LANCASTER BIBLE COLLEGE

Planning and Assessment
at
Lancaster Bible College

Cabinet Approved
November 14, 2011

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REVISED
October 17, 2011

Planning & Assessment at LBC

Lancaster Bible College exists for the purpose of educating Christian students to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society. Our vision is to be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact. Planning and assessment at LBC ensure we accomplish our **Mission** and stay true to our **Vision**.

As a direct outgrowth of our mission and vision, LBC has established a set of **Core Values and Goals**. Whereas our Mission and Vision delineate who we are, our Core Values and Goals focus on what we as an institution want to achieve. Likewise, we have a set of **Core Knowledge and Skills** which focus on what we want our students to achieve. These four, Mission, Vision, Core Values & Goals, and Core Knowledge & Skills, provide a foundation for all that we are and all that we do.

Planning goals are derived from these essential elements. Planning goals provide general policy direction for the College. These goals, in turn, lend themselves to **measureable planning objectives** that guide our assessment of progress in meeting those planning goals and thereby achieving our essential elements.

Institutional effectiveness and renewal are the ultimate goals of our planning and assessment. As stated in Standard 2 of the Middles States Commission on Higher Education, *"An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality"* (Characteristics of Excellence in Higher Education, 2002).

This document sets forth guidelines and procedures which will assist LBC in implementing effective planning and assessment with the goal of institutional renewal. This document is divided into the following sections.

- Planning Philosophy
- Essential Elements
- Planning Process
- Assessment Plan

Planning Philosophy

Recognizing the important role of planning, Lancaster Bible College is committed to a planning process that is cyclical, consistent, comprehensive, and current. The purpose of planning is to help LBC remain grounded in her mission, effective in its implementation, all the while being prepared to respond to her internal and external environments. LBC's planning is global in scope, readily absorbed, intentional, outcome-based, and continuously articulated to her constituencies.

Planning is an important management tool assisting the College in creating her future by establishing a direction consistent with her mission while fulfilling her institutional and student goals, and responding to the ministry leadership needs of both the Church and the society in which she serves.

Planning at Lancaster Bible College focuses on what should or could be in the future. The Academic Council and student support departments have the responsibility of establishing a clear vision and target for their respective areas. Their plans also include a rationale of how the vision or target fulfills the mission of the college, and how it fits within the College's institutional and student goals. Each department is charged with developing a rolling five year plan that will enable the College to meet the vision and target, thus contributing to fulfilling the College mission.

Lancaster Bible College is committed to the planning process put forth in this document, realizing there are occasions when issues or opportunities arise needing to be addressed outside of the planning process. The President, along with his Cabinet, has the authority to modify, adapt, or circumvent the planning process if it is deemed necessary and important to the future of the College.

A planning activity, as defined by LBC, is a future vision and/or target and any component needed to fulfill that vision and/or target. Planning initiatives often have financial ramifications although not all initiatives are financial in nature.

In their effort to develop a plan, a wide variety of stakeholders are engaged in initiatives through their departments, which in turn submit prioritized initiatives to the President's Cabinet. The Cabinet is responsible to provide consistent, deliberate, and comprehensive attention to the critical issue of institutional effectiveness. Specifically, the Cabinet coordinates the three essential pieces of institutional effectiveness, namely, institutional data, outcome assessment, and planning. Further, the Cabinet prioritizes all planning initiatives, maintains a rolling five year planning schedule, allocates sufficient funding, and when appropriate recommends to the Board of Trustees adoption of the initiatives and planning schedule.

Essential Elements

LBC has built its planning process and procedures around seven Essential Elements; its Mission, Vision, Institutional Core Values & Goals, Academic Core Knowledge & Skills, Strategic Goals, Measurable Planning Objectives, and Assessment. The following describes each component:

Mission

The anchor for all of LBC's planning decisions is its mission statement. *Lancaster Bible College exists for the purpose of educating Christian students to think and live according to a biblical world-view and to proclaim Christ by serving Him in the Church and society.* It is through this filter that all decisions must flow.

Vision

Our Vision goes hand-in-hand with our Mission. *Lancaster Bible College will be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact.* To be a premier learning community is an on-going aspiration for which we constantly strive.
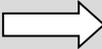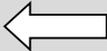
Core Values & Goals

LBC has established a set of Institutional Core Values & Goals to serve as the compass for fulfilling its mission and vision. Each Core Value ("LBC is committed to...") is directly related to a measureable Goal ("...as evidenced by..."). The following are LBC's Core Values & Goals. Table 1 illustrates how these Values & Goals are directly derived from LBC's Mission and Vision.

1. Committed to premier biblical education as evidenced by the encouragement of a Christ-centered learning community.

2. Committed to institutional excellence as evidenced by providing and maintaining God-honoring resources.

3. Committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future of the college.

4. Committed to a biblical foundation as evidenced by the teaching of sound doctrine and the proper interpretation of Scripture in accordance with our statement of faith.

5. Committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth.

6. Committed to developing students for a ministry and service mindset as evidenced by preparing them both academically and experientially to serve Christ in the Church and society.

7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.

Table 1
Core Values & Goals Based Upon our Vision & Mission Statements
[approved 9/26/11]

Each Core Value ("LBC is committed to...") is directly related to a measureable Goal ("...as evidenced by...")

Vision: LBC will be...	Seven Core Values & Goals: LBC is . . .	Mission: LBC exists to ...
...a premier learning community... ⇨	1. Committed to premier biblical education as evidenced by the encouragement of a Christ-centered learning community. 2. Committed to institutional excellence as evidenced by providing and maintaining God-honoring resources. 3. Committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future of the college.	...educate Christian students... ⇦
... that intentionally develops the head, heart and hands... ⇨	4. Committed to a biblical foundation as evidenced by the teaching of sound doctrine and the proper interpretation of Scripture in accordance with our statement of faith. 5. Committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth.	... to think and live a biblical worldview and ... ⇦
... of servant ministry leaders for global impact. ⇨	6. Committed to developing students for a ministry and service mindset as evidenced by preparing them both academically and experientially to serve Christ in the Church and society. 7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.	... to proclaim Christ by serving Him in the Church and society. ⇦

Core Knowledge & Skills

LBC has also established a set of Core Knowledge & Skills Goals to serve as a means of measuring the individual student's accomplishment of LBC's mission. Each Core Knowledge and Skill addresses an area of education which is essential in preparing a Christian student to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society. The following are LBC's Core Knowledge & Skills.

1. Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.

2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.

3. Develop an understanding and appreciation of and compassion toward cultures of the world.

4. Develop the principles necessary for a biblical worldview resulting in a dynamic understanding of one's role in relation to God, self, and the world.

5. Demonstrate an understanding and application of the knowledge and skills necessary for serving Christ in the Church and society.

Strategic Goals

Strategic goals are statements of what LBC wishes to achieve over a designated period of time. These goals impact the campus as a whole or major sections of it and have direct ties to the accomplishment of our higher-level goals of Mission, Vision, Values & Goals, and Core Knowledge & Skills. Strategic Goals are considered Cabinet-level in that the Cabinet is directly responsible in assuring that these goals are met and the driving force behind their accomplishment.

Measureable Planning Objectives

Measurable Planning Objectives are specific measureable outcomes that contribute to the achievement of our strategic goals. These objectives are set and monitored at the departmental level. While all planning objectives have some link to higher-level goals of Mission, Vision, Values & Goals, and Core Knowledge & Skills, the link may be indirect and department specific.
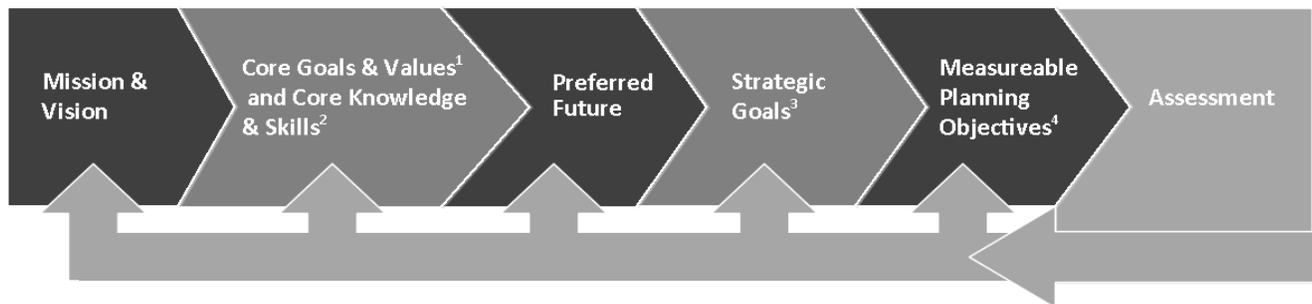
The impetus for the setting of Strategic Goals and Measurable Planning Objectives may come from a variety of sources.

1. Cabinet: Strategic Goals are often established by the Cabinet as a response to current assessment of Mission, Vision, Values & Goals, or Core Knowledge & Skills. The Cabinet would then task the appropriate departments to create Measureable Planning Objectives that would address and assess these goals.

2. Cabinet Members: Individual cabinet members may establish Strategic Goals for their specific areas of responsibility. The appropriate departments would then be tasked with the creation of a Measureable Planning Objective that would address and assess these goals.

3. Committees: A standing committee may make recommendations to the appropriate Cabinet Member or the Cabinet as a whole for the establishment of a Strategic Goal. If accepted, the appropriate department would then be tasked with the creation of a Measureable Planning Objective that would address and assess these goals.

4. Departments: Individual departments may put in place Measurable Planning Objectives which are then incorporated into a Strategic Goal for the College. However, not all departmental-level objectives will need to be tied to a strategic goal. Often times departmental-level objectives address very specific lower-level goals that do not impact the College as a whole.

Assessment

Assessment is an integral part of the planning process. It is considered one of the pillars of the process as it has the vital task of measuring the accomplishment of the other pillars. As Figure 1 attempts to illustrate, assessment is both formative and summative. At the end of any planning cycle (one-year, three-year, five-year) evaluation takes place to assess how well we accomplished our goals and objectives. At the same time, evaluation takes place as we go along to ensure the planning process is progressing. (See LBC's Assessment Plan for a detailed description of LBC's evaluation process.)

Figure 1
Planning & Assessment Links

Mission & Vision → Core Goals & Values[1] and Core Knowledge & Skills[2] → Preferred Future → Strategic Goals[3] → Measureable Planning Objectives[4] → Assessment

[1] What we want our Institution to achieve

[2] What we want our students to achieve

[3] Institutional Level (Cabinet)

[4] Departmental Level

Planning Process

The College President guides LBC's planning process in consultation with his Cabinet. The President's Cabinet (the Cabinet) brings together the critical elements of institutional effectiveness, which are institutional data collection, outcomes assessment, planning, budgeting, and evaluation of the entire process.

Figure 2 is a model of Lancaster Bible College's planning process. The foundational work of the planning process is generated by the academic and student support departments across campus. Specific committees have been established to assist in the planning process. These committees include, but are not limited to: 1) Academic Council, 2) Educational Support Services Council, 3) Enrollment Management Strategic Planning Committee, 4) Student Services Committee, 5) People Development & Human Resources Committee, 6) Facilities Committee, and 6) Fiscal Committee.

Figure 2
Lancaster Bible College Planning Process
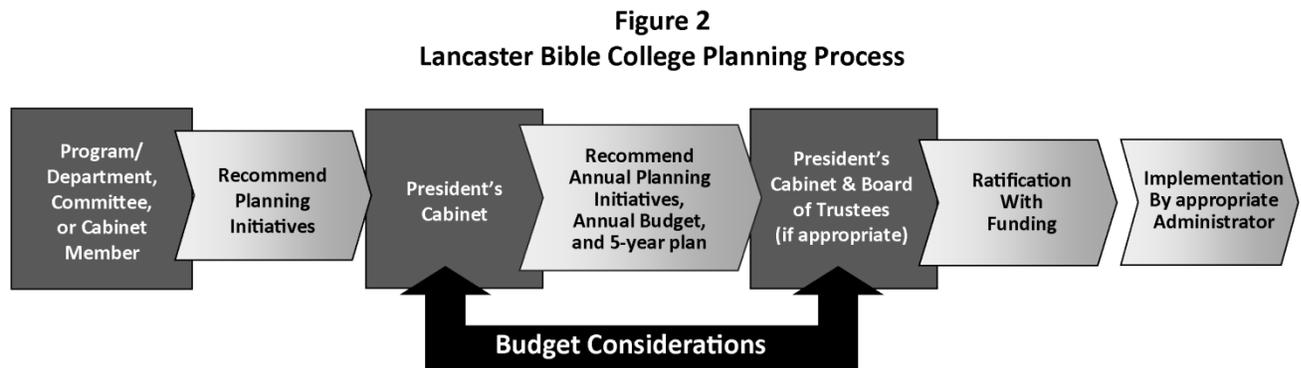
Planning initiatives are developed and accepted throughout the year and can be generated from a variety of sources: academic programs, academic departments, student support departments, committees, or even cabinet members themselves. Planning initiatives are developed and based on several important elements, including: 1) departmental mission, 2) self-study analysis based on institutional data, 3) outcomes analysis, 4) anticipated needs and desires for the future, and 5) external requirements.

Both the preliminary and full proposals may take any form appropriate but both must contain the following information:

- Description of the planning initiative
- Rationale for the planning initiative including its relationship to and fit with one or more of the College's planning pillars
- Estimated budget proposal, including personnel needs, space needs, and other projected expenditures and revenues
- Proposed timeline for implementation

All initiatives are submitted as preliminary proposals through the appropriate Cabinet Member for consideration. The Cabinet Members determine if the proposal fits within the overall plan of the College and where it fits within the budget. The Cabinet Member then presents the planning initiatives to the Cabinet for discussion.

The Cabinet will review all submitted planning initiatives and may ask for additional information for a formal proposal, make no recommendation, or table any action until a later time. The Cabinet may ask the originator of the initiative to meet with the Cabinet for further explanation. Once a planning initiative is

approved by Cabinet, the Director of Finance will include the planning initiative within the appropriate budget. The appropriate administrator will be notified, empowered, and charged with the responsibility to implement the plan.

If the preliminary proposal is accepted by the Cabinet for ratification, every effort will be made in the budgeting process to include resource allocation for the initiative. However, a balanced budget requires sufficient revenue to cover all expenses. Revenue sources, such as gifting and tuition, fluctuate with enrollments and donors' interest and ability to give. Therefore, new planning initiatives that require funding will be funded when there are sufficient resources available.
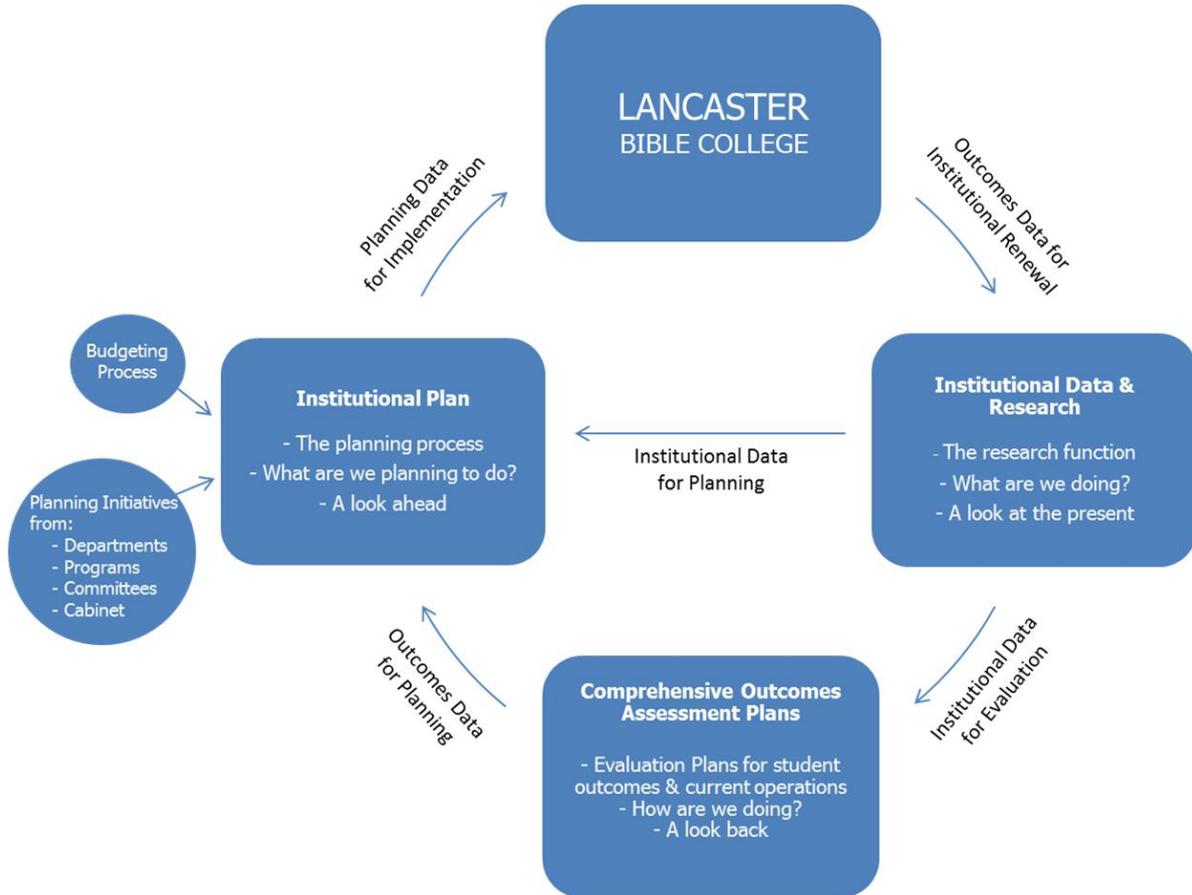
Once the preliminary proposal is approved by the Cabinet, the appropriate cabinet member will inform the administrator that the planning initiative has been tentatively approved, and the administrator will be asked to develop a full proposal which will be submitted to the Cabinet. Following final approval, the administrator will be asked to implement the initiative. Final approvals may rest with the Board of Trustees, who ultimately approve the annual budget.

Once approved, planning initiatives are implemented in the following ways: 1) the Director of Finance is informed of the approved initiatives by the Cabinet and is instructed to include the initiatives in the construction of future budget planning, 2) the Cabinet notifies the appropriate administrator that the initiative is funded for a specific time and amount and he/she is empowered to begin the process of implementation, 3) the administrator engages the appropriate staff members to implement the plan, 4) the administrator continues to monitor the process and evaluate the effectiveness of the implementation and the impact of the planning initiative, 5) the administrator reports his/her implementation progress to the appropriate Cabinet member and 6) the administrator reports the outcomes through the outcomes assessment process.

Planning initiatives are tracked at both the departmental and Cabinet Member levels using a Planning Gird. Appendix A shows the basic components of this grid. Additional information may be added to specific grids as deemed necessary by the individual department or Cabinet member. All planning grids are stored in a central database to assist in data collection, processing, and reporting.

LBC's planning is part of an overall institutional effectiveness plan and occurs in a coordinated manner with other relevant components. Figure 2 attempts to illustrate how LBC's planning and assessment process fits within the LBC's designed plan for institutional effectiveness.

Figure 3
Model for
Institutional Effectiveness at LBC

LANCASTER
BIBLE COLLEGE

Planning Data for Implementation

Outcomes Data for Institutional Renewal

Budgeting Process

Institutional Plan

- The planning process
- What are we planning to do?
- A look ahead

Planning Initiatives from:
- Departments
- Programs
- Committees
- Cabinet

Institutional Data for Planning

Institutional Data & Research

- The research function
- What are we doing?
- A look at the present

Outcomes Data for Planning

Institutional Data for Evaluation

Comprehensive Outcomes Assessment Plans

- Evaluation Plans for student outcomes & current operations
- How are we doing?
- A look back

Assessment Plan
[revisions approved 10/10/11]

Lancaster Bible College exists for the purpose of educating Christian students to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society. Our vision is to be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact. Both mission and vision are integrated through the more general Institutional Values & Goals, Core Knowledge & Skills, and Information Literacy objectives as well as the more specific department objectives, program objectives, and course objectives. Our Philosophy of Education, then, unites the academic community in function and direction to fulfill our mission and vision at all levels

In order to ensure we are meeting these goals, LBC assesses student outcomes at four different levels as indicated in Figure 1. At each level, the goals are assessed using direct and indirect means and, wherever appropriate, formative as well as summative assessment. Multiple measures are taken to ensure a greater reliability of the findings. Student support units, whether in Enrollment Management, Student Services, Institutional Advancement, or Academic Affairs Support areas, assist in the accomplishment of student learning outcomes at all levels of the educational process, either directly or indirectly.

Assessment occurs in not only academic units but student support units as well (see accompanying Overview of College-Wide Assessment). The assessment processes at all levels and in all units are monitored continuously. At the academic department level and in all student support units, the Assessment Plans (see accompanying template) are monitored according to a six-year evaluation cycle (see accompanying documents). As part of this evaluation cycle, all units, both academic and support, are thoroughly reviewed every six years. Training in assessment is provided through a variety of means for those conducting and overseeing assessment.

Figure 1 attempts to visualize the key components of the assessment process at LBC.
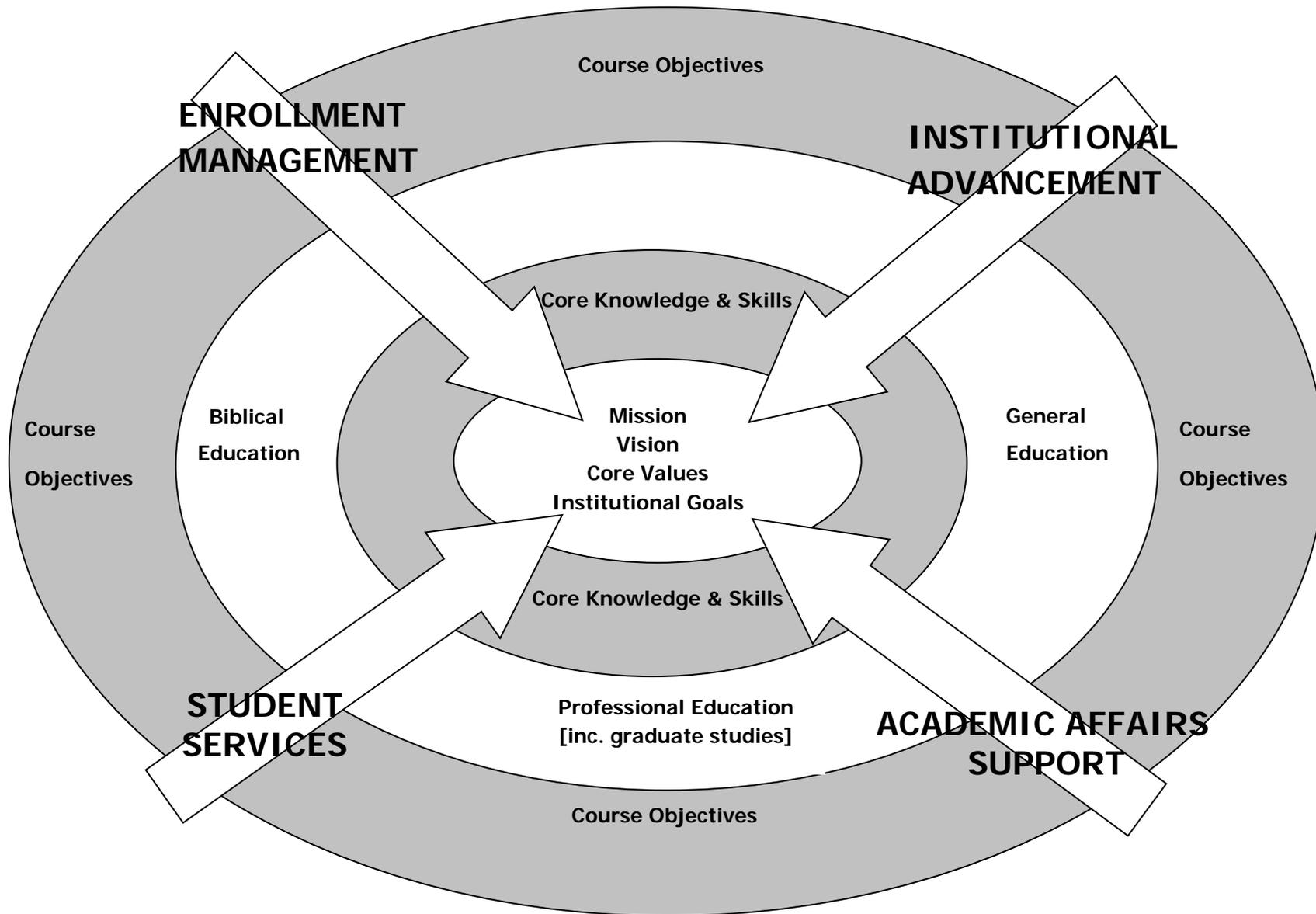
Course Objectives

ENROLLMENT
MANAGEMENT

INSTITUTIONAL
ADVANCEMENT

Core Knowledge & Skills

Course
Objectives

Biblical
Education

Mission
Vision
Core Values
Institutional Goals

General
Education

Course
Objectives

Core Knowledge & Skills

STUDENT
SERVICES

Professional Education
[inc. graduate studies]

ACADEMIC AFFAIRS
SUPPORT

Course Objectives

Figure 1

Layer 1: Course Objectives

    A. Assessment Goals
- See individual syllabi for student learning outcomes for each course.

    B. Assessment Procedures

       1. Direct Methods
- Course and homework assignments (formative[1])
- Class discussion participation (formative)
- Case study analysis (formative)
- Research projects (formative)
- Term papers and reports (formative/summative)
- Rubrics (summative/formative)
- Observations / Performances (summative/formative)
- Quizzes (summative/formative)
- Examinations (summative)
- Standardized tests (summative)
- Grades based on explicit criteria related to learning goals (summative)

       2. Indirect Methods
- Percent of class time spent in active learning (formative)
- Number of student hours spent on homework, service learning, at intellectual or cultural activities related to the course, etc. (formative)
- Course evaluations (summative)
- Other student surveys and focus groups (summative/formative)
- Grades not based on explicit criteria related to learning goals (summative)

    C. Assessment Monitoring, Use of Results, & Training

1. The Academic Council approves all new syllabi looking for the inclusion of appropriate assessment methods.
2. Department Chairs monitor existing syllabi to ensure the inclusion of appropriate assessment methods.
3. Department Chairs work with instructors in using formative and summative feedback for the improvement of courses.
4. Training takes place through periodic faculty workshop sessions, through the Office for Institutional Effectiveness working with the departments individually, and through Faculty Resources available on the Institutional Effectiveness web pages.

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[1] Throughout this plan, methods of assessment will be described as either formative or summative. Depending on the context, formative assessment is ongoing assessment intended to improve student performance, to make changes to the course in progress, or to improve services to students. Summative assessment normally occurs at the end of a specific time period (unit, course, program) to determine whether or not outcomes have been achieved. Summative assessment is used to make improvements for the future. Generally speaking, when a method of assessment is described as both formative and summative, the primary function of that method appears first.

Layer 2: Biblical Education Objectives
While biblical education occurs throughout all areas of curricular and non-curricular activities, the Bible & Theology Department is the primary source of biblical education and is responsible for its assessment.

A. Assessment Goals
- For LBC's Biblical Education Objectives, see the Bible & Theology Department mission statement and objectives as outlined in the current catalog.

B. Assessment Procedures

1. Direct Methods
   - Course embedded assessments (formative)
     [See those Direct Methods listed in Level 1: Course Objectives.]
   - Pre (formative) and Post (summative) LBC Biblical Knowledge Exams
   - Capstone courses (summative)
   - Employer ratings/evaluations and focus groups (summative)

2. Indirect Methods (formative/summative)
   - Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
   - Aggregate Course evaluation data (summative)
   - Other student surveys and focus groups (formative)
   - Graduating Student Exit Interviews and Survey (summative)
   - Alumni Surveys (summative)
   - Job placement and graduate school placement as determined through alumni surveys (summative)

C. Assessment Monitoring, Use of Results, & Training

1. The Bible & Theology Department sets in place an Assessment Plan (AP). Ongoing and short-term assessment goals are to be set by the department.
2. The department's AP is continuously updated as assessment takes place. Department Planning & Assessment Grids are updated based upon the "Use of Results" entries.
3. Every two years, the department discusses their AP with the VPAA. The VPAA then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, the department conducts a formal evaluation.
5. The department chair is involved in the training which takes place through periodic faculty workshop sessions, through the Office for Institutional Effectiveness (OIE) working with the departments individually, and through Faculty Resources available on the Institutional Effectiveness web pages. The OIE conducts individual training with the department chair as needed.

Layer 2: General Education Objectives

While general education occurs throughout all areas of curricular and non-curricular activities, the Arts & Sciences Department is the primary source of general education and is responsible for its assessment.

   A. Assessment Goals
   - For LBC's General Education Objectives, see the Arts & Sciences Department mission statement and objectives as outlined in the current catalog.

   B. Assessment Procedures

   1. Direct Methods
   - College Student Inventory for incoming freshmen (formative)
   - Course embedded assessments (formative)
          [See those Direct Methods listed in Level 1: Course Objectives.]
   - Three administrations of the ETS Proficiency Profile (1st semester freshmen, formative; 2nd semester sophomores, formative and summative for AA graduates; 2nd semester seniors, summative)

   2. Indirect Methods
   - Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
   - Aggregate course evaluation data (summative)
   - Other student surveys and focus groups (formative)
   - National Survey of Student Engagement (formative) [proposed]
   - Job placement and graduate school placement as determined through alumni surveys (summative)
   - Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc. (summative/formative)

   C. Assessment Monitoring, Use of Results, & Training

   1. The Arts & Sciences Department sets in place an Assessment Plan (AP). Ongoing and short-term assessment goals are to be set by the department.
   2. The department's AP is continuously updated as assessment takes place. Department Planning & Assessment Grids are updated based upon the "Use of Results" entries.
   3. Every two years, the department discusses their AP with the VPAA. The VPAA then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
   4. Every six years, the department conducts a formal evaluation.
   5. The department chair is involved in the training which takes place through periodic faculty workshop sessions, through the Office for Institutional Effectiveness (OIE) working with the departments individually, and through Faculty Resources available on the Institutional Effectiveness web pages. The OIE conducts individual training with the department chair as needed.

Layer 2: Professional Education Objectives (including graduate studies)
While professional education occurs throughout all areas of curricular and non-curricular activities, the departments and programs with a professional focus are the primary sources of professional education at both the undergraduate and graduate levels and are responsible for its assessment.

A. Assessment Goals
- See the mission statement and objectives for each professional department and program as outlined in the current college catalogs.

B. Assessment Procedures

1. Direct Methods
- Course embedded assessments (formative)
    [See those Direct Methods listed in Level 1: Course Objectives.]
- Field experiences; internships, practica, field service, student teaching (formative/summative)
- Master theses and doctoral dissertations (summative)
- Praxis I & II
- Recitals and other performances (summative)
- Capstone courses (summative)
- Employer ratings/evaluations and focus groups (summative)

2. Indirect Methods
- Registration and course enrollment information (summative)
- Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
- Priorities Survey for Online Learners (formative/summative)
- Adult Student Priorities Survey (formative/summative)
- Aggregate course evaluation data (summative)
- Other student surveys and focus groups (formative)
- Senior Exit Interviews and Survey (summative)
- Alumni Surveys (summative)
- Job placement and graduate school placement as determined through alumni surveys (summative)

C. Assessment Monitoring, Use of Results, & Training
1. Each program coordinator and department chair sets in place an Assessment Plan (AP). Ongoing and short-term assessment goals are set by each program.
2. The department's AP is continuously updated as assessment takes place. Department Planning & Assessment Grids are updated based upon the "Use of Results" entries.
3. Every two years, the program coordinator and department chair discusses their APs with their immediate supervisor (i.e. department chair or VPAA). The VPAA then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, each program and department conducts a formal evaluation.
5. Program coordinators and department chairs are involved in the training that takes place through periodic faculty workshop sessions, through the Office for Institutional Effectiveness (OIE) working with the departments and programs individually, and through Faculty Resources available on the Institutional Research & Assessment web pages. The OIE conducts individual training with department and program chairs as needed.

Layer 3: Core Knowledge & Skills

A. Assessment Goals

1. Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.
2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.
3. Develop an understanding and appreciation of and compassion toward cultures of the world.
4. Develop the principles necessary for a biblical worldview resulting in a dynamic understanding of one's role in relation to God, self, and the world.
5. Demonstrate an understanding and application of the knowledge and skills necessary for serving Christ in the Church and society.

B. Assessment Procedures

1. Direct Methods
   - College Student Inventory for incoming freshmen (formative)
   - Pre (formative) and Post (summative) LBC Biblical Knowledge Exams
   - Pre (formative) and post (summative) administrations of the LBC Christian Formation Inventory (summative) [proposed]
   - Three administrations of the ETS Proficiency Profile (1st semester freshmen, formative; 2nd semester sophomores, formative and summative for AA graduates; 2nd semester seniors, summative)
   - Field experiences; internships, practica, field service, student teaching (formative/summative)
   - SoJourn and eMerge assignments and projects (formative)
   - eMerge interview (formative/summative)
   - Foundation (formative) and Capstone (summative) assignments and projects
   - Employer and community surveys and focus groups (summative) [proposed]
   - Master theses and doctoral dissertations (summative)
   - Employer ratings/evaluations and focus groups (summative)

2. Indirect Methods
   - Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
   - Participation in Journey Teams (formative/summative)
   - Participation in community outreach activities (formative/summative)
   - Ministry involvement in local churches (formative/summative)
   - Number of students serving in leadership positions on campus (summative)
   - Number of students and graduates involved in the community (summative)
   - Senior Exit Interviews and Survey (summative)
   - Alumni Surveys (summative)
   - Job placement and graduate school placement as determined through alumni surveys (summative)
   - National Survey of Student Engagement (formative) [proposed]

C. Assessment Monitoring, Use of Results, & Training

1. The Office for Institutional Effectiveness (OIE) maintains an Assessment Plan (AP) which includes the monitoring of Core Knowledge & Skills assessment. [See items #1-5 of Level 3c Support Unit Objectives for Monitoring and Use of Results Guidelines.]
2. The OIE Department Planning & Assessment Grid is updated based upon the "Use of Results" entries.
3. OIE personnel engage in continuous training and professional development in the area of institutional effectiveness including best practices in planning and assessment.

Layer 4: Mission, Vision, Core Values & Goals

A. Assessment Goals

Mission Statement
- Lancaster Bible College exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.

Vision Statement
- Lancaster Bible College will be a premier learning community that intentionally develops the head, heart, and hands of servant ministry leaders for global impact.

Core Values & Goals

1. Committed to premier biblical education as evidenced by the encouragement of a Christ-centered learning community.
2. Committed to institutional excellence as evidenced by providing and maintaining God-honoring resources.
3. Committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future of the college.
4. Committed to a biblical foundation as evidenced by the teaching of sound doctrine and the proper interpretation of Scripture in accordance with our statement of faith.
5. Committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth.
6. Committed to developing students for a ministry and service mindset as evidenced by preparing them both academically and experientially to serve Christ in the Church and society.
7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.

B. Assessment Procedures

1. Direct Methods
    - Pre (formative) and Post (summative) LBC Biblical Knowledge Exams
    - Pre (formative) and post (summative) administrations of the LBC Christian Formation Inventory (summative) [proposed]
    - SoJourn and eMerge assignments and projects (formative)
    - eMerge interview (formative/summative)
    - Field experiences; internships, practica, field service, student teaching (formative/summative)
    - Foundation (formative) and Capstone (summative) assignments and projects
    - Master Theses and doctoral dissertations (summative)
    - Course outreach projects (summative)
    - Employer ratings/evaluations and focus groups (summative) [proposed]
    - Participation in Journey Teams (formative/summative)

    - Participation in community outreach activities (formative/summative)
    - Ministry involvement in local churches (formative/summative)
    - Number of students and graduates involved in community organizations (summative)

- Employer and community surveys and focus groups (summative) [proposed]
- Job placement and graduate school placement, especially placement in ministries and seminaries/theological graduate schools as determined through alumni surveys (summative)

2. Indirect Methods
- Senior Exit Interviews and Survey (summative)
- Alumni Surveys (summative)
- Best Christian Workplace Survey (summative)
- Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative) [proposed]
- Other student surveys and focus groups (summative/formative)
- Retention rate of faculty and staff (formative)
- Best Christian Workplace Survey (summative)
- National Survey of Student Engagement (formative) [proposed]
- Job placement and graduate school placement, especially placement in ministries and seminaries/theological graduate schools as determined through alumni surveys (summative)

C. Assessment Monitoring, Use of Results, & Training

1. The Office for Institutional Effectiveness (OIE) maintains an Assessment Plan (AP) which includes the monitoring of the achievement of the College's Mission, Vision, and Core Values & Goals. [See items #1-5 of Level 3c Support Unit Objectives for Monitoring and Use of Results Guidelines.]
2. The OIE Department Planning & Assessment Grid is updated based upon the "Use of Results" entries.
3. OIE personnel engage in continuous training and professional development in the area of institutional effectiveness including best practices in planning and assessment.

Student Support Unit Objectives

    A. Assessment Goals
- The mission statement and objectives for all student support units are found in their individual assessment plans.

    B. Assessment Procedures

1. Direct Methods
   Each student support unit has specific direct methods of assessment outlined in their **assessment plan**. Likewise, **formal evaluations** are conducted by each unit every six years with an emphasis on assessing the meeting of unit objectives. The results of these direct assessments are usually found in reports including, but not limited to, the following:
   - President's Report / Annual Report (summative)
   - Enrollment Reports (summative)
   - Marketing and Recruiting Reports (summative)
   - Registrar's Internal Reports (summative)
   - Registrar's External Reports and Surveys to MSCHE, ABHE, AICUP, IPEDS, etc. (summative)
   - Compliance documents (summative)
   - Cost Ratio Report (summative)

2. Indirect Methods
   - Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
   - Senior Exit Interviews and Survey (summative)
   - Alumni Surveys (summative)
   - Best Christian Workplace Survey (summative)

   In addition, each support unit has specific indirect methods of assessment outlined in their assessment plan.

    C. Assessment Monitoring, Use of Results, & Training

1. Each student support unit sets in place an Assessment Plan (AP). Ongoing and short-term assessment goals are to be set by each support unit.
2. APs are continuously updated as assessment takes place. APs are continuously updated as assessment takes place. Department Planning & Assessment Grids are updated based upon the "Use of Results" entries.
3. Every two years, the support unit discusses their AP with their immediate supervisor or vice president/cabinet member. The VP/cabinet member receives a copy of the review. The VP/cabinet member then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, each support unit conducts a formal evaluation.
5. Support unit supervisors are involved in periodic workshop sessions on assessment. The Office for Institutional Effectiveness conducts individual training with support unit supervisors as needed.

Lancaster Bible College's
OVERVIEW OF COLLEGE-WIDE ASSESSMENT

Institutional Level Assessment	Scope Main Emphasis Primary Means	S = **College-Wide** E = Mission and Vision Statements, Core Values & Goals M = Office for Institutional Effectiveness Assessment Plan						
Administrative Level Assessment	Scope Main Emphasis Primary Means	S = **Academic Affairs - Undergraduate Education** E = Core Knowledge and Skills, Information Literacy Goals M = Assessment Plans				S = **Student Services** E = Lifestyle Goals M = Assessment Plans	S = **Enrollment Management** E = E.M. Goals M = Assessment Plans	S = **Institutional Advancement** E = I.A. Goals M = Assessment Plans
Department / Program Level Assessment	Scope Main Emphasis Primary Means	S = **Professional Departments** E = Purpose & Objectives M = Assessment Plans & 6-year review	S = **Bible & Theology Department** E = Purpose & Objectives M = Assessment Plans & 6-year review	S = **Arts & Sciences Department** E = Purpose & Objectives M = Assessment Plans & 6-year review	S = **A.A. Support Departments** E = Purpose & Objectives M = Assessment Plans & 6-year review	S = **S.S. Departments** E = Mission & Objectives M = Assessment Plans & 6-year review	S = **E.M. Departments** E = Mission & Objectives M = Assessment Plans & 6-year review	S = **I.A. Departments** E = Mission & Objectives M = Assessment Plans & 6-year review
Course Level Assessment	Scope Main Emphasis Primary Means	S = Professional Courses E = Student Learning Outcomes (tied to higher level objectives & goals) M = Assessment Activities (tied to Student Learning Outcomes)	S = B&T Courses	S = A&S Courses	**Graduate Programs are evaluated at the program and course levels.**			

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LBC's Institutional Assessment Schedule - Six-Year Cycle

2008-2009 [Year One Schedule]	2009-2010 [Year Two Schedule]	2010-2011 [Year Three Schedule]	2011-2012 [Year One Schedule]	2012-2013 [Year Two Schedule]	2013-2014 [Year Three Schedule]
LBC 101 [except as noted] • LBC Biblical Knowledge Assessments • LBC Christian Formation Inventory • ETS Profile* (English Comp) • College Student Inventory • AICUP's First Year Student Survey (Public Speaking)	**LBC 101 [except as noted]** • LBC Biblical Knowledge Assessments • LBC Christian Formation Inventory • Information Literacy Skills (Eng. Comp.) • College Student Inventory	**LBC 101 [except as noted]** • LBC Biblical Knowledge Assessments • [a normed Christian formation inventory] • College Student Inventory	**LBC 101 [except as noted]** • LBC Biblical Knowledge Assessments • LBC Christian Formation Inventory • ETS Profile* (English Comp) • College Student Inventory • AICUP's First Year Student Survey (Public Speaking)	**LBC 101 [except as noted]** • LBC Biblical Knowledge Assessments • LBC Christian Formation Inventory • Information Literacy Skills (Eng. Comp.) • College Student Inventory	**LBC 101 [except as noted]** • LBC Biblical Knowledge Assessments • [a normed Christian formation inventory] • College Student Inventory
Upper-level Classes (late spring) • Student Satisfaction Inv. • AICUP's Diversity Survey	**Upper-level Classes (late spring)** • ETS Profile* (All A&S Courses)	**Upper-level Classes (late spring)** • National Survey of Student Engagement (eMerge) • Information Literacy Skills (All A&S Courses)	**Upper-level Classes (late spring)** • Student Satisfaction Inv. • AICUP's Diversity Survey	**Upper-level Classes (late spring)** • ETS Profile* (All A&S Courses)	**Upper-level Classes (late spring)** • National Survey of Student Engagement (eMerge) • Information Literacy Skills (All A&S Courses)
LBC 401 Capstone Course (late spring) • LBC Biblical Knowledge Assessments • LBC Christian Formation Inventory • ETS Profile* • Student Satisfaction Inv. • Senior Interviews & Surveys	**LBC 401 Capstone Course (late spring)** • LBC Biblical Knowledge Assessments • LBC Christian Formation Inventory • Information Literacy Skills • Senior Interviews & Surveys	**LBC 401 Capstone Course (late spring)** • LBC Biblical Knowledge Assessments • [a normed Christian formation inventory] • National Survey of Student Engagement • Senior Interviews & Surveys	**LBC 401 Capstone Course (late spring)** • LBC Biblical Knowledge Assessments • LBC Christian Formation Inventory • ETS Profile* • Student Satisfaction Inv. • Senior Interviews & Surveys	**LBC 401 Capstone Course (late spring)** • LBC Biblical Knowledge Assessments • LBC Christian Formation Inventory • Information Literacy Skills • Senior Interviews & Surveys	**LBC 401 Capstone Course (late spring)** • LBC Biblical Knowledge Assessments • [a normed Christian formation inventory] • National Survey of Student Engagement • Senior Interviews & Surveys
Others • AICUP's Baccalaureate Outcomes Survey (Alumni)	**Others** •	**Others** • Employer/Graduate School Surveys (via Prof. Depts.)	**Others** •	**Others** • Alumni Survey	**Others** •

* ETS Proficiency Profile (ETS Profile) assesses writing, mathematics, and reading/critical thinking with sub-scores for humanities, social sciences and natural sciences.

Timeline for Major Assessment Instruments
2010/2011 – 2015/2016

While many of the assessment methods listed below provide information that address multiple levels of assessment, they have been categorized according to their primary focus.

	2010-2011 Year One	2011-2012 Year Two	2012-2013 Year Three	2013-2014 Year Four	2014-2015 Year Five	2015-2016 Year Six
Mission & Vision, Core Values, Institutional Goals	• Best Christian Workplace Survey • Senior Interviews & Survey	• Senior Interviews & Survey • AICUP's Baccalaureate Outcomes Survey	• Best Christian Workplace Survey • Senior Interviews & Survey	• Senior Interviews & Survey • Alumni Survey/ Interviews/ Focus Groups	• Best Christian Workplace Survey • Senior Interviews & Survey	• Senior Interviews & Survey • AICUP's Baccalaureate Outcomes Survey
Core Knowledge & Skills **General Education Objectives** **Information Literacy Objectives**	• College Student Inventory • AICUP's First Year Student Survey • Standardized Assessment of Information Literacy Skills	• College Student Inventory • ETS Proficiency Profile • Standardized Assessment of Information Literacy Skills	• College Student Inventory • AICUP's First Year Student Survey • National Survey of Student Engagement • iSkills Information Literacy Assessment	• College Student Inventory • ETS Proficiency Profile	• College Student Inventory • AICUP's First Year Student Survey • National Survey of Student Engagement • Standardized Assessment of Information Literacy Skills	• College Student Inventory • ETS Proficiency Profile • Standardized Assessment of Information Literacy Skills
Lifestyle Goals	• ABHE's Furnishing the Soul Inventory	• LBC Christian Formation Inventory [proposed] • AICUP's Campus Diversity Survey	• LBC Christian Formation Inventory [proposed]	• ABHE's Furnishing the Soul Inventory • AICUP's Campus Diversity Survey	• LBC Christian Formation Inventory [proposed]	• LBC Christian Formation Inventory [proposed] • AICUP's Campus Diversity Survey
Biblical & Professional Objectives	• LBC Biblical Knowledge Assessments	• LBC Biblical Knowledge Assessments • Employer Ratings/ Interviews/Focus Groups [proposed]	• LBC Biblical Knowledge Assessments	• LBC Biblical Knowledge Assessments	• LBC Biblical Knowledge Assessments	• LBC Biblical Knowledge Assessments
Support Unit Objectives	• Student Satisfaction Inventory • Faculty & Staff Survey/Interviews/ Focus Groups [proposed]	• Student Survey/ Interviews/Focus Groups [proposed]	• Student Satisfaction Inventory • Faculty & Staff Survey/Interviews/ Focus Groups [proposed]	• Student Survey/ Interviews/Focus Groups [proposed]	• Student Satisfaction Inventory • Faculty & Staff Survey/Interviews/ Focus Groups [proposed]	• Student Survey/ Interviews/Focus Groups [proposed]

Lancaster Bible College & Graduate School
Assessment Plan for Academic Years [two-year cycle] _____

Department _____ Program/Unit _____

Rev. 10/11

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary & Analysis of Data Collected	Use of Results [In column to right, indicate if Planning Grid needs update based upon these results.]	PG[1]
College Mission: Lancaster Bible College exists for the purpose of educating Christian students to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society. **College Vision:** Lancaster Bible College will be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact. **Program/Unit Mission:**	On-going	Direct Evidences (at least one for each objective) Indirect Evidences			
	Short-term (within this year)	Direct Evidences (at least one for each objective) Indirect Evidences			

[1] Department Planning Grid should be updated whenever "use of results" impacts a planning goal.