budget for Title IV reimbursement | 1) June 2016  
2) April 2016  
3) Sept 2016  
4) July 2017 | Admin Assistant, Dean of Students |
| --- | --- | --- | --- | --- | --- |
| 5. Strengthen the assessment process for student learning outcomes | 1) Ongoing annual academic program assessment  
2) End of program requirements implemented that provide evidence of student learning outcome achievement  
3) Ongoing assessment of post-graduation employment success | 1) Complete assessment cycle process in-line with annual timeline  
2) Implement continuous improvement based in result at the appropriate timeline in the annual process.  
3) Develop a post-graduation assessment process | 1) August 2016  
2) August 2016  
3) July 2018 | CAO, Faculty |
| 6. Implement an academic program development strategy that balances enrollment goals with PBC vision, mission and values. | 1) Systematic academic program development process  
2) Develop and implement new program every other year. | 1) Create a program development process  
2) Identify potential new programs for the 2017-18 academic year.  
3) Complete approval processes through regulatory agencies  
4) Implement | 1) July 2016  
2) Aug 2016  
3) Dec 2016  
4) Aug 2017 | CAO, Faculty |
### 7. Enroll International Students

1. PBC is certified by Department of Homeland Security to be a Student Exchange Visa Program school
2. International Students enrolled

<table>
<thead>
<tr>
<th>Essential Tasks/Milestones</th>
<th>Resource Needs</th>
<th>Completion Date</th>
<th>Implementers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) SEVP application submitted</td>
<td>2) SEVP application approved</td>
<td>3) Establish program with local churches for SEVP students involved with their ministries</td>
<td>4) Begin actively recruiting students</td>
</tr>
<tr>
<td>1) June 2016</td>
<td>2) June 2017</td>
<td>3) April 2017</td>
<td>4) July 2017</td>
</tr>
</tbody>
</table>

### 8. Implement online technologies for academic programs

1. Online classes are offered as a regular part of our course offerings
2. At least one academic program can be completed entirely online

<table>
<thead>
<tr>
<th>Essential Tasks/Milestones</th>
<th>Resource Needs</th>
<th>Completion Date</th>
<th>Implementers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Determine curriculum for online development and select an online platform</td>
<td>2) Acquire funds for curriculum development</td>
<td>3) First Classes begin</td>
<td></td>
</tr>
<tr>
<td>1) Oct 2016</td>
<td>2) Apr 2017</td>
<td>3) Aug 2017</td>
<td>Distance Education Coordinator</td>
</tr>
</tbody>
</table>

### 9. Develop and Implement a Baccalaureate Program

1. Offering a Baccalaureate program

<table>
<thead>
<tr>
<th>Essential Tasks/Milestones</th>
<th>Resource Needs</th>
<th>Completion Date</th>
<th>Implementers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ABHE accreditation achieved by February 2018</td>
<td>2) Complete feasibility study by June 2019</td>
<td>3) Program begins in the 2021-2022 academic year.</td>
<td></td>
</tr>
<tr>
<td>1) Feb 2018</td>
<td>2) June 2018</td>
<td>3) August 2021</td>
<td>CAO, Faculty</td>
</tr>
</tbody>
</table>

### GOAL D - Increase and Maximize Resources

<table>
<thead>
<tr>
<th>Objective/Action Plan</th>
<th>Success Indicators</th>
<th>Essential Tasks/Milestones</th>
<th>Resource Needs</th>
<th>Completion Date</th>
<th>Implementers</th>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement long-term strategic budgeting</td>
<td>1) We have a systematic budget development and review process</td>
<td>1) Create a five-year institutional budget</td>
<td>1) July 2017</td>
<td>President, Board, CAO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify and hire key personnel to support program growth</td>
<td>1) Key personnel are identified and enrollment &amp; financial conditions for hiring these personnel are established 2) Personnel are hired IAW the plan</td>
<td>1) Identify key personnel to be hired (2017 has been determined. We will hire an enrollment/financial aid director and Advancement officer. In 2018 we hire a full-time faculty member.) 2) Develop a fundraising and enrollment growth plan to acquire resources 3) Hire personnel</td>
<td>1) Sept 2016 2) Dec 2016 3) Jul 2017, Jul 2018, Jul 2019, Jul 2020, Jul 2021</td>
<td>President, Board</td>
<td></td>
<td></td>
</tr>
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<tr>
<td>3. Develop fundraising capability that supports a majority of PBC's operating budget annually</td>
<td>1) Fundraising capability provides 51% or more of PBC’s operating budget annually 2) PBC has a dedicated Advancement Officer whose sole focus is fundraising</td>
<td>1) Develop a fundraising plan to achieve goal 2) Implement fundraising plan 3) Hire Advancement Officer</td>
<td>1) August 2016 2) Sept 2016 3) Aug 2017</td>
<td>President, Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective/Action Plan</td>
<td>Measures of Success</td>
<td>Essential Tasks/Milestones</td>
<td>Resource Needs</td>
<td>Completion Date</td>
<td>Implementers</td>
<td>Communication Plan</td>
</tr>
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</tr>
<tr>
<td>1. Strengthen Student Government-student led initiatives.</td>
<td>1) Regular schedule of student government organized events that promote student leadership participation and positive student morale</td>
<td>1) Identify a core group of student-led initiatives 2) Develop a student events calendar 3) Create an annual review process for assessing, modifying and developing events</td>
<td></td>
<td>1) May 2016 2) June 2016 3) May 2017</td>
<td>Dean of Students, Student Leadership</td>
<td></td>
</tr>
<tr>
<td>2. Promote greater student engagement in educationally purposeful programs and social activities, encourage greater student interaction with peers, staff and faculty, and provide students with shared</td>
<td>1) New Student Orientations that enable academic success and create a welcoming atmosphere that minimizes anxiety, promotes positive attitudes, and stimulates an excitement for learning. 2) Regular schedule of planned student life events.</td>
<td>1) Develop a standardized student orientation events agenda 2) Create an annual review process for assessing, modifying and developing events</td>
<td></td>
<td>1) June 2016 2) May 2017</td>
<td>Dean of Students</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL E - Promote Kingdom Think Culture**

<table>
<thead>
<tr>
<th>Objective/Action Plan</th>
<th>Measures of Success</th>
<th>Essential Tasks/Milestones</th>
<th>Resource Needs</th>
<th>Completion Date</th>
<th>Implementers</th>
<th>Communication Plan</th>
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<tr>
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<td>1) Regular schedule of student government organized events that promote student leadership participation and positive student morale</td>
<td>1) Identify a core group of student-led initiatives 2) Develop a student events calendar 3) Create an annual review process for assessing, modifying and developing events</td>
<td></td>
<td>1) May 2016 2) June 2016 3) May 2017</td>
<td>Dean of Students, Student Leadership</td>
<td></td>
</tr>
<tr>
<td>2. Promote greater student engagement in educationally purposeful programs and social activities, encourage greater student interaction with peers, staff and faculty, and provide students with shared</td>
<td>1) New Student Orientations that enable academic success and create a welcoming atmosphere that minimizes anxiety, promotes positive attitudes, and stimulates an excitement for learning. 2) Regular schedule of planned student life events.</td>
<td>1) Develop a standardized student orientation events agenda 2) Create an annual review process for assessing, modifying and developing events</td>
<td></td>
<td>1) June 2016 2) May 2017</td>
<td>Dean of Students</td>
<td></td>
</tr>
</tbody>
</table>

President, Board, CAO
experiences and traditions that bind them to the College and enrich their educational and personal development.

3. Develop and promote opportunities for PBC stakeholders and students in Community service

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Establish and Implement a community service program for PBC staff Board of Trustees</td>
<td>1) Aug 2016</td>
<td>President, CAO</td>
</tr>
<tr>
<td>2) PBC Staff has regular service event.</td>
<td>2) Aug 2016</td>
<td></td>
</tr>
</tbody>
</table>

4. Partner with other influential organizations to promote gospel culture in unique ways

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) PBC coordinates with Worldview Academy to sponsor a Worldview Academy Leadership Camp</td>
<td>1) Feb 2017</td>
<td>President, CAO, Director of Biblical Studies</td>
</tr>
<tr>
<td>2) PBC annual leadership training for local churches and para-church occurs annually.</td>
<td>a) Completed by June 2017</td>
<td></td>
</tr>
<tr>
<td>3) Annual Biblical Higher Education Summit</td>
<td>b) June -August 2017</td>
<td></td>
</tr>
<tr>
<td>2) Initial coordination with local churches</td>
<td>c) August 2017</td>
<td></td>
</tr>
<tr>
<td>a) Develop training curriculum</td>
<td>2) Aug 2016</td>
<td></td>
</tr>
<tr>
<td>b) First training</td>
<td>a) Nov 2016</td>
<td></td>
</tr>
<tr>
<td>3) Annual Planning and coordination</td>
<td>b) Feb 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Mar-Apr 2017</td>
<td></td>
</tr>
</tbody>
</table>
### 5. Provide opportunities for PBC staff, faculty and students to serve other cultures through the mission of PBC

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1) Establish a biblical higher education program with New Restorations Ministries International (NRMI)</td>
<td>1) Conduct a joint planning session to with New Restorations Ministries to identify goals</td>
</tr>
<tr>
<td>2) Establish and implement study abroad opportunities where students earn credit toward completion of PBC academic programs</td>
<td>a) Develop and implement a fundraising program</td>
</tr>
<tr>
<td></td>
<td>b) Develop the Program</td>
</tr>
<tr>
<td></td>
<td>c) Acquire proper approvals through required oversite organizations</td>
</tr>
<tr>
<td></td>
<td>d) Implement the program</td>
</tr>
<tr>
<td></td>
<td>2) Develop a study abroad experience that supports academic program completion</td>
</tr>
<tr>
<td></td>
<td>a) Acquire proper approvals through required oversite organizations</td>
</tr>
<tr>
<td></td>
<td>b) Implement program</td>
</tr>
</tbody>
</table>

#### 6. Grow a more diverse community at PBC

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1) Ongoing initiatives of outreach to achieve a more diverse community at PBC</td>
<td>1) Identify and implement initiatives</td>
</tr>
</tbody>
</table>

#### 7. Cultivate alumni support and participation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. We have an active alumni coordinator</td>
<td>1) Appoint an alumni coordinator</td>
</tr>
<tr>
<td>2. At a minimum, one annual alumni communication</td>
<td>2) Send out communication</td>
</tr>
<tr>
<td>3. Coordinate one Alumni event annually</td>
<td>3) Develop and implement events</td>
</tr>
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<tr>
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<tbody>
<tr>
<td>President, CAO</td>
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<tbody>
<tr>
<td>President, CAO, Board, PBC Staff, Students</td>
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<tr>
<td>President, Board</td>
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</table>
EXHIBITS
Course No: BI102
Credits: 3
Date: August 2015

Course Title: New Testament Survey
Institution: Pacific Bible College
Length of Course: A minimum of 45 hours per one semester.
Prerequisites: None
Department Assignment: Biblical Studies

Course Description:
This course will survey the entire New Testament, looking at the Gospels (Matthew, Mark & Luke & John) with respect to how they relate to one another as well as the content they possess. The remainder of the books will be addressed primarily on individual basis. We will examine the historical settings, theological significance and overall importance of each book. Along the way we will discuss Old Testament connections to New Testament events/ideas, the radical nature of early church around which the books were written, and how it all points to - or stems from - the redemptive work of Christ on the cross.

PBC Mission:
Pacific Bible College is a Christ-centered learning community committed to equipping students to become:
1) biblically competent (BC)
2) academically proficient (AP)
3) spiritually cultivated (SP)
4) culturally-engaged servant leaders (CESL)

Expected Course Objectives/Outcomes and Assessment: On successful completion of this course, the students will be able to:

<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>Assessment Methods:</th>
<th>Course Outcome Achievement supports the following PBC mission outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Delineate the New Testament's structural classifications and describe its formation.</td>
<td>1) Exam Essays and Short Answer Questions</td>
<td>BC 1, 2, 3, 4 AP 1, 2, 3, 4 SP 1, 4</td>
</tr>
<tr>
<td>2. Communicate the central message and relevance of each New Testament book.</td>
<td>1) Reaction Paper &amp; Reaction Presentation; 2) Exam Essays and Short Answer Questions</td>
<td>BC 1, 3, 4 AP 1, 2, 3, 4 SP 1, 3, 4 CESL 1, 3, 4, 5</td>
</tr>
<tr>
<td>3. Describe the nature and heart of God as revealed throughout the New Testament.</td>
<td>1) Reaction Paper &amp; Reaction Presentation 2) Exam Essays and Short Answer Questions</td>
<td>BC 1, 3 AP 1, 2, 3, 4 SP 1, 2, 3, 4 CESL 1, 3, 4, 5</td>
</tr>
<tr>
<td>4. Relate significant people &amp; events to the purpose and passion of God.</td>
<td>1) Reaction Paper &amp; Reaction Presentation 2) Exam Essays and Short Answer Questions</td>
<td>BC 1, 3 AP 1, 2, 3, 4 SP 1, 2, 3, 4 CESL 3, 4, 5</td>
</tr>
<tr>
<td>5. Defend the validity and relevance of the New Testament both historically and theologically.</td>
<td>1) Reaction Paper &amp; Reaction Presentation 2) Exam Essays</td>
<td>BC 2, 4 AP 1, 2, 3, 4 CESL 1, 2, 3</td>
</tr>
<tr>
<td>6. Recognize how the theology of the New Testament sets it apart from other religious writings.</td>
<td>1) Exam Essays &amp; Short Answer Questions</td>
<td>BC 1, 2, 3, 4 AP 1, 2, 3, 4 SP 1, 2, 5, 6 CESL 1, 2, 3</td>
</tr>
</tbody>
</table>
Expected Outcomes:

7. Identify both the contextual as well as the eternal relevance of New Testament teachings.

- Assessment Methods:
  1) Response Paragraphs
  2) Reaction Paper
  3) Exam Essays & Short Answer Questions

- Course Outcome Achievement supports the following PBC mission outcomes:
  BC 1, 2, 3, 4
  AP 1, 2, 3, 4
  SP 1, 3, 5
  CESL 1, 2, 3, 4, 5


- Assessment Methods:
  1) Reaction Paper & Reaction Presentation
  2) Exam Essays

- Course Outcome Achievement supports the following PBC mission outcomes:
  BC 1, 3
  AP 1, 2, 3, 4
  CESL 1, 2


- Assessment Methods:
  1) Reaction Presentation
  2) Exam Essays

- Course Outcome Achievement supports the following PBC mission outcomes:
  BC 1, SP 1, 2, 3, 4, CESL 3, 4, 5

Typical Required and Recommended Text(s):
The Holy Bible – in one or more versions (Required)
"Nelson’s New Testament Survey" - Bailey & Constable (Required)

Typical Required and Recommended Materials: None

TYPICAL COURSE OUTLINE:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Bible reading</th>
<th>&quot;SURVEY&quot; READING</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Matthew</td>
<td>Pages 1-64</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mark</td>
<td>65-100</td>
<td>Gospel Response Due</td>
</tr>
<tr>
<td>3</td>
<td>Luke</td>
<td>101-152</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>John</td>
<td>153-194</td>
<td>Parable Topic Selection Due</td>
</tr>
<tr>
<td>5</td>
<td>Acts</td>
<td>195-248</td>
<td>Test 1</td>
</tr>
<tr>
<td>6</td>
<td>Paul’s Early Epistles (Galatians, 1&amp;2 Thessalonians)</td>
<td>375-394 &amp; 435-456</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Paul’s Major Epistles - Pt. 1 (Romans)</td>
<td>249-292</td>
<td>Paul Response Due</td>
</tr>
<tr>
<td>8</td>
<td>Paul’s Major Epistles - Pt. 2 (1&amp;2 Corinthians)</td>
<td>293-374</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Paul’s Prison Epistles (Eph., Philippians, Col., Philemon)</td>
<td>395-434 &amp; 497-502</td>
<td>Epistle Response Due</td>
</tr>
<tr>
<td>10</td>
<td>Paul’s Pastoral Epistles (1&amp;2 Timothy, Titus)</td>
<td>457-496</td>
<td>Test 2</td>
</tr>
<tr>
<td>11</td>
<td>General Epistles - Pt. 1 (Hebrews)</td>
<td>503-536</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>General Epistles - Pt. 2 (James &amp; 1&amp;2 Peter)</td>
<td>537-578</td>
<td>Parable Paper Due</td>
</tr>
<tr>
<td>13</td>
<td>General Epistles - Pt. 3 (1, 2, 3 John &amp; Jude)</td>
<td>579-606</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Revelation</td>
<td>607-662</td>
<td>Test 3</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>Parable Presentations</td>
</tr>
</tbody>
</table>
Sample Syllabus

Pacific Bible College
Romans, BI 204, 3 credits, Fall Semester, Sept 4, 2015
Fridays, 9:00 am—1:15 pm, for 11 weeks.
Prerequisites: none

Course Description
St. Paul's epistle to the Romans is, according to many scholars, the most important single theological treatise in the New Testament. Though it is certainly a pastoral letter, yet it is also a rich and comprehensive doctrinal treatise of the gospel. One commentator refers to it as “The Gospel According to Paul.” This 3-unit survey course will take the student through the entire text of Romans, examining the flow and direction of Paul's argument, the development of his gospel thought, and the application of that thought for Christians today both individually and as a community.

Instructor Information
• Name: Rick Booye
• Phone: 541.227.1720
• E-mail: booye@earthlink.net

Mission Statement: Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally-engaged servant leaders.

Motto: Training students to Kingdom Think.

Educational Values:
1. Biblical Competence
2. Academic Proficiency
3. Spiritual Cultivation
4. Cultural Engagement/ Servant-Leadership

Required Texts/Collateral Reading
1) A literal translation of the Bible (no paraphrases please)
2) D.A. Carson & Timothy Keller, The Gospel as Center (Crossway, 2012)
3) Douglas J. Moo, The NIV Application Commentary, Romans (Zondervan, 2000)

Expected Course Outcomes: Upon completing the course, the engaged student will be able to:
1. Outline and explain the basic textual flow of Romans.
2. Identify several of the theological themes in Romans.
3. Explain the gospel as Romans reflects it.
4. Explain how the gospel of grace transforms our lives as individuals and as community.

Student Expectations:
• Coursework/Assignments (see format and structure for details)
  o Lectures and class interaction EV.#1,2,3 Due: weekly
  o Quizzes EV.#1,2 Due: weekly
  o Collateral reading assignments EV.#3,4 Due: weeks 5,11
  o Outline of Romans. EV.#1,2,3 Due: week #11
  o Theological paper. EV.#3,4 Due: end semester
  o Final Exam EV.#1,2,3,4 Due: week 11

• Format/Structure
  o This class will meet weekly on Fridays from 9:00 am to 1:15 pm for eleven weeks.
    o The following weeks until the end of the semester will be used by students to write their theological papers.
  o Note-taking materials will be distributed each week.
    o These will be the basis for the quizzes and the final exam.
  o Each class will begin with a 10-point quiz on the previous week's lecture material (except the first class):
    o The first 15-20 minutes of each session will be devoted to grading and discussing the material on the quizzes.
    o Generally there will be no make-up quizzes, however under some special circumstances (ministry related or severe health problems) the instructor may offer an alternative assignment to help make up the points lost.
Collateral reading assignments will be as follows

- Students will read Carson/Keller's book and Moo's Commentary as their primary collateral work. Each book is worth 50 points.
- Reading responses will consist of about ½ page of reflection on each chapter in Carson and one page for each of the six main sections of Moo's outline of Romans (see Moo, p28-30). These must be typed, 12 point font, single spaced.
  - Carson due at session 5.
  - Moo due at session 11.
- The student should provide intelligent comments on the author's material, agree or disagree, new things learned, etc. The main purpose of the writing is to demonstrate that the reading was done at a good level of comprehension.
- These will be graded on a pass/fail basis and will not be returned to the student. However—all the reading must be done in a given book in order to get a passing grade for that book.

There will be an outline project for the book of Romans.

- Each student will turn in a project consisting of a three-level personal outline of Romans showing all the major and most of the minor divisions of the book and accounting for all the verses in the book.
- These outlines should be the student's own work and not just "pasted" in from some other source.
- This will be graded in equal percentages for
  - Accuracy
  - Completeness
  - Organization
  - Format

There will be a 10 page theological paper due at the end of the semester.

- Each student will write a research paper on a theological topic from the list supplied in class, due on Dec. 11th.
  - If a student wants to write on something not on the list, they may propose it to the instructor.
- These papers will be 10 pages long including the works-cited page (not more than 11 please), 12 point font, double spaced, and include notation and formatting as per the PBC policy (MLA).
  - A sample paper will be available to help with formatting and practical questions.
  - Note: At least one citation per page is expected.
- These papers will be in equal percentages graded for:
  - Knowledge
    - (Does the student seem to know the topic?)
  - Style
    - (Grammar, syntax, format, clarity)
  - Resources
    - (Are there sufficient resources and accurate notations?)
  - Cogency
    - (Does the argument make sense and is the paper well organized?)

There will be a final exam on the last day of class.

- This exam will cover only class notes, not reading material.
- It will be objective, with some essay questions.

Evaluation Procedures: Based on 500 total points

- Quizzes: 100 points
- Reading: 100 points (50 pts per book)
- Outline: 100 points (see above for criteria)
- Paper: 100 points (see above for criteria)
- Final Exam: 100 points

Please Note: All five of the main assignments must be attempted. Failure to submit one or more of them will result in a failing grade for the entire class.

Instructor Pledge – As your instructor, and as a Christian, I will

- Pray for you.
- Offer quality class instruction and interaction.
- Apply Romans in a way that helps us think like the Lord.
- Help you excel in this class in any way I can.
ODA Authorization Document for ABS, AASCC, and CCM

Mike Robinson
President
Pacific Bible College
456 North Front Street
McMinnville, OR 97128
February 5, 2015

Dear Mr. Robinson,

We have completed the review of Pacific Bible College’s application for authorization of academic programs. This letter constitutes approval of the following degrees for offer in Oregon:

- Associate of Biblical Studies
- Associate of Applied Science in Christian Counseling
- Certificate of Christian Ministries

This approval covers the period through February 28, 2017. To renew this program, please submit appropriate materials by August 31, 2016.

Also note that you must send qualification sheets to ODA for approval of all newly hired or re-assigned instructional and administrative staff providing services leading to the offer of credit in Oregon. We will review this information to make sure that instructors hold appropriate degrees from accredited institutions. If the instructor does not have the appropriate level degree specific to any course he or she is teaching, you must provide information regarding the compensatory qualifications leading Pacific Bible College to believe the instructor is qualified to teach the course.

Use of a degree from an unaccredited institution is illegal in Oregon, unless ODA has approved the degree offered for use in Oregon. Permitting use of such a degree as a faculty or staff credential is grounds for revocation of this approval.

In addition to the other items that must be included, we remind you that the principal college publications (website and catalog) must continue to include the following statement in copies distributed to students taught in or from Oregon:

This school is a non-profit corporation and is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 585-010. Requests concerning the standards or school compliance may be directed to the Office of Degree Authorization, Higher Education Coordinating Commission, 775 Court St, NE, Salem, OR 97301.

Thank you for providing educational opportunities to Oregon students. Best wishes for the success of this program.

Sincerely,

Jean Bare-Arbello
Director of Private Post-secondary Education
Higher Education Coordinating Commission
ODA Authorization Document for ALA

Mike Robinson
President
Pacific Bible College
409 North Front Street
Medford, OR 97501
February 11, 2016

Dear Mr. Robinson,

We have completed the review of Pacific Bible College’s application for authorization of academic programs. This letter constitutes approval of the following degree for offer in Oregon:

• Associate of Liberal Arts

This approval covers the period through March 31, 2018. To renew this program, please submit appropriate materials by September 30, 2017.

Also note that you must send qualification sheets to ODA for approval of all newly hired or re-assigned instructional and administrative staff providing services leading to the offering of credit in Oregon. We will review this information to make sure that instructors hold appropriate degrees from accredited institutions. If the instructor does not have the appropriate-level degree specific to any course he or she is teaching, you must provide information regarding the compensatory qualifications leading Pacific Bible College to believe the instructor is qualified to teach the course.

Use of a degree from an unaccredited institution is illegal in Oregon, unless ODA has approved the degree offered for use in Oregon. Permitting use of such a degree as a faculty or staff credential is grounds for revocation of this approval.

In addition to the other items that must be included, we remind you that the principal college publications (website and catalog) must continue to include the following statement in copies distributed to students taught in or from Oregon:

This school is a non-profit corporation and is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 582-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, Higher Education Coordinating Commission, 775 Court St NE, Salem, Oregon 97310.

Thank you for providing educational opportunities to Oregon students. Best wishes for the success of this program!

Sincerely,

Ann Bate-Arscale
Director of Private Postsecondary Education
Higher Education Coordinating Commission
# 2015-16 ABHE Bible Exam Results

## Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>New Testament Mean</th>
<th>Old Testament Mean</th>
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<tbody>
<tr>
<td>2015-16</td>
<td>71.0%</td>
<td>70.0%</td>
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<thead>
<tr>
<th># of Test Takers</th>
<th>PBC Percentage from ABHE Mean</th>
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<tr>
<td>3</td>
<td>35.7%</td>
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## Pacific Bible College Scores vs. ABHE Scores

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<tr>
<th>Subject Matter</th>
<th>NT-S</th>
<th>NT-Pa</th>
<th>NT-G</th>
<th>NT-L</th>
<th>NT-Ga</th>
<th>NT-C</th>
<th>OT-S</th>
<th>OT-F</th>
<th>OT-T</th>
<th>OT-Pa</th>
<th>OT-Ga</th>
<th>OT-C</th>
<th>OT-P</th>
<th>OT-Pa</th>
<th>OT-Pa</th>
<th>OT-Pa</th>
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<tbody>
<tr>
<td>Score</td>
<td>89.95%</td>
<td>84.58%</td>
<td>64.09%</td>
<td>57.69%</td>
<td>69.44%</td>
<td>80.66%</td>
<td>76.66%</td>
<td>87.06%</td>
<td>82.66%</td>
<td>88.16%</td>
<td>66.07%</td>
<td>89.29%</td>
<td>45.83%</td>
<td>51.50%</td>
<td>51.50%</td>
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<tr>
<td>ABHE Scores</td>
<td>89.95%</td>
<td>84.58%</td>
<td>64.09%</td>
<td>57.69%</td>
<td>69.44%</td>
<td>80.66%</td>
<td>76.66%</td>
<td>87.06%</td>
<td>82.66%</td>
<td>88.16%</td>
<td>66.07%</td>
<td>89.29%</td>
<td>45.83%</td>
<td>51.50%</td>
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</table>

Note: The table compares the scores of different subjects between Pacific Bible College (PBC) and ABHE.
Institutional Assessment Guidance

August 10th, 2016

Subject: 2016-2017 Institutional Assessment Guidance

The following document provides Institutional Assessment Guidance for the 2016-17 Academic Year. Last year was our first time working through all of the procedures of our new assessment process and the finished product and findings I believe reflect the excellent work accomplished by all of you. Thanks again for all of your contributions, patience and persistence.

The document that follows is organized in two sections. The first section provides information about actions that need to be accomplished based on our previous year’s assessment findings (2015-16). The second section provides guidance in order to accomplish our institutional assessment for the upcoming 2016-17 academic year. Please review and note those areas that are designated as your area of responsibility.

SECTION I-
Actions to accomplish based on the findings in our 2015-16 Institutional Assessment

The following outlines actions were identified to be accomplished for the upcoming year based on the 2015-16 Institutional assessment. This section also identifies the responsible individuals for each action:

1. Student Course Evaluations - Future data collection will be aggregated and assessed using student input from all classes in the fall and spring semester of the academic year.

   Responsible Person(s):
   Chief Academic Officer (CAO) and Dean of Student Affairs

2. ABHE Bible Exam - We determined that we will continue to issue the Bible exam to future program graduates and monitor for trends. Our ABS department leadership will consider the results of the Old Testament Prophets section and possible causes of the underperformance. In the 2016-17 year, we will identify a group of first-year students that we can test and then re-test at program completion to assess results.

   Responsible Person(s):
   Chief Academic Officer (ABHE Bible exam test administration)
   Department Chair, Bible and Theology and ABS Program Director (examine possible reasons for the lower test score on Old Testament Prophets section of ABHE Bible exam)

3. ABS Program – Follow-up on modifying parameters or specific assignment goals to more clearly elicit evidence of successful SLO’s [examples HS101, SS203]. Follow-up with faculty members teaching specified classes whose assignments were used in our 2015-16 assessment. These follow-ups will serve to add detail and clarity regarding the presentation of curricular content that seemed to be lacking or understated in the initial artifact analysis [example TH110].

   Responsible Person(s):
   Department Chair, Bible and Theology and ABS Program Director

4. AASCC Program - Strengthen the level of biblical integration in the Christian counseling specific courses. The goal should be to strengthen or clarify the outcomes to better support biblical integration with the courses by the end of the fall 2016 semester. In addition, the Counseling Department should identify the core set of scriptural principles that will distinguish our AASCC graduates in the counseling profession. The department should coordinate with faculty in the Biblical Studies department to develop and gain approval for these key elements of truth. This should be completed prior to the end of the spring 2017 semester. In addition, the
following the actions were identified to address enrollment, persistence and completion for the AASCC program:

a. Establish a faculty member who will actively promote the program to local community. This person will establish contacts with local agencies, employers and churches to enhance awareness of the program.

b. Enhance the value proposition of the program to students through:

1. Expanded articulation agreements with 4-year programs in counseling disciplines.
2. Identification of specific ministry opportunities available upon completion
3. Identification of specific job opportunities available upon completion
4. Creation of an advisory committee that include active employers in for profit and non-profit social services, para-church organizations, and others that can provide input to program design, connect current program participants with service opportunities, and build awareness of the program in our community.

**Responsible Person(s):**
AASCC Program Director
CAO (responsible for 4.b.1)

5. **Student Support Operations** - We will accomplish the following actions in 2016-17:

a. Formalize the establishment of an Office of Student Development and assign appropriate staff to oversee the implementation of measures to improve student well-being (academically, personally, spiritually) as well as to make available community resources both within and outside of the college to ensure that students receive adequate care and counsel during their matriculation as PBC students.

b. Re-double efforts to track student withdrawal/exit reasons and to follow up with non-retained students whose reason for leaving is unknown.

c. Sustain student extracurricular involvement by electing effective officers to oversee Student Leadership and initiate the drafting of a Student Government constitution.

d. Implement admissions procedures that provide an open door to those students who are prepared to complete a full program of academic study at PBC while keeping closer track of those who are less prepared. The new provisional admission policy and Academic Worship (study skills) class will be instrumental in this.

e. Begin recruiting operations earlier to better integrate with the local high school student recruiting season. We will begin working with recruiting events in September of 2016 as opposed to the February-March time-frame that we operated on last year.

f. Our marketing campaign will be better targeted in 2016-17. Radio and print Ads that contained information concerning our scheduled class offerings and registration dates consistently brought the best results. As a result, Ad content and placement will be more focused on our product (need/benefits) as opposed to name recognition and institutional awareness in 2016-17.

g. We will employ a more deliberate strategy for making the home school community aware of the dual-credit opportunities with PBC. Our initial tactic will be to advertise and deliver early college credit workshops for home school parents and students.

h. Continue to grow our capabilities and agreements to offer dual-credit experiences in local high schools.

i. Provide considerable focus in marketing our Associate of Liberal Arts degree to students who are looking to complete a two-year transfer degree experience.

j. Use a more deliberate strategy of marketing our programs to local churches.

**Responsible Person(s):**
CAO and Dean of Student Affairs

6. **President’s Office and Board Governance** - We will accomplish the following actions in 2016-17:
a. Commit to organizing a full-day board development event in 2016-17 to address the areas of weakness identified. Our plan is to hold this event in June 2017 as the work and input from the Board will be supportive of our institutional assessment which occurs in the June-July timeframe.

b. Increase communication from the president to the trustees regarding institutional activities and the “pulse” of the PBC community. The goal here is to plan to develop and conduct a standard communication with the board via e-mail on a bi-monthly basis. These communications will be separate from standard notifications concerning quarterly board meetings. A standard template for communication will be one that covers, presidential activities, donor highlights/updates, college activities updates, and other pertinent information relative to the Board’s situational awareness and functioning.

c. Continue to develop trustee recruitment activities by the president and expand efforts to include current trustees.

1. Measurement of success is:
Minimum of 6 recruiting visits by the president.
Two new recruits identified
Board develop a strategy based on gap/needs of current team to strengthen the missional work of the board.
This strategy then gets exercised with help of president in recruitment.

d. Have the Board of Trustees take greater ownership of quarterly board meeting agendas and board level projects. The Board will develop and implement a plan for retiring the mortgage on our current facility/property. The 2016-2021 strategic plan sets in place goals for retiring the current mortgage and opening a new campus and the Board will take ownership of creating a plan to accomplish these goals.

e. The Board of Trustees will take on the responsibility of sponsoring and coordinating at least one fundraiser with the goal of raising a minimum of $10,000.

**Responsible Person(s):**
President and Board of Trustees

7. **Business Office and Development Office** - We will accomplish the following actions in 2016-17:

Increase donor base 10%.
Trustees to begin an annual fundraising event.
Establish and implement a mortgage retirement plan.
Continually monitor these newly established assessment indicators and learn how to use them most effectively and/or change them to other indicators that are more useful.

**Responsible Person(s):**
President, Board of Trustees, OIE

8. **Assessment Mechanisms** –

We need to clarify the need to distinguish between assessment mechanisms designed to measure the provision of remedial or foundational curriculum against mechanisms more suited to demonstrate higher learning functions (analysis, application and creative integration vs simple memory & understanding). While exam questions (especially of the essay variety) can be more carefully worded to specifically elicit with greater clarity evidence of successful SLO’s, our conclusion is that the addition of rubric indicators which allow for, and identify, artifacts intended to display familiarity with basic terms, ideas, concepts and principles critical to the later cultivation of higher learning functions, is necessary and will be addressed for the next program assessment cycle.

**Responsible Person(s):** CAO, Department Chair, Bible and Theology, ABS Program Director

SECTION II—
Assessment Guidance for 2016-2017
The information below provides the overall goals and special instructions for the 2016-2017 Institutional Program Assessment:

1. Pacific Bible Mission –
   The PBC Mission outcome that will be assessed is “academic proficiency”. PBC defines “academic proficiency” using the following student learning outcomes:
   Students are…
   Able to read scholarly material with comprehension
   Able to think logically and critically with integration. (“Kingdom Think”)
   Able to communicate (writing, speaking) coherently and effectively
   Able to do scholarly research appropriate to undergraduate level

   To accomplish assessment of the “academic proficiency” outcome:
   a. The department chairs and academic program directors should identify and collect artifacts of student work over the fall and spring semesters that will support assessment of the academic proficiency mission outcome. Direct and indirect assessment mechanisms should be identified that will measure effectiveness in achieving this outcome. They should coordinate with the OIE to facilitate collection of artifacts, development of assessment rubrics, and necessary assessment templates. Provide the list of student artifacts that you plan to collect to the Chief Academic Officer no later than September 30th, 2016.
   b. The Office of Institutional Effectiveness (OIE) should identify direct and indirect assessment mechanisms to assist in measuring the effectiveness of student learning concerning “academic proficiency”. These mechanisms should be identified by September 30th, 2016.

2. Associate of Biblical Studies (ABS) program –
   The ABS program outcome that will be assessed is “lead lovingly”. The ABS program defines “lead lovingly” using the following student learning outcomes:
   Students are…
   Able to mentor and guide in discipleship
   Able to correct and admonish in discipline
   Able to protect and defend in doctrine
   Able to analyze critically and resolve creatively in difficulty

   To accomplish assessment of the “lead lovingly” outcome:
   a. The ABS department chair and program director should identify and collect artifacts of student work over the fall and spring semesters that will support assessment of the “lead lovingly” program outcome. They should coordinate with the OIE to facilitate collection of artifacts, development of assessment rubrics, and necessary assessment templates. Provide the list of student artifacts that you plan to collect to the Chief Academic Officer no later than September 30th, 2016.
   b. The Office of Institutional Effectiveness should identify direct and indirect assessment mechanisms to assist in measuring the effectiveness of student learning concerning “lead lovingly”. These mechanisms should be identified by September 30th, 2016.

3. Associate of Applied Science in Christian Counseling (AASCC) program-
The AASCC program objective that will be assessed is the following:
“Develop practical counseling strategies through the study of biblical, theological and psychological foundations”.

   To accomplish assessment of the designated program objective:
a. The Counseling department chair should identify and collect artifacts of student work over the fall and spring semesters that will support assessment of the identified program objective. The department chair should coordinate with the OIE to facilitate collection of artifacts, development of assessment rubrics, and necessary assessment templates. Provide the list of student artifacts that you plan to collect to the Chief Academic Officer no later than September 30th, 2016.

b. The Office of Institutional Effectiveness should identify direct and indirect assessment mechanisms to assist in measuring the effectiveness of student learning concerning the designated objective. These mechanisms should be identified by September 30th, 2016.

4. Associate of Liberal Arts (ALA) program-
The ALA program outcome that will be assessed is the following:

“Reason critically through the lens of a Christian-worldview concerning truth, values, ideas, aesthetics and community”.

The last segment of the outcome above includes the statement, “…with the ability to engage the culture with compassion and understanding”. This part of the outcome was intentionally left out of this first-year assessment of the ALA program. We felt that it would be important to focus closely on the integration of Biblical worldview with the new slate of general education program classes in the ALA. The last segment of the outcome will be considered in subsequent years.

To accomplish assessment of the designated program outcome:

a. The ALA program director chair should identify and collect artifacts of student work over the fall and spring semesters that will support assessment of the identified program outcome. The director should coordinate with the OIE to facilitate collection of artifacts, development of assessment rubrics, and necessary assessment templates. Provide the list of student artifacts that you plan to collect to the Chief Academic Officer no later than September 30th, 2016.

b. The Office of Institutional Effectiveness should identify direct and indirect assessment mechanisms to assist in measuring the effectiveness of student learning concerning the designated outcome. These mechanisms should be identified by September 30th, 2016.

5. Office of Institutional Effectiveness –
The OIE should continue to uses the same indicators for assessing Institutional Effectiveness that were used in the 2015-16 institutional assessment.

6. Timelines -
The following are the critical timelines for completing our 2016-17 assessment process:

<table>
<thead>
<tr>
<th>Time-period</th>
<th>Event</th>
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<tbody>
<tr>
<td>3rd week of August – end of September</td>
<td>- Departments develop program assessment plan and communicate to the OIE</td>
</tr>
<tr>
<td>October through April (end of spring semester)</td>
<td>- Departments implement assessment activities, collect evidence and prepare all appropriate tools for the assessment phase</td>
</tr>
<tr>
<td>End of April -1st week in June</td>
<td>- Departments complete their assessment process, record the results, and turn in their reports to the OIE</td>
</tr>
<tr>
<td>3rd Week of June -4th week in July</td>
<td>- Departments complete their academic and curriculum standards review informed by completed and approved academic program assessments.</td>
</tr>
<tr>
<td>4th week in July – end of August (start of fall semester)</td>
<td>- Implement changes based on findings from their academic program review</td>
</tr>
</tbody>
</table>
If you have any questions about the attached assessment guidance, feel free to contact me and discuss.

Thanks again for all your excellent work on last year’s assessment,

John Osbourn
Chief Academic Officer
Pacific Bible College
541-890-9051
John.o@pacificbible.com

Assessment Guidance E-mail communication dated August 10th
From: john.o@pacificbible.com [mailto:john.o@pacificbible.com]
Sent: Wednesday, August 10, 2016 5:46 PM
To: 'Rick Booye' <booye@earthlink.net>; 'Matt McAuliffe' <mattmca33@gmail.com>; 'Maha' <mahabbatt@yahoo.com>; 'Dee' <dchad_02@ centurylink.net>; dan.n@pacificbible.com; mary.n@pacificbible.com; mike.r@pacificbible.com; Amber.o@pacificbible.com
Subject: 2016-17 Assessment Guidance

All,

Attached is the Institutional Assessment Guidance for the 2016-2017 academic year. I have also attached the 2015-16 Institutional Assessment and the Assessment Handbook for your awareness and usage.

The Assessment Guidance includes those actions that we determined to accomplish based on our 2015-2016 assessment as well as the guidelines for our assessment process in 2016-17. The document designates what we need to accomplish and the responsible person(s) for each action. Please review and note the items that are assigned to your area of responsibility.

When our ABHE visitor was here at the end of July, he gave us a very enthusiastic/positive review of our new process of assessment. So, I feel we are on the right track to glean relevant, usable information to enhance our programs as well as accomplish the standards of an accredited institution.

This year’s assessment will be critical in preparing us for our accreditation site visit which we are planning on in October of 2017. This visit will determine our readiness to be awarded full-accreditation in February of 2018.

So, we are starting to get glimpses of the finish-line for a long-journey of persistent effort. I want to encourage you as you look at the task ahead for next year. The dawn is breaking and the warm sun is starting to shed it marvelous light 😊

I am so thankful to work with each of you,

May the Lord richly bless you, 😊 John
Second Restated Articles of Incorporation Filing Acknowledgement

RESTATED ARTICLES OF INCORPORATION - NONPROFIT

REGISTRATION NUMBER: 504486-88

In accordance with Oregon Revised Statutes 192.435-192.460, the information on this application is public record. 
We reserve the right to share this information with the Secretary of State for other purposes.

1) NAME OF CORPORATION: Pacific Bible College

2) NEW NAME OF THE CORPORATION (if changed) N/A

3) A COPY OF THE RESTATED ARTICLES MUST BE ATTACHED.

4) CHECK THE APPROPRIATE STATEMENT:
   □ The restated articles contain amendments which do not require membership approval. The date of the adoption of the amendments and restated articles was _______________________. These amendments were only adopted by the board of directors.
   ☑ The restated articles contain amendments which require membership approval. The date of the adoption of the amendments and restated articles was 2/8/2011.

The vote of the members was as follows:

<table>
<thead>
<tr>
<th>Class(es) entitled to vote</th>
<th>Number of members entitled to vote</th>
<th>Number of votes entitled to be cast</th>
<th>Number of votes cast FOR</th>
<th>Number of votes cast AGAINST</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td></td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

5) EXECUTION (Must be signed by at least one officer or director):

By my signature, I declare as an authorized officer, that this filing has been examined by me and is, to the best of my knowledge and belief, true, correct, and complete. Making false statements in this document is against the law and may be penalized by fine, imprisonment or both.

Signature: Mike Robinson
Printed Name: Mike Robinson
Title: President

CONTACT NAME: (if there are questions with this filing)

Mike Robinson
Phone Number: 541-776-9942

PACIFIC BIBLE COLLEGE

FILED
FEB 28, 2011
OREGON
SECRETARY OF STATE

240
I. Opening Prayer.
   A. Perry opened with Prayer.
II. Review/accept previous board minutes.
   A. Mike Read the minutes.
   B. Barry made a motion they be accepted, Lisa accepted.
   C. Unanimously approved.
III. President’s Report.
   A. On Line program functional.
   B. Mark Perry reviewed Admissions Policy
   C. Fall Class update.
      1. Scheduling of classes - 95% confident.
      2. Enrollment: slow. 3 New Applicants.
      a. Dave shared what we have done so far for publicity.
      1. Lisa and Mike reviewed the following points:
      2. Books have been restructured.
      4. Ready for Mike-Lisa to review and submit for annual taxes and audit.
      5. Need revenue as cash outflows have increased (The board authorized $10k about spent).
      7. Perry motioned to accept as presented. Mark accepted. Passed Unanimously.
   E. Articulation update.
   F. Library update.
   G. Facility update.
IV. Board Business:
   A. Review Bylaws.
      1. Legal Counsel recommended changes:
         a. Title: Restated Bylaws of Pacific Bible College
         b. Art. 1, Sec. 2: consecutive term length changed from three to two per ABHE.
      2. Vote to accept/change.
   B. Review Boardmanship Handbook
      1. Legal Counsel recommended changes:
         a. Update Quote in sec. 3.1.6.
      2. Vote to accept/change.
      3. Perry motioned the Bylaws and Board Of Trustees handbook be accepted
      4. Stan seconded the motion.
      5. Amended to accept the changes as outlined in A-B as well as the unification in terminology of the affirmations at the annual meeting.
         a. Passed unanimously.
   C. Acknowledge the board members are uncompensated (meeting standards of ORS65.369), “Qualified Directors”, limited legal immunity from liability (See Board Handbook Section 3.1.4).
      1. Barry can read the standard.
      2. Barry made motion, Mark seconded, passed unanimously.
   D. Select maintenance of minutes procedure: hard copy or electronic?
      1. It was determined to select hard copy form.
      The files will be brought current but only the minutes document itself will be kept, not other handouts.
   E. Check signing authority-internal control policies.
      1. Mike shared he is the only check signer currently and that Lisa and Mike would generate a formal
F. General disclosure form (Section 3.7 of Board Handbook). Table until the next meeting.
G. Accept Admissions Policy.
      1. Mark Reviewed.
      2. Stan moved we accept, Mark seconded, passed unanimously.
H. Appointment of subcommittees of Board. Table until the next meeting.
   1. Nominating and [Board] Membership Committee
   2. Finance, Investment, and Audit Committee.
   3. College Oversight Committee
   4. Campus Development and Facilities Committee
   5. Steering Committee for Accreditation
   6. Other committees.
V. To Dos’
   A. Barry requested that we make sure the original 501C letter of Determination be in our Board meeting Minutes books. Check with Rick Brewster or Jim Grantland have it.
   B. Send out a new Admissions Policy.
VI. Closing prayer. Schedule next meeting.
   A. Sept. 13, 1:00 at PBC.
Board of Trustees Minutes September 15th, 2015

Attendees: Tim Jackle, Dave Gomez, Bill Pritchett, Steve Holst, Time Jackle, John Osbourn, Daniel Nicholas, Mike Robinson, . Guest: Donna Buck- student government, Rick Brewster, CPA.

I. Opening Prayer.
   A. Dave Gomez

II. Review meeting minutes from April 21, 2015 meeting.
   A. Approval Status. Tim Jackle made a motion to accept and Steve Holst seconded; passed unanimously.

III. Trustee Installation: Bill Pritchett
   A. Tim Jackle formally moved to accept Bill Pritchett. Dave Gomez seconded the motion and it carried unanimously.

IV. 2014-15 Audit Presentation: Rick Brewster.
   A. Rick presented with no questions.
   B. Form 990 to be signed and returned.

V. Donna Buck shared as a representative of Student government and student led initiatives.
   A. Excited about the lecture series where they serve behind the scenes.
   B. Would like to instigate a chapel a month, add a reading group, recreation next summer.
   C. Greatest goal is propagation and getting new students involved.

VI. Review Current Financials.
   A. Tim Jackle made a motion to allow the president to open a new bank account for holding restricted funds and a reserve funds. Dave Gomez seconded the motion and it passed unanimously.
   B. Board requested president to investigate investing or growing scholarship funds.
   C. Mike handed out the thank you letter he had recently mailed to the Basileia Fund contributors.

VII. Institutional
   A. Fall Enrollment-Presented by Daniel Nicholas
      1. Classes: 11
      2. Credit Students: 27
      3. Audit Students: 12
      4. Enrollments: 59
   B. Student Services Update-Daniel Nicholas
      1. Discussed overall enrollment about the same as last Fall, despite tuition increase.
   C. Title IX Religious Freedom Exemption. John Osbourn
      1. Handed out several statements of other institutions regarding sexual orientation and marriage.
      2. Discussed inserting a statement into the Statement of Faith.
      3. A motion was made by Tim Jackle and unanimously passed for the president to submit a drafted statement to Tim Jackle for review. Then a special board meeting will be convened to discuss and consider for ratification.
   D. Academic Freedom Statement. John Osbourn
      1. Proposed statement was circulated for review.
      2. Steve Holst made a motion to accept with a slight wording change in the last sentence to including learning environment. Dave Gomez seconded and it passed unanimously.

VIII. Presidential
   A. Barna Group Marketing Research Project.
   B. Mortgage Relief Plan needed: balloon date June, 2018.
   C. 2015-20 Strategic Plan Draft.
      1. John Osbourn gave an overview of the 5 primary goals and objectives.
2. Board expressed general support of the draft and gave administration the green light to continue its development. The plan was unanimously passed.

3. John showed the program draft of the Associate of Liberal Arts degree. Tim Jackle moved to authorize the program to move forward. Steve Holst seconded and it passed unanimously.

D. Board Development.

IX. Scheduled next meeting.

X. Closing Prayer.

A. Bill Pritchett closed in prayer.

Board of Trustees Minutes January 26th, 2016

Attendees: Bill Pritchett, Dave Gomez, Donna Milkowski, Steve Holst, Dean Fichtner, Stan Way, Tim Jackle, Mike Robinson

Guests: John Osbourn, Dan Nicholas

Mission: Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, culturally-engaged servant leaders.

XI. Opening Prayer.

A. Stan Way

XII. Trustee Installation: Donna Milkowski, Dean Fichtner.

A. Approval: Tim Jackle prepared a Memorandum of Action for trustee approval and it was circulated/signed. Both the Trustee approval and resignation were jointly motioned by Steve Holst and then unanimously approved.

XIII. Trustee Resignation: Tom Grimland

A. Accepted: See II-A above

XIV. Board Development

A. Review and discuss the Mission Statement.

B. Steve Holst recommended more communication due to the long period between meetings, such as a State of the college email every month.

XV. Review meeting minutes from September 15, 2015 meeting.

A. Approval: Mike read the previous minutes. Dave Gomez made a motion to accept, Bill Pritchett seconded and the minutes were accepted unanimously.

XVI. Review Current Financials (Emailed). Mike Robinson

A. Approval: Tim Jackle made a motion to accept and Dean seconded. Motion passed unanimously.

XVII. Institutional

A. Spring Enrollment Dan Nicholas shared results: (17% increase over Fall)

1. Classes: 12
2. Credit Students: 34
3. Audit Students: 13
4. Total Credits: 203

B. Student Leadership

1. Need to groom new leaders.
2. Student Council has doubled to 8 students.

C. Grants Pass Extension, New Hope-John Osbourn-shared what was currently happening.

XVIII. Presidential

A. Barna Group Marketing Research Project.

1. Review the results. (Emailed).
2. Mike shared the highlights
B. Discuss VA actions in November/December, PBC’s response. John Osbourn, Tim Jackle, Mike Robinson. John recounted the series of events to the trustees.
   1. USDE Exemption Status-John Osbourn.
C. Mortgage Relief Plan needed: balloon date June, 2018.
   1. No current activity on sale of building.
   2. Mortgage options: Bill Pritchett
      a. Bill shared his review of PBC
         i. Would need ~ $100k pay down to get the equity needed for a mortgage
D. Financial support needed. Did not cover this section.
   1. Can board members host small gatherings in their homes for Mike to share PBC and invite support?
   2. Board Fundraiser.

XIX. Scheduled next meeting.
   A. June 7, 2016 at 4:00pm.

XX. Closing Prayer.

Board of Trustees Minutes September 13th, 2016

Attendees: Bill Pritchett, Dave Gomez, Stan Way, Donna Milkowski, Dean Fichtner, Tim Jackle, Steve Holst, Mike Robinson
Guests: John Osbourn, Dan Nicholas, Rick Brewster

1. Opening Prayer.
   a. Tim Jackle opened with prayer.
2. Review meeting minutes from June 11, 2016 annual retreat.
   a. Approval Status: Board Approved minutes without changes.
3. Audit Presentation: Rick Brewster
   a. Board accepted the audit report as given.
4. Trustee Installation: Nick Nachbur
   a. Dan Nicholas shared his personal knowledge of Nick as they both go to the same church.
   b. Steve Holst made a motion to approve the nomination of Nick Nachbur, Dave Gomez approved. Unanimously accepted.
5. Trustee service calendar-review and approve.
   a. It was noted by Donna Milkowski that the term is 4 years in the Articles. These need to be changed to reflect the 3-year status being implemented.
6. Election of Officers for FY 2016-17
   a. Stan was nominated for Board Chair by Tim Jackle. Bill Pritchett seconded. Unanimously approved.
   b. Donna Milkowski nominated Dave Gomez as Vice-Chair and Dean Fichtner seconded. Unanimously approved.
   c. Stan Way nominated Steve Holst as Secretary. Unanimously passed.
7. Review Current Financials.
   a. Mike went over the financials. Bill Pritchett made the motion to accept the report as presented, Dean Fichtner seconded and the motion passed unanimously.
8. Review Budget
   a. Handed out and briefly went over. Trustees will review at home, email questions to Mike, and vote for approval by 9/20.
9. Institutional
a. Fall enrollment update: Daniel Nicholas, Dan presented a handout showing a Fall term, 5 yr. breakdown. The Board acknowledged receipt and review of the finalized summative institutional assessment report and gave it high praise.

b. Standard 4 Compliance subcommittee formed: Steve, Stan, Donna will work with John to facilitate the Self Study report review of Standard 4. John will coordinate.

   a. A subcommittee was formed Bill, Stan, Donna, and Mike. Meet on Thursday 22 at 11:30 at PBC.

   a. David will begin work. Donna will also assist.

12. Scheduled next meeting.
   a. November 8th, 3:30 prayer, 4:00 - 5:30pm.

   a. Dave Gomez closed in prayer.

Current Board Service Calendar

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Term End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stan</td>
<td>Way</td>
<td>Chair 6/30/2017</td>
</tr>
<tr>
<td>Dave</td>
<td>Gomez</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Steve</td>
<td>Holst</td>
<td>9/23/2017</td>
</tr>
<tr>
<td>Tim</td>
<td>Jackle</td>
<td>6/30/2018</td>
</tr>
<tr>
<td>Bill</td>
<td>Pritchett</td>
<td>9/15/2018</td>
</tr>
<tr>
<td>Donna</td>
<td>Milkowski</td>
<td>1/26/2019</td>
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<tr>
<td>Dean</td>
<td>Fichtner</td>
<td>1/26/2019</td>
</tr>
<tr>
<td>Nick</td>
<td>Nachbur</td>
<td>If approved 9/13/2019</td>
</tr>
</tbody>
</table>

Board of Trustees Minutes June 11th, 2016

Attendees: Bill Pritchett, Dave Gomez, Donna Milkowski, Steve Holst, Dean Fichtner, Stan Way, Tim Jackle, Mike Robinson

Mission: Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, culturally-engaged servant leaders.

XXI. Opening Prayer.

XXII. Mike opened the meeting with training on what a Missional institution, the purpose of a Strategic Plan in governing this type of institution, and the Board of Trustees responsibilities in such an institution. First and foremost guarding the Mission of the institution from drift. The training was well received and unanimously supported. See the addended training agenda. (Added 11/2/16)

XXIII. Board agreed to develop and conduct a presidential and presidential assessment by the next board meeting.

XXIV. Board agreed to adopt the Trustee governing model. This phraseology will be disseminated to the Bylaws, Constitution, and Board Handbook.

XXV. Board approved the 2016-21 Strategic plan and 5 Yr. Budget as presented. (added 9/19/16)

XXVI. Board requested we contact another realtor—recommend Jerod Pulver, XXVII. Have trustees submit the president and president’s office assessment by the end of June. Also comments on the assessment methodology.

XXVIII. Trustees to submit comments on the revised Board handbook by end of June.
XXIX. Consider adding safeguards for protection against changes to mission, vision, values, doctrinal statement against missional drift. Current these are contained in Constitution and takes a 75% vote of trustees to change.

XXX. Title IX exemption:
   A. Pursue exemption: The board recommended we not pursue the exemption at this time.
   B. Policy changes recommended by Alliance Defending Freedom. John will send an email about the discrimination lawsuit potential and give board feedback.

XXXI. Next Board Meeting on Sept. 13, Tuesday, at 4:00-5:30, with 3:30 prayer meeting.
Addendum: Board Training-Missional Institutions

PBC Board Retreat: Mission

I. Introduction:
   A. 3 Types of Boards (Bowden Miller Shepherding Group: BMSG)
      a. Board of Directors
         i. Business Practices
         ii. Profit Drive-Bottom Line
         iii. Product/Customer Focus driven
      b. Board of Representatives
         i. Pass along concerns
         ii. Advance interest of groups or individuals
         iii. Majority opinion driven
      c. Board of Trustees (Steward Builders)
         i. Mission
         ii. Vision
         iii. Values
         iv. Key Results/Assessment driven
   B. A Christian Nonprofit Trustee Board functions as the steward of the Mission.
      a. “The unalterable mission of a Christ-centered, biblically directed and Spirit led Trustee Board is to steward the “sacred trust” of the school mission, resources and responsibilities which they prayerfully accept as trustees to further God’s kingdom through Christian education.”
   C. What is the Vision of the Board?
      a. The vision of a Trustee Board that is properly stewarding the mission of the school should be to build the capacity of leadership, resources and outreach of the school in fulfillment of the vision. Vision will require the ability to build upon a strong foundation while looking to those trends that will impact the future. Vision should be both inspirational and measurable.
   D. The Values of the institution
      a. The values that drive the Trustee Board are anchored to biblical principles which reflect how decisions are made and how the Board treats each other, the Head, faculty and parents.

The challenge: PBC has a business model driven by the mandate to not allow costs to be a barrier for Christians of the Rogue Valley to attain college training/education. This in tandem with trying to achieve a 50%/50% revenue stream match of tuition versus other revenue streams requires us to be growing ~ 30% in enrollment each year of the new Strategic Plan. How does the board help direct this?

Have group break into pairs and discuss for several minutes then as a large group.
II Mission True organizations:\(^1\)

A. What is a Mission True Organization?
   a. What it is not:
      i. One that allows outside influences to cause drift from its original mission.
         1. Harvard
         2. Yale
         3. YMCA
         4. “It’s the exception that an organization stays true to its mission,” said Chris Cane, president and CEO of Edify. “The natural course—the unfortunate natural evolution of many originally Christ-centered missions—is to drift.”\(^2\)
   b. What it is:
      i. “Know why they exist and protect their core at all costs. They remain faithful to what they believe God has entrusted them to do. They define what is immutable: their values and purposes, their DNA, their heart and soul.”\(^3\)
         *Have the trustees break into groups of 2 and write down their definition of this for PBC.*
      ii. “…some of us are called to tend earthen vessels that hold an incomparable treasure: the scandalous offer of grace from the world’s Creator, through the sending and self-giving of the Son, in the power of the Spirit. Staying Mission True requires first of all each of us become, personally, more and more deeply converted by this unlikely and beautiful mission. And then we are called, no doubt with fear and trembling, to do our best to build structures that will help that mission be encountered and believed long after we are gone.”\(^4\)

B. The problem is not institutional, rather human. *Josh. 24:15; 2 Tim. 4:1-8; Rev. 2:7, 11, 17, 26, 3:5, 12, 21 (overcomers).*

C. Mission True organizations:
   a. Believe the Gospel is their most precious asset.
   b. Make hard decisions to protect and propel their mission.
   c. Build safeguards against missional drift.
   d. Have clarity about their mission.
   e. Establish board members who understand this is their top priority.
   f. Have leaders intentionally set the cultural tone for the organization.
   g. Hire first and foremost for heart and character.
   h. Partner with donors who believe in their full mission.
   i. Track metrics reflective of their full mission.
   j. Understand the Gospel demands excellence in their work.
   k. Are fanatics about rituals and practices.
   l. Boldly claim their core tenets to protect themselves from drift.
   m. Recognize the local church is an anchor to a thriving mission.

III Define a Mission-Driven Institution:
   A. The mission, vision, and values of the institution define, sustain, and propel the institution.

---

2. Ibid., p 19.
3. Ibid, p 27.
a. Mission: The effect you want on the world. **WHAT** you want to do and **HOW** you are going to do it.
   i. Its reason for existence.
   ii. Its objectives.
   iii. Its motivation for stakeholders.
b. Vision: Long term goal-**WHY** you are doing what you do.
   i. Looking 20 years into the future, what changes to the world has PBC had?
c. Values: Organization’s guiding principles that define culture.
   i. Each stakeholder influences the culture and in reciprocal is influenced by the culture. Hence integrity and values are essential.

B. These three then drive the strategic plan to provide the framework upon which the institutional effectiveness process operates.

C. The institutional effectiveness process permeates all entities including academic departments and programs, administrative and student support units, operations, finances, budgeting, and the board. Each unit articulates its support of the mission and strategic plan through a concise statement of purpose.

D. An annual review process is adopted insuring mission critical areas are being achieved. In short we measure the effectiveness against our benchmarks.
   a. Develop a formalized assessment plan.
   b. Exercise the objective under assessment and record data.
   c. Review assessment data against benchmarks to measure effectiveness.
   d. Construct a strategy to guide and direct resources for sustaining, improving, expanding, or obsoleting the objective as it relates to the mission.
   e. The objective is exercised again under criteria of the new plan.

IV PBC Mission Renewal

A. Have them discuss briefly and then individually write down what their vision or interpretation of being a Trustee is in a missional institution. What are the duties? How are decisions made? What decisions are made? How is firefighting done?

B. If time allows, have them break into groups of 2-3 and each take one of the sections of the Mission statement and discuss how the Trustee's help the institution in fulfilling this

Mission Statement:

**Pacific Bible College exists to provide a Biblically focused education that equips students in character, leadership, and service to impact the church, community and world for Jesus Christ.**

Break into groups of 2 and each group take a section of this statement to discuss the board's role in fulfilling it.

1. PBC exists to provide Biblically focused education
2. Equips students in
   a. Character
   b. Leadership
   c. Service
3. To impact for Jesus Christ the:
   a. Church
   b. Community
   c. World
Board of Trustees Annual Conflict of Interest Affirmation Statement

PACIFIC BIBLE COLLEGE,
AN OREGON NONPROFIT CORPORATION
ANNUAL AFFIRMATION STATEMENT
CONCERNING THE CONFLICT OF INTEREST POLICY

The undersigned, being a _____________________________________________________
(Director) (Officer - indicate office)
hereby affirms that I have received a copy of the Conflict of Interest Policy (“the Policy”) of
Pacific Bible College (the “Corporation”), that I have read and understood the Policy, that I have
agreed to comply with the Policy, and that I understand that the Corporation, a charitable
nonprofit corporation, in order to maintain its federal tax exemption, must engage primarily in
activities which accomplish one or more of its tax-exempt purposes.

Date: ________________________
Signature ____________________________________

New Board of Trustees Member Application

Dear Trustee Candidate,

Welcome to Pacific Bible College, PBC. We are a mission driven institution that is
rooted in its history, strategically resourced in the present, and faithfully expectant for God
to expand our kingdom influence in the future. As a Trustee, you would be a strategic
resource God would use to accomplish the good works he has set forth for PBC to
accomplish. To aid your understanding of the PBC community, let me introduce you to our
school.

The college’s beginnings date to 1991 when a group of local Christian leaders led by
President Perry Atkinson united to start a local junior college named Dove Bible Institute,
DBI, was an interdenominational institution to develop Christian leaders. Its purpose:
... [was] to provide an environment in which serious Bible study and Christian maturity
can be nurtured; and where in-depth Bible instruction can be linked with personal guidance
by those who have learned from God.

The enrollment reached 40 students in 2 programs; the first a 2-year Associates of
Arts in Religion and the second a 1-year Certificate of Christian Ministries. Enrollment
decreased after the first year as the school administrator resigned and financial difficulties
arose. Despite this, DBI provided sound in-depth biblical teaching and mentoring to lay
persons from mature pastoral mentor/teachers practicing discipleship. Enrollment slowly
decreased throughout the 1990’s until 1998 when DBI failed to offer classes during the
Spring term because of lack of interest.

At this time, the low point of the school’s influence in the Rogue Valley, God led Rick
Booye, senior pastor of Trail Christian Fellowship, and Stan Way, senior pastor of
Cornerstone Church, to DBI as trustees and breathed new life into it through their
leadership, teaching, and support of their respective churches. Enrollment began to
increase, classes resumed being offered every term, and the curriculum began developing. The institute was recognized by the State of Oregon’s Office of Degree Authorization. The first 2 graduates from the Associates of Arts in Religion were realized in 2000. The name was changed to Pacific Bible College in 2001 and in 2002 Rick became the President. The mission was revised:

_PBC exists to prepare ministry students, laypersons, business professionals, homemakers, and missionaries for effective service in the 21st century by establishing a vibrant personal faith in Jesus Christ coupled with a clear and biblical worldview._

The Associates degree was changed to an Associates Biblical Studies degree and its first 2 graduates were realized in 2003, followed by 2 more in 2006. Student enrollment grew to a peak of 117 class roster enrollees in the Spring term of 2007. The student make up was laid adults taking classes at night for furthering their personal faith in the Bible and Jesus Christ. These students included business professionals, homemakers, and some transitioning from a professional career to a ministry career. The school continued its mission focus and increased its influence through its implementation. PBC was achieving the mission God had bestowed on it.

God then moved the college into a new direction in 2009 with the third president, Mike Robinson. The vision expanded and grew to serve the post secondary academic needs of the Body of Christ in the Rogue Valley. The mission became:

_Pacific Bible College prepares biblically and academically competent individuals whose relationship with Jesus Christ transforms them into an effective, loving influence in the Church and the world._

To fulfill this mission, the college is moving towards becoming an excellent 2-year academic institution by undergoing foundational changes in its academics, structure, operations, and student focus. We are in the process of accreditation through the Association of Biblical Higher Education (ABHE), our student population has shifted to primarily degree seekers, and we are preparing to become a credit transfer institution for Christians graduating from high school. Since 2009 we have realized graduates each academic year, added a new ODA approved Associates of Applied Science degree in Christian Counseling, and developed outcomes based student assessment linked to our five core values rooted in our mission and motto, “Kingdom Think”.

**PBC: Our Current State:**

We currently have an adjunct faculty of about 20 men and women who share several key passions and gifts. All are biblically centered gifted pastoral teachers who are experienced in the teaching ministry. They are passionate about developing Christian leaders for tomorrow and perceive a potential leader’s mind is an essential and trainable part of our image of God. The faculty wholeheartedly accept and implement our mission into all that they do for the college. Specific academic areas of expertise include Bible, Theology, Skills of Christian Counseling, Theories of Christian Counseling, Biblical Archeology, History, Pastoral Training, Writing, and Guitar/Worship. We offer 2 primary Associates degrees authorized by the State of Oregon; AAS in Christian Counseling and Associates of Biblical Studies (ABS), which is our pastoral training degree.

Our student population continues to transform toward more traditional students. The average class size is ~ 4-6 program students with an additional 1-2 audit students. Classes typically meet once a week. Our average student will be taking 6.6 credit hours/term, is married, works or is involved in ministry, and seeks to use their diploma to pursue employment and serve the Kingdom.

Into this dynamic and transforming culture you have been divinely invited to direct PBC in training up today’s and tomorrow’s leaders of the Kingdom. Please complete this application and submit it only after prayerful consideration.

For His Kingdom

Mike Robinson
President
Institutional Expectations of a Trustee:

**General Qualifications:** Since the quality of the Board of Trustees of Pacific Bible College is critically important to the wellbeing of the school, it is essential that the integrity and excellence of the Board be assured. As leaders of the school, board members must provide a living example of sacrifice and service to the Lord’s work in Christian education.

- An active and maturing believer of Jesus Christ
- Demonstration of leadership qualities identified in 1 Timothy 3 and Titus 2.
- Practice biblical stewardship in governance of the institution and in exercising personal resources of time, money, talents.
- Be willing and able to prioritize institutional commitments in one's personal and professional life.
- Be willing to develop a biblical worldview based philosophy of Christian education.

**Essential functions of the position:**
In regard to organization, the Board of Trustees will:

- Attend regularly scheduled quarterly Board meetings.
- Attend designated committee meetings.
- Be active in other appropriate school activities that require parent and Board participation.
- Research, review and summarize articles and reports to the Board.
- Authorize the annual school budget.
- Communicate in a positive and effective manner with a wide variety of customers including administration, board, faculty, staff, parents, students, donors, contractors and vendors.
- Maintain complete confidentiality in all matters.
- Conduct annual performance review of president.
- Be involved in and support fund raising for the school.
- Be involved in short and long term strategic planning of institution.
- Develop and approve institutional policies and insure all internal and external governance functions are followed.

**Board of Trustees Candidate Application**

<table>
<thead>
<tr>
<th>Pacific Bible College, 409 N. Front St., Medford, OR  97501  541-776-9942</th>
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<tbody>
<tr>
<td>Please return this application to the above address by (date): ____________________________</td>
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Date ____________________________

Name ____________________________

Spouse ____________________________

Children/Ages: ____________________________

Residence

Address ____________________________________________

Phone ____________________________ E-mail ____________________________
Employer
Name ____________________________________________________________
Your title _________________________________________________________
Address ___________________________________________________________
Phone ______________________________ E-mail __________________________
Type of business or organization ______________________________________
Primary service(s) and area/population served __________________________

Preferred method of contact ( ) Work ( ) Residence

Spiritual
Current Church Community: ___________________________ Length of relationship: ______
Describe your community involvement at this church:
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________

Describe your personal routine for spiritual development.
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________

Has there been an experience in your life in the past 5 years that may have compromised your reputation as a Christian?
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________

Pastoral Reference:
___________________________________________________________________________________________
Name Contact Info

Personal Reference:
___________________________________________________________________________________________
Name Contact Info

Professional Reference:
___________________________________________________________________________________________
Name Contact Info

Please submit a written testimony. Attach to application.
Financial

The position of Trustee includes a financial commitment to PBC. Please indicate an annual level you anticipate contributing.

☐ $250 to $1,000  ☐ $1,000 to $2,000  ☐ $2,000 to $5,000

☐ $5,000 to $10,000  ☐ $10,000 to $25,000

Qualifications

Please list boards and committees that you serve on, or have served on (business, civic, community, fraternal, political, professional, recreational, religious, social).

<table>
<thead>
<tr>
<th>Organization</th>
<th>Role/Title</th>
<th>Dates of Service</th>
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Education/Training/Certificates

_________________________________________________________________________________________________________
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Have you received any awards or honors that you’d like to mention?
_________________________________________________________________________________________________________
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What is your motivation(s) for serving as a Trustee at Pacific Bible College?
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
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How do you feel Pacific Bible College would benefit from your involvement on the Board?
_________________________________________________________________________________________________________
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Why is post-secondary Christian education important to you and the Rogue Valley?
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Please list any groups, organizations or businesses that you could serve as a liaison to on behalf of Pacific Bible College.
_________________________________________________________________________________________________________
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Please tell us anything else you’d like to share.
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Skills, experience and interests (Please circle all that apply)

Finance, accounting
Administration, management
Community service
Policy development
Program evaluation
Public relations, communications
Fundraising
Donor Development
Other _______________________

Personnel, human resources
Nonprofit experience
Education, instruction
Strategic Planning
Grant writing
Special events
Outreach, advocacy
Other _______________________

Please review the Mission/Values statements below and the Statement of Faith.

I certify that to the best of my knowledge, all statements I have made in this application are complete and true. I affirm the institution’s Mission, Values, Vision, and Statement of Faith. As a Trustee of Pacific Bible College, I will seek to live the Christian life in accordance with Biblically accepted practices and above all to be pleasing to the Lord Jesus Christ.

Date: ____________________ Signature: __________________________________________

Thank you very much for applying
Board of Trustees’ Evaluation Form

Pacific Bible College: Board Evaluation Form

Name: ___________________________ Year: July 1, _______ to June 30, _______

Please evaluate the effectiveness of the board as a whole for the last fiscal year. Respond to each of the statements by circling a number from 1 to 5, corresponding to the following scale:

1 = Unsatisfactory: performance and quality of work is clearly below expectations.
2 = Marginal: performance and quality of work is marginally acceptable.
3 = Acceptable: performance and quality of work meets, or is near, expectations.
4 = Excellent: performance and quality of work is above expectations.
5 = Outstanding: performance and quality of work is substantially above expectations.

POLICIES:
1. **Policy-Making:**
   - 1 2 3 4 5
   Does the board deal with policy issues rather than management issues?

2. **Policy Preview:**
   - 1 2 3 4 5
   Does the board periodically review policies and institutional documents?

3. **Boardsmanship Review:**
   - 1 2 3 4 5
   Does the board act to insure its members remain in good standing?

PLANNING:
4. **Mission-Driven:**
   - 1 2 3 4 5
   Does the board make decisions based on its mission statement?

5. **Strategic Plan:**
   - 1 2 3 4 5
   Does the board make decisions based on its strategic plan? Do members participate in forming, refining and embracing the strategic plan?

6. **Fiscal Responsibility:**
   - 1 2 3 4 5
   Is the board fiscally responsible in its strategic planning, budget approval and investment oversight?

BOARD MEETINGS:
7. **Meeting Preparation:**
   - 1 2 3 4 5
   Are board members sufficiently informed of scheduled board meetings and supplied with pertinent information, recommendations and documentation?

8. **Meeting Agenda:**
   - 1 2 3 4 5
   Do board meetings follow a realistic agenda and are they conducted in a businesslike manner?
9. **Meeting Promptness:**
   Do board meetings start and end on time?

10. **Trustee Promptness:**
    Do trustees arrive on time for the meetings?

11. **Trustee Participation:**
    Do trustees participate in discussion at board meetings?

**COMMUNICATION:**

12. **Trustee Communication:**
    Are trustees regularly and adequately informed by the president and administration of the major events and issues affecting the institution?

13. **Trustee Access:**
    Do trustees have easy access to information necessary for informed decision-making?
    Do they have easy access to the president and to senior administrators as necessary?

14. **Trustee Collegiality:**
    Do trustees have a sense of collegiality with one another and with the administration?

15. **Trustee Recruitment & Orientation:**
    Are trustees carefully recruited and sufficiently oriented to their responsibilities when they join the board?

16. **Proper Communication Channels:**
    Do trustees communicate concerns about personnel or policies through the president?

**BOARD RESPONSIBILITIES:**

17. **Fundraising Efforts:**
    Does the board take leadership in PBC’s fundraising efforts through networking, inviting friends to functions and personal giving?

18. **Legal and Fiscal Responsibilities:**
    Does the board understand its legal and fiscal responsibilities and act accordingly?

19. **Board Evaluations:**
    Does the board conduct yearly evaluations and self-assessments?

20. **President’s Evaluation:**
    Is the president annually evaluated by the executive committee?

21. **Board Size:**
    Is the board sufficient in size and with qualified members to accomplish its tasks effectively?

22. **Committee Effectiveness:**

Do board committees operate effectively in bringing recommendations to the board? Do committees meet frequently enough?

OVERALL EVALUATION:

23. Overall Effectiveness: 1 2 3 4 5

Overall, has the board functioned effectively and efficiently this last year?

COMMENTS: Please comment on any of the above areas, especially if marked 1 or 2. You may use another page if necessary.

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Signature____________________________________________________________________ Date __________________________
Board Member Self-Evaluation Form

Individual Board Member Self-Assessment Form

Name: ______________________________________ Year: July 1, _______ to June 30, _______

I attended the following board meetings: □ September □ January □ May □ July

I am a member of the following committee(s):

<table>
<thead>
<tr>
<th>Committee(s)</th>
<th>Met the following number of times:</th>
<th>Attended the following number of meetings of my committee(s):</th>
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<tr>
<td>1.</td>
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</table>

Please evaluate yourself and your effectiveness as a board member for the last fiscal year. Respond to each of the statements by circling a number from 1 to 5, corresponding to the following scale:

1 = Unsatisfactory: performance and quality of work is clearly below expectations.
2 = Marginal: performance and quality of work is marginally acceptable.
3 = Acceptable: performance and quality of work meets, or is near, expectations.
4 = Excellent: performance and quality of work is above expectations.
5 = Outstanding: performance and quality of work is substantially above expectations.

1. **Quantity of work:**
   - [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5
   - Do I perform a sufficient amount of work on behalf of the board?

2. **Time investment:**
   - [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5
   - Do I contribute a sufficient amount of time for board work, including board meetings, committee meetings, preparation, special projects, etc.?

3. **Knowledge:**
   - [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5
   - Am I knowledgeable of the priorities and needs of PBC? (E.g., Do I know the top strategic priorities? Do I contribute my experience and expertise wisely?)

4. **Preparation:**
   - [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5
   - Am I prepared for decision-making at the board and committee meetings? (E.g., Do I regularly read catalogs, documents and correspondence?)

5. **Initiative:**
   - [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5
   - Do I introduce new ideas, constructive changes and realistic solutions to problems?

6. **Networking:**
   - [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5
   - Am I regularly introducing new contacts to PBC? (E.g., do I invite friends to the banquets or to the luncheons? Do I put contacts in touch with the president?)

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7. **Dependability:**  
Can I be depended upon to perform the duties I’m asked to do within my training and ability?

8. **Availability:**  
How much time do I make available for board responsibilities?

9. **Cooperation:**  
Do I work efficiently and harmoniously with other board members and administrators?  
(E.g., Do I have a good attitude toward the president and board chair?)

10. **Conflict resolution:**  
Can I resolve differences of opinion and support the majority decision even if I didn’t vote for it?

11. **Enthusiasm:**  
Am I enthusiastic about serving on the board?

12. **Financial support:**  
Am I contributing financially to PBC as the Lord supplies? Have I made PBC one of my top priorities in giving?

13. **Overall evaluation:**  
Am I an effective and valuable member of the board?

**COMMENTS:** Please comment on any of the above areas, especially if marked 1 or 2:
____________________________________________________________________________
____________________________________________________________________________
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Signature________________________________________ Date

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260
The following questionnaire has been developed to guide trustee evaluation of the president at Pacific Bible College. It should be completed by rating the president's performance on each factor.

**Board Relations**

1 = Expectation not met  
2 = Expectations partially met  
3 = Neutral  
4 = Expectations met  
5 = Expectations exceeded

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rating</th>
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<tr>
<td>Keeps the Board adequately informed of College operations and activities on an ongoing basis.</td>
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<td>Provides the Board with needed information soon enough to be read and assimilated.</td>
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<td>Appropriately carries out the directions of the Board</td>
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<td>Relations with the Board are honest and forthright.</td>
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Comments:

**Community, State, National Relations**

1 = Expectation not met  
2 = Expectations partially met  
3 = Neutral  
4 = Expectations met  
5 = Expectations exceeded

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rating</th>
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<tr>
<td>Provides effective institutional representation in community relations.</td>
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<td>Effectively interacts with community organizations in a leadership capacity as appropriate.</td>
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<td>Maintains appropriate state and national professional affiliations.</td>
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Comments:

**Fiscal Operations**

1 = Expectation not met  
2 = Expectations partially met  
3 = Neutral  
4 = Expectations met  
5 = Expectations exceeded

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rating</th>
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<tr>
<td>Develops sound financial plans and operates the College in a financially prudent manner.</td>
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<td>Is concerned about audit criticism and is responsive to correcting deficient areas.</td>
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<td>Maintains effective and legally sound purchasing procedures.</td>
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<td>Keeps the Board sufficiently informed concerning the financial operation and condition of the College.</td>
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</table>

Overall Rating (average the rating numbers above)

Comments:
### Overall Rating (average the rating numbers above)

#### Instructional and Student Services Programs

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expectation not met</td>
</tr>
<tr>
<td>2</td>
<td>Expectations partially met</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>Expectations met</td>
</tr>
<tr>
<td>5</td>
<td>Expectations exceeded</td>
</tr>
</tbody>
</table>

- Indemnifies, understands, and implements the academic mission and goals of the College.
- Effectively establishes, organizes, and operates instructional and student service programs.
- Is respective and innovative with changes in the community and in the delivery of educational services.
- Maintains appropriate academic standards.
- Understands and appropriate responds to the needs of the students.

#### Personnel/Human Resources Operations

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expectation not met</td>
</tr>
<tr>
<td>2</td>
<td>Expectations partially met</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>Expectations met</td>
</tr>
<tr>
<td>5</td>
<td>Expectations exceeded</td>
</tr>
</tbody>
</table>

- Maintains effective working relationship with College employees.
- Recommends the hiring of individuals whose abilities are well suited to their positions.
- Effectively delegates responsibility to appropriate staff.
- Engenders the trust and confidence of staff.
- Willing to make difficult personnel decisions.
- Provides adequate flow of information and channels of communications throughout the college.

#### Organizational Development

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expectation not met</td>
</tr>
<tr>
<td>2</td>
<td>Expectations partially met</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>Expectations met</td>
</tr>
<tr>
<td>5</td>
<td>Expectations exceeded</td>
</tr>
</tbody>
</table>

- Enhances the College’s image and reputation through state, regional and national accreditation agencies.
- Is alert to opportunities to increase the college’s asset base and endorsement.
- Provides effective leadership in adapting the College to meet changing conditions.
- Utilizes appropriate planning and management techniques in preparing the College for the future.
<table>
<thead>
<tr>
<th>Leadership</th>
<th>1 = Expectation not met</th>
<th>2 = Expectations partially met</th>
<th>3 = Neutral</th>
<th>4 = Expectations met</th>
<th>5 = Expectations exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully aligned with the Christian Mission of the college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leads with intentionality in ensuring that the college does not drift from its Christian mission and purpose.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity in word and deed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to communicate and implement decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to handle crises.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to initiate new ideas and change.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a leadership style that inspires others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective short and long-range planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engenders confidence as an educational leader.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits a high level of knowledge and understanding of a comprehensive community college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fosters a high level of credibility in the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies and analyzes problems and issues confronting the College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies potential areas of conflict.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates the ideas of others in the decision making process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides effectively maintained college facilities and seeks needed funding for future construction/ renovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Overall Rating (average the rating numbers above)                        |                         |                                |             |                      |                           |

| Area of Performance Scores                                               |                         |                                |             |                      |                           |

<table>
<thead>
<tr>
<th>Board Relations</th>
<th>Personnel/Human Resources Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community, State, National Relations</td>
<td>Organizational Development</td>
</tr>
<tr>
<td>Fiscal Operations</td>
<td>Leadership</td>
</tr>
<tr>
<td>Instructional and Student Services Programs</td>
<td>Overall average score:</td>
</tr>
<tr>
<td>MAJOR GOALS ACCOMPLISHED DURING THIS EVALUATION PERIOD</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>(Include here an overall statement and/or a listing of major institutional goals achieved during the current evaluation period)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOALS TO BE ACCOMPLISHED DURING THE NEXT EVALUATION PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Include here an overall statement and/or list of goals and objectives the trustees would like to see accomplished by the president during the next evaluation period.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREAS OF CONCENTRATION FOR THE NEXT EVALUATION PERIOD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Realizing that one person cannot do everything and be everywhere at once. This section should include a statement and/or list of areas where the board would like to see the president concentrate his time and efforts during the next evaluation period. This section should reflect the board's priorities for presidential action for the next year.)</td>
</tr>
</tbody>
</table>

Rater Signature: _____________________________ Date: ________________
# President’s Office Evaluation Form Template

<table>
<thead>
<tr>
<th>Name</th>
<th>Mike Robinson</th>
<th>Position:</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board member</td>
<td></td>
<td>Time Period</td>
<td>July 1st 2015 – June 30th 2016</td>
</tr>
</tbody>
</table>

## How effective was the President’s Office in accomplishing the following:

1 = Expectation not met  
2 = Expectations partially met  
3 = Neutral  
4 = Expectations met  
5 = Expectations exceeded

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating and supporting activities that are maximally beneficial to core internal and external stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling and communicating regularly institutional mission and activities to stakeholders and the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representing the college to community and business groups, accrediting bodies, national organizations, legislators, alumni, donors and the media.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donor Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Facilitating initiatives such as strategic planning, institutional resource development, new program development, community service projects, partnership development with business, industry, and other educational and governmental agencies and institutions.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Comments:

**Overall Rating** (average the rating numbers above)

**Additional Comments/Observations:**

Rater Signature: ___________________________  Date: ___________________________
## President’s Office Consolidated Assessment Scores

<table>
<thead>
<tr>
<th>President’s Office Assessment Consolidated Scores</th>
<th>Board Member 1</th>
<th>Board Member 2</th>
<th>Board Member 3</th>
<th>Board Member 4</th>
<th>Board Member 5</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating and supporting activities that are maximally beneficial to core internal and external stakeholders</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>26</td>
<td>4.33</td>
</tr>
<tr>
<td>Modeling and communicating regularly institutional mission and activities to stakeholders and the community</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>25</td>
<td>4.17</td>
</tr>
<tr>
<td>Representing the college to community and business groups, accrediting bodies, national organizations, legislators, alumni, donors, and the media.</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>27</td>
<td>4.50</td>
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<tr>
<td>Donor Development</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>28</td>
<td>4.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board of Trustees Effectiveness Rating</th>
<th>Mean Score of &lt; 3.5 (expectations not met)</th>
<th>Mean Score of 3.5 but &lt; 4.0 (expectations partially met)</th>
<th>Mean Score of 4.0 but &lt; 4.5 (expectations met)</th>
<th>Mean Score of &gt;=4.5 (expectations exceeded)</th>
</tr>
</thead>
</table>
## 2016-21 Strategic Budget

### Budget Overview: FY16 - FY21 P&L A

**July 2016 - June 2021**

### Income

<table>
<thead>
<tr>
<th>Revenues</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>40000 Tuition</td>
<td>$74,889</td>
<td>$97,344</td>
<td>$169,729</td>
<td>$213,348</td>
<td>$265,153</td>
</tr>
<tr>
<td>40010 Tuition Credit</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>40015 Tuition Audit</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total 40000 Revenues</strong></td>
<td><strong>$86,889</strong></td>
<td><strong>$111,144</strong></td>
<td><strong>$183,567</strong></td>
<td><strong>$224,615</strong></td>
<td><strong>$311,383</strong></td>
</tr>
<tr>
<td>41000 Contributions - Unrestricted</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>41005 Restricted giving</td>
<td>200,000</td>
<td>220,000</td>
<td>242,000</td>
<td>266,000</td>
<td>292,000</td>
</tr>
<tr>
<td>41100 In-kind Donations</td>
<td>1,000</td>
<td>2,000</td>
<td>3,000</td>
<td>4,000</td>
<td>5,000</td>
</tr>
<tr>
<td>41900 Special Donations</td>
<td>5,000</td>
<td>7,000</td>
<td>10,000</td>
<td>12,000</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Total 41000 Contributions - Unrestricted</strong></td>
<td><strong>$266,000</strong></td>
<td><strong>$275,500</strong></td>
<td><strong>$293,000</strong></td>
<td><strong>$312,600</strong></td>
<td><strong>$312,600</strong></td>
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<tr>
<td>42000 Restricted Contributions</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>42150 Building Fund</td>
<td>10,000</td>
<td>11,000</td>
<td>12,100</td>
<td>13,100</td>
<td>14,100</td>
</tr>
<tr>
<td>42300 Scholarships</td>
<td>10,000</td>
<td>11,000</td>
<td>12,100</td>
<td>13,100</td>
<td>14,100</td>
</tr>
<tr>
<td>44000 Grants</td>
<td>10,000</td>
<td>11,000</td>
<td>12,100</td>
<td>13,100</td>
<td>14,100</td>
</tr>
<tr>
<td><strong>Total 42000 Restricted Contributions</strong></td>
<td><strong>$20,000</strong></td>
<td><strong>$22,000</strong></td>
<td><strong>$24,100</strong></td>
<td><strong>$26,100</strong></td>
<td><strong>$28,100</strong></td>
</tr>
<tr>
<td>44000 Other Revenue</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$322,889</strong></td>
<td><strong>$373,644</strong></td>
<td><strong>$473,867</strong></td>
<td><strong>$574,571</strong></td>
<td><strong>$668,131</strong></td>
</tr>
<tr>
<td><strong>Gross Profit</strong></td>
<td><strong>$322,889</strong></td>
<td><strong>$373,644</strong></td>
<td><strong>$473,867</strong></td>
<td><strong>$574,571</strong></td>
<td><strong>$668,131</strong></td>
</tr>
</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
<th>Expenses</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>60000 Administrative Expenses</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>60020 ODA Program Authorization</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
</tr>
<tr>
<td>60050 ADHE Accreditation Expenses</td>
<td>14,000</td>
<td>15,000</td>
<td>16,000</td>
<td>17,000</td>
<td>18,000</td>
</tr>
<tr>
<td>60050 Advertising</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
</tr>
<tr>
<td>60100 Computer Expense</td>
<td>1,000</td>
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<td>1,000</td>
</tr>
<tr>
<td>60300 Depreciation Expense</td>
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<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
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<tr>
<td>60400 Equipment Rental</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>60400 Insurance</td>
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<td>3,000</td>
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<tr>
<td>60700 Interest Expense</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>60702 Institutional Development</td>
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<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
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<tr>
<td>60708 Licenses and Permits</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
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<tr>
<td>60900 Utilities</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>60911 Merchant Trans Fees</td>
<td>1,163</td>
<td>1,167</td>
<td>1,167</td>
<td>1,167</td>
<td>1,167</td>
</tr>
<tr>
<td>60912 Merchant Discount Fee</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</tr>
<tr>
<td>60916 Office Salaries</td>
<td>1,160</td>
<td>1,160</td>
<td>1,160</td>
<td>1,160</td>
<td>1,160</td>
</tr>
<tr>
<td><strong>Total 60000 Administrative Expenses</strong></td>
<td><strong>$291,167</strong></td>
<td><strong>$328,438</strong></td>
<td><strong>$348,226</strong></td>
<td><strong>$383,177</strong></td>
<td><strong>$412,449</strong></td>
</tr>
<tr>
<td>62000 Library Expenses</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>62100 Faculty Learning Sources</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>62110 Non-recurring Purchases</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>62120 Laboratory Expenses</td>
<td>0.00</td>
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<td>0.00</td>
</tr>
<tr>
<td>62130 Computer Lab</td>
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<td>0.00</td>
</tr>
<tr>
<td>62500 Populat Data Base Costs</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>65000 Student User Fees</td>
<td>635</td>
<td>625</td>
<td>625</td>
<td>625</td>
<td>625</td>
</tr>
<tr>
<td><strong>Total 65000 Populat Data Base Costs</strong></td>
<td><strong>$625</strong></td>
<td><strong>$625</strong></td>
<td><strong>$625</strong></td>
<td><strong>$625</strong></td>
<td><strong>$625</strong></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$291,167</strong></td>
<td><strong>$328,438</strong></td>
<td><strong>$348,226</strong></td>
<td><strong>$383,177</strong></td>
<td><strong>$412,449</strong></td>
</tr>
<tr>
<td><strong>Net Operating Income</strong></td>
<td><strong>$13,477</strong></td>
<td><strong>$4,206</strong></td>
<td><strong>$8,641</strong></td>
<td><strong>$10,393</strong></td>
<td><strong>$7,682</strong></td>
</tr>
</tbody>
</table>

**268**
President Resume

Mike Robinson
11955 Ramsey Rd., Gold Hill, OR 97525
mike.r@pacificbible.com

Professional Administrative and Academic Experience

President/CEO, Diode Laser Concepts, Inc. Medford, OR 1991 – Present

- Started and continue to run a laser design and manufacturing company with 25 employees and over 100 customers including many Fortune 500 companies.
  o Successfully established an offshore and wholly owned manufacturing site in North Africa that employs 6 nationals and 1 American manager.
  o Regularly utilize professional consulting for training and continuous improvement of various business functions and departments. Use both private and local/state/federal agencies for this training and advancement of company.

- Became president of Pacific Bible College with the vision of transitioning the institution to become a recognized two year academic college providing multiple programs and general studies courses that have transferrable credits to private and public universities.
  o Established accreditation path with the Association of Biblical Higher Education in 2010 with anticipated full accreditation in 2018. Currently hold candidacy status.
  o Increased operating budget by four times (4X).
  o Increased staff from 1 part time assistant to 2 full time administrators and 3 part time staff.
  o Increased from one 2 year program to three.
  o Increased graduates from a total of 7 from 1991-2008 to an additional 22 during presidency.
  o Led Trustees and leadership in becoming a missional institution driven by a strategic plan.
  o Managed the development of core functions of a higher education institution.
  o Led the establishment of the institution being recognized in the local community as a well-respected institution.
  o Led the establishment of the institution being recognized by other higher education institutions as a well-respected peer/sister organization.
  o Established an international organizational partnership with New Restorations Ministries International in Malawi, Africa towards assistance in the establishment of a biblical college in Blantyre, Malawi.
  o Provided regular pastoral training in Malawi (2010-present)

- Board Member, Grace Cascade Christian Schools. Medford, OR 2015 – Present
- Shepherding Elder, Heritage Church. Medford, OR 2015 – Present
- Adjunct Professor of Theology, Pacific Bible College, Medford, OR 2004 – Present
  - Teach freshmen/sophomore level courses on theological topics of Man, Sin, Salvation, Ecclesiology, and Eschatology.

Education


Master of Divinity (Expositional), Western Seminary, Portland, OR 2004

Bachelor of Science (Engineering Physics), Oregon State University, Corvallis, OR 1987
Chief Academic Officer Resume

John Osbourn
2875 Mel-Lowe Lane,
Medford, OR 97501
H: (541) 890-9051
John.o@pacificbible.com

PROFESSIONAL SUMMARY

Education administrator and teacher with a passion for enhancing student opportunity and success; 25 years of distinguished success leading and managing organizations; extensive experience managing diversity and leading change. Energetic and dedicated leader; able to formulate and communicate a vision, engender buy-in and inspire others to achieve excellence. Analytical problem solver capable of prioritizing, delegating and making sound and timely decisions under pressure. Highly experienced in program analysis, evaluating effectiveness of organizational structures/programs and strategic planning. Results driven and detail oriented professional who understands and meets organizational goals. Excellent presenter and speaker who can clearly, concisely and persuasively articulate complex issues.

SKILLS

Leadership and Administration
Academic Program Development
Strategic Planning
Curriculum Development
Project Management
Classroom Instruction
Personnel Management
Grant Administration
Team Building
Budgetary Management
Faculty Development
Negotiation/Facilitation

WORK HISTORY

Chief Academic Officer
Pacific Bible College - Medford, OR 07/2015 – Present

Responsible for delivering high quality academic programs and maintaining the academic integrity of the institution through leadership of all areas of academic affairs for the campus. As the immediate supervisor of the academic programs of the institution, this role supervises the faculty and academic staff and is responsible for the academic quality and integrity of the educational product of the school as well as the students' successful experience. This role leads academic compliance with accreditors, implements the necessary policies, procedures, programs, and tools that support the institution's educational mission in collaboration with corporate support, and adherence to school, education group, and corporate policies, and guidelines. The position provides the institutional leadership and direction for school level academic operations translating long term strategies into daily practices.

Dean, School of Health and Public Service
Rogue Community College - Grants Pass, OR 07/2012 – 06/2015

Provides leadership in teaching, learning, and service by focusing on the individual and modeling respect, dignity, and integrity. Responsible for the supervision of instructional department programs to include: Allied Health, Nursing, Paramedicine, Fire Science, Criminal Justice, Health/Physical Education, Social Science, Human Services and Early Childhood Education. Provides leadership in the development of instructional services goals and objectives, ensuring the educational philosophy and institutional vision, mission and long- and short-range goals of the college are met. Provides leadership for fiscal planning and budget administration to accomplish goals within established budget processes for areas of responsibility. Represents the college in the community and establishes and maintains effective working relationships with state and local agencies. Maintains knowledge of and exercises judgment in the application of college policies and procedures, collective bargaining procedures, and state and federal.

Director, Allied Health Services
Rogue Community College - Grants Pass, OR 07/2011 – 06/2012

Plans, organizes, establishes priorities, assigns, coordinates, and provides direct oversight of the day-to-day operations of the Allied Health Department while targeting positive revenue generation for operation and expansion of allied health programs. Oversees the development and delivery of curricula and course materials, the creation of individual project budgets, and manages the overall budgets for allied health credit course and program delivery, individual training activities (including general fund expenditures) contracts, and grant funds. Supervises, evaluates performance, and supports professional growth of assigned staff. Implements policies and procedures as appropriate. Maintains knowledge of and exercises judgment in the application of college policies and procedures, collective bargaining procedures, and state and federal laws and regulations.
Training Services Coordinator II
Rogue Community College - Grants Pass, OR 01/2009 - 06/2011
	Develop and manage customized training to meet needs of local businesses and the public. Assure the timely, efficient and effective delivery of training, including company/agency visits, assessment, curriculum coordination, and logistical coordination of instructors, equipment, facilities, instructional materials, services and marketing efforts. Develop and write curriculum for credit and non-credit classes. Supervise and evaluate part-time faculty members in conjunction with self-support certificate programs. Negotiate and contract with private training vendors for instructional services in support of local industry training needs. Coordinate the Landscape Technician Certificate and Commercial Truck program.

Assistant Professor of Military Science
U.S. Army - Tarleton State University, TX 07/2006 - 09/2008
	Taught leadership and management principles to college freshman in credit classes and organized leadership development events. Re-tooled freshman student leadership curriculum and integrated an innovative on-line curriculum that enhanced classroom instruction and leadership development. Directed the planning and implementation of recruiting and marketing operations for Tarleton State University Army ROTC. Led a comprehensive market analysis and revitalized the marketing, advertising and recruiting plan for the Military Science department. Built strong relationships between the program, the local community and regional centers of influence that ensured the success of our organization. Managed a marketing budget and created 20 month operations and budgeting forecasts for a 160 person organization.

Military Advisor
U.S. Army - Taji, Iraq 05/2005 - 06/2006
	Operations Advisor for an Iraqi Military Division with future end strength of 8,000 personnel and 500 armor vehicles. Established excellent relationships, conducted staff training and planned operations for senior Iraqi officers up to the two-star officer level. Directly managed the disbursing, cash control, accounting, and contracting of $150,000 along with the execution of $300,000 in contracts to build the 9th Iraqi Division from ground level into a functional combat unit. Supervised and worked with interpreters in building teams and lifelong friendships with senior Iraqi officers in accomplishing objectives of nation building. Monitored, evaluated and reported the development/readiness of Iraqi military units to senior US military leadership.

Assignment Officer
U.S. Army - Alexandria, VA 04/2003 - 05/2005
	Managed the Human Resource functions of promotions, assignments, professional development and military education for more than 1200 US Army Aviation Officers. Served officers and their families in the reassignment, relocation and career management process worldwide. Managed all strategic communications concerning personnel issues with over 5000 officers worldwide as the Webmaster for the Aviation Assignments website.

Division Aviation Planner
U.S. Army - Fort Hood, Texas 2002 - 2003
	Led the aviation planning office as the primary planner and coordinator of operations for over 75 aircraft and 3000 aviation personnel for 1st Cavalry Division. Researched, evaluated, staffed and revised the Division's aviation operating procedures to meet the complex environment of urban warfare in Iraq. Wrote and developed training and evaluation systems for fielding complex digitized airborne command centers for senior staff personnel. Operated as part of the division's senior planning staff in forecasting, executing, and evaluating operations for a Division with over 20,000 personnel.

Commander
U.S. Army - Fort Hood, Texas 2001 - 2002
	Led and managed the operations of an attack aviation company. Led, trained, cared for, mentored and evaluated over 30 personnel. Accountable for aircraft, vehicles, and equipment valued in excess of 190 million dollars. Directed staff operations in support of all company operations. Developed operational evaluation systems; created long-range training plans; managed budgets; counseled and evaluated personnel.

Commander
U.S. Army - Fort Hood, Texas 2000 - 2001
	Led and managed the operations of a Headquarters and Service company. Led, trained, cared for, mentored and evaluated over 130 personnel. Accountable for over 60 vehicles, sensitive equipment, and inventory in excess of 10 million dollars. Developed operational evaluation systems; created long-range training plans; managed budgets; counseled and evaluated personnel.

Protocol Action Officer
U.S. Army - Seoul, South Korea 1999 - 2000
Planned and coordinated operations and logistical support for general officers, civilian equivalents, federally elected officials, congressional delegations and foreign dignitaries visiting the United Nations Command/Combined Forces Command/United States Forces Korea (UNC/CFC/USFK). Liaison with foreign national government and law enforcement agencies, foreign embassies, and U.S. military agencies through-out the Korean peninsula to coordinate visits for distinguished visitors in line with the Commander-in-Chief's guidance for USFK. Evaluated, staffed and revised the USFK protocol regulations manual to streamline efficiency and cross-coordination of agencies in support of distinguished visitor operations throughout Korea. Personally planned, coordinated and conducted over 90 visits for visitors from the one star to four star levels. Selected and served as the personal protocol coordinator for the Commander-in-Chief, UNC/CFC/USFK.

Platoon Leader/Liaison Officer
U.S. Army - Fort Hood, TX/Fort Campbell, KY 1993 - 1998
Led and managed the operations of an attack aviation platoon. Led, trained, cared for, and mentored 24 personnel. Accountable for eight aircraft, vehicles, and equipment valued in excess of 100 million dollars. Developed training and evaluation systems for personnel in the course of daily duties. Coordinated and integrated aviation planning with senior level staff in brigade size operations.

Battalion Armament Maintenance Supervisor
U.S. Army - Fort Hood, TX/Giebelstadt, Germany 1989 - 1993
Led the operations of a Battalion Armament Maintenance platoon. Led, trained, cared for, and mentored 18 personnel. Managed the maintenance of 18 aircraft valued in excess of 180 million dollars. Developed exceptional maintenance systems to ensure the mission readiness rate for the battalion's aircraft. Served in Desert Storm.

EDUCATION

MS: Liberal Studies (Dual Concentration Management and Leadership)
Tarleton State University - Stephenville, TX 2011

Bachelor of Science: Public Management
Austin Peay State University - Clarksville, TN 1998

Bachelor of Science: Professional Aeronautics
Embry Riddle Aeronautical University - Daytona Beach, FL 1998

ADDITIONAL EDUCATION EXPERIENCE

Volunteer Administrative Experience:
-2012-2015 - Served as Vice President of Pacific Bible College (PBC) in Medford, Oregon. PBC is a non-profit 501C-3, independent, private, two-year Bible College. Students can pursue a two-year Associate of Biblical Studies, a two-year Associate of Applied Science in Christian Counseling or a one-year Certificate in Christian Ministries. PBC also offers the Foundations Program which provides a Bible based, two-year general studies curriculum that is transferable to accepting four-year institutions.
-2007-2008 - Served as a school board member for a K-6 private school (Stephenville Christian Academy, Stephenville, TX)

Teaching Highlights:
- Developed and facilitated a leadership retreat for the RCC Executive Team
- Developed and facilitated a professional development series for managers at RCC to improve college leadership specifically in the area of effective communication
- Developed and taught in- service classes for PBC faculty concerning outcome based education
- Two years of classroom instruction teaching MS 101 Foundations of Leadership and MS 102 Basic Leadership to college level students at Tarleton State University (TSU) (3 credit classes)
- Developed and taught Academic Integrity classes for Freshman orientations at TSU
- Developed and facilitated a 2-day campus-wide leadership event at TSU
- One year of developing curriculum and teaching military decision making processes to senior level Iraqi staff officers
- Taught career professional development sessions to aviation officers attending the Captain's Career Course (2003-2005)

Program/Training/Curriculum Development and Management:
- Supervision of the following academic departments and associated programs: Early Childhood Education, Social Science, Criminal Justice, Fire Science, Allied Health, Health and Physical Education, Nursing, Practical Nursing, Massage Therapy, and Paramedicine (2 years)
- Landscape Technician and Commercial Truck driving Certificates (2 years)
- Coordinated and led the development of standardized course outlines for PBC credit courses
- Primary developer and implementer with the team that created the Power Up Academy with our local
workforce board (Coordinated over 240 individual contracted trainings for over 3500 employees of local businesses and organizations)
- Directed the establishment and growth of RCC's new Allied Health department and programs
- Curriculum/course development for credit and non-credit offerings in support of RCC's Continuing Education division (2.5 years)
- Developed and coordinated Lean Practitioner customized trainings for the Southern Oregon High Performance Consortium (1 year)
- Developed a Professional Pilot Certificate Program
- Online curriculum and course development for freshmen leadership classes in conjunction with TSU ROTC

Statewide/Local Committee Experience:
- Council of Instructional Administrators/Chief Academic Officers
- Council of Oregon Health Care Deans and Directors
- Oregon Health Care Workforce Committee (sub-committee of the Oregon Health Policy Board)
- Credit for Prior Learning Pilot Project group (sub-group of the Oregon Higher Education Coordination Commission)
- Rogue Valley Health Care Workforce Steering Committee
- Jefferson Regional Health Alliance

Administrative/Academic Committee Experience:
- RCC Executive team (3 years)
- RCC Instructional Leadership Group (3 years)
- RCC Academic Curriculum and Standards Committee (4 years)
- RCC Academic and Training Council (4 years)
- RCC Marketing Committee (4 years)
- RCC Budget Advisory Team (3 years)
- TSU Faculty Senate (1 year)
- RCC Credit for Prior Learning Committee (1 year)
- RCC Faculty Association Management Advisory Team (1 year)

Accreditation Experience:
- Served on a Northwest Commission on Colleges and Universities (NWCCU) Year Seven Evaluation Committee to Clover Park Technical College in Lakewood, WA
- RCC College Effectiveness Council (3 years)
- Guided the institutional accreditation self-study for Pacific Bible College in accordance with Association of Biblical Higher Education (ABHE) accreditation standards (2011-present)
- Guided the development of a 5 year strategic plan for PBC in compliance with ABHE standards (2011-present)
- NWCCU Evaluator Training (2013)

Major Grant Administration Experience:
- Oregon Department of Education Early Learning Professional Development Grant (2014) - Directed the grant writing consortium that successfully achieved a grant award of $250,439 dollars for the Southern Oregon Early Learning Professional Development Consortium's (SOELPDC) project. Act as project director for an initiative that will improve current and future child care educator competencies in Coos, Curry, Douglas, Jackson, Josephine, Klamath, and Lake Counties to ensure that more young children are ready for kindergarten. The consortium consists of Southern Oregon University (SOU), Klamath Community College (KCC), Rogue Community College (RCC), Southwestern Oregon Community College (SWOCC), and Umpqua Community College (UCC). Key projects include: (1) Establishment of a ECE Professional Learning Community (PLC) for southern Oregon (2) review of early learning curricula each institution to articulate learning outcomes across institutions and from one program level to the next; (3) Vocational ESL (VESL) coursework for bi-lingual speakers and credited training in Spanish; (4) regional four-term course scheduling to take courses at any institution; (5) modularized 1-credit courses, special topic one-day workshops for credit or training hours, and sharing of curriculum tied to National Accreditation for the Education of Young Children (NAEYC) standards; (6) navigation support for students; and (7) regional adoption of student portfolios.
- Community Health Worker and Training Grant (2014) - Supervised the achievement of a $267,000 grant award for the Community Health Worker (CHW) and Training Grant. Directly supervise grant projects that include: 1) Coordination of a state-wide community college-led study to identify Coordinated Care Organization/employer needs, appropriate individuals to be trained, and effective utilization of CHWs in the health care setting 2) Development and enhancement of curriculum for training of Community Health Workers, Peer Wellness Specialists and Patient Navigators 3) Pilot program applying sustainable education delivery methods to rural areas 4) Train the Trainer curriculum development and training events 5) Coordination of a statewide CHW conference for CHWs/THWs, health care providers, educators and community-based organizations that integrate or interface with health care delivery.
- Trade Adjustment Assistance Community College and Career Training Grant (TAACCCCT) (2012) – Developed the concept and supervised the grant team that successfully achieved a grant award of 3
million dollars for our Pathways to Allied Health Initiative (PATH). Currently supervise PATH projects that include: 1) establishment of AAS partnerships with Lane Community College (Physical Therapy Assistant) and Linn-Benton Community College (Occupational Therapy Assistant) 2) Clinical Lab Assistant Certificate, Medical Assistant Certificate, Community Health Worker certification; expanded CNA cohorts 3) CNA2 Acute Care certification 4) accelerated developmental education experiences and 5) the development of the Basic Health Care certificate as a comprehensive pathway for all of RCC's health care programs.

Academic Advising:
- Two years advising RCC students pursuing Landscape Technician
- Two years advising freshman ROTC students in all college majors for bachelor degree level programs

REFERENCES

Leadership References:
Mike Robinson- President, Pacific Bible College 541-326-6884
Peter Angstadt- President, RCC 541-441-9051
Kirk Gibson- Vice President of Instruction, RCC 541-601-9836
Kori Bieber- Vice President of Student Services, RCC 541-218-8244
Linda Renfro- Dean, School of Workforce & College Preparation (retired) 541-890-3511

RCC School of Health and Public Service References:
Linda Wagner- Nursing Department Chair 541-291-0086
Francine Gentile- Social Science Department Chair (retired) 541-660-4009
Eileen Micke-Johnson- ECE Department Chair 541-821-2257
Gary Heigel- Emergency Services Department Chair 541-660-8919
Greig Thomson- Criminal Justice Department Chair (retired) 541-621-9588
Tiffany Clarkin- Massage Therapy Department Chair 541-956-7284
Rhonda Misner- HPER Department Chair 541-660-3970
Jeremy Petronella- Fire Science Program Coordinator 541-601-4322

Dean of Student Affairs and Enrollment Services Resume

Daniel P. Nicholas
Résumé

ADDRESS: 221 Otis St.
Unit A
Ashland, OR 97520

PHONE: (541) 708-0041 (Home)
(541) 326-9537 (Cell)
(541) 776-9942 (Work)

EMAIL: nicholas.danielp@gmail.com
dan.n@pacificbible.com

EMPLOYER: Pacific Bible College, 409 N. Front Street, Medford OR 97501

POSITION: Dean of Students Affairs & Enrollment Services, July 2016 – Current

EDUCATION

B.A. in Biblical Studies w/ Language Concentration, and in Philosophy (Magna Cum Laude)
December 2011, Eastern University, St Davids, PA


Certificate in Biblical Studies, May 2007, Covenant Biblical College, La Merced, Ecuador

Diploma, 2006, Cicero-North Syracuse High School, Cicero, NY

ACADEMIC & TEACHING EXPERIENCE

274
Pacific Bible College, Medford, OR (October 2012 – current)

- Dean of Student Affairs and Enrollment Services (July 2016 – present)
  o Added duties listed under previous title (Dean of Students) include oversight of the Enrollment Services function; directing and supervising services related to Admissions & Records and Financial Aid
- Dean of Students (July 2015 – June 2016)
  o Served as chief Student Services administrator, managing student support and recruitment staff.
  o Oversee recruitment activities, admissions selection process, incoming student advising and placement testing, academic advising; organize and promote student life activities including orientation and graduation; coordinate with faculty and staff to resolve issues related to student discipline and academic success.
  o Ensure compliance with regulating bodies, regarding admissions, enrollment management, and Title IX in particular.
- Adjunct Faculty, Biblical & Theological Studies (May 2013 – current)
  o Teach courses in ancient Greek, church history, and logic, including a seminar-style course on patristic theology.
  o Actively participated in curriculum development with a new Associate of Liberal Arts degree program, writing courses in ancient Greek, Philosophy, and Theology.
  o Was also involved in a core faculty committee to restructure the institution’s educational values and mission statement in winter-spring 2014-2015.
- Student Services Coordinator (January – June 2015)
  o Served as primary academic advisor, admissions counselor, and student support staff, in addition to duties enumerated below (Teacher’s Assistant).
- Teacher’s Assistant (October 2012 – December 2014)
  o Promote student learning and completion through providing outside of class academic support and tutoring in subject areas related to college writing, biblical and theological studies, church history and philosophy.
  o Assist in administering class lectures and coordinating with faculty per student needs.
  o Offer writing and research/library assistance.
  o Grade student work and assist in record keeping of student grades and degree audits.

Private Tutor in Ancient Greek, Medford OR (Fall 2013 – current)

- I offer private tutoring services, typically for high school / home schooled students who are looking to meet a language requirement. At the end of the first year, most of my students are able to test out of lower division coursework and qualify for upper division, intermediate-advanced reading courses.

Research Assistant, Center for Early African Christianity, St Davids, PA (March 2010- February 2012)

- This position was at on-campus research institute of Eastern University. This involved some daily clerical duties, editorial and media/publishing work, building donor lists and maintaining library databases.

Teacher’s Assistant – Old Testament, Research Methods., Eastern University, St. Davids, PA (Fall 2011)

- Served in the Christian Studies department assisting students in Old Testament as well as Research Methods. Lectured on multiple occasions, assisted students in preparing and executing academic research projects, graded student work.

Peer Tutor, Eastern University Center for Academic Counseling, St. Davids, PA (Fall 2009)

- Provided academic support for fellow students primarily in college writing, also in biblical and theological studies, and philosophy.

PROFESSIONAL TRAINING & CERTIFICATIONS

Association for Biblical Higher Education Enrollment Officers Summit. October 5-6, 2015. Orlando, FL.

AFFILIATIONS & MEMBERSHIPS

Catechist & Ordained Reader at Archangel Gabriel Orthodox Church in Phoenix, OR. Orthodox Church in America, Diocese of the West. February 2016 – present.


*Youth With A Mission (YWAM)*, September 2007 – December 2008

- Taught ESL, participated in various volunteer & community service activities.
GENERAL WORK HISTORY

Pacific Bible College, Medford, OR ~ October 2012 – present
Private Greek Tutor (self-employed), Medford, OR ~ August 2013 – present
Server, Sesame Asian Kitchen, Ashland, OR ~ Summer 2012 - Summer 2015
Research Assistant, Center for Early African Christianity, St. Davids, PA ~ March 2010 – February 2012
Teacher’s Assistant, Eastern University, St. Davids, PA ~ August - December, 2011
Serve, Chili’s Grill and Bar, Wayne, PA ~ October 2010 – August 2011
Peer Tutor, Eastern University, St. Davids, PA ~ August – December, 2009

Campus Mission Meadows, Dewittville, NY
Area Director ~ Summer 2009
Camp Counselor ~ Summer 2007 – 2008
Audio-Visual Technician ~ Summer 2006 – 2007

REFERENCES

Fr. Andreas Blom
Rector, Archangel Gabriel Orthodox Church
(541) 690-8822
fr.andreas@stgabrielashland.org

Dr. Carl Mosser
Visiting Scholar, Notre Dame University
(574) 631-7222
mosser.carl@gmail.com

Deanna Chadwell
Adjunct Faculty, Pacific Bible College
(541) 664-5822
dchad_02@centurylink.net

John Osbourn
Chief Academic Officer, Pacific Bible College
(541) 776-9942
john.o@pacificbible.com

Dr. Michael Glerup
Executive Director, Center for Early African Christianity
(970) 485-2516
mglerup@eastern.edu

Mike Robinson
President, Pacific Bible College
(541) 776-9942
mike.r@pacificbible.com
PBC Administrative Evaluation Form Template

Administrative Evaluation

<table>
<thead>
<tr>
<th>EMPLOYEE INFORMATION</th>
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<tbody>
<tr>
<td>Employee Name:</td>
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<tr>
<td>Department:</td>
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<tr>
<td></td>
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<tr>
<td>Position Title:</td>
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<tr>
<td>E-mail:</td>
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<td></td>
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<tr>
<td>Performance Evaluation Period:</td>
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<tr>
<td>Type of Review:</td>
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<td>To:</td>
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<tr>
<td>From:</td>
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<tr>
<td>Date:</td>
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</table>

**PROCESS**

1. Supervisor requests prior year’s goals/objectives, general performance, associated outcomes as well as other information relevant to the performance review process and reviews them with the employee prior to discussing this year’s evaluation. (Page 5-6).

2. Employee submits prior year’s goals and their associated outcomes as well as other information relevant to the performance review process at least one week before scheduled meeting (Page 5-6).

3. Supervisor reviews and compares the full range of this year’s performance to the past year and completes all sections of the *Performance Evaluation*, following the instructions provided.

4. Supervisor provides a working draft of *Performance Evaluation* to the employee. Supervisor and employee determine future meeting date and time.

5. Supervisor and employee meet to discuss the *Performance Evaluation* competency ratings.

6. Supervisor and employee create shared goals and objectives to enhance employee performance and successful completion of departmental and BGSU goals and objectives.

7. The Overall Evaluation Rating is calculated according to the most frequently assigned Competency Ratings and supervisor/employee discussions.

8. Upon completion of the performance evaluation discussion, the employee and supervisor sign the evaluation. The employee and supervisor should utilize the comments section provide additional explanations as needed.

9. Supervisor sends the signed copy to the second level supervisor for review and signature.

10. Once signed, the original document is placed in their personnel file. An electronic copy may be provided to the employee upon request.

11. Supervisor and employee should then review the employee's job description to ensure that actual duties match job description and submit changes as needed.

**PERFORMANCE EVALUATION – To be completed by Supervisor/Manager**

**INSTRUCTIONS**

For each competency, mark the rating that best describes the employee’s performance. Select N/A if the competency is not applicable. In the NARRATIVE ASSESSMENT sections, provide specific examples and illustrations. Explanations are required when selecting a rating of “Approaches Expectations” or “Does Not Meet Expectations”.

**RATING SCALE**

<table>
<thead>
<tr>
<th>O = Outstanding</th>
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<tbody>
<tr>
<td>Objectives and standards are clearly and substantially surpassed. Consistently and significantly exceeds all performance expectations and standards. Highest performance</td>
</tr>
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</table>
level. Demonstrates a personal commitment to a high level of performance and results, even under challenging work goals.

**E = Exceeds Expectations**

Frequently exceeds job requirements. Makes contributions well beyond job demands. Seizes initiative in development and implementation of challenging work goals. Each project or job is done thoroughly and on time. Thinks beyond details of the job, working toward the overall goals of the component.

**M = Meets Expectations**

Performance is what is expected of a fully qualified and experienced person in this position. All objectives and standards are met. Consistently meets all performance expectations and standards. Job well done. Errors are minimal and seldom repeated. Prioritizes problems and projects well. Requires normal supervision and follow-up. Almost always completes work or projects on schedule.

**A = Approaches Expectations**

Objectives and standards are generally met but full results are not totally achieved. Occasionally falls short of consistently meeting performance expectations and standards. Some performance aspects were not met – needs slight improvement. Could result from being newly appointed to the position – continuing to learn all aspects of the position.

**N = Does Not Meet Expectations**

Objectives and standards are consistently not met. Consistently fails to meet performance expectations. Needs significant improvement. Has been on the job long enough to have shown better performance. Excessive attention by supervisor is required. Does not grasp situation when explained. Corrective action is required.

**NA = Not Applicable**

Does not apply to job performance expectations.

**CORE COMPETENCIES**

- Understands how position supports the institution’s strategic plan
- Demonstrates knowledge and skills necessary to perform the job effectively and applies to critical work issues in a timely manner
- Demonstrates willingness to learn new skills, methods, processes to enhance job performance
- Performs the full range of duties and responsibilities associated with the job

**NARRATIVE ASSESSMENT OF COMPETENCIES**

**I. JOB KNOWLEDGE**

- Demonstrates effective positive customer/student service
- Develops and maintains professional working relationships with internal and/or external constituencies
- Encourages collaboration and sharing of information

**RATING:**

**II. INTERPERSONAL SKILLS, COOPERATION, COLLABORATION**

- Writes and communicates clearly and accurately
- Listens well; is responsive to inquiries, directions, and suggestions

**RATING:**

**III. COMMUNICATION SKILLS**
<table>
<thead>
<tr>
<th>IV. PLANNING, ORGANIZING, AND ACHIEVING RESULTS</th>
</tr>
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<tbody>
<tr>
<td>• Uses appropriate communication based on the needs at hand</td>
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<tr>
<td>• Develops goals, plans, and priorities to achieve objectives; evaluates goals and accomplishments</td>
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<tr>
<td>• Meets deadlines in a timely and efficient manner</td>
</tr>
<tr>
<td>• Finds and uses resources well</td>
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<table>
<thead>
<tr>
<th>V. PROBLEM ANALYSIS AND DECISION MAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gathers and analyzes appropriate information before making decisions</td>
</tr>
<tr>
<td>• Seeks information and input from other stakeholders as appropriate</td>
</tr>
<tr>
<td>• Develops and implements effective solutions</td>
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<table>
<thead>
<tr>
<th>VI. LEADERSHIP</th>
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<tbody>
<tr>
<td>• Demonstrates commitment and provides leadership through personal example and professional expertise</td>
</tr>
<tr>
<td>• Demonstrates the ability to motivate coworkers</td>
</tr>
<tr>
<td>• Displays an openness to new ideas and supports an environment of continuous improvement</td>
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<table>
<thead>
<tr>
<th>VII. SUPERVISION  *Applies to those in supervision/management positions</th>
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<tbody>
<tr>
<td>• Sets clear goals and expectations for employees</td>
</tr>
<tr>
<td>• Provides adequate support for employees to complete tasks</td>
</tr>
<tr>
<td>• Creates a positive work climate that encourages employee commitment to teamwork, organizational goals, and strategic plan</td>
</tr>
<tr>
<td>• Provides informal, ongoing feedback to employees as well as formal performance evaluation</td>
</tr>
<tr>
<td>• Supports the professional development of employees</td>
</tr>
<tr>
<td>• Demonstrates fiscal responsibility and plans and controls expenditures and materials</td>
</tr>
<tr>
<td>• Makes effective staffing decisions</td>
</tr>
<tr>
<td>• Manages unit effectively during change</td>
</tr>
<tr>
<td>• Delegates authority and</td>
</tr>
<tr>
<td>OVERALL RATING</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>[ ] Outstanding [ ] Exceeds Expectations [ ] Meets Expectations [ ] Approaches Expectations [ ] Does Not Meet Expectations [ ] N/A</td>
</tr>
</tbody>
</table>

**OVERALL EVALUATION**
Consistent with the rates above, evaluate the overall performance of the staff member

**NARRATIVE ASSESSMENT**

**COMMENT ON EMPLOYEE’S STRENGTHS**

**COMMENT ON AREAS FOR GROWTH OR CHANGE**

**GOALS & COMMENTS**

**PRIOR YEAR GOAL(S)**

**GOALS FOR UPCOMING YEAR**

**OVERALL COMMENTS**

**SIGNATURES**

<table>
<thead>
<tr>
<th>Incumbent Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Supervisor Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Second Level Supervisor Signature</th>
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### 2014-15 Annual Budget

#### Budget Overview

<table>
<thead>
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<th>Item</th>
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<th>FY2014</th>
<th>FY2015</th>
<th>Difference</th>
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<td>Facilities</td>
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<td>$4,281,996</td>
<td>$4,029,828</td>
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<tr>
<td>Academic Affairs</td>
<td>$2,936,950</td>
<td>$1,639,471</td>
<td>$1,646,343</td>
<td>6,872</td>
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<tr>
<td>Community Services</td>
<td>$1,060,125</td>
<td>$633,674</td>
<td>$613,804</td>
<td>-19,870</td>
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<tr>
<td>Total Budget</td>
<td>$11,672,890</td>
<td>$6,555,141</td>
<td>$6,386,976</td>
<td>-16,165</td>
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</tbody>
</table>

#### Budget Highlights

- **Fiscal Year Overviews**:
  - **FY2014**: $6,555,141
  - **FY2015**: $6,386,976

- **Difference in Total Budget**: $16,165

- **Change in Academic Affairs**: $6,872

- **Change in Community Services**: -19,870

- **Total Budget Change**: -16,165

#### Budget Details

- **Error! Reference source not found.**

#### Summary

The 2014-15 Annual Budget highlights a slight decrease in total budget from FY2014 to FY2015, reflecting a comprehensive review and strategic reallocation of resources to support academic and community services effectively.
## 2015-16 Annual Budget

### Budget Overview: FY15 - FY16 OAL

**Add beginning and ending values for appropriate accounts, such as scholarships**

### Budget Details

<table>
<thead>
<tr>
<th>Account</th>
<th>Jul 15</th>
<th>Jul 16</th>
<th>Aug 15</th>
<th>Sep 15</th>
<th>Oct 15</th>
<th>Nov 15</th>
<th>Dec 15</th>
<th>Jan 16</th>
<th>Feb 16</th>
<th>Mar 16</th>
<th>Apr 16</th>
<th>May 16</th>
<th>Jun 16</th>
<th>Total</th>
</tr>
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<tr>
<td>Revenue</td>
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<td>State Grants</td>
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</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
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<th>Aug 15</th>
<th>Sep 15</th>
<th>Oct 15</th>
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<th>Feb 16</th>
<th>Mar 16</th>
<th>Apr 16</th>
<th>May 16</th>
<th>Jun 16</th>
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</tr>
</tbody>
</table>

### Expenses Breakdown

- **Objectives**: Administration, Instruction, Student Affairs
- **Revenue**: Tuition, Fees, Federal Grants, State Grants, Student Aid
- **Total**: Revenue, Expenses, Net Operating Income

---

### Notes

- Revenue and expenses are adjusted for appropriate accounts such as scholarships.
- Budget details are provided in detail for the fiscal years 2015 and 2016.
- Ratios and percentages are calculated accordingly.
# 2016-17 Annual Budget Projection

## Budget Overview: FY16 - FY17

<table>
<thead>
<tr>
<th>Date</th>
<th>Jul 1 -</th>
<th>Aug 1 -</th>
<th>Sep 1 -</th>
<th>Oct 1 -</th>
<th>Nov 1 -</th>
<th>Dec 1 -</th>
<th>Jan 1 -</th>
<th>Feb 1 -</th>
<th>Mar 1 -</th>
<th>Apr 1 -</th>
<th>May 1 -</th>
<th>Jun 1 -</th>
<th>Total</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4000 Revenue</td>
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## Expenses

<table>
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<tr>
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<th>Aug 1 -</th>
<th>Sep 1 -</th>
<th>Oct 1 -</th>
<th>Nov 1 -</th>
<th>Dec 1 -</th>
<th>Jan 1 -</th>
<th>Feb 1 -</th>
<th>Mar 1 -</th>
<th>Apr 1 -</th>
<th>May 1 -</th>
<th>Jun 1 -</th>
<th>Total</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000 Administration</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
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<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
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<tr>
<td>4100 Salaries</td>
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<td>4200 Supplies</td>
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<td>$2,700</td>
<td>$2,700</td>
<td>$16,200</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- All figures are in USD.
- The budget figures are estimates for the fiscal year 2016-17.
- Adjustments may be made based on unforeseen circumstances.

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2016-17 Adjunct Faculty Employment Contract

Conditions of Employment for Adjunct Faculty Members

Name: ___________________________ Telephone #: ___________________________
Mailing Address: ___________________________ Email: ___________________________
City, St, Zip: ___________________________ Date of Birth: ___________________________
Semester: ___________________________ Year: ___________________________ Soc. Sec. #: ___________________________

Pursuant to the current policies of Pacific Bible College, a temporary or adjunct faculty member agrees to:

1. Teach all sessions of the class or classes assigned as determined by official schedule (including any rescheduled classes or assigned by the instructor’s supervisor.)
2. Upload book list and syllabus no later than four weeks before first day of class. Other requested information will be submitted in Populi or the office in a timely manner or in accordance with required procedures.
3. Maintain all attendance, class and other records in Populi as directed by the college.
4. Attend teachers' meetings to build and maintain cohesiveness and implementation of college policies and procedures.
5. Make no cancellations of courses, changes in room, time or other, without approval.
6. In case of illness or other emergency, the instructor is responsible for making arrangements with a qualified substitute for academic dean’s approval.
7. Student grades must be entered in the students’ electronic record in the college’s software (Populi) within one week of the end of the term.
8. If student enrollment is below the required minimum of 4 students, instructors of the class may cancel the class or agree to teach for 80% of the actual tuition received from the students enrolled after approval by the academic dean.
9. Contracted amounts are submitted to the payroll service on the 15th and 31st of the month or the previous Friday when a date falls on the weekend. Payment will be rendered on the nearest pay period after grades have been submitted.
10. It is the faculty’s responsibility to maintain and setup classroom in preparation for the next class.
11. The above conditions of employment do not commit either instructor or college to future employment.
12. Faculty members are required to be physically present at 406 N. Font St. campus at least one hour each week in addition to classroom instruction.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th># Class Units</th>
<th>Day(s)</th>
<th>Time</th>
<th>Amount</th>
</tr>
</thead>
</table>

I agree to the above conditions of employment and instructional assignment.

Instructor Signature ___________________________ Date ___________________________
Administrator Signature ___________________________ Date ___________________________

Adjunct Faculty Contract
Fall 2016 Student Orientation Agenda

Pacific Bible College ~ 2016-2017 Dual Credit Student Orientation
Wednesday August 24th, 2016 1pm – 4pm

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>Arrive, Faculty Meet &amp; Greet, ID Photos</td>
<td>All Students &amp; Faculty Welcome</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Welcome: PBC’s Mission and Values</td>
<td>President Mike Robinson</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Presentation</td>
<td>John Osbourn, CAO</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Student Services and Support; Populi Overview</td>
<td>Daniel Nicholas, Dean of Student Affairs</td>
</tr>
<tr>
<td>10:45 AM</td>
<td><strong><strong>BREAK</strong></strong></td>
<td></td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Student Life at PBC</td>
<td>Donna Buck</td>
</tr>
<tr>
<td>11:15 AM</td>
<td>Setting Academic Goals at PBC &amp; Beyond</td>
<td>Daniel Nicholas, Dean of Student Affairs</td>
</tr>
<tr>
<td>11:45 AM</td>
<td>Program Fair</td>
<td>Program Directors</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>Lunch with Faculty</td>
<td></td>
</tr>
<tr>
<td>1:30 PM</td>
<td>Study Habits &amp; Library Use</td>
<td>Amber Osbourn, Student Development</td>
</tr>
<tr>
<td>2:15 PM</td>
<td>Stewardship of PBC Facilities</td>
<td>Mary Neel, Admin. Assistant</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Campus Safety (Campus SaVE Act; Title IX reporting)</td>
<td>Daniel Nicholas, Dean of Student Affairs</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Closing Prayer and Dismissal</td>
<td>John Osbourn, CAO</td>
</tr>
</tbody>
</table>
Pacific Bible College

Enrollment Growth Report

September 13th, 2016

Summary:

Strengths: Pacific Bible College has seen unprecedented growth in the two highlighted areas: the number of credit students and the number of freshman (< 32 cumulative credits) in relation to sophomores (> 32 cumulative credits). We currently have the highest enrollment numbers since Fall 2012, and the largest credit student population in PBC history (as far as we know). We have reversed the downward trend which began in 2013. Our credit to audit ratio reflects a narrowing of scope within PBC’s mission to become a degree-granting institution as we move away from a primarily self-enrichment student population and focus on recruiting program completers.

Challenges: There remains a large gulf in the student population between freshmen and upperclassmen, as well as full time and part time students. Coupled with our institutional completion rate (<10%) this ought to bring our attention to the imperative of student retention and advising strategies that focus on program completion. In addition, extensive recruitment planning will be required to bring the enrollment numbers in the AASCC and ALA programs closer to equal strength of the ABS program. The perception of PBC remains that of a ministry preparation / self-enrichment institution, which poses a unique challenge in marketing non-biblical degrees and programs.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
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<td>51</td>
<td>40</td>
<td>40</td>
<td>53</td>
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<tr>
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<td>31 : 18</td>
<td>27 : 11</td>
<td>26 : 12</td>
<td>43 : 10</td>
</tr>
<tr>
<td># Program Students</td>
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<td>21 Total</td>
<td>28 Total</td>
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</tr>
<tr>
<td>Credits Attempted : Audited</td>
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<td>161 : 60</td>
<td>172 : 36</td>
<td>137 : 37</td>
<td>218 : 30</td>
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<tr>
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<td>28 / 13</td>
<td>24 / 7</td>
<td>24 / 3</td>
<td>20 / 6</td>
<td>42 / 1</td>
</tr>
</tbody>
</table>
Pacific Bible College Campus Safety Guidelines

I. Non-Discrimination Policy

It is the policy of Pacific Bible College not to discriminate on the basis of race, color, national origin, gender, age or disability in admissions and access to, or treatment or employment in its programs or activities.

II. Statement Regarding Sexual Violence

Pacific Bible College prohibits, condemns, and deplores all instances of sexual violence as an affront to the dignity of the victim, being a human person created in the Image of God, and as a disordered and self-destructive impulse in the offender. Whereas we will seek to approach all parties involved in such instances with compassion and understanding, we will maintain zero-tolerance for sexual assault, sexual harassment, relationship abuse, and stalking both on campus and among our students off campus. Anyone found participating in any of these activities will be subject to disciplinary action and/or prosecution in accordance with PBC policy and Oregon State laws.

III. Developing a Shared Language

Be knowledgeable; stay informed. In order for you to better protect yourself and others, here are some important terms for you to understand:

- **Sexual Assault** is any unwanted sexual contact which occurs forcibly or by compulsion and without consent. Reference: ORS 147.450; ORS 163.305
- **Consent** is a clear “yes,” not the absence of a “no.” A person is unable to consent if they are 1) under 18 years old, 2) mentally incapacitated, or 3) physically helpless. Reference: ORS 163.315
- **Domestic Abuse** is abuse which occurs between family, household members, or other intimate partners. Reference: ORS 107.705
- **Dating Violence** is a pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse or sexual violence to control another person with whom they are in a dating relationship. Reference: ORS 339.366
- **Stalking** is any repeated and unwanted contact at which an individual may reasonably be alarmed or apprehensive regarding their personal safety or that of a member of their immediate family or household. Reference: ORS 163.732

IV. Primary Prevention

We want to keep PBC a safe and secure environment for all of our students, faculty, and staff. Every one of us has a role to play, including you. Here are some tips on how to prevent sexual violence on campus and among our students before it happens.

**Risk Reduction**

- Be aware of your surroundings. Know where you are and how to find help if you are in a bad situation. Be able to locate the nearest exit.
- Avoid isolated areas—it’s significantly more difficult to get help if you are alone. If you have a night class, walk to your car in a group. Do not linger with strangers.
- Keep a watch on the classroom door: Do not let strangers in. Direct them to enter through the lobby or inform them of normal business hours.
- Walk with purpose. Look like you know where you are going and what you are doing, even if you don’t. Keep all your senses available. Display outrage—not fear—if threatened.
- Trust your instincts if you feel unsafe or uncomfortable. Call 911 if you feel threatened by someone’s behavior, conversation, or demeanor.

**Bystander Intervention**

If you see someone who is in a threatening situation, or who is about to become a victim of sexual assault, consider intervention according to the following acronym: S.T.O.P.

- **Shift focus:** The lowest pressure option is to create a distraction or shift the focus of the victim and/or perpetrator to ensure he or she can get out of the situation. If it is appropriate, you can also use humor or an excuse to divert the attention of the perpetrator. This creates an opportunity for the potential victim to walk away in a non-confrontational way.
- **Talk:** You can talk to the perpetrator and/or the victim by pointing out what you are observing. For instance, if drinking is involved, you can suggest that it might be better if everyone goes...
home until they are sober. This allows the perpetrator to make the choice to stop and provides the victim the opportunity to leave.

- **Object:** Similar to talking to the victim and the perpetrator, you can also **confront** the harmful behavior more directly by **objecting** to what you are witnessing. This response allows the potential victim to be empowered to escape the situation. Objecting involves **stepping in to separate individuals** and using **assertive language**.

- **Partner:** You can look for **partners** in your community who may be better equipped to step in if you feel uncomfortable or unsafe. Ask others to get involved with the situation (e.g. a friend, supervisor, bouncer, police officer). You should become familiar with the resources available at PBC that may assist in addressing a risky situation.

Be sure to consider your own safety. If it is not safe for you to intervene, call 911 immediately. In evaluating whether to intervene, following this five-step process:

1. Notice the event along the continuum of socially-acceptable, age-appropriate behavior.
2. Consider whether the situation demands your intervention.
3. Decide if you have a responsibility to act.
4. Choose what form of assistance to use (S.TO.P.).
5. Understand how to implement this choice safely.

### V. Victim’s Rights and Protection Orders

If you or someone you know has been a victim of sexual violence:

1.) It is very important to preserve physical evidence for proof in criminal proceedings. It is a good idea not to change your clothes or take a shower, etc.
2.) Report this **immediately** to a trusted faculty or staff member at Pacific Bible College, or directly to the Dean of Students.
3.) Seek help or personal counseling from your pastor or other competent personal mentor (contact the Dean of Students for off-campus resources).

Victim’s rights include:

1.) A prompt, fair, and impartial investigation and resolution.
2.) To decline to report to law enforcement.
3.) To be assisted by college officials in reporting to law enforcement.
4.) To request changes to your academic, living, transportation and working situation if requested and reasonably available whether or not a formal report is made.
5.) To have others present and to be accompanied by an advisor of their choice to any meetings or proceedings regarding the incident. This right pertains likewise to the perpetrator.

Disciplinary proceedings will take place according to Pacific Bible College’s Student Conduct policy (see Catalog-Handbook 2015-2016). Per Title IX regulations, the preponderance of the evidence will be considered to determine the veracity of accusations on a “more likely than not” basis.

### VI. How to Report an Incident

The Dean of Students is the Title IX Coordinator at Pacific Bible College. All faculty and employees of the college are required to report instances of discrimination, sexual harassment, or sexual violence whether they are witnesses thereto or if the incident is relayed to them by another source, such as a student or colleague.

To file a Title IX complaint, contact the Dean of Students as soon as possible after the alleged infraction has occurred. For more information regarding grievance and disciplinary procedures, refer to pages 30-33 of your Student Catalog & Handbook.
Student Leadership Council Description/Founding Document

Pacific Bible College
Student Leadership Council

For the edification and joint ownership of Pacific Bible College among matriculating students and alumni, and for the recognition and advancement of student leaders toward greater service within the collegiate and local community.

About SLC: The Student Leadership Cooperative aims to provide students and alumni of Pacific Bible College an outlet to exercise functional ownership of the college and joint responsibility for the various services offered by PBC to the Rogue Valley community. Such responsibilities may include planning for student activities, coordinating extra-curricular events including guest lectures and faculty presentations, participating in orientation and graduation, etc. Foremost among the SLC’s initiatives will be the establishment and maintenance of a delegation of student ambassadors to promote and publicizing Pacific Bible College through raising awareness of the school’s ministry within the Christian communities of the Rogue Valley as well as representing PBC to the broader population of Jackson and Josephine counties. The ultimate goal of the SLC is to establish the necessary infrastructure for the coordination of a future network of student-led clubs, societies, and interest groups for the facilitation and enrichment of extra-curricular student life.

SLC Representative Duties:

- Attend monthly meetings for education and planning purposes.
- Assistant in planning college-related events such as student orientation and graduation, and especially those oriented toward community awareness including fund raisers, luncheons, etc. Attendance may be required.
- Faithfully represent PBC's student outlook as a means of communication between administration, faculty, and the student body.
- Periodically engage in high school visits, job fairs, youth group activities, community functions (e.g. Pear Blossom Festival), etc. for the purpose of professional networking, establishing local contacts and meeting prospective students.
- Demonstrate at all times the Kingdom Think values in representing Pacific Bible College in both professional and non-professional contexts.

Minimum qualifications:

- Must be an enrolled part-time or full-time student at Pacific Bible College or an alumnus thereof.
- Must be in and maintain good academic standing.
- Must duly meet all financial obligations to Pacific Bible College (no delinquent tuition payments, outstanding fees, library fines, etc.).
- Must be a current, active participant and/or registered member of a local Christian congregation.
Course Evaluation Form

Student Course Evaluation

Q23 Which term are you currently enrolled?
   □ Spring 2016
   □ Summer 2016

Q1 Which Spring 2016 class are you evaluating?
   □ BI102, Borchard
   □ BI202, Boisen
   □ CS105, Gallagher
   □ FM202, Snell
   □ HS101, McAuliffe
   □ MU101, Harrington
   □ SF201, McAuliffe
   □ SS203, Gleason
   □ TH120, Gleason
   □ TH120-C, Gleason
   □ TH220, Robinson
   □ WR122, Chadwell
   □ BI101 (Grants Pass), Borchard
   □ TH101 (Grants Pass), O’Donnell

Q24 Which Summer 2016 class are you evaluating?
   □ CO101, Sprinkle
   □ FM201, Nicholas
   □ GK101, Nicholas
   □ LIT201, Chadwell
   □ MN203, Borchard
   □ PS201, S. Allen
   □ SF101, Gleason
   □ TH110, Pruett
   □ SF101 (Grants Pass), B. Crawford
   □ SS203 (Grants Pass), Farinacci
   □ TH120 (Grants Pass), S. Crawford
   □ WR121 (Grants Pass), Borchard

Q2 How many cumulative credits have you completed at PBC?
   □ 0-15
   □ 16-30
   □ 31-45
   □ 45 or greater
Q3 How would you rate your teacher in regard to classroom interaction, management and learning environment in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher welcomed student interaction in class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The teacher was approachable/available outside of class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Interaction in the classroom was focused on the class subject matter</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The teacher seemed to care for student growth and development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>There was a sense of trust and mutuality in the class</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The teacher was responsive to students’ needs and requests</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The teacher clearly demonstrated a Christian worldview</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The teacher demonstrated a good grasp of the subject taught</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q5 How would you rate this course with regard to teaching methods, assignments, grading and communication in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were given sufficient opportunity to clarify and to absorb material</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Students were treated with respect and tact</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Lectures/presentations were administered in a clear and accessible manner</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The teacher generally held the students' attention</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The teacher made appropriate use of various instructional aids, e.g. technology, online material, maps, PowerPoint, etc.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The teacher was generally respectful of the course schedule and the students' time</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Grades were given in a fair and easy-to-understand fashion</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Course expectations and requirements were communicated clearly</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>the instructor applied the material to daily Christian living and discipleship</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor followed the class syllabus</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor followed the PBC grading scale</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q6 Did you look forward to coming to class generally? Why or why not?

Q7 What was done well in the course and what can be improved?
Q8 Would you recommend this class to others?
- yes
- no

Q9 Why would you not recommend this course?

Q10 Please select your major.
- Associate of Biblical Studies
- Associate of Applied Science in Christian Counseling
- Associate of Liberal Arts
- Certificate in Christian Ministries

Q11 Do you believe this course enabled you to model Christ by demonstrating:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in discipleship</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Godly ethical behavior</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Pursuit of academic excellence</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Compassion in community</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q12 Do you believe this course enabled you to minister effectively by being able to:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfort and encourage</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Clarify and counsel</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Mediate and resolve</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Nurture and restore</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q13 Do you believe this course enabled you to teach faithfully by being able to:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclaim the Gospel fruitfully</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Affirm the truth of Scripture</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interpret and exegete God's Word accurately</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Articulate and explain Biblical Principles clearly</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q14 Do you believe this course enabled you to lead lovingly by being able to:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor and guide in discipleship</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Correct and admonish in discipline</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Protect and defend in doctrine</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Analyze critically and resolve creatively in difficulty</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q15 Based on your participation in this course, do you believe the following objectives are being accomplished by the Associate of Applied Science in Christian Counseling program?

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equip students with knowledge and skills to counsel in the church and for outreach to the community</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop practical counseling strategies through the study of biblical, theological and psychological foundations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Provide guided practical application of principles and theories in real-life settings to help integrate theory with the realities of life</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Promote growth in Christian maturity demonstrated through effective interpersonal relations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q28 Based on your participation in this course, do you believe you made progress toward achieving the following student outcomes for the Associate of Liberal Arts degree?
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to reason critically through the lens of a Christian worldview concerning truth, values, ideas, aesthetics, and community, with the ability to engage the culture with compassion and understanding.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students will be able to demonstrate a breadth of knowledge in the disciplines of biblical studies, theology, natural science, fine arts &amp; humanities, social science, mathematics, language, writing, and human development.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students will be able to demonstrate skill in the professional and personal competencies of communication, analytical thinking, problem-solving, reading for information, listening for understanding, innovation and teamwork.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Students will be able to achieve academic success at four-year baccalaureate institutions and beyond.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to articulate the biblical gospel and interpret the Bible in light of it.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Able to articulate the nature of Scripture</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Conversant with the biblical theology of redemption</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Conversant with the systematic theological formulations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q20 Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally engaged servant leaders.

Do you believe that this course contributed to you achieving academic proficiency in the following areas?

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to read scholarly material with comprehension</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Able to think logically and critically with integration. (“Kingdom Think”)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Able to communicate (writing, speaking) coherently and effectively</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Able to do scholarly research appropriate to undergraduate level</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q21 Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally engaged servant leaders. Do you believe that this course contributed to your spiritual cultivation in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to articulate the nature of mature Christian character</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Able to articulate a personal experience of the gospel</td>
<td>☐</td>
<td>☐</td>
<td>KO</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Able to articulate how Christian truth applies to problem solving</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Able to articulate the importance of Christian community in Spiritual growth</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Conversant with spiritual disciplines</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Conversant with various Christian traditions of worship and spirituality</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q22 Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally engaged servant leaders. Do you believe that this course contributed to you becoming a culturally engaged servant leader in the following areas?

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to articulate the Christian worldview to non-Christians</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Conversant with major religions and prevailing cultural perspectives</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Able to articulate the importance of mission both at home and abroad</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Able to articulate how Christian faith impacts vocation, family, community</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Equipped to engage in church and community service</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Admission Satisfaction Survey

ADMISSIONS SATISFACTION SURVEY

What year/semester were you admitted to Pacific Bible College?
Are you a credit student or an auditor?
If credit, which degree are you pursuing?  ABS  AASCC  CCM  None

ADMISSIONS REQUIREMENTS

The application for admissions/audit is easy to access.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
Application requirements are clearly communicated up front.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
Information regarding scholarships and financial aid is available and clearly conveyed.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
Cost of tuition is fair considering goods received and my economic/financial situation.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
PBC staff are helpful and responsive to admissions inquiries.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
 Comments:

EVALUATION PROCESS

The information required on the application is appropriate and easy to provide.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
Admissions decisions are communicated in a timely manner once application is complete.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
It is clear how application requirements will be used in admissions decisions.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
The evaluation process accurately measured my overall preparedness for study at PBC.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
I feel academically competent in my classes at PBC.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
 Comments:

MATRICULATION & TRANSFER PROCESS

My admissions interview and advising session was informative and helpful.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
Registration for classes is easy and I can do so without requesting help from PBC staff.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
Student Orientation was held at a convenient time/date.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____
Student Orientation answered most or all of my questions as a new student.
Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

I was informed whether my previous college credits would transfer to PBC.

Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

Adequate information regarding transfer opportunities beyond PBC is readily available.

Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

Financial transactions/arrangements for tuition payment were convenient and accommodating.

Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

Comments:

**REMEDIAL SERVICES**

If I was accepted with Provisional Status, I understand why & how to have this status lifted.

Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

My instructors are available to offer extra academic assistance outside of class time.

Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

Beside my instructor(s), I know who to ask at PBC about additional academic support.

Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

Placement testing in reading/writing and math would help me better prepare for my studies.

Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

PBC staff are responsive to requests for additional academic support services.

Strongly Disagree_____ Disagree_____ Neutral_____ Agree_____ Strongly Agree_____

Comments:

https://docs.google.com/forms/d/14I_5w11-pVYkN1QSks9JhnVwf_HpqEozInnOYoUCls/viewanalytics
**PBC ACADEMIC PROGRAM CHANGES FOR 2016-17 AS APPROVED BY CURRICULUM AND ACADEMIC STANDARDS COMMITTEE on August, 3rd, 2016**

**Committee Members:**
- Rick Booye, Department Chair, Biblical and Theology
- Matt McAuliffe, Program Director, ABS
- Mahabbat Snell, Department Chair, Counseling
- Dee Chadwell, Department Chair, General Studies
- Mike Robinson, President, Faculty
- John Osbourn, Chief Academic Officer

<table>
<thead>
<tr>
<th>Program</th>
<th>Changes/Actions</th>
<th>Additions</th>
<th>Deletions</th>
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</table>
| **Associate of Biblical Studies** | 1) We changed the course name for TH110 Bibliology and Hermeneutics to the following: TH110 Introduction to Bible Study and Interpretation. Appropriate changes were completed in all affected programs and course catalog information.  
2) Modified the ABS program guide in the catalog to reflect the changes above. |           |           |
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| Associate of Applied Science in Christian Counseling | 1) Changed the Bible and Theology core requirement for the AASCC degree.  
   Previous requirement: Bible/Theology  
   BI101 Old Testament Survey 3  
   BI102 New Testament Survey 3  
   TH110-C Bibliology and Hermeneutics 2  
   TH120-C God, Christ, Holy Spirit 2  
   TH210-C Man, Sin & Salvation 2  
   TH220 Ecclesiology & Eschatology 3  
   New Requirement: Bible/Theology  
   BI101 Old Testament Survey 3  
   BI102 New Testament Survey 3  
   TH120 God, Christ, Holy Spirit 3  
   TH210 Man, Sin, Salvation 3  
   2) AASCC elective requirement was changed from 2 credits to 5 credits due to the 3 credit reduction in the Bible and Theology requirement.  
   3) Modified the AASCC program guide in the catalog to reflect the changes above. |           |           |
| Associate of Liberal Arts                | 1) TH101 Introduction to Theology I and TH201 Introduction to Theology II were replaced with TH120 God, Christ, Holy Spirit and TH210 Man, Sin, Salvation.  
   The following courses were added as options to the appropriate discipline areas in the ALA degree:  
   Fine Arts: |           |           |
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|                                              | 2) The Arts and Humanities requirement was modified to allow students the option of counting one Bible or Theology course as part of their requirement. The following note was added to the program guide in the catalog: *Students may also use a Bible or Theology course as one of their Art and Humanities requirements. This does not include core courses required for the Liberal Arts degree.  
3) Modified the ALA program guide in the catalog to reflect the changes above.                                                                 | ART100 Intro to Drawing/Color Theory  
**Math:**  
MTH101 Mathematics for the Liberal Arts  
**Social Science:**  
POL201 Political Philosophy I  
POL202 Political Philosophy II  
PS215 Lifespan Development  
PS219 Abnormal Psychology  
SS203 Christ in Culture  
SS204 Gender, Marriage, and Family |                                                                                                                                                                                                                                                                                                                                             |
| General Studies                              | Course numbering and names changes were made to the following course:  
-C0101 Fundamentals of Speech was changed to CO111 Fundamentals of Communication                                                                                                                                                                                                                       | New Courses:  
ART100 Intro to Drawing/Color Theory  
CO120 English for Beginners  
MTH95 Intermediate College Algebra  
MTH101 Mathematics for the Liberal Arts  
POL201 Political Philosophy I  
POL202 Political Philosophy II | GOV101 Political Science I and GOV201 Political Science II were removed from the catalog                                                                         |
<p>| NEW PROGRAM APPROVALS - NONE                 | 1) ALA program and associated courses were moved from the 2015-16 catalog addendum into the 2016-17 catalog.                                                                                                                                                                                                                                  |                                                                                                                                                          |                                                                                                                                                                                                                      |</p>
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<td>No changes</td>
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<td></td>
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<td>PBC Catalog and Handbook</td>
<td>1) 2016-17 modifications/additions reviewed and approved.</td>
<td></td>
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<td>PBC Faculty Handbook</td>
<td>1) Faculty evaluation forms modified and updated in handbook.</td>
<td></td>
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</table>

Curriculum and Academic Standards Minutes 9-15-2015

Curriculum and Academic Standards Committee
Tuesday, September 15, 2015
1-4 p.m. Pacific Bible College

Attendance (in bold):

Rick Booye, Dee Chadwell, Matthew McAuliffe
Daniel Nicholas, John Osbourn, Mike Robinson
Mahabbat Snell

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Notes</th>
<th>Committee Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes from 9/15/15</td>
<td></td>
<td>Minutes Approved</td>
</tr>
<tr>
<td>Associate of Liberal Arts (New)</td>
<td>The committee met to review, edit and determine approval of the new Associate of Liberal Arts program. An initial draft was provided by John Osbourn for review. Committee members were provided with materials that included:</td>
<td></td>
</tr>
</tbody>
</table>
1) Historical background of the Christian Liberal Arts tradition
2) Program descriptions from other Christian colleges/universities that offer a Liberal Arts degree or require a Liberal Arts core curriculum
3) AA and BA program-curriculums from other colleges/universities that offer Liberal Arts degrees
4) Oregon Degree Authorization rules concerning AA program development.
5) Community College Workforce Development (CCWD) Community College Handbook regulations concern Oregon’s Associate of Arts Oregon Transfer (AAOT) Degree

The goals of the meeting was to complete the final draft of the new degree plan that met the following criteria:
1) Was aligned with the mission of PBC
2) Meets the ODA requirements for an AA degree
3) That met the historical intent of a Christian Liberal Arts degree
4) That followed the framework of the Oregon AAOT a near as possible to enable exceptional transferability statewide.

**Program Description review:**

<table>
<thead>
<tr>
<th>Original Description</th>
<th>Committee Revised Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The original and committee revised description are the following:</td>
<td></td>
</tr>
<tr>
<td>Original Description: The Associate of Liberal Arts is an interdisciplinary program of study that provides a broad exploration of the ideas, values, issues, and heritage of civilization. Students develop a broad understanding of the liberal arts and sciences, their interrelationships, and their integration with the Christian worldview. This core program offers instruction in Bible, theology, philosophy, fine arts, literature, communication, language, math, science, social sciences, and writing. A Christian liberal arts education is established on the premise that the nature of faith and learning are inseparable with respect to the social,</td>
<td></td>
</tr>
</tbody>
</table>
intellectual and cultural fabric of life. It recognizes that knowledge, wisdom and understanding begin with a reverence of God. It acknowledges that Jesus Christ is the ultimate revelation of God’s purpose for mankind and since all things were created through Him and for Him, the seat of academic learning is fully-accomplished through the lens of a Christian faith.

Revised Description: The Associate of Liberal Arts is an interdisciplinary program of study that provides a broad exploration of the ideas, values, issues, and heritage of civilization. Students develop a broad understanding of the liberal arts and sciences, their interrelationships, and their integration with the Christian worldview. This core program offers instruction in Bible, theology, philosophy, fine arts, literature, communication, language, math, science, social sciences, and writing.

A Christian liberal arts education is established on the premise that faith and learning are inseparable with respect to the social, intellectual and cultural fabric of life. It recognizes that knowledge, wisdom and understanding begins with a faith in and reverence for Jesus Christ, acknowledging that He is the ultimate revelation of God’s purpose for mankind. All things were created through Him and for Him, therefore the seat of academic learning is fully-accomplished through the lens of a Christian faith.

<table>
<thead>
<tr>
<th>Program Outcomes review:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The original and committee revised description are the following:</td>
<td></td>
</tr>
<tr>
<td>Original outcomes:</td>
<td></td>
</tr>
<tr>
<td>On successful completion of this program students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1) Think critically through the lens of a Christian world-view concerning truth, ideas, values, aesthetics, and life with the ability to compassionately engage the culture through the results of these investigations.</td>
<td></td>
</tr>
</tbody>
</table>
2) Demonstrate a greater breadth of knowledge in the disciplines of biblical studies, theology, natural science, fine arts & humanities, social science, mathematics, language, writing, and human development.

3) Demonstrate a higher level of skill in the workforce competencies of critical thinking, problem-solving, reading for information, listening for understanding, innovation and teamwork.

4) Achieve a high degree of academic success at four-year baccalaureate institutions and beyond.

Revised Outcomes:
On successful completion of this program students will be able to:

1) Reason critically through the lens of a Christian world-view concerning truth, values, ideas, aesthetics, and community, with the ability to engage the culture with compassion and understanding.

2) Demonstrate a breadth of knowledge in the disciplines of biblical studies, theology, natural science, fine arts & humanities, social science, mathematics, language, writing, and human development.

3) Demonstrate skill in the professional and personal competencies of communication, analytical thinking, problem-solving, reading for information, listening for understanding, innovation and teamwork.

4) Achieve academic success at four-year baccalaureate institutions and beyond.

Curriculum Review

Curriculum Components were determined to be the following:

**Arts and Humanities Requirements** (minimum 4 courses)

Students must take at least one class from each of the following academic disciplines:

Philosophy
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH101</td>
<td>Worldview and Biblical Reality</td>
<td>3</td>
</tr>
<tr>
<td>PH###</td>
<td>Moral Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fine Arts**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART###</td>
<td>History of Art I</td>
<td>3</td>
</tr>
<tr>
<td>MU101</td>
<td>Beginning Guitar and Worship</td>
<td>2</td>
</tr>
<tr>
<td>MU201</td>
<td>Intermediate Guitar and Worship</td>
<td>2</td>
</tr>
</tbody>
</table>

**Literature**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT###</td>
<td>Western Literature</td>
<td>4</td>
</tr>
<tr>
<td>LIT###</td>
<td>Readings in Literary Masterpieces</td>
<td>4</td>
</tr>
<tr>
<td>LIT###</td>
<td>Poetry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Biblical/Theology Requirements** *(minimum of 4 courses)*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI101</td>
<td>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>BI102</td>
<td>New Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>TH###</td>
<td>Introduction to Theology I</td>
<td>3</td>
</tr>
<tr>
<td>TH###</td>
<td>Introduction to Theology II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Communications Requirements** *(minimum 2 courses)*
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COXXX</td>
<td>Rhetoric and Logic</td>
<td>3</td>
</tr>
<tr>
<td>CO201</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Health Requirement** *(minimum 1 course)*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE295</td>
<td>Health and Fitness for Life</td>
<td>3</td>
</tr>
</tbody>
</table>

**Language Requirements** *(minimum 1 course)*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK101</td>
<td>Introduction to Biblical Greek</td>
<td>3</td>
</tr>
<tr>
<td>LANGXXX</td>
<td>Spanish I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Math Requirements** *(minimum 1 course)*

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH111</td>
<td>College Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>

**Science Requirements** *(minimum 3 courses)*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL211</td>
<td>General Biology I w/lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL212</td>
<td>General Biology II /lab</td>
<td>4</td>
</tr>
<tr>
<td>GEO###</td>
<td>Geology w/lab</td>
<td>4</td>
</tr>
<tr>
<td>GS###</td>
<td>Physical Science w/lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY###</td>
<td>General Physics w/lab</td>
<td>4</td>
</tr>
</tbody>
</table>
Social Science Requirements (minimum 3 courses) Students must take classes in at least two of the following disciplines:

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG###</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>HS###</td>
<td>History of Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HS###</td>
<td>History of Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>GOV###</td>
<td>Political Science I</td>
<td>3</td>
</tr>
<tr>
<td>GOV###</td>
<td>Political Science II</td>
<td>3</td>
</tr>
<tr>
<td>HS101</td>
<td>Church History Survey</td>
<td>3</td>
</tr>
<tr>
<td>HS102</td>
<td>Early Church History</td>
<td>3</td>
</tr>
<tr>
<td>HS103</td>
<td>Medieval Church History</td>
<td>3</td>
</tr>
<tr>
<td>HS104</td>
<td>Renaissance and Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HS 201</td>
<td>American Church History</td>
<td>3</td>
</tr>
<tr>
<td>PS201</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS202</td>
<td>Theories and Systems of Psychology</td>
<td>3</td>
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Writing Requirements (minimum 2 courses)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>WR121</td>
<td>Intermediate College Writing</td>
<td>3</td>
</tr>
<tr>
<td>WR122</td>
<td>Advanced College Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDITS 66-69
Final draft of the Associates of Liberal Arts degree was approved

Meeting adjourned 4:00 p.m.

Curriculum and Academic Standards Minutes 8-3-2016

PBC ACADEMIC PROGRAM CHANGES FOR 2016-17 AS APPROVED BY CURRICULUM AND ACADEMIC STANDARDS COMMITTEE on August, 3rd, 2016

Committee Members:
Rick Booye, Department Chair, Biblical and Theology
Matt McAuliffe, Program Director, ABS
Mahabbat Snell, Department Chair, Counseling
Dee Chadwell, Department Chair, General Studies
Mike Robinson, President, Faculty
John Osbourn, Chief Academic Officer

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<td>Associate of Biblical Studies</td>
<td>3) We changed the course name for TH110 Biblicality and Hermeneutics to the following: TH110 Introduction to Bible Study and Interpretation. Appropriate changes were completed in all affected programs and course catalog information. 4) Modified the ABS program guide in the catalog to reflect the changes above.</td>
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<td>Additions</td>
<td>Deletions</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
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| Associate of Applied Science in Christian Counseling | 4) Changed the Bible and Theology core requirement for the AASCC degree.  
**Previous requirement:** Bible/Theology  
BI101 Old Testament Survey 3  
BI102 New Testament Survey 3  
TH110-C Bibliology and Hermeneutics 2  
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TH210-C Man, Sin & Salvation 2  
TH220 Ecclesiology & Eschatology 3  

**New Requirement:** Bible/Theology  
BI101 Old Testament Survey 3  
BI102 New Testament Survey 3  
TH120 God, Christ, Holy Spirit 3  
TH210 Man, Sin, Salvation 3  

5) AASCC elective requirement was changed from 2 credits to 5 credits due to the 3 credit reduction in the Bible and Theology requirement.  
6) Modified the AASCC program guide in the catalog to reflect the changes above.  
| Associate of Liberal Arts | 1) TH101 Introduction to Theology I  
TH201 Introduction to Theology II were replaced with TH120 God, Christ, Holy Spirit and TH210 Man, Sin, Salvation.  
2) The Arts and Humanities requirement was modified to allow students the option of counting one Bible or Theology course as part if their requirement. The following note was added to the program guide in the catalog:  
* Students may also use a Bible or Theology course as one of their Art and Humanities requirements. This does not  
The following courses were added as options to the appropriate discipline areas in the ALA degree:  
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ART100 Intro to Drawing/Color Theory  
**Math:**  
MTH101 Mathematics for the Liberal Arts  
**Social Science:**  
POL201 Political Philosophy I | | |
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<td>General Studies</td>
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<td>New Courses: ART100 Intro to Drawing/Color Theory CO120 English for Beginners MTH95 Intermediate College Algebra MTH101 Mathematics for the Liberal Arts POL201 Political Philosophy I</td>
<td>GOV101 Political Science I and GOV201 Political Science II were removed from the catalog.</td>
</tr>
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<td>NEW PROGRAM APPROVALS - NONE</td>
<td>1) ALA program and associated courses were moved from the 2015-16 catalog addendum into the 2016-17 catalog.</td>
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<td>1) Faculty evaluation forms modified and updated in handbook.</td>
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### PBC In-Service Attendees:

#### July 28th, 2015

<table>
<thead>
<tr>
<th>Mary Neal</th>
<th>Sandra Allen</th>
<th>Matthew McAuliffe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Robinson</td>
<td>Victor Borchard</td>
<td>Terry Pruett</td>
</tr>
<tr>
<td>Lori Boehning</td>
<td>Deana Chadwell</td>
<td>Lee Ryker</td>
</tr>
<tr>
<td>Rick Booye</td>
<td>Randall Gleason</td>
<td>John Osbourn</td>
</tr>
<tr>
<td>Daniel Nicholas</td>
<td>Tim Maxwell</td>
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#### July 29th, 2015

<table>
<thead>
<tr>
<th>Mary Neal</th>
<th>Sandra Allen</th>
<th>Matthew McAuliffe</th>
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<tbody>
<tr>
<td>Mike Robinson</td>
<td>Victor Borchard</td>
<td>Terry Pruett</td>
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<td>Mahabbat Snell</td>
<td>Deana Chadwell</td>
<td>Lee Ryker</td>
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<td>Rick Booye</td>
<td>Randall Gleason</td>
<td>John Osbourn</td>
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<td>Daniel Nicholas</td>
<td>Dennis Allen</td>
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AGENDA

Tuesday, July 28, 2015

8:40am – 9:00am  Coffee, pastries, conversation
9:00am – 9:15am  Prayer & Introductions
9:15am – 10:50am Session 1: PBC Climate – What do we need to advance the Kingdom in the current culture? (5 Dysfunctions of a Team)
10:50am – 11:00am Break
11:00am- 1:00pm  Session 2: Working lunch / The Needs of a Student – A Biblical Perspective
                  -Impacting a Students Desire to Learn (Presentation and Small Group Discussion)
                  -The Needs of a Student (PS119 Study and Small Group Discussion)

Wednesday, July 29, 2015

8:40am – 9:00am  Coffee, pastries, conversation
9:00am –10:00am  Prayer & Faculty Free Discussion
10:00am – 11:00am President’s and CAO update
11:00am- 11:15 Break
11:15am-12:30pm Working Lunch/Faculty Handbook Update/Discussion
                  -Updates on new processes and policies
                  -Standardized Course outlines
                  -Faculty Evaluation Process and forms
1230pm -12:50pm  Dean of Students Update
                  -Enrollment update
                  -Academic Advising tips
                  -New Incomplete grade process
                  -New Student Disciplinary procedures
                  -Faculty quick reference guide for student discipline
12:50pm – 1:00pm  Closing remarks

MINUTES

July 28th
1) Session 1
   -Opened in Prayer
Session one focused on establishing a framework for PBC’s working environment for interactions with staff, faculty and administration around the content discussed in the Five Dysfunctions of Team by Patrick Lencioni. The session began with a consideration of the current state of culture (nationally) and the inherent need for our internal culture to function at the highest state of unity and effectiveness. John chapter 13 & 14 were considered from the vantage point of the relational dynamics between Jesus and His disciples.

The primary focus was on the vulnerability based trust in their interaction and commitment to one another. This observation was the launching point for watching the video teaching from Patrick Lencioni on the subject, “The Five Dysfunctions of a Team. An interactive discussion followed the end of the video as faculty and staff shared experiences in previous organizations in which the material from the session would have been relevant and useful. The principles identified in the session were also discussed in terms of how they could be applied to the classroom.

The Chief Academic Officer stated that this was his contract with the faculty and staff in terms of internal climate to PBC.

2) Session 2

Part 1-
The second session began with interactive presentation and discussion around a student’s desire to learn. Skill and desire were identified as two primary components of aptitude and the group agreed that desire was the most important component of a student’s success. A small group discussion was then organized around identifying answers to the following questions:

1) What policies, procedures or systems within PBC’s learning environment contribute to or take away from our students’ desire to learn?

2) What teaching practices contribute to or take away from our students’ desire to learn?

The goal of the exercise was to identify items that we could action this academic year to positively impact our students’ desire to learn. Each small group reported out summaries of their discussion.

Group input/discussion was the following:

1) Displaying a passion for your topic - This was not discussed as simply emotional exuberance but more so with the excellence in preparation that makes great
teaching. Faculty should have a high level of energy and intellectual commitment to their classroom work that is extraordinarily evident to the student.

2) **Earning the trust of your students** – “Preparation inspires trust” was the quote of the day.

3) **Awareness of learning styles in course-work preparation** – It was agreed that the more we design our course work around a variety of learning styles the more likely it will be to enhance the desire of all students. The suggestion was made that we should have a faculty training on learning styles and how to create classroom events that leverage that knowledge in our work with students.

4) **Developing controversy inspires desire** – Controversy can be used as a technique to get the passions of a student engaged with the material. Can we get a student to leave class with a great desire to come back the following week for the mere fact of wanting to find out “what will happen next?” If our students leave with a feeling of suspense for next week, that is a great way to leave them.

5) **Intentional observation = Life-giving Encouragement** – Encouragement is a key Christian responsibility and is one of the ways we can greatly increase the desire of someone to finish their work in the academic environment. Intentional observation is key…Are we truly aware of the disposition of every student as they sit in our classes? Do we take note of non-verbal cues that may identify someone who is discouraged or who may be dealing with a tough issue?

6) **Clear objectives and achievable goals** – The desire to learn for a student is dampened when the goals for classroom work are disorganized or unachievable. Have we been diligent in mapping out every class session with an organized lesson plan that supports the class outcomes? Does our syllabus clearly lay out the pathway to success? Have we truly considered the student workload and are our requirements and student deliverables reasonable for the length and structure of the class?

7) **Small classes = better relationships = higher desire to learn**

8) **Intentionality about building relationships with our students** – Have we planned how we can get at the relational aspect of working with our students? The better we know each other, the more an atmosphere of vulnerability based trust can be created.
9) **Scripting out the first ten minutes of class** - Have we considered how we can create openings to our classes that have students on the edge of their seat and eagerly awaiting the rest of our class-room instruction?

**Part 2 –**
The next part of our discussion centered on the in-service preparation that was asked of each faculty and staff member. The homework assignment was the following:

> “I have some homework I would like each of you to bring to our meeting to support a group conversation in session #2. The session will be focused on the “desire” component of learning so I have been meditating/reflecting upon Word with respect to the things that impact a student’s desire to learn.

> In my consideration of these things, the Spirit keeps returning me to Psalm 119. If I had to pick one action verb to describe the transactions in Psalm 119, I feel that “desire” would be at the top of my list. The psalm is intensely written around the desire to learn, know, and love the intimacies of God’s word and way. What has impacted me the most is how David (most probably) is so keenly aware of the nature/tendencies within himself that impede his ultimate desire and his specific petitions for God’s assistance in overcoming them. Ultimately, I believe there is much to be found there in terms of the nature/needs of the students we teach and the strategies for overcoming/meeting them.”

So, I would like to ask each of you to reflect on Psalm 119 and identify the following:

1) Describe one attribute of the nature of student.
2) Describe one corresponding student need based on that attribute.
3) Describe the psalmist’s petition for God’s assistance concerning the attribute/need.
4) Be prepared to share how this might impact your teaching of students in the classroom.

Based on the information above, small groups were organized around the sharing of each faculty member’s reflections concerning PS119. Each small group reported out summaries of their discussion. Group input/discussion was the following:
<table>
<thead>
<tr>
<th>Attribute</th>
<th>Student Need</th>
<th>Teaching Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a desire to Apply the wisdom of the word</td>
<td>1) Perseverance in the study of the word</td>
<td>1) Encouragement</td>
</tr>
<tr>
<td></td>
<td>2) They need to understand that biblical knowledge is not simply an intellectual pursuit.</td>
<td>2) We must make clear that the Bible is not simply a textbook but is the active, living Word of God.</td>
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<tr>
<td>Capacity to believe</td>
<td>They have a need to believe in real truth.</td>
<td>Our actions matter! Students will comprehend real truth when they see that God’s truth is credible in the words and actions of their instructor.</td>
</tr>
<tr>
<td>Intense desire to know and learn from God</td>
<td>They have a need for others to believe in their desire to know and learn.</td>
<td>1) We need to respect each student by believing that they have a desire to know and learn.</td>
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<td></td>
<td></td>
<td>2) We need begin everyday with the belief that every student can learn, achieve and excel in the learning environment.</td>
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<tr>
<td>Students have desire for God, awareness of God, and want a serious commitment to God</td>
<td>They need right relationship with God.</td>
<td>1) Instructors need a right relationship with God.</td>
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<td></td>
<td></td>
<td>2) We need to be intentional about including opportunities in our classwork to instruct students into right relationship.</td>
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<td>Students deal with and respond to affliction.</td>
<td>They need to understand affliction through the lens of a loving God.</td>
<td>1) We must be intentional about knowing our students so we can share the love of God in their affliction.</td>
</tr>
<tr>
<td>Attribute</td>
<td>Student Need</td>
<td>Teaching Response</td>
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<tr>
<td>Their flesh does not naturally lean toward the path of God’s commandments</td>
<td>They need to have their heart inclined in the direction of God’s truths.</td>
<td>2) We must have empathy for students in our teaching. Empathy creates the highest desire to care for our students…to listen one more time…to answer one more clarifying question…to care beyond the classroom walls.</td>
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<tr>
<td>Their soul tends toward depression and despair.</td>
<td>They need strengthening and encouragement.</td>
<td>1) We need to be intentional about observing the disposition of our students. 2) We must strengthen and encourage them in accordance with the Word.</td>
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<tr>
<td>They have a willing Spirit but a weakness of flesh.</td>
<td>They need a strengthening of the will.</td>
<td>1) We must add to our classroom interactions that enlarges the heart.</td>
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<tr>
<td>Attribute</td>
<td>Student Need</td>
<td>Teaching Response</td>
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<td>and strengthen spiritual man.</td>
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3) The meeting closed with a discussion about “2 Mile Philosophy”. It is critical that we go the extra-mile in loving our students and serving the will of God in our work at PBC.

July 29th, 2015 –

The meeting opened in prayer and a time of sharing around about the faithfulness of God and/or something that we had been considering in God’s. At the completion of this, the President joined us and gave an update on differing initiatives with the college, finances, and direction for the coming year. A prayer of thankfulness was offered for God’s provision in finances for our upcoming academic year. The Basilea Fund raising campaign was a success with all $50,000 dollars being matched. Also, This year the college has approximately $22,000 in the student scholarship fund.

**The CAO provided information about the following:**

1) Faculty raise – This year faculty will be compensated at 435.00 per semester hour credit.

2) PBC will be creating an Associate’s Degree this year similar to Oregon’s Associate of Arts Oregon Transfer Degree.

3) We will begin offering a 200 level General Biology (BIOL211) in the fall semester with a new faculty member, Lee Ryker. We are still looking for a math instructor who can teach Math111 College Algebra in the fall.

4) This year’s fall semester will have a marketing campaign that includes TV, Radio, and print media. A Dove radio interview will take place on Monday August 3rd with Rick and John that will kick off the campaign. Dove radio ads will run from 3-23 August and TV ads will run from 10-23 August.

5) Overview of the updates to the Faculty Handbook and let everyone know that it was in the final stages of review by the Department Chairs and would be distributed in the near future.

6) The new course outline format was distributed and discussed. The new course outlines will enable faculty to directly link their course outcomes to the
PBC mission outcomes of 1) biblically competent 2) academically proficient 3) spiritually cultivated and 4) culturally-engaged servant leaders. Faculty gave input and it was determined to provide the “word pictures” for our mission statement values in the catalog and faculty handbook.

7) A new faculty evaluation system was discussed and faculty reviewed the process and forms involved with the process. Faculty reviewed the following documents: 1) Professional Development Plan 2) Self-assessment and 3) Evaluation form. Timelines for the evaluation of faculty will be announced via e-mail at a later date.

8) Course outline vs Syllabus - The following information was shared to clarify the difference between course outlines and syllabus:

The course outline is PBC's official document that specifies a course’s content and outcomes at PBC. Course outlines are reviewed and approved through Academic Program and Curriculum Review process. They can only be modified by going through the review process. When faculty are assigned to teach a course, they should request the most current approved course outline as it provides the information they need to develop their syllabus and course curriculum.

The course syllabus, outlines the goals and outcomes of a course (derived from the official course outline) prerequisites, the grading/evaluation scheme, materials to be used (textbooks, software), topics to be covered, a schedule, and a bibliography. Each of these components defines the nature of the learning experience as determined by the instructor.

The Dean of Students shared the following information:
1) He gave an overview of the new student disciplinary policies and asked faculty to review the faculty handbook. He introduced a faculty quick reference guide for student discipline issues and gave an overview

2) Enrollment update:

   a. Current Fall enrollment – 25
   b. Number of students – 11
   c. Some statistics: 6 are freshman, 4 ABS majors, 2 AASCC majors, 1 CCM Major
3) He provided advising tips for the upcoming year.

4) PBC student orientation – All faculty are requested to participate for a meet and greet the students from 8:00am -9:00 am on August 28th at PBC. Orientation will run from 9am-3pm. An agenda will be out in early August.

5) He agreed to conduct a Populi training for faculty in conjunction with orientation.

The CAO made final remarks and said the date for next in-service would be in spring 2016. The meeting closed in prayer.

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**In-Service Training Minutes - May 2nd-3rd, 2016**

**PBC In-Service Attendees:**

**May 2nd, 2016**

- Mike Robinson
- Rick Booye
- Daniel Nicholas
- Amber Osbourn
- Barnabas Sprinkle
- Victor Borchard
- Deana Chadwell
- Matthew McAuliffe
- Terry Pruett
- Lee Ryker
- John Osbourn
- Sarah Lee
- Christopher White
- Jody Bormuth
- Brian Boisen

**May 3rd, 2016**

- Mike Robinson
- Rick Booye
- Daniel Nicholas
- Barnabas Sprinkle
- Victor Borchard
- Deana Chadwell
- Matthew McAuliffe
- Lee Ryker
- John Osbourn
- Sarah Lee
- Christopher White
- Jody Bormuth
- Brian Boisen
- Bill Gallagher
- Maha Snell
AGENDA

Monday, May 2nd, 2016

8:40am – 9:00am | Coffee, pastries, conversation

9:00am – 9:15am | Prayer & Introductions

9:15am – 10:15am | Session 1: Preparing Students for Cultural Exile? – A faculty discussion, Mike Robinson

10:15am – 10:30am | Break

10:30am – 11:30pm | Session 2: Teaching Students How to Learn - John Osbourn

11:30am – 1:00pm | Session 3: Working lunch - Student Learning Styles - Dee Chadwell

Tuesday, May 3rd, 2016

8:40am – 9:00am | Coffee, pastries, conversation

9:00am – 9:30am | Prayer & Faculty Free Discussion

9:30am – 10:30am | Session 4: How to Facilitate Classroom Discussion: Posing Problems, Listening, Questioning - Barnabas Sprinkle

10:30am – 10:45am | Break

10:45am – 11:45am | Session 5: Teaching Students to Learn through Writing – Daniel Nicholas, Amber Osbourn, and Dee Chadwell

11:45pm – 1:00pm | Working Lunch – Instructional and Student Services Updates- John Osbourn & Daniel Nicholas
  - Strategic Plan 2016-2021
  - New Associate of Liberal Arts Program
  - Academic and Curriculum updates
  - Student Services updates

1:00pm – 1:30pm | Faculty after-action review and closing remarks
MINUTES

Monday, May 2nd

1) **Session 1 - Preparing Students for Cultural Exile? – A faculty discussion**

-Opened in Prayer
  -Mike Robinson opened “session one” and focused on discussion around the current culture and the idea of that Christians beliefs are now outside the mainstream of American culture. The church itself has entered an exilic environment and mainstream culture has branded Christians who hold to biblical beliefs and act upon the precepts of scripture as extremist. In light of this reality, we considered what this means to PBC in terms of preparing our students for this environment.

**Mike discussed the following responses:**

What students and parents can do:

a. Understand, first and foremost, this situation is by God’s sovereign plan.
b. Rethink critical/formative first 2 years of higher education.
c. Consider a Christian baccalaureate program for your professional degree.
d. Training up our younger generation to flourish in Exile:
   1. Biblically - set a foundational biblical worldview. Renewing their minds towards critically and self determined theology and worldview
   2. Transformationally - through deep, authentic relationships with faculty and peers during your college experience
   3. Experientially - hands on service based activities
   4. Missionally - understanding that vocation is integrated with one’s faith and that God has called us to kingdom work in and through our vocation – its all part of God’s plan to bring creation’s history to a climax. Leveraging the opportunity to study the Bible and vocation training simultaneously greatly enhances leading a missional life.

**What we can do in Biblical Higher Education:**

a. Model a spirit of understanding cooperatively with an unwavering commitment to the Gospel.
b. People cannot effectively respond to something they do not understand. We need to help students and our churches and partners understand both the current culture we are exiled in and the unchanging biblical worldview.
c. Begin a collaborative discussion with local churches and education partners to develop shared strategies that effectively leverage our limited resources.
d. Stay connected with the effects of the globalization of Christianity and its influences on the evangelical faith.
e. Stay Mission True as the legal, academic, and financial landscape undergoes radical changes.
f. Faculty and students at Christian colleges and universities should be better teachers and learners because our motivation for earning is different—the Fear of the Lord is the beginning of knowledge.
g. Education that integrates faith and learning, that establishes and shapes a Christian worldview, can help restore lost moral accountability. Better people, families, citizens, employees.
h. Education shaped by a Christian worldview can better prepare someone for his or her vocation. …helps each of us see that our own unique vocation is a calling from a God, a holy thing from God-to be salt and light.

2) **Session 2 - Teaching Students How to Learn**

John Osbourn presented the second session which was an interactive presentation and discussion around teaching students how to learn. The class presented an overview of material from a book titled, *Teach Students How to Learn*, by Sandra Yancy McGuire. The presentation covered these primary areas:

1) Student learning is like other academic skills in that it can be enhanced by methodology and training.

2) Discussed the improvement of student learning that can be achieved by encouraging students into metacognitive learning behaviors. Metacognition was defined as the ability to:
   a) Think about thinking
   b) Be consciously aware of oneself as a problem solver
   c) Monitor and control one’s mental processing (e.g. “Am I understanding this material?”)
   d) Accurately judge one’s level of learning

3) Discussion of Bloom’s Taxonomy and the importance of deliberately planning the higher level thinking skill development of students within our pedagogical process.

4) Provided a successful study cycle methodology that can be used by students to improve their learning.

5) Provided some best practices for faculty to enhance student learning and intrinsic motivation based on Raffini’s five bases of intrinsic motivation.
3) **Session 3 - Student Learning Styles**

Dee Chadwell presented the third session which was an interactive presentation and discussion around student learning styles. Dee discussed the significance of the “Rule of IV”, and gave an overview of personality and learning inventories, thinking and learning styles and kinds of intelligence. Individual learning styles depend on cognitive, emotional and environmental factors, as well as our prior experience. It is important for us as faculty to understand the differences in students’ learning styles, so that we can implement best practice strategies into our daily activities, curriculum and assessments.

**Tuesday, May 3rd,**

1) **Faculty Free Discussion:**

The day opened with prayer and then faculty members were placed in small groups to discuss the 2015 American Freshman - National Norms Fall 2015 report. The report is conducted by the Higher Education Research Institute at UCLA. The results reported in the monograph were based upon 141,189 first-time, full-time students who entered 199 four-year U.S. colleges and universities of varying selectivity and type. The data reflects the more than 1.5 million first-time, fulltime undergraduate students who began college at 1,574 four-year colleges and universities across the U.S. in the fall of 2015.

Faculty were asked to skim through the report and identify one piece of information that they felt was critical in understanding the learning environment of our students at PBC. Of particular interest was information that they thought would impact the way they taught in the classroom or in how PBC should encourage the spiritual development of our students.

2) **Session 4 - How to Facilitate Classroom Discussion: Posing Problems, Listening, Questioning**

Barnabas Sprinkle presented the fourth session which was an interactive presentation and discussion around facilitating classroom discussion. Barnabas shared research that showed that students learn better through discussion & interaction yet the most common teaching method is lecture. The following areas of focus were covered:

a) Getting even participation (reducing domination by the talkative)
b) Making progress toward learning objectives (not getting off track)
c) Managing student emotions (without becoming a pity party)
d) Teaching students how to have a discussion.
e) Having clear learning objectives for the discussion.
f) Planning opening for your discussion
g) Planning the process/progress.

3) Pacific Bible College Updates

Mike Robinson provided updates concerning the college with input from the CAO and Dean of Students concerning the following items:

a) PBC 2016-2021 Strategic Plan overview of the following goals:
   1) Fully accredited ABHE institution by March 2018
   2) Minimum enrollment of 200 students per semester by Fall 2020
   3) Standard Dual-credit agreements in place for early college credit with local private and public high schools
   4) New Associates of Liberal Arts program in place beginning fall semester of 2016-17
   5) Addition of a minimum of two more associate degree or certificate level programs by 2021
   6) PBC becomes a baccalaureate degree granting institution by 2021
   7) Development of multiple extension site campuses for PBC course offerings
   8) Students will be able to participate in Study-abroad opportunities in conjunction with PBC courses
   9) A full-compliment of distance learning course offerings developed and running on a regular basis
   10) PBC’s mortgage is retired for our Medford campus
   11) A campus facility is acquired to support PBC growth needs
   12) Addition of the following funded key-personnel:
       a. Full-time faculty member
       b. Financial Aid coordinator
       c. Advancement Officer

b) The new Liberal Arts Degree overview
c) Enrollment update

4) Session 5 - Teaching Students to Learn through Writing
Dee Chadwell and Daniel Nicholas presented the last session which was an interactive presentation and discussion around teaching students to learn through writing. Dee discussed low-stakes writing exercises that could be used to develop higher order thinking skills on the Bloom’s taxonomy pyramid. Daniel had faculty members do a small group exercise to consider their current curriculum in light of developing higher order thinking skills. Overall the session provided the following:

1) An awareness of the common challenges and experiences of PBC students in the context of their writing assignments.

2) Suggestions for a deliberate pedagogy PBC courses that best facilitates positive student growth and success in writing.

3) Stressed the importance of a deliberate development of writing assignments for research, low-stakes writing, and evaluations to best integrate high-order thinking skills.
SF201 Vocational Ministry Course Outline

Course No: SF201
Credits: 2
Date: August 2015

Course Title: Vocational Ministry

Institution: Pacific Bible College

Length of Course: A minimum of 30 hours per one semester

Prerequisites: SF101 Spiritual Formation

Department Assignment: Discipleship

Course Description:
This course examines the necessary preparations for those anticipating an entry into vocational ministry, especially understanding the nature of God's Will and His "calling" to ministry as well as gaining skill in using the Word of God to navigate the real-world experiences of ministry labors. There is emphasis as well on the problems and challenges a Kingdom worker can expect to encounter as theory increasingly becomes practicum in the complicated issues of ministry.

Managing resources and time, establishing and safeguarding godly boundaries, prioritizing family and one's own discipleship in relation to the demands of ministry all loom large in the skill sets of a successful and long-lived ministry. Instruction in ethics, leadership, counseling and cross-cultural ministry is also provided.

PBC Mission:
Pacific Bible College is a Christ-centered learning community committed to equipping students to become:
1) biblically competent (BC)
2) academically proficient (AP)
3) spiritually cultivated (SP)
4) culturally-engaged servant leaders (CESL)

Expected Course Objectives/Outcomes and Assessment: On successful completion of this course, the students will be able to:
<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>Assessment Methods:</th>
<th>Course Outcome Achievement supports the following PBC mission outcomes</th>
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</thead>
</table>
| 1. Identify, and briefly explain the Scriptural and spiritual processes involved in discerning and responding to God's Will and calling | 1) Midterm and Final Exams including essays  
2) Weekly Quiz  
3) Class discussion | BC1, 2ac, 3  
AP1, 2, 3  
SP1, 2  
CESL4, 5 |
| 2. Demonstrate the ability to utilize Scripture in resolving practical problems arising in the practice of ministry | 1) Midterm and Final Exams including essays  
2) Weekly Quiz  
3) Personal Doctrinal Statement  
4) Class discussion | BC1, 3  
AP2, 3  
SP1, 2, 3, 4  
CESL1, 3, 4, 5 |
| 3. Provide a clear description of the potential pitfalls involved with ministry work and explain the ethical principles and applications necessary to avoid them | 1) Midterm and Final Exams including essays  
2) Weekly Quiz  
3) Paper on Personal Code of Conduct  
4) Class Discussion | BC1, 2ac  
AP1, 2, 3  
SP1, 2, 3, 5  
CESL4, 5 |
| 4. Identify and explain the key elements of such ministry skill sets as leadership, counseling, cross-cultural outreach and the practice of the spiritual disciplines | 1) Midterm and Final Exams including essays  
2) Written report on collateral reading  
3) Written responses to questions on class texts  
4) Class discussion | BC1, 2a  
AP1, 2, 3  
SP1, 2, 4, 5  
CESL1, 2, 3, 5 |

**Typical Required and Recommended Texts:**

**Required:**
1. *Spiritual Leadership*  (J. Oswald Sanders)  
2. *The Overload Syndrome*  (Richard Swenson)  
3. *Facing Messy Stuff in the Church*  (Kenneth L. Swetland)  
4. *Overcoming the Dark Side of Leadership*  (Gary L. McIntosh/Samuel D. Rima)

**Recommended Collateral Reading:**
2. *Dark Night of the Soul*  (St John of the Cross)  
3. *Margins*  (Richard Swenson)
4. 21 Irrefutable Laws of Leadership  (John Maxwell)
5. Top 10 Mistakes Leaders Make  (Hans Finzel)
6. The Unnecessary Pastor  (Dawn Peterson)
7. The Body  (Charles Colson)
8. Situation-focused Pastoral Counseling  (Charles A. Kollar)
9. A Call to Spiritual Reformation  (D.A. Carson)
10. Redeeming the Routines  (Robert Banks)
11. The Gospel as Center  (D.A.Carson and Timothy Keller)

**Typical Required and Recommended Materials:**
Bible (any standard translation), no additional materials needed

**TYPICAL COURSE OUTLINE:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Examining the Call to Vocational Ministry</td>
</tr>
<tr>
<td>2</td>
<td>Learning to Discern &amp; Navigate God’s Will</td>
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<tr>
<td>3</td>
<td>Surprises &amp; Pitfalls in Ministry</td>
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<td>4</td>
<td>Ministry Resource Management</td>
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<tr>
<td>5</td>
<td>Practicing the Spiritual Disciplines</td>
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<td>6</td>
<td>Servant Leadership</td>
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<tr>
<td>7</td>
<td>Integrating Theology &amp; Ministry I</td>
</tr>
<tr>
<td>8</td>
<td>Realities of Ministry I: Guest Lectures</td>
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<td>9</td>
<td>Realities of Ministry II: Guest Lectures</td>
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<td>10</td>
<td>Introduction to Ethics</td>
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<td>11</td>
<td>Practical Ethics in Ministry</td>
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<td>12</td>
<td>Principles of Pastoral Counseling</td>
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<tr>
<td>13</td>
<td>Cross-Cultural Ministry</td>
</tr>
<tr>
<td>14</td>
<td>Metrics of Ministry: Gauging the Fruits of Our Labor</td>
</tr>
<tr>
<td>15</td>
<td>Integrating Theology &amp; Ministry II</td>
</tr>
</tbody>
</table>
FM 201 Field Ministry Course Outline

Course No: FM 201
Credits: Variable 1-4
Date: August 2015

Course Title: Field Ministry
Institution: Pacific Bible College
Length of Course: A minimum of 45 hours in a practicum experience per each semester credit hour.
Prerequisites: SF201 Vocational Ministry
Department Assignment: Ministry Studies

Course Description:
Our purpose in cultivating the skills and knowledge that equip a servant in God’s Kingdom is for that servant to grow and bear spiritual fruit within the environment of applied ministry. To that end, this Course is designed to engage the student in individual and/or group ministry under the direction of a local Christian church, a ministry outreach agency or a community organization that emphasizes service and personal advocacy to those in need. Under the supervision of a Ministry Mentor as well as their PBC Instructor, the student will receive guidance, counsel and evaluation in the execution of tasks purposed to secure progress towards fulfilling self-directed goals in character growth and ministry skills. Such practical involvement will familiarize the student with the experiential, relational and logistical challenges that attend the practice of ministry in a real-world setting.

PBC Mission:
Pacific Bible College is a Christ-centered learning community committed to equipping students to become:
5) biblically competent (BC)
6) academically proficient (AP)
7) spiritually cultivated (SP)
8) culturally-engaged servant leaders (CESL)

Expected Course Objectives/Outcomes and Assessment: On successful completion of this course, the students will be able to:
<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>Assessment Methods:</th>
<th>Course Outcome Achievement supports the following PBC Mission Outcomes</th>
</tr>
</thead>
</table>
| 1. Demonstrate progress in achieving self-specified goals targeting character development | 1) Self-assessment  
2) Mechanisms designed to measure change (journal, logs, counts)  
3) Peer evaluation  
4) Mentor evaluation | BC1, 2a  
AP2, 3  
SP1, 2, 3  
CESL3, 4, 5 |
| 2. Demonstrate progress in achieving self-specified goals targeting ministry skills development | 1) Self-assessment  
2) Mechanisms designed to measure change (journal, logs, counts)  
3) Peer evaluation  
4) Mentor evaluation | BC1, 2a  
AP2, 3  
SP1, 2, 3  
CESL3, 4, 5 |
| 3. Demonstrate growth in the ability to apply Biblical principles in resolving problems encountered in the course of ministry | 1) Case studies  
2) Class discussion  
3) Mentor evaluation | BC1, 2a, 3  
AP2, 3  
SP1, 2, 3, 5  
CESL1, 4, 5 |
| 4. Analyze and critique resolution strategies observed in practical application to real field problems | 1) Case studies  
2) Reflection paper  
3) Class discussion | BC1, 2a, 3  
AP2, 3  
SP1, 2, 3, 4  
CESL4, 5 |
| 5. Summarize new learnings acquired in the course of ministry work in the field environment | 1) Reflection paper  
2) Class discussion | BC1  
AP2, 3  
SP1, 2, 4  
CESL4, 5 |

**Typical Required and Recommended Text(s):**
Any orthodox translation of the Bible (NIV, NASB, KJV or NKJV or comparable versions).

**Typical Required and Recommended Materials:** Notebook for record-keeping
## COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Session: Intro to Field Ministry</td>
<td>Identify Ministry Sponsor/Mentor</td>
</tr>
<tr>
<td>2</td>
<td>Field Ministry on-site</td>
<td>Submit Student/Mentor Contract</td>
</tr>
<tr>
<td>3</td>
<td>Field Ministry on-site</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Field Ministry on-site</td>
<td>Submit Case Study 1</td>
</tr>
<tr>
<td>5</td>
<td>Class session // Field Ministry on-site</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Field Ministry on-site</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Field Ministry on-site</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Field Ministry on-site</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Field Ministry on-site</td>
<td>Submit Case Study 2</td>
</tr>
<tr>
<td>10</td>
<td>Class session // Field Ministry on-site</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Field Ministry on-site</td>
<td>Eval Character Goals</td>
</tr>
<tr>
<td>12</td>
<td>Field Ministry on-site</td>
<td>Eval Ministry Goals</td>
</tr>
<tr>
<td>13</td>
<td>Field Ministry on-site</td>
<td>Submit Case Study 3</td>
</tr>
<tr>
<td>14</td>
<td>Field Ministry on-site</td>
<td>Complete Time Log</td>
</tr>
<tr>
<td>15</td>
<td>Final Class Session (8 class hours / 82 field hours)</td>
<td>Reflection Paper due</td>
</tr>
</tbody>
</table>


CS101 Counseling Field Experience Course Outline

<table>
<thead>
<tr>
<th>Course No:</th>
<th>CS101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Date:</td>
<td>August 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>CS101 Counseling Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution:</td>
<td>Pacific Bible College</td>
</tr>
<tr>
<td>Length of Course:</td>
<td>A minimum of 45 hours per one semester</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Department Assignment:</td>
<td>Christian Counseling Studies</td>
</tr>
</tbody>
</table>

**Course Description**
This course is designed for students to explore the history, nature and goals of Christian counseling as well as the personal qualities associated with effective counselors. Students will have opportunity to observe and have direct exposure to a variety of counseling settings and occupations. The course will also cover ethics and confidentiality required in specific settings as well as expected behaviors. The goal of the course is to provide students with a realistic view of counseling to compare/contrast to their perceived view.

**PBC Mission:**
Pacific Bible College is a Christ-centered learning community committed to equipping students to become:

1) biblically competent (BC)
2) academically proficient (AP)
3) spiritually cultivated (SP)
4) culturally-engaged servant leaders (CESL)

**Expected Course Objectives/Outcomes and Assessment:** On successful completion of this course, the students will be able to:
<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>Assessment Methods:</th>
<th>Course Outcome Achievement supports the following PBC mission outcomes:</th>
</tr>
</thead>
</table>
| 1. Utilize Biblical Principles in Counseling Settings.                           | 1) Weekly Reading & Group Discussion  
2) Journal Writing  
3) Position Paper | BC 2,3;  
AP 2,4  
SC1,2 &3  
CESL 1, 3,4,5 |
| 2. Know the history and philosophy of the Counseling profession, understand the professional roles, functions, and relationships with other human services providers. | 1) Weekly Reading and Journal Writing  
2) Textbook Chapter Oral Presentation  
3) Written & Oral Presentation on Field Experience  
4) Position Paper | BC 2, 3  
AP 1, 2, 3,4  
SP 4, 5, 6  
CESL 1, 4,5 |
| 3. Become familiar with professional organizations and be informed of ethical standards primarily ACA, AACC and NCCA and related entities, applications of ethical and legal considerations in professional counseling. | 1) Weekly Reading  
2) Textbook Chapter Oral Presentation  
3) Group Discussion | AP1, 2, 3, 4  
SP 3, 5, 6  
CESL1, 4, 5 |
| 4. Know basic concepts associated with group work and self-help groups.          | 1) Weekly Reading  
2) Family and Community Genograms  
3) Presentation on Field Experience  
4) Position Paper | AP  2, 4  
SP 3, 4, 5, 6  
CESL1,2,3, 4, 5 |
| 5. Comprehend the helping profession, examine personal motives and needs for becoming helpers and decide if it is the career path for student. | 1) Weekly Reading and Journal Writing  
2) Family and Community Genograms  
3) Presentation on Field Experience  
4) Position Paper | AP 2  
SP 1,2, 3, 4, 5, 6  
CESL1,2,3, 4, 5 |
| 6. Know the behaviors and attitudes of an effective helper.                      | 1) Weekly Reading and Journal Writing  
2) Presentation on Field Experience | BC 1, 3  
AP 2, 3,4  
SP 1,2,3,5,6  
CESL1,2,3, 4, 5 |
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<th>Expected Outcomes:</th>
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</table>
| 7. Understand the significance of family of origin and the connection to current behavior patterns. Recognize sources and signs of stress and know basic ideas and approaches to stress management. | 1) Family and Community Genograms  
2) Textbook Chapter Presentation  
3) Position Paper | AP 2, 3,4  
SP 2, 3, 4,5  
CESL1,3, 4, 5 |
| 8. Understand Diversity and work in the community, recognize types of difficult counselees. Know the significance of establishing personal and professional boundaries. | 1) Presentation on Field Experience  
2) Weekly Reading and Group Discussion | AP1, 2, 3  
SP1, 2, 3, 4,5  
CESL1,2,3, 4, 5 |
| 9. Learn and able to differentiate between Five Christian Counseling Approaches | 1) Weekly Reading, Journal Writing & Group Discussion  
2) Position Paper | BC1  
AP1, 2, 3,4,5  
SP1, 3, 4,5  
CESL1,2,3, 4, 5 |

**Typical Required and Recommended Text(s):**

- Timothy Clinton., & George Ohlschlager( 2002). *Competent Christian Counseling*. **Required**
- *Bible* **Required**
- Garrett J. McAuliffe (2012) *Culturally Alert Counseling* (2d ed) **Recommended**
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course/Review of Syllabus; Part # 1 (CCC); Chapters # 1 &amp; 2 (BH)</td>
<td>Weekly Journaling</td>
</tr>
<tr>
<td>2</td>
<td>Part #2 &amp; #3 (CCC); Appoint Textbook Presentation</td>
<td>Weekly Journaling; Begin Textbook Presentation Prep</td>
</tr>
<tr>
<td>3</td>
<td>Chapters #3 &amp; 4 (BH); and Intro to Genogram</td>
<td>Family &amp; Community Genogram Presentation</td>
</tr>
<tr>
<td>4</td>
<td>Presentation of Family &amp; Community Genogram by students; Chapters # 6; # 8 (BH)</td>
<td>Weekly Journaling; Begin Textbook Presentation Prep.</td>
</tr>
<tr>
<td>5</td>
<td>Part # 6 (CCC); Chapters # 10,11 and 12</td>
<td>Begin Textbook Presentation Prep.</td>
</tr>
</tbody>
</table>
| 6     | Textbook Presentation:  
a) “Understand Diversity” ch.7(BH) and Multicultural Counseling ch.29 (CCC)  
b) “Ethical & Legal Issues Facing Helpers” ch.9(BH) | Weekly Journaling & Begin Field Experience |
| 7     | Continue Textbook Presentation:  
a) Analyze & report about ACA, AACC and NCCA  
b) “Stress, Burnout and Self-care” ch.13 (BH) | Weekly Journaling; Field Experience |
| 8     | Guest Speaker; Chapter #5 (BH); Intro to 5 Approaches; Approach# 1 p.60 (Counseling & Christianity) | Weekly Journaling; Field Experience |
| 9     | Guest Speaker; Approach# 2 p.84 (Counseling & Christianity)           | Weekly Journaling; Field Experience |
| 10    | Guest Speaker; Approach# 3 p.110 (Counseling & Christianity)          | Weekly Journaling; Field Experience |
| 11    | Approach# 4 p.132 (Counseling & Christianity)                         | Weekly Journaling; Field Experience |
| 12    | Approach# 5 p.157 (Counseling & Christianity)                         | Weekly Journaling; Field Experience |
| 13    | Guest Speakers                                                         | Prep.about Field Exp.                    |
| 14    | Presentation on Field Experience by students                           | Presentation on Field Experience / Position Paper |
| 15    | Final Class                                                            | Position Paper                           |
Course No: FM102
Credits: 3
Date: August 2015

Course Title: Counseling Practicum I

Institution: Pacific Bible College

Length of Course: A minimum of 45 hours per one semester.

Prerequisites: CS105, CS106

Department Assignment: Counseling

Course Description
Building upon concepts and skills learned in Christian Counseling I & II, this course provides students with the opportunity to observe individual counseling techniques and skills in a supervised setting. Students will be mentored in the counseling process during sessions with peers and counselees. Students are required to complete minimum 45 hours of supervised experience.

PBC Mission:
Pacific Bible College is a Christ-centered learning community committed to equipping students to become:
5) biblically competent (BC)
6) academically proficient (AP)
7) spiritually cultivated (SP)
8) culturally-engaged servant leaders (CESL)

Expected Course Objectives/Outcomes and Assessment: On successful completion of this course, the students will be able to:

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Methods</th>
<th>Course Outcome Achievement supports the following PBC mission outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write Case Notes.</td>
<td>1) Weekly Case Notes After every session student will be required to complete a case note,</td>
<td>BC 2 AP 2,3,4 SP 1, 2,3,4,5,6</td>
</tr>
</tbody>
</table>

<p>| 344 |</p>
<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>Assessment Methods:</th>
<th>Course Outcome Achievement supports the following PBC mission outcomes:</th>
</tr>
</thead>
</table>
| 2. Develop awareness and discernment in counseling cases by applying Biblical and basic Christian counseling models. | 1) Daily Reading Bible  
2) Weekly Reading (review) and integrating one of the specific 5 approaches (models) from Christian Counseling.  
3) Weekly Discussion and Evaluation | CESL 4,5  
BC 1, 2, 3, 4  
AP 1, 2, 3, 4  
SP 1, 2, 3, 4, 5, 6  
CESL 1, 2, 3, 4, 5 |
| 3. Apply counseling models and techniques while gaining practical experience in providing counseling services | 1) Weekly seeing counselees, 50 min. per session and per counselee.  
For example: 1 counselee per 12 sessions(week)= 12 hours per Semester  
OR  
2 counselees per 12 sessions(week)= 24 hours per Semester  
2) Written RECORD of Practicum Experience  
3) Weekly seeing a supervisor:  
-1.5 hour - group supervision  
-1.5 hour - individual/dyad/triad supervision  
Total: 3 hours per 15 weeks=45 hours per semester  
4) Written Case Notes/videos  
5) Practicum Midterm & Final Feedback from counselee  
6) Weekly Discussion and Evaluation  
7) Oral Presentation | AP 2  
SP 1, 2, 3, 4, 5, 6  
CESL 4, 5 |
| 4. Explore personal reactions to the counselees and issues presented as well as identify transference and countertransference | 1) Weekly seeing counselees, 50 min. per session and per counselee.  
For example: 1 counselee per 12 sessions(week)= 12 hours per Semester | BC 2  
AP 1, 2, 3, 4  
SP 1, 2, 3, 4, 5, 6  
CESL 4, 5 |
<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>Assessment Methods:</th>
<th>Course Outcome Achievement supports the following PBC mission outcomes:</th>
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<tbody>
<tr>
<td></td>
<td>OR</td>
<td>2 counselees per 12 sessions(week)= 24 hours per Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Written RECORD of Practicum Experience</td>
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<td></td>
<td>3) Weekly seeing a supervisor:</td>
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<td></td>
<td></td>
<td>-1.5 hour -group supervision</td>
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<tr>
<td></td>
<td></td>
<td>-1.5 hour- individual/dyad/triad supervision</td>
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<tr>
<td></td>
<td></td>
<td>Total:3 hours per 15 weeks=45 hours per semester</td>
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<td></td>
<td></td>
<td>4) Written Case Notes/videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Practicum Midterm &amp; Final Feedback from counselee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) Weekly Discussion and Evaluation</td>
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<tr>
<td></td>
<td></td>
<td>7) Oral Presentation</td>
</tr>
</tbody>
</table>

**Typical Required and Recommended Text(s):**
Handouts, articles, exercises, or other readings may be assigned throughout the semester

**Typical Required and Recommended Materials:** None
**TYPICAL COURSE OUTLINE:**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course/Review of Syllabus</td>
<td>Review 5 Christian Counseling Approaches</td>
</tr>
<tr>
<td>2</td>
<td>Weekly Supervision</td>
<td>Begin Counseling Session</td>
</tr>
<tr>
<td>3</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>4</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>5</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>6</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>7</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>8</td>
<td>Weekly Supervision and Midterm Supervision Evaluation</td>
<td>Case notes/review video Midterm Supervision Evaluation Midterm Feedback from counselees</td>
</tr>
<tr>
<td>9</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>10</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>11</td>
<td>Peer Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>12</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>13</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>14</td>
<td>Case Presentation</td>
<td>Peer Evaluation of the Presenter</td>
</tr>
<tr>
<td>15</td>
<td>Case Presentation</td>
<td>Peer Evaluation of the Presenter</td>
</tr>
</tbody>
</table>
FM202 Counseling Practicum II Course Outline

Course No: FM202
Credits: 3
Date: August 2015

Course Title: Counseling Practicum II

Institution: Pacific Bible College

Length of Course: A minimum of 45 hours per one semester.

Prerequisites: CS105, CS106, FM101

Department Assignment: Counseling

Course Description
Building upon concepts and skills learned in Counseling Practicum I, this course provides students with the opportunity to apply individual counseling techniques and skills in a supervised setting. Students will participate in the counseling process, refine techniques, develop goals and treatment plans, expand intervention strategies, and further enhance their professional development. Students are required to complete minimum 45 hours of supervised experience.

PBC Mission:
Pacific Bible College is a Christ-centered learning community committed to equipping students to become:
9) biblically competent (BC)
10) academically proficient (AP)
11) spiritually cultivated (SP)
12) culturally-engaged servant leaders (CESL)

Expected Course Objectives/Outcomes and Assessment: On successful completion of this course, the students will be able to:

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Methods</th>
<th>Course Outcome Achievement supports the following PBC mission outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write Case Notes, Treatment Plans &amp; Disclosure Statements.</td>
<td>1) Written Disclosure Statement 2) Weekly Case Notes</td>
<td>BC 2 AP 2,3,4 SP 1, 2,3,4,5,6</td>
</tr>
<tr>
<td>Expected Outcomes:</td>
<td>Assessment Methods:</td>
<td>Course Outcome Achievement supports the following PBC mission outcomes:</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>After every session student will be required to complete a case note, briefly summarizing the session.</td>
<td></td>
<td>CESL 4,5</td>
</tr>
<tr>
<td>2. Employ awareness and discernment in counseling cases through application of biblical principles and Christian counseling models.</td>
<td>1) Daily Reading Bible 2) Weekly Reading (review) and integrating one of the specific 5 approaches (models) from Christian Counseling. 3) Weekly Discussion and Evaluation</td>
<td>BC 1, 2, 3, 4 AP 1, 2, 3, 4 SP 1, 2, 3, 4, 5, 6 CESL 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>3. Integrate and apply counseling models and techniques while gaining practical experience in providing counseling services</td>
<td>1) Weekly seeing counselees, 50 min. per session and per counselee. For example: 1 counselee per 12 sessions (week)= 12 hours per Semester OR 2 counselees per 12 sessions (week)= 24 hours per Semester 2) Written RECORD of Practicum Experience 3) Written Case Notes/videos 4) Weekly seeing a supervisor: - 1.5 hour - group supervision - 1.5 hour - individual/dyad/triad supervision Total: 3 hours per 15 weeks=45 hours per semester 5) Practicum Midterm &amp; Final Feedback from counselee 6) Weekly Discussion and Evaluation</td>
<td>AP 2 SP 1, 2, 3, 4, 5, 6 CESL 4, 5</td>
</tr>
<tr>
<td>Expected Outcomes:</td>
<td>Assessment Methods:</td>
<td>Course Outcome Achievement supports the following PBC mission outcomes:</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>7) Oral Presentation</td>
<td>1) Weekly seeing counselees, 50 min. per session and per counselee. For example: 1 counselee per 12 sessions(week)= 12 hours per Semester OR 2 counselees per 12 sessions(week)= 24 hours per Semester 2) Written RECORD of Practicum Experience 3) Written Case Notes/videos 4)Weekly seeing a supervisor: - 1.5 hour - group supervision - 1.5 hour - individual/dyad/triad supervision Total:3 hours per 15 weeks=45 hours per semester 5) Practicum Midterm &amp; Final Feedback from counselee 6) Weekly Discussion and Evaluation 7) Oral Presentation</td>
<td>BC 2 AP 1, 2,3,4 SP 1, 2,3,4,5,6 CESL 4,5</td>
</tr>
<tr>
<td>4. Explore personal reactions to the counselees and issues presented as well as identify transference and countertransference.</td>
<td>1) Weekly seeing counselees, 50 min. per session and per counselee. For example: 1 counselee per 12 sessions(week)= 12 hours per Semester OR 2 counselees per 12 sessions(week)= 24 hours per Semester 2) Written RECORD of Practicum Experience 3) Written Case Notes/videos 4)Weekly seeing a supervisor: - 1.5 hour - group supervision - 1.5 hour - individual/dyad/triad supervision Total:3 hours per 15 weeks=45 hours per semester 5) Practicum Midterm &amp; Final Feedback from counselee 6) Weekly Discussion and Evaluation 7) Oral Presentation</td>
<td>BC 2 AP 1, 2,3,4 SP 1, 2,3,4,5,6 CESL 4,5</td>
</tr>
<tr>
<td>7. Apply greater skill in peer-to-peer leadership and supervisory skills.</td>
<td>1) Oral Presentation 2) Peer Supervision 3)Written Peer Supervision Evaluation</td>
<td>BC 2 AP 1, 2,3,4 SP 1, 2,3,4,5,6 CESL 1,2,3, 4,5</td>
</tr>
</tbody>
</table>
**Typical Required and Recommended Text(s):**
Handouts, articles, exercises, or other readings may be assigned throughout the semester

**Typical Required and Recommended Materials:** None

### TYPICAL COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
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<td>Review 5 Christian Counseling Approaches</td>
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<td>2</td>
<td>Weekly Supervision</td>
<td>Begin Counseling Session</td>
</tr>
<tr>
<td>3</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Supervision Evaluation</td>
</tr>
<tr>
<td>4</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Supervision Evaluation</td>
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<tr>
<td>5</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video</td>
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<td>Case Notes/review video</td>
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<td>8</td>
<td>Weekly Supervision  and Midterm Supervision</td>
<td>Case notes/review video</td>
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<td>Evaluation</td>
<td>Midterm Supervision Evaluation</td>
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<td></td>
<td>Midterm Feedback from counselees</td>
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<td>9</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video</td>
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<td></td>
<td></td>
<td>Weekly Supervision Evaluation</td>
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<td>10</td>
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<td>Case Notes/review video</td>
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<td></td>
<td>Weekly Supervision Evaluation</td>
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<tr>
<td>11</td>
<td>Peer Supervision</td>
<td>Case Notes/review video</td>
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<td></td>
<td>Weekly Supervision Evaluation</td>
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<tr>
<td>12</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video</td>
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<td>Weekly Supervision Evaluation</td>
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<td>13</td>
<td>Weekly Supervision</td>
<td>Case Notes/review video</td>
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<tr>
<td>14</td>
<td>Case Presentation</td>
<td>Peer Evaluation of the Presenter</td>
</tr>
<tr>
<td>15</td>
<td>Case Presentation</td>
<td>Peer Evaluation of the Presenter</td>
</tr>
</tbody>
</table>
Student Matriculation Agreement

Pacific Bible College Matriculation Agreement

Name: ___________________________  Term: ______________________

Contact: _________________________  Advisor: __________________

Projected date of graduation: ______________________

Please declare your intended degree / course of study:

Associate of Applied Science in Christian Counseling (AASCC)

Associate of Biblical Studies (ABS)

Associate of Liberal Arts (ALA)

Certificate of Christian Ministry (CCM)

Dual Credit (Early College Credit)

Undeclared

Explain / describe your purpose in pursuing the degree or course of study indicated above:

________________________________________________________________________

________________________________________________________________________

Read and sign below:

I hereby formally accept admission as a matriculating student at Pacific Bible College and have received all necessary information regarding and sufficiently understand the degree requirements and accompanying obligations toward PBC—financial, academic, and otherwise—which I agree to fulfill as requisites to the awarding of my degree and/or transferrable credit. PBC will not grant me a diploma or formally recognize my completion of the above designated program until I have met all financial and academic obligations to the college. Authorization by the appropriate department head may be needed in order to confirm my eligibility for graduation. I thus consent to all decisions regarding my progress made by PBC administration and relevant departments. I am also aware that I may withdraw or request to change my status and/or program of study at any time during my residency at PBC, and that pursuit of a dual degree does not guarantee exemption of respective requirements for either degree and may result in extended matriculation at PBC until all program requirements are duly met.

Student Signature: ___________________________ Date: _______________

Admission Signature: ___________________________ Date: _______________
HS110 History of Western Civilization I [3 Credits]

Fall Semester 2016

Prerequisites: None

Course Description

History is considered part of God’s general revelation to mankind. As such, its exploration becomes profitable to the student in understanding the development of human cultures and connecting this story to the Judeo-Christian worldview as presented in the Scriptures. This course will survey the history of the western world, tracing its origins from Mesopotamia and Egypt through its Greco-Roman foundations and later European development and expansion to the New World. Particular emphasis will be given to the personalities, movements, and institutions which shaped this culture as well as its interface with the Christian faith. Finally, the developing worldview of Western Civilization will be examined in light of its relationship to the Christian worldview.

Instructors:

Matthew McAuliffe (541) 826-3180  Matt@trail.org
Christopher White (541) 664-2054  Chris@trail.org

Completed assignments should be emailed to Christopher

Questions on course content may be emailed to Matthew or Christopher

Mission Statement: Pacific Bible College is a Christ-centered learning community committed to equipping students to become biblically competent, academically proficient, spiritually cultivated, and culturally engaged servant leaders.

Motto: Training students to Kingdom Think

Kingdom Think Values:

5. Biblically Competent
6. Academically Proficient
7. Spiritually Cultivated
8. Culturally Engaged Servant Leaders
Connection Statements: To these ends the course will address the following Objectives:

(upon completion of this course students will be able to demonstrate through written testing and oral response the ability to....)

1. Identify, and briefly explain the major eras, historical figures and cultural developments that helped shape and form Western Civilization. [KTV# 1, 2, 4]

2. Describe the major philosophical and religious developments which have challenged Christian orthodoxy over the last 2000 years and explain briefly how the church as a whole has responded. [KTV# 1, 2, 3]

3. Exercise critical thinking and explain the analytical mechanisms involved in such an exercise, especially as applied to historical narrative as well as current media and literary content. [KTV# 2, 3, 4]

4. Identify, explain, and interact with selected literary works influential in the formation and development of Western Civilization. [KTV# 1, 2, 3]

Required Texts
- How Should We Then Live (2 DVD Set) by Dr. Francis Schaeffer

Student Expectations:

Class Format: This self-paced online course is designed to coordinate with fall semester 2016 (August 29-December 9). Weekly assignments must be completed in order but may be accelerated by the student with more time to concentrate on this study. While there is no classroom requirement as such, students will interface with the course instructors via videos and email.

Coursework & Assignments:

- The Weekly Textbook Reading Assignment. The instructor will produce a road map to guide the students in knowing which sections they should focus and annotate for the purpose of the Mid-Term and Final.
- View Weekly Instructor videos. This will come with an outline for the student to fill out. This will also assist in preparation for Mid-term and Final.
- View Schaeffer series “How Should We Then Live?”. On weeks this is assigned there will be a word document with three reflection questions. Students will respond
to two of the questions of their choosing, writing a short but coherent one paragraph answer for each. These will be sent to the instructor for grading.

- **Primary Sources Readings.** These will correspond alternately with the textbook readings and will be short readings which will expose the student to important documents that shaped the history of Western Civilization religiously or politically. The instructor will offer two possible response questions. The student may select one and answer with two-three coherent paragraphs. These will be sent to the instructor for grading.

- **Mid Term and Final Exams.** These will not be comprehensive but over material from weeks 1-8 and 9-15. Tests will use a variety of questions including true and false, matching, multiple choice and short answer. Questions will be based on the textbook readings and weekly instructor videos. Testing will be closed book and closed notes and must be taken in one three-hour sitting.

**Online Student Protocols**

- **Excellence.** Quality reading, writing and study at a college level will be required.
- **Effort.** Although self-paced, it is expected the student will schedule and devote sufficient time to do all learning activities with excellence.
- **Ethics.** The integrity of this class and your education depends on your honesty during testing and about completed work.
- **Evaluation.** Measurement of student progress will be accounted for primarily in the Mid-term and Final examinations. Knowing this, the student will budget time for frequent review of weekly class notes.

**Instructor Pledge – As your instructors, and as a Christians, we pledge to make the following efforts on your behalf:**

- We will prepare and present lectures and supplemental materials in a clear and timely manner, corresponding to the schedules appearing in the class syllabus, unless special arrangements are made beforehand.
- We will present materials which reflect content corresponding to professional standards and in keeping with an orthodox and non-denominational Christian consensus.
- We will be accessible and available for questions and will offer every encouragement to students seeking additional academic support. Unless an emergency arises, we will answer all email questions within 24 hours and strive to do the same in grading coursework.

**Instructor welcome:**

Dear Student,

Welcome to this introductory class on Western Civilization. In case you haven’t noticed, our culture is under attack and, in the view of many, is in great decline. With that decline has come a marginalization of Christianity in which the church, once the center of culture, now finds itself
speaking from the edges. This is not necessarily a bad development since institutions in power rarely speak with a clear and prophetic voice. We are regaining that voice and our message is needed now more than ever.

As you study this course, it is our intention that you get your bearings on how Western culture developed and the many ways it has changed and shaped the world. You will see it too has been influenced many times through its interface with African, Asian, and the indigenous cultures of the New World. Knowing your history is truly the foundation of understanding your future and creatively living in the present as God’s people.

The learning activities we have planned will give you an excellent foundational knowledge of this topic. McKay’s *History of Western Society Pt. 1* will give coverage to the great men, women, and events that shaped the story but also does an excellent job painting the picture of what life was like for the ordinary person in society. Schmidt’s *Under the Influence* presents another dimension to this picture showing how Christianity has continually been a force for positive change in Western Society. Francis Schaeffer’s *How Then Should We Live?* video series offers a prophetic interpretation of history that has proven quite prescient in light of current events. Finally, we have produced a series of instructor videos which will highlight, supplement, and clarify the other learning materials.

Like most things in life, you get out of college what you put into it. We hope you will take this course in the spirit of someone in basic training. Your investment and hard work now will help shape you into a servant with true *Kingdom Think* values and a well-educated and informed mind. Western Civilization has always been strengthened by people like this and its future existence will depend on it!

Blessings upon your studies,

Matthew and Christopher

**Grading Matrix:**

<table>
<thead>
<tr>
<th></th>
<th>500 Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>125 pts</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>125</td>
</tr>
<tr>
<td>Final Exam</td>
<td>125</td>
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<tr>
<td>Writing</td>
<td>125</td>
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</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>91 - 100%</td>
<td>A</td>
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<tr>
<td>81 - 90%</td>
<td>B</td>
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<tr>
<td>71 - 80%</td>
<td>C</td>
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<tr>
<td>61 - 70%</td>
<td>D</td>
</tr>
<tr>
<td>0 - 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

The grading scale is 91-100% = A, 81-90% = B, 71-80% = C, 61-70% = D, 0-60% = F.
Class Schedule:

<table>
<thead>
<tr>
<th>Week#</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1     | 8/29/2016 | Introductions, Curriculum Overview Video  
McKay Textbook pp. 1-35 Origins  
Schmidt Textbook pp. 15-47 People Transformed by Jesus Christ  
Primary Source Reading  
Teacher Video “A Christian View of History and Western Civilization”  
Teacher Video “Connecting Sumer to the Flood, Babel, and Abraham”  
Teacher Video “What’s Wrong with the View of Religion in the Textbook?”  
**Assignment:** Primary Source response questions |
| 2     | 9/5/2016  | McKay Textbook pp. 35-60 Small Kingdoms and Mighty Empires in the Near East  
Schmidt Textbook pp. 48-78 The Sanctification of Human Life  
Primary Source Reading  
Teacher Video: “No Evidence for Exodus Outside the Old Testament: Is That a Problem?”  
Teacher Video: “Did the Hebrews Invent Monotheism?”  
Teacher Video: “Cyrus and the Persian Superpower”  
**Assignment:** Primary Source response questions |
| 3     | 9/12/2016 | McKay Textbook pp. 61-95 The Development of Greek Society and Culture  
Schmidt Textbook pp. 79-95 Christianity Elevates Sexual Morality  
Primary Source Reading  
Teacher Video: “The Greeks Pt. 1”  
**Assignment:** Primary Source response questions |
| 4     | 9/19/2016 | McKay Textbook pp. 96-123 Life in the Hellenistic World  
Schmidt Textbook pp. 96-124 Women Receive Freedom and Dignity  
Teacher Video: “The Greeks Pt. 2”  
Primary Source Reading  
**Assignment:** Primary Source response questions |
| 5     | 9/26/2016 | McKay Textbook pp. 124-157 The Rise of Rome  
Schmidt Textbook pp. 125-150 Charity and Compassion: Their Christian Connection  
Primary Source Reading  
Teacher Video: “The Romans Pt. 1”  
**Assignment:** Primary Source response questions |
| 6     | 10/3/2016 | McKay Textbook pp. 158-189 The Roman Empire  
Schmidt Textbook pp. 151-169 Hospitals and Health Care: Their Christian Roots  
Teacher Video: “The Romans Pt. 2”  
Teacher Video: “Why Did the Tolerant and Diverse Romans Persecute Christianity?”  
Schaeffer Video: “The Roman Age”  
**Assignment:** Schaeffer Study Questions |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>McKay Textbook pp.</th>
<th>Schmidt Textbook pp.</th>
<th>Teacher Video 1</th>
<th>Teacher Video 2</th>
<th>Schaeffer Video 1</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10/10/2016</td>
<td>190-224 Late Antiquity</td>
<td>170-193 Christianity’s Imprint on Education</td>
<td>“The Barbarian Cultures of Europe and their Conversion to Christianity”</td>
<td>“The Church as an Institution”</td>
<td>“The Middle Ages”</td>
<td>Schaeffer Study Questions</td>
</tr>
<tr>
<td>10</td>
<td>10/31/2016</td>
<td>293-330 Life in Villages and Cities in the High Middle Ages</td>
<td>248-271 Liberty and Justice For All</td>
<td>“The Development of Universities”</td>
<td>“The Cathedral as Center”</td>
<td>“The Revolutionary Age”</td>
<td>Schaeffer Study Questions</td>
</tr>
<tr>
<td>12</td>
<td>11/14/2016</td>
<td>366-400 European Society in the Age of the Renaissance</td>
<td>292-313 Christianity’s Stamp on Art and Architecture</td>
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</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>McKay Textbook pp.</td>
<td>Schmidt Textbook pp.</td>
<td>Assignment</td>
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<td></td>
<td>Primary Source Reading</td>
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<td></td>
<td>Teacher Video: “The Differing Approaches of Protestantism and Catholicism”</td>
<td>Schaeffer Video: “The Age of Fragmentation”</td>
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<td></td>
<td></td>
<td>Primary Source Reading</td>
<td>Teacher Video: “The Development and Outcome of the Age of Exploration”</td>
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<td>Teacher Video: “Bartolomeo de las Casas, Junipero Serra and the Moral Conscience of the Age of Exploration”</td>
<td>Teacher Video: “Should We View Columbus as a Hero or Villain?”</td>
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<td></td>
<td>Schaeffer Video: “The Age of Peace and Personal Affluence”</td>
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<tr>
<td>15</td>
<td>12/5/2016</td>
<td>476-546 Absolutism and Constitutionalism, Toward a New Worldview</td>
<td>374-403 Additional Influence: Holidays, Words, Symbols and Expressions</td>
<td>Final Exam (final due 12/19/2016), Schaeffer Study Questions</td>
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</table>
PBC STUDENT IDENTIFICATION POLICY

SAFEGUARDING THE ACADEMIC INTEGRITY OF YOUR DEGREE AND COURSEWORK

Federal guidelines for accredited institutions of higher education require that there be some provision for making certain online or distance learning students are the actual persons submitting the course work, taking the tests or producing other evaluative assignments.

Statistically most college students do not cheat on tests or plagiarize the work of others when submitting papers. We believe this to be even more true of our student body because of our Christian commitment to moral and academic excellence.

What our policy accomplishes is basic compliance with accreditation guidelines and online learning best practices. This will ensure your future degree and the degrees of other learners at PBC will always retain its credibility and good reputation in the academic community.

Beginning with the fall 2016 semester, online course students will be required to upload the answers to one section of their final exam in handwritten format along with a signature. This will require them to hand write the assignment, sign it, and then scan it into Populi.

If students are unable to scan their tests at home, they may bring the document to the PBC office in Medford or mail it in and it will be scanned into Populi software for them.

CW/cw 2016
Financial Disclosure Document

Financial Disclosure Statement and Refund Policy

Tuition and Fees

1. A non-refundable admission fee is required upon notification of acceptance to PBC. This is $50 for credit students and $30 for audit/self-enrichment students.

2. Pacific Bible College charges $150.00 per credit hour for credit students and $100 per credit hour for auditors.

3. Total tuition costs per program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Credits</th>
<th>Total Tuition Cost*</th>
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</thead>
<tbody>
<tr>
<td>Associate of Applied Science in Christian Counseling</td>
<td>64</td>
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<tr>
<td>Associate of Biblical Studies</td>
<td>64</td>
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<tr>
<td>Associate of Liberal Arts</td>
<td>65-67</td>
<td>$9,750-$10,050</td>
</tr>
<tr>
<td>Certificate of Christian Ministries</td>
<td>32</td>
<td>$4,800</td>
</tr>
</tbody>
</table>

*Amounts reflect total cost per credit hour and do not reflect additional course fees, texts books, or other associated expenses.

General Refund Policy

1. Refunds for tuition only will be pro-rated according to the day the student withdraws from class versus the total semester days. The refund schedule may be adjusted for short sessions.

2. All fees are non-refundable.

3. Refunds will be paid within 30 days of written notice of class withdrawal. It is the student’s responsibility to submit the written notice to the PBC office. Students who withdraw from a class without proper written notice are not eligible for refunds.

4. General Refund Schedule:

<table>
<thead>
<tr>
<th>Class Withdrawal Date</th>
<th>Percent Refunded</th>
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</thead>
<tbody>
<tr>
<td>End of week 1</td>
<td>100%</td>
</tr>
<tr>
<td>End of week 2</td>
<td>90%</td>
</tr>
<tr>
<td>End of week 3</td>
<td>80%</td>
</tr>
<tr>
<td>End of week 4</td>
<td>70%</td>
</tr>
</tbody>
</table>

* There are no refunds after the 4th Friday of the semester.

VA Students

Due to PBC’s current accreditation status, VA beneficiaries attending PBC will be responsible for all tuition expenses covering distance learning, independent studies, and/or Field Ministry and Practicum requirements (any FM course).

Veterans’ Refund

The Pacific Bible College Veterans Refund Policy complies with CFR 21.4255. In the event the Veteran or eligible person fails to enter the course, withdraws, or is dismissed at any time prior to completion, any unused portion of tuition, fees, and other charges is refunded. Any amount in excess of $10 of the formal admission application fee is subject to prorating. The amount charged will not exceed the exact prorated
portion of total charges. The length of the completed portion of the course will be prorated over its total length, and the exact proration will be determined by the ratio of the number of days of instruction completed by the student, to the total number of instructional days in the course. Refunds are made within 40 days of the last date of the student’s attendance.

**Petition to Graduate Form Template**

Name:_________________________________________________ Term:______________________________

Accumulated Credits to date: ________________ Program:______________________________
(Do not include credit for courses in which you are currently enrolled.)

In order to graduate from Pacific Bible College, the following requirements must be met:

- Satisfactorily complete all coursework and degree requirements.
- Be in good standing both academically and per standards of student conduct.
- Meet all financial obligations to Pacific Bible College, including tuition payments, course fees, library fines and the return of library materials.
- Pass a graduation audit to confirm eligibility for receiving a degree.

Upon submission of this petition, Student Services will conduct a detailed audit of your student file to ensure that the above requirements have been met and that there are no further obstacles to the conferring of your degree. Please allow up to five business days for the processing of this petition, at which point Student Services will contact you to confirm your eligibility for graduation.

Petition:

According to the best of my knowledge, and in conference with the appropriate academic advisor(s) and program faculty, I hereby state that at the close of this academic year I will have completed all requisite coursework toward the granting of my certificate/degree. I therefore request that Pacific Bible College conduct a graduation audit on my behalf in order to confirm my eligibility for graduation. Pacific Bible College reserves the right to request further information or to deny my eligibility if it so happens that any of the above requirements are deemed to be unsatisfied by Student Services or by interested faculty and/or staff.

Signature:_________________________________________________ Date:_________________________________
Program Director: ___________________________  Date: ___________________________

************************************For Official Use Only**********************************

Granted ________  Denied ________

Dean of Students Signature: ________________________________
Campus Safety Briefing

I. Non-Discrimination Policy

It is the policy of Pacific Bible College not to discriminate on the basis of race, color, national origin, gender, age or disability in admissions and access to, or treatment or employment in its programs or activities.

II. Statement Regarding Sexual Violence

Pacific Bible College prohibits, condemns, and deplores all instances of sexual violence as an affront to the dignity of the victim, being a human person created in the Image of God, and as a disordered and self-destructive impulse in the offender. Whereas we will seek to approach all parties involved in such instances with compassion and understanding, we will maintain zero-tolerance for sexual assault, sexual harassment, relationship abuse, and stalking both on campus and among our students off campus. Anyone found participating in any of these activities will be subject to disciplinary action and/or prosecution in accordance with PBC policy and Oregon State laws.

III. Developing a Shared Language

Be knowledgeable; stay informed. In order for you to better protect yourself and others, here are some important terms for you to understand:

- **Sexual Assault** is any unwanted sexual contact which occurs forcibly or by compulsion and without consent. Reference: ORS 147.450; ORS 163.305
- **Consent** is a clear “yes,” not the absence of a “no.” A person is unable to consent if they are 1) under 18 years old, 2) mentally incapacitated, or 3) physically helpless. Reference: ORS 163.315
- **Domestic Abuse** is abuse which occurs between family, household members, or other intimate partners. Reference: ORS 107.705
- **Dating Violence** is a pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse or sexual violence to control another person with whom they are in a dating relationship. Reference: ORS 339.366
- **Stalking** is any repeated and unwanted contact at which an individual may reasonably be alarmed or apprehensive regarding their personal safety or that of a member of their immediate family or household. Reference: ORS 163.732

IV. Primary Prevention

We want to keep PBC a safe and secure environment for all of our students, faculty, and staff. Every one of us has a role to play, including you. Here are some tips on how to prevent sexual violence on campus and among our students before it happens.

**Risk Reduction**

- Be aware of your surroundings. Know where you are and how to find help if you are in a bad situation. Be able to locate the nearest exit.
- Avoid isolated areas – it’s significantly more difficult to get help if you are alone. If you have a night class, walk to your car in a group. Do not linger with strangers.
- Keep a watch on the classroom door: Do not let strangers in. Direct them to enter through the lobby or inform them of normal business hours.
• Walk with purpose. Look like you know where you are going and what you are doing, even if you don’t. Keep all your senses available. Display outrage – not fear – if threatened.
• Trust your instincts if you feel unsafe or uncomfortable. Call 911 if you feel threatened by someone’s behavior, conversation, or demeanor.

Bystander Intervention
If you see someone who is in a threatening situation, or who is about to become a victim of sexual assault, consider intervention according to the following acronym: S.T.O.P.
• **Shift focus:** The lowest pressure option is to create a distraction or shift the focus of the victim and/or perpetrator to ensure he or she can get out of the situation. If it is appropriate, you can also use humor or an excuse to divert the attention of the perpetrator. This creates an opportunity for the potential victim to walk away in a non-confrontational way.
• **Talk:** You can talk to the perpetrator and/or the victim by pointing out what you are observing. For instance, if drinking is involved, you can suggest that it might be better if everyone goes home until they are sober. This allows the perpetrator to make the choice to stop and provides the victim the opportunity to leave.
• **Object:** Similar to talking to the victim and the perpetrator, you can also confront the harmful behavior more directly by objecting to what you are witnessing. This response allows the potential victim to be empowered to escape the situation. Objecting involves stepping in to separate individuals and using assertive language.
• **Partner:** You can look for partners in your community who may be better equipped to step in if you feel uncomfortable or unsafe. Ask others to get involved with the situation (e.g. a friend, supervisor, bouncer, police officer). You should become familiar with the resources available at PBC that may assist in addressing a risky situation.

Be sure to consider your own safety. If it is not safe for you to intervene, call 911 immediately. In evaluating whether to intervene, following this five-step process:

6. Notice the event along the continuum of socially-acceptable, age-appropriate behavior.
7. Consider whether the situation demands your intervention.
8. Decide if you have a responsibility to act.
10. Understand how to implement this choice safely.

V. Victim’s Rights and Protection Orders
If you or someone you know has been a victim of sexual violence:

4.) It is very important to preserve physical evidence for proof in criminal proceedings. It is a good idea not to change your clothes or take a shower, etc.
5.) Report this immediately to a trusted faculty or staff member at Pacific Bible College, or directly to the Dean of Students.
6.) Seek help or personal counseling from your pastor or other competent personal mentor (contact the Dean of Students for off-campus resources).

Victim’s rights include:
6.) A prompt, fair, and impartial investigation and resolution.
7.) To decline to report to law enforcement.
8.) To be assisted by college officials in reporting to law enforcement.
9.) To request changes to your academic, living, transportation and working situation if requested and reasonably available whether or not a formal report is made.
10.) To have others present and to be accompanied by an advisor of their choice to any meetings or proceedings regarding the incident. This right pertains likewise to the perpetrator.

Disciplinary proceedings will take place according to Pacific Bible College’s Student Conduct policy (see Catalog-Handbook 2015-2016). Per Title IX regulations, the preponderance of the evidence will be considered to determine the veracity of accusations on a “more likely than not” basis.

VI. How to Report an Incident

The Dean of Students is the Title IX Coordinator at Pacific Bible College. All faculty and employees of the college are required to report instances of discrimination, sexual harassment, or sexual violence whether they are witnesses thereto or if the incident is relayed to them by another source, such as a student or colleague.

To file a Title IX complaint, contact the Dean of Students as soon as possible after the alleged infraction has occurred. For more information regarding grievance and disciplinary procedures, refer to pages 30-33 of your Student Catalog & Handbook.

Student Recruiter Job Description

Title: Student Recruiter
Supervisor: Dean of Students
Type of Position: Part-Time
Est. Weekly Hours: 20 hrs
Compensation: Volunteer/Variable

Job Summary:

As a Student Recruiter, you will help recruit new students for the AASCC, ABS, ALA and CCM in alignment with the PBC mission. It will be your responsibility to be the face of PBC to those interested in the school and to provide them with information on how they can get involved.

Responsibilities:

- Be a primary contact for local high schools, churches, and homeschool groups and act as a liaison between them and the college.
- Actively seek out new contacts and develop relationships with the Jackson and Josephine County communities.
- Explain all four degree programs to school counselors, church leaders, and potential students.
- Attend college fairs, high school preview days, and church functions as a representative of PBC.

Duties within this role include the following: setting up a table at functions and providing
information to individuals who inquire about programs at PBC; coordinating and training volunteers to help at functions; and coordinating activities and functions with churches and schools.

- Invite prospective students to the PBC campus and give tours.
- Follow-up with prospective students by email or phone.
- Stay up-to-date on any changes in course schedule and degree programs.
- Collaborate with the Dean of Students to come up with new recruitment strategies.

Qualifications:

- Excellent communication and active listening skills.
- Enrolled in one of PBC’s degree programs.
- Experience with customer service.
- Proficient in the use of computers.
- Able to travel to different events around Jackson and Josephine County.
- Maintain a GPA of at least 2.5.
- Understand and uphold PBC’s mission and vision for its student body.
Institutional Assessment Rubric

- A score of 9-10 indicates that there are conclusive results with evidence that “exceed” expectations.
- A score from 5-8 is representative of very good progress and is deemed to have “met” expectations.
- A score from 3-4 indicates that the college “partially met” expectations. This level of performance is considered acceptable.
- A score from 0-2 indicates that the college has “not met” expectations.

EXCEEDS EXPECTATIONS
10: Fully accomplished with excellent work, outstanding success, amazing results.
9: Accomplished with very good work and satisfactory results that provide strong evidence of progress.

**Annual Benchmark: An average score of 9-10 is equivalent to exceptional, documented, current and sustained data as evidence of achieving the annual benchmark in ALL areas.

MEETS EXPECTATIONS
8: Nearly accomplished; a few tasks remain.
7: Mostly accomplished; more data needed; work remains.
6: Good progress has been made; work is ongoing.
5: Partly accomplished on the basis of ongoing work.

**Annual Benchmark: An average score of 5-8 is equivalent to high quality, documented, current and sustained data as evidence of achieving the annual benchmark in MANY/MOST areas.

PARTIALLY MEETS EXPECTATIONS
4: Some progress has been made, but considerable work remains. Still analyzing needs and approaches.
3: Initial steps are in place and first steps are underway. Analyses are being initiated; final organization and assignment of work are underway.
2: Initial organization for work is in place; however, next steps have not been established. Analyses have not begun.

**Annual Benchmark: An average score of 2-4 is equivalent to evidence of achieving the annual benchmark in SOME/FEW areas.

NO PROGRESS
1: Basic organizing started but no work yet accomplished.
0: No progress made. It could be that this is a new effort, just beginning or just assigned