

Lancaster Bible College & Graduate School
2010-2011 Formal Evaluation
Office of Institutional Research & Assessment

I. Executive Summary

Over the 2010-2011 academic year, the Director of Institutional Research & Assessment (DIRA), in conjunction with an Evaluation Team, examined the workings of the Office of Institutional Research & Assessment (OIRA). The evaluation process found that the DIRA has made tremendous process since the office was created less than four years ago, especially in the area of establishing a framework for assessment. However, additional responsibilities have caused the DIRA to postpone some assessment tasks. This loss of focus on assessment and accreditation issues could affect the quality and completeness of the upcoming Periodic Review Report due in June of 2012.

In the area of assessment, the greatest challenges the DIRA faces is in getting faculty and staff to document and submit assessment data. With over 70 department and programs across both the academic and student support sides of campus, obtaining updated assessment plans and program evaluations is very difficult. Likewise, very little course-level assessment data is being generated and shared with the OIRA. Another assessment challenge is obtaining adequate student participation in assessment activities.

In the past two years, the DIRA was given the responsibility of overseeing the Institutional Review Board and was also named Compliance Officer. While chairing the IRB has required very little time up to this point, a significant increase is expected once the Ph.D. in Leadership program ramps up. On the other hand, the responsibilities of being the Compliance Officer are already demanding up to 30% of DIRA's time.

Recommendations found within this evaluation include, (1) the addition of an administrative assistant for the office, (2) increased funds for assessment tracking software, compliance training, and additional assessment tools and incentives, and (3) the creation of a cabinet-level position of V.P. for Institutional Effectiveness & Planning complete with expanded mission and goals.

II. The Evaluation Team

The Committee for Institutional Research & Assessment was used as the nucleus of the Evaluation Team. In addition to those members, Dr. Sandy Outlar, a corporation member and LBC's Liaison to Christian Schools, was asked to join the committee for a few sessions to give input on the unit's Comprehensive Outcomes Assessment Plan and the overall evaluation.

Dale Mort	Director, Inst. Research & Assessment
Jeff Hoover	Registrar's Office
Gordon Gregory	Faculty
Bernt King	Student Services
Cameron Martin	Institutional Advancement
Michael Freeman	Faculty
John Pugh	Faculty
Scott Boyer	Enrollment Management
Sandy Outlar	Corporation Member; LBC's Liaison to Christian Schools

III. Student Support Unit Mission Statement and Goals

Delineate the unit's mission statement and goals and how they relate directly to LBC's Mission Statement, Core Values, Institutional Goals, and/or Core Knowledge & Skills.

Mission: The Office of Institutional Research & Assessment exists to coordinate all research and assessment activities on campus with the goal of institutional renewal.

Goals:

1. Conduct procedures and collect data to assess LBC's accomplishment of its Mission & Vision Statements.
2. Conduct procedures and collect data to assess LBC's fulfillment of its Core Values.
3. Conduct procedures and collect data to assess LBC's accomplishment of its Institutional Goals.
4. Conduct procedures and collect data to assess student achievement of LBC's Core Knowledge & Skills.
5. Oversee and assist in assessment of student learning outcomes at all other levels.

The unit's mission and goals directly relate to the College's Mission, Core Values, Institutional Goals, and Core Knowledge & Skills in that the unit measures the accomplishment of all of these.

IV. Student Support Unit Comprehensive Outcomes Assessment Plan (COAP)

A. Using the Comprehensive Outcomes Assessment Plans from the past six years, provide a summary of the data that has been collected in assessing unit outcomes and the use of that data.

Since the unit has been in existence less than four years, the attached COAP represents the cumulative revisions over those years as evidenced by the historical data found within. Whereas prior versions of the OIRA COAP contained primarily indirect evidences of achievement of outcomes, this current version now includes many more direct evidences. During the evaluation, the team focused on brainstorming additional direct means of assessing student learning outcomes. These are reflected in the current COAP either as new additions or as "Ideas for future assessment." (See Appendix A.)

B. Summarize areas within the Comprehensive Outcomes Assessment Plan that still need attention and plans to address those needs.

1. Data still needs to be collected for Goal F, "Oversee and assist in assessment of student learning outcomes at all other levels". The Means of Assessment and Criteria for Success are in place with data collection to take place during the summer of 2011.
2. Decisions at the cabinet level still need to be made to determine if Core Values and Institutional Goals will be eliminated. Hence, assessment of these is currently on hold. However, the OIRA Evaluation Team feels these should be kept and assessed.

3. The need to assess a vision statement is being investigated. Currently no hard-and-fast rule has been found as to whether or not this is necessary. The OIRA Evaluation Team was mixed on whether or not to assess it. However, a majority feel that, even though it is aspirational in nature, if we do not take measurements we will be unable to tell if we are progressing or have achieved our aspirations.
4. Additional means of assessing our institutional Mission Statement are being sought.
5. Greater efforts to increase response rates to all of our surveys are needed, especially our Alumni and Employer surveys.
6. Several forms and surveys need to be revised to better capture desired data.
7. Full reports on the results of the Employer and Alumni surveys need to be generated.

V. Communication Issues

A. Interdepartmental Collaboration: Overview the strengths and weaknesses of the unit's interdepartmental collaboration and formulate plans for correcting the areas of weakness.

The primary interaction between the OIRA and other departments is in the call for departments to provide assessment data, primarily through the form of updated assessment plans. The recent flattening of the academic structure may improve interdepartmental collaboration with the academic departments in time to impact the Periodic Review Report. However, the positioning of the OIRA under Academics continues to hinder collaboration with the student support units on campus. It is feared that this situation may result in a lack of evidence to include in the PRR that these units are achieving their assessment and planning goals.

There is a definite lack of 'closing the loop' in tying assessment outcomes to planning. Very few Action Plans and no Strategic Planning Initiatives have been submitted to the OIRA. The demise of the Committee on Institutional Effectiveness and Planning has only exasperated the problem of communication between the OIRA and other areas on campus.

Discussion during the 10/20/10 CIRA meeting generated the following ideas to improve collaboration with other departments in getting data needed.

1. Besides working with VPs, OIRA should make direct contact with departments to relay items needed in order to close the assessment/planning loop.
2. There is a need to utilize CIRA members more intentionally as liaisons. For those departments not represented on CIRA, identify one person in each department as the CIRA liaison.
3. The last assessment training for student support units was conducted over two and a half years ago. With the influx of new hires since that time, it may be prudent to re-educate these departments concerning campus-wide assessment issues.
4. There is a need to develop a means by which to educate new hires in the support units about campus-wide assessment similar to what is being done with new faculty members in Building Community.
5. There is a need to make sure that procedures for proposing new programs or personnel include a closing the assessment/planning loop component.
6. The lack of a web presence may be hindering a general campus-wide knowledge of what the Office of Institutional Research & Assessment encompasses.

B. Students Interaction and Awareness: Summarize the unit's current interaction with students and what steps are taken to make students aware of the services provided or performed for them.

The primary interaction between the OIRA and students is in the call for student participation in assessment instruments. The move to less structured web-based assessments as opposed to paper and pencil formats during a required event has proved problematic. Several means have been tried to increase response rates to online assessments, such as (1) including in pre-registration, (2) making them course requirements, and (3) awarding gift cards. Each has produced less-than-desired results. Discussion during the 2/16/11 CIRA meeting generated the following ideas concerning student awareness of and interaction with the Office for Institutional Research & Assessment.

1. It is more important that students are aware of the benefits of assessment conducted by the OIRA than it is that they are familiar with the office itself.
 - Students should be made aware of the immediate benefits of the assessment procedures to them as current students and the long-range benefits to future students. When sending out requests for participation, the OIRA should highlight specific benefits that occurred from previous administrations of the instrument.
2. When sending out requests for participation, the OIRA should have the request come from an individual or office that has a more direct connection with the respondents. For example, requests for students to complete a survey should come from someone in Student Services. Likewise, requests to Alumni should come from the Alumni Affairs Director or even the President.
3. When web pages are back up, at the end of each assessment, students should be directed to the OIRA webpage where they can view aggregate results of previous administrations of the instrument.

The DIRA will continue to work with alternative means of administering assessment instruments to increase response rates.

VI. Trends Analysis and Projections

A. Track and analyze trends within the unit and within the profession.

Compliance issues: The coordination of compliance issues were added to the unit's responsibilities in the summer of 2010. These additional responsibilities are becoming, and will continue to become, an increasing drain upon the director's time due to the number of regulations in place, the additional regulations and policies added continuously, and the uncertainty of enforcement of those regulations. As an example, just applying for authorization in all states where our online students reside will require a substantial investment in workload and fees. A very conservative estimate is that it will take 40 staff-hours just to complete the initial applications. As for fees, one institution calculated over \$150,000 just in start-up costs. Many states require yearly fees as well.

Additional training was necessary for the director to get up to speed on compliance issues. Additional on-going training and time for research to keep current on the ever-changing landscape of compliance will also be needed. These added responsibilities will impact not only the director's time, but the unit's budget needs as well (see section VIII).

Accreditation issues: New governmental requirements on the accrediting bodies are creating additional requirements for institutions as well. One example relates to credit hour equivalencies. While this is a Higher Education Opportunity Act requirement, it will also mean additional oversight by MSCHE and ABHE. Their standards and expectations have been changing and will probably continue to change as the federal regulations are fine-tuned. Any changes in accrediting standards and expectations will directly affect the self-study and periodic review processes.

Institutional Review Board: The DIRA serves as chair of LBC's Institutional Review Board (IRB). Currently the workload in this area is very light as most graduate students are opting for alternatives to a thesis. However, with the beginning of the Ph.D. program this fall, these responsibilities will increase greatly in the next year or two.

B. Make projections based upon trends analysis.

1. Increased work load in both the compliance and accreditation areas, as well as IRB responsibilities, calls for additional staffing in the form of an administrative assistant.
2. The campus-wide nature of both assessment and compliance indicates a need for a broader presence of the OIRA (see section X).

VII. Personnel Issues

A. Staffing: Describe the current team members within the unit and each of their responsibilities. Explain any changes in staffing over the past six years and the rationale for those changes.

1. Director = Assessment, accreditation, accountability (compliance), Institutional Review Board
2. Volunteer (8 hours per week) = support services, especially in developing Excel files to summarize data; currently working extensively on curriculum mapping.
3. [Student Worker = Did not use student worker budget during 2010-2011 to utilize the funds in other areas, most notably professional development for director. This position will be utilized again in the coming fiscal year.]

With the increase in responsibilities over the past two years, it is necessary to expand the current mission and set of goals for the DIRA and the OIRA. It is being recommended that this expansion be extensive and that LBC follow the example of many other institutions by creating a cabinet-level position of Vice President for Institutional Effectiveness & Planning (see section X.)

B. Professional/Ministry Development: Describe all professional development activities that have taken place over the past six years and the rationale for those activities. How have these activities improved the functioning of the unit? How have these activities enhanced the ministry-mindset of the unit team?

1. The Volunteer has taught herself Access in order for the OIRA to have more options in sorting and reporting data collected.
2. The Director took a sabbatical during the summer of 2010 to work on an assessment and accountability project for ABHE.

3. The Director has served on two MSCHE Evaluation Team visits and has received the necessary training to serve on ABHE evaluation teams as well.
4. The Director has consulted with four different Christian colleges or institutes in the area of assessment; two at the request of our MSCHE liaison.
5. The Director had an article published by Assessment Update and has submitted two more for consideration.
6. The Director has attended numerous workshops and conferences over the past four years. See Table 1 for a selected list.

Table 1
Workshops and Conferences attended by
Director of Institutional Research & Assessment

Workshop / Conference	Date
Annual AICUP Research Liaison Meetings	
MSCHE Self-Study Institute	11/10-11/2004
Understanding and Using Assessment Results (MSCHE)	9/2007
Student Learning Assessment Institute (MSCHE)	1/7-9/2007
2007 MSCHE Annual Conference	12/9-11/2007
2008 MSCHE Annual Conference	12/7-9/2008
MSCHE Chairs & Evaluators Workshop	10/1-2/2009
2009 MSCHE Annual Conference	12/9-11/2009
Becoming an Assessment Facilitator (MSCHE)	3/8/2010
MSCHE PRR Workshop	3/25/2010
MSCHE 2010 Annual Conference – including 4-hr pre-conference workshop and a 2-hour workshop both on compliance	12/8-10/2010
2011 ABHE Annual Conference – including presenting a workshop on ABHE Assessment & Accountability Project	2/23-25/2011

C. Efficiency Analysis: How has the efficiency of the unit increased or decreased over the past six years. What actions, if any, need to be taken?

1. Added responsibilities with Compliance are causing less focused attention on assessment and accreditation issues. It is estimated that compliance issues now account for up to 30% of the DIRA's time.
2. Efficiency of both assessment and compliance work is hampered due to location of unit under Academic Affairs. The DIRA needs direct access to the cabinet to better facilitate collaboration with all areas of the College.
3. According to a MSCHE workshop on "Starting a Campus Compliance Program" a Compliance Officer needs to have:
 - Adequate resources
 - Appropriate authority
 - High level position
 - Access to the Board

D. Staff Satisfaction Analysis: Is the unit team adequately satisfied in their current positions? In there a ministry mindset among the team members? What steps were taken to address any issues that arose? What steps can be taken to address any current issues?

- Only staff currently is a volunteer. She loves to work on projects involving Excel data. Often works from home when director is unable to come to the office.

E. Personnel Needs (if any): Explain any existing needs in the area of staffing and/or professional development. Suggest ways to meet those needs.

1. With the addition of compliance issues to responsibilities, the OIRA will begin to utilize a student worker again starting in the fall of 2011.
2. The OIRA will continue to utilize a volunteer for eight hours a week for the foreseeable future. However, how long this option will be available is totally dependent on the health of this retired volunteer.
3. The DIRA will submit a proposal for a full-time administrative assistant beginning Fall 2012 or sooner.

VIII. Budgetary Issues

A. Budget Changes: Review any major changes made to the budget over the past six years and the rationale for those changes.

- Increased budget for assessment instruments from \$3,000 to \$5,000.

B. Cost Effectiveness: Examine the cost effectiveness of the unit. Are there any areas needing improvement? What steps can be taken to make those improvements?

- Currently our volunteer is creating Excel or Access programs for curriculum mapping, assessment tracking, and compliance tracking. While this is currently cost effective due to it requiring just volunteer staff-hours, it less efficient than if we had an assessment tracking software package. This software would also have the capability of portfolio storage.

C. Budgetary Needs (if any): Explain any existing needs in the current budget, whether it be additional moneys or a shift of current funds. How might those needs be addressed?

1. An additional increase in the budget for Assessment Tools may be necessary in order to participate in some of the more costly national assessments.
2. Additional monies may be needed to increase incentives for student and faculty participation in assessment activities.
3. Additional monies may be necessary for continuing education in the area of compliance.
4. Strategic Planning Initiatives will be submitted for the following two items. The first will also include a staffing requisition.
 - Administrative Assistant
 - Assessment Tracking Software

IX. Goals

1. Continue to find additional direct means of assessing the College's mission, vision, institutional objectives, and Core Knowledge & Skills.
2. Continue to fine-tune the OIRA COAP to better capture and present the accomplishment of our mission, vision, institutional objectives, and Core Knowledge & Skills.
3. Continue to press all departments in their efforts to assess, analyze and act upon departmental, programmatic, and course-level objectives.
4. Continue to organize the process for tracking compliance and accountability issues.

X. Recommendations

Assessment, accreditation, and accountability issues are becoming increasingly more crucial to the well-being of the College. All three of these areas greatly impact the overall planning process for the college. Therefore, consideration should be given to creating the position of Vice President for Institutional Effectiveness & Planning (VPIEP).

Almost four years ago, when the Director of Institutional Research & Assessment (DIRA) position was created and placed under the Vice President for Academic Affairs, it was acknowledged that some time in the future adjustments would be needed due to the broad responsibilities of the Office. With the addition of compliance issues to the DIRA job description and the continuing and increasing pressure from both accrediting agencies and the federal government for campus-wide assessment and accountability, the time for that move is now.

A cabinet-level position will allow the issues of assessment, accreditation, and accountability to remain a high priority for the College. A cabinet-level VPIEP position will be able to exercise more authority while working directly with all department heads/chairs and requiring progress on assessment, planning, and compliance. This is not meant to circumvent the appropriate VP's authority, but to streamline communication and accountability in these crucial areas. With regards to compliance, a VPIEP position would meet three of the recommendations made by MSCHE; that a compliance officer would have (1) appropriate authority, (2) a high level position, and (3) access to the Board.

APPENDIX A
Lancaster Bible College & Graduate School
Comprehensive Outcomes Assessment Plan for Academic Year: 2010-2012

Department/Division: Academic Affairs

Program/Unit: Office of Institutional Research & Assessment

Mission: The Office of Institutional Research & Assessment exists to coordinate all research and assessment activities on campus with the goal of institutional renewal.

Rev. 4/28/11

New evidence and analysis is highlighted in yellow.

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [To right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p><u>A. College Mission:</u> Lancaster Bible College & Graduate School exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.</p>	<p>Ongoing Conduct procedures and/or collect data to assess LBC's accomplishment of its Mission.</p>	<p>Direct Evidence - Undergraduate A.1 At least 70% of alumni responding to the alumni surveys will indicate they were employed in a position related to their field of study within five years of graduation.</p>	<p>Direct Evidence - Undergraduate A.1 In the F2009 AICUP Alumni (AlumSurv) Survey, 81% indicated they were employed in a position related to their field of study. (47% indicated closely related, while 34% indicated somewhat related). A similar 2005 survey indicated that 32.6% were employed in "professional Christian ministry". A.1. The F2010 Alumni Employment & Graduate Work Survey (AEGW) indicated that 57% of graduates were employed in a job related to their field of study and 17% entered a graduate program within one year. Within five years, 71% were employed in a job related to their field of study, 13% were still looking and 15% were no longer looking for a position related to their major field.</p>	<p>Direct Evidence - Undergraduate A. The Curriculum Revision process (2006-2009) was initiated in part due to the low percentage of graduates going into professional Christian Ministry. As part of the revision, the number of credit hours allotted to the Professional Division will be increased. A. The current mission statement was adopted in the fall of 2009. The major change was a move away from focusing merely on the preparation of graduates for professional Christian ministry in church and para-church organizations to a more missional approach. This has resulted in a significantly higher rate of graduates who are now indicating they are employed in a position related to their major field of study. A. While the criteria was met in both surveys, looking at the responses by years shows the trend is for fewer of the more recent grads to be employed in positions related to their majors. See supporting document on Alumni Placement [FULL REPORT TO BE GENERATED SUMMER 2011 AFTER MOST RECENT AICUP ALUMNI SURVEY]</p>	<p>AP</p>

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [To right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p><u>A. College Mission:</u> Lancaster Bible College & Graduate School exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.</p>	<p>Ongoing Conduct procedures and/or collect data to assess LBC's accomplishment of its Mission.</p>	<p>Indirect Evidence – Undergraduate A.2. At least 80% of alumni responding to alumni surveys will indicate they are actively involved in some form of volunteer service activity.</p> <p>Direct Evidence - Graduate A.3 At least 70% of alumni responding to the alumni surveys will indicate they were employed in a position related to their field of study within five years of graduation.</p> <p>Indirect Evidence - Graduate</p>	<p>Indirect Evidence - Undergraduate</p> <p>A.2 In the F2009 AICUP Alumni Survey, 88% indicated involvement in some form of volunteer service activity.</p> <p>Direct Evidence - Graduate</p> <p>A.3. A F2010 Alumni Employment & Graduate Work Survey indicated that 89% of graduates from LBC graduate programs were employed in a job related to their field of study within one year of graduation (52% were already employed while in the program and an additional 37% were employed with one year). Another 11% pursued additional graduate work.</p> <p>Indirect Evidence - Graduate</p>	<p>Indirect Evidence - Undergraduate</p> <p>A.2. See supporting document on Alumni Placement [FULL REPORT AND ACTION PLAN TO BE GENERATED SUMMER 2011 AFTER MOST RECENT AICUP ALUMNI SURVEY]</p> <p>Direct Evidence - Graduate</p> <p>A.3. Data is based upon a very limited response rate of just 19 alumni of LBC's graduate programs. See supporting document on Alumni Placement [FULL REPORT AND ACTION PLAN TO BE GENERATED SUMMER 2011 AFTER MOST RECENT AICUP ALUMNI SURVEY]</p> <p>Indirect Evidence - Graduate</p>	

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [To right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>A. College Mission: Lancaster Bible College & Graduate School exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.</p>	<p>Ongoing Conduct procedures and/or collect data to assess LBC's accomplishment of its Mission.</p>	<p>Direct Evidence</p> <p>Indirect Evidence</p> <p>OLD MISSION</p> <p>A.4 At least 80% of graduates will feel they are prepared for professional Christian ministry.</p> <p>A.5 At least 50% of LBC graduating students will indicate that pursuing professional Christian ministry is an immediate goal upon graduation and 75% will say it is their ultimate goal.</p> <p>See also Goal Statements D & E, Institutional Goals and Core Knowledge & Skills.</p>	<p>Direct Evidence</p> <p>Indirect Evidence</p> <p>OLD MISSION</p> <p>A.4 In the S10 Graduate Survey only 70% felt they were prepared to step immediately into professional Christian ministry. This was up from a 62.2% in S09 but still lower than the 72.4% from F08.</p> <p>A.5 Only 32% of 2009/2010 graduates indicated they were immediately seeking professional Christian ministry positions upon graduation. However, an additional 22% (for a total of 54%) said that was their ultimate goal. These numbers compare with 37% and 51% (for a total of 88%) for May 2008 graduates.</p>	<p>Direct Evidence</p> <p>Indirect Evidence</p> <p>OLD MISSION</p> <p>A.4. New means of assessment is needed due to changes in mission statement. (See "Ideas" below and "OIRA – Assessing Mission Statement Action Plan".)</p> <p>A.5. The interviews do not specifically ask about seeking professional Christian employment, just what their plans are. Therefore, an evaluator has to determine by their answer whether the employment will be Christian or not. [However, the broadening of the mission statement means there no longer needs to be an interpretation of what is Christian employment but just what constitutes positions in their major field of study.]</p>	<p>AP</p>

Ideas for future assessments of mission: 1. Questions on Alumni update cards, 2. Survey students about their non-required volunteer activities; if active now, probably will be upon graduation; 3. Survey of the pastors or spouses of alumni; 4. Focus groups with alumni; 5. Radom sampling of class assignments (via curriculum mapping) directly related to mission statement; 6. Add missional questions to graduating senior interviews/surveys and alumni and employer surveys; 7. Survey supervisors of Christian Service, internships, practicums, field service; 8. Use Pastors' Advisory Council to assess.

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [In column to right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>B. 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.</p>	<p>Ongoing Conduct procedures and/or collect data to assess LBC's accomplishment of its Vision</p>	<p>Direct Evidence [Continued discussion needs to take place as to what a “premier learning community” (not just a premier Bible college) looks like and how to measure it.]</p> <p>Indirect Evidence A.4. To be considered a Premier Bible College as our vision statement suggests, LBC will rate on an average higher than other ABHE schools in such assessments as the Student Satisfaction Inventory and the Best Christian Workplace.</p>	<p>Direct Evidence</p> <p>Indirect Evidence</p> <p>A.4.a. During the Spring 2009, LBC students rated LBC higher than the average ABHE institutions in the following SSI summary categories.</p> <p>How has your college experience met your expectations LBC = 5.11 ABHE = 4.87 Diff. = 0.24</p> <p>Rate your overall satisfaction with your experience LBC = 5.78 ABHE = 5.60 Diff.= 0.18</p> <p>If you had to do it over, would you enroll here again? LBC = 5.96 ABHE = 5.88 Diff. = 0.08</p> <p>A.4.b. LBC scored much higher on the 2010 Best Christian Workplace Survey and received the “certified” classification.</p>	<p>Direct Evidence</p> <p>Discussions have occurred in the Committee for Institutional Research & Assessment. These thoughts have been shared with the Cabinet. (See “OIRA - A Premier Bible College” Action Plan.)</p> <p>Indirect Evidence</p> <p>A.4.a. Evidence from the S2009 SSI (see supporting document “SSI & GSS Summaries for 2009”) seems to indicate that while LBC may not be classified as a “premier Bible college,” it does rank higher than the average of all participating Bible colleges. As noted, further discussion about what constitutes a “premier learning community” is needed before accurate assessments can be developed and conducted.</p> <p>A.4.b. See the PDHR COAP for a summary, analysis, and use of the data.</p>	<p>AP</p>

Ideas for future assessments of vision: 1. The development of head-heart-hand of a graduate would be a good measuring tool; 2. Would a measurement of our core values be an indication that we are a premier learning community?

Measurement of Core Values is on hold until a decision is made concerning both Core Values and Institutional Goals.

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [To right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>C. Core Values</p> <ol style="list-style-type: none"> 1. Biblical and Institutional Commitment 2. Pursuit of Quality Education and Operation 3. An Environment Which Encourages Spiritual Life and Growth 4. A Ministry and Service Mindset 5. A Culture that is Team-Oriented 6. A Campus Climate that is Family-Oriented 7. Institutional/Operational Integrity 	<p>Ongoing</p> <p>Conduct procedures and/or collect data to assess LBC's fulfillment of its Core Values.</p>	<p>Direct Evidence</p> <p>C.1 7.1 Examine the results of Best Christian Workplaces and compare to previous years.</p> <p>C.1 7.2. Examine the results of Employer Surveys.</p>	<p>C.1 7.1a. The CIRA examined the results from the 2007 BCW and Faculty Survey and came up with observations and recommendations.</p> <p>C.1 7.2b. LBC scored much higher on the 2010 Best Christian Workplace Survey and received the "certified" classification.</p> <p>C.1 7.2. The 2010 Employer Survey produced the following results for each of the 7 Core Values.</p> <p>#1 = [NO QUESTION ASKED] #2 = 94% agree/strongly agree — 3% strongly disagree — 3% unsure #3 = 87% agree/strongly agree — 3% disagree — 10% unsure #4 = 87% agree/strongly agree — 3% disagree — 10% unsure #5 = 68% agree/strongly agree — 3% disagree — 29% unsure #6 = 61% agree/strongly agree — 3% disagree — 36% unsure #7 = 100% agree/strongly agree</p>	<p>C.1 7.1a. See 4/08 report submitted by CIRA to Cabinet regarding the results from the BCW and Faculty Survey.</p> <p>C.1-7.2b. See the PDHR COAP for a summary, analysis, and use of the data.</p> <p>C.1 7.2 The CIRA examined the results from the 2010 Employer Survey and came up with observations and recommendations. See supporting documents. [FULL REPORT TO BE GENERATED]</p> <p>C.1 7.2 These questions on the Employer Survey need to be adjusted to include a question for Core Value #1 and to delete the three questions addressing Goals #2, 3, 4. [FULL REPORT TO BE GENERATED]</p>	

Measurement of Core Values is on hold until a decision is made concerning both Core Values and Institutional Goals.

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [To right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>C. Core Values</p> <p>1. Biblical and Institutional Commitment</p> <p>2. Pursuit of Quality Education and Operation</p> <p>3. An Environment Which Encourages Spiritual Life and Growth</p> <p>4. A Ministry and Service Mindset</p> <p>5. A Culture that is Team-Oriented</p> <p>6. A Campus Climate that is Family-Oriented</p> <p>7. Institutional/Operational Integrity</p>	<p>Ongoing</p> <p>Conduct procedures and/or collect data to assess LBC's fulfillment of its Core Values.</p>	<p>Indirect Evidence</p> <p>C.1 7.3 Examine the results of the Spring 07 Student Satisfaction Inventory.</p> <p>C.1 7.4 At least 80% of graduates will feel that the college met or exceeded their expectations.</p> <p>C.3 At least 80% of graduates will feel that the college challenged them to grow in their relationship with God and provided them the tools to do so.</p> <p>C.6 At least 80% of graduates will highly rate their community life at LBC.</p>	<p>Indirect Evidence</p> <p>C.1 7.3. The CIRA examined the results from the SSI and came up with observations & recommendations.</p> <p>C.1 7.4 On the F08 Graduate Survey, 87.2% of those responding indicated LBC met or exceeded their expectations.</p> <p>C.3 On the F08 Graduate Survey, 91.5% of those responding indicated LBC challenged them to grow in their relationship with God and provided them the tools to do so.</p> <p>C.6 On the F08 Graduate Survey, 67% rated their community life at 6 or higher on a 10-point scale.</p>	<p>Indirect Evidence</p> <p>C.1 7.3. See 9/07 CIRA report to CIEP as well as reports to specific units with recommendations. See supporting documents.</p> <p>C.6 Student Services will address these findings. See their COAP.</p> <p>The Director of Institutional Research & Assessment initiated an Action Plan proposing the combining of LBC's Core Values and Institutional Goals. (See "OIRA – New Institutional Goals" Action Plan.)</p>	<p>AP</p>

Measurement of Institutional Goals is on hold until a decision is made concerning both Core Values and Institutional Goals.

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [In column to right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>D. Institutional Goals</p> <p>1. To teach sound doctrine through a proper interpretation of the Scriptures</p> <p>2. To provide and maintain God-honoring resources</p> <p>3. To provide a positive Christian influence in greater Lancaster</p> <p>4. To preserve the integrity of its mission and legacy while planning for the future</p> <p>5. To conduct active external Christian service ministry to surrounding counties</p> <p>6. To prepare Christian men and women professionally for Christian careers</p>	<p>Ongoing</p> <p>Conduct procedures and/or collect data to assess LBC's accomplishment of its Institutional Goals</p>	<p>Direct Evidence</p> <p>D.1. See Goal Statement E, Core Knowledge & Skills.</p> <p>D.2. At least 80% of respondents to the question on the Employer Survey will indicate that LBC provides and maintains God-honoring resources.</p> <p>D.3. At least 80% of respondents to the question on the Employer Survey will indicate that LBC has a positive Christian influence in greater Lancaster.</p> <p>D.4. At least 80% of respondents to the question on the Employer Survey will indicate that LBC preserves the integrity of its mission and legacy while planning for the future.</p> <p>D.5. See Christian Service COAP.</p> <p>D.6. See Goal Statement E, Core Knowledge & Skills.</p>	<p>Direct Evidence</p> <p>D.2, 3 & 4. The 2010 Employer Survey produced the following results for Institutional Goals #2, 3, & 4.</p> <p>#2 = 74% agree/strongly agree — 26% unsure</p> <p>#3 = 90% agree/strongly agree — 10% unsure</p> <p>#4 = 71% agree/strongly agree — 29% unsure</p>	<p>Direct Evidence</p> <p>D.2, 3, & 4. The CIRA examined the results from the 2010 Employer Survey and came up with observations and recommendations. See supporting documents. [FULL REPORT TO BE GENERATED]</p> <p>The Director of Institutional Research & Assessment initiated an Action Plan proposing the combining of LBC's Core Values and Institutional Goals. (See "OIRA – New Institutional Goals" Action Plan.)</p> <p>D.2,3&4. An analysis of the responses to questions about LBC's Institutional Goals shows that LBC Alumni (both undergraduate and graduate) are more confident that LBC provides and maintains God-honoring resources and preserves the integrity of its mission and legacy while planning for the future than employers of graduates. Yet the employers are more confident that LBC has a positive influence in greater Lancaster. [FULL REPORT TO BE GENERATED]</p>	<p>AP</p>

Ideas for future assessments: 1. Re: #2, use outside financial audits and IPEDs, ABHE, and MSCHE annual reports to make a case for maintaining God-honoring resources; 2. Re: #3, measure 'touches' in the community; 3. Re: #3 conduct five and ten year audits of strategic plans and accomplishments, 4. Survey supervisors of Christian Service, internships, practicums, field service; 5. Survey donors; 6. Echo survey; 7. Use Pastors' Advisory Council to assess.

Measurement of Institutional Goals is on hold until a decision is made concerning both Core Values and Institutional Goals.

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [In column to right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>D. Institutional Goals</p> <p>1. To teach sound doctrine through a proper interpretation of the Scriptures</p> <p>2. To provide and maintain God-honoring resources</p> <p>3. To provide a positive Christian influence in greater Lancaster</p> <p>4. To preserve the integrity of its mission and legacy while planning for the future</p> <p>5. To conduct active external Christian service ministry to surrounding counties</p> <p>6. To prepare Christian men and women professionally for Christian careers</p>	<p>Ongoing</p> <p>Conduct procedures and/or collect data to assess LBC's accomplishment of its Institutional Goals</p>	<p>Indirect Evidence</p> <p>D.1. See Goal Statement E, Core Knowledge & Skills.</p> <p>D.2. At least 80% of respondents to the question on the Alumni Surveys will indicate that LBC provides and maintains God-honoring resources.</p> <p>D.3. At least 80% of respondents to the question on the Alumni Surveys will indicate that LBC has a positive Christian influence in greater Lancaster.</p> <p>D.4. At least 80% of respondents to the question on the Alumni Surveys will indicate that LBC preserves the integrity of its mission and legacy while planning for the future.</p> <p>D.5. See Christian Service COAP.</p> <p>D.6. See Goal Statement E, Core Knowledge & Skills.</p>	<p>Indirect Evidence</p> <p>D.1.2, 3 & 4 The 2010 Alumni Employment & Graduate Work Survey (AEGW) produced the following results for Institutional Goals #2, 3, & 4.</p> <p>#1 = 95% agree/strongly agree — 3% unsure</p> <p>#2 = 89% agree/strongly agree — 8% unsure</p> <p>#3 = 85% agree/strongly agree — 14% unsure</p> <p>#4 = 84% agree/strongly agree — 1% unsure</p>	<p>Indirect Evidence</p> <p>D.1.2,3&4. An analysis of the responses to questions about LBC's Institutional Goals shows that LBC Alumni (both undergraduate and graduate) are more confident that LBC provides and maintains God-honoring resources and preserves the integrity of its mission and legacy while planning for the future than employers of graduates. Yet the employers are more confident that LBC has a positive influence in greater Lancaster. [FULL REPORT TO BE GENERATED]</p>	

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [To right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>E. Core Knowledge & Skills</p> <ol style="list-style-type: none"> 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. 	<p>Ongoing</p> <p>Conduct procedures and/or collect data to assess LBC's Core Knowledge & Skills.</p>	<p>Direct Evidence</p> <p>E.1-5.a. Achievement of the CKSs can be traced through achievement of departmental, programmatic, and course-level objectives via the Curriculum Map.</p> <p>E.1-5.b. See Assessment Annotations within each Academic Program.</p> <p>E.1-5.c. At least 90% of respondents to an Employer Survey will indicate that LBC graduates demonstrate competence in these five Core Knowledge & Skills if appropriate to the position held.</p> <p>E.1. See also Biblical Department COAP.</p> <p>E.2.b. See also Arts & Sciences Department COAP.</p> <p>E.5. See also individual professional departments' COAPs.</p>	<p>Direct Evidence</p> <p>E.1-5.c. In a 2010 Employer Survey, the following percentage of employers felt LBC graduates demonstrated competence in the five Core Knowledge & Skills as appropriate to the position held.</p> <p>E.1. 91%</p> <p>E.2. 100%</p> <p>E.3. 100%</p> <p>E.4. 100%</p> <p>E.5. 94%</p>	<p>Direct Evidence</p> <p>E.1-5.c. While the criteria were met in all five areas, the results of the 2010 Employer Survey was limited. Only 35 employers returned the survey. A better method of sampling needs to take place.</p> <p>E.3. In March 2011, the DIRA asked the VPAA and the Academic Council to discuss the finding or developing a Cross-Cultural adaptability assessment instrument.</p> <p>E.4. In the Spring of 2011, the Committee for Institutional Research & Assessment challenged the Biblical Department to develop a Biblical Worldview component to the existing four-part Bible Knowledge Assessments or to develop some other means of assessment in conjunction with LBC 101.</p>	<p>AP</p> <p>AP</p>

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [To right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>E. Core Knowledge & Skills</p> <ol style="list-style-type: none"> 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. 	<p>Ongoing</p> <p>Conduct procedures and/or collect data to assess LBC's Core Knowledge & Skills.</p>	<p>Indirect Evidence</p> <p>E.1. At least 80% of Alumni surveyed will indicate they continue to use Biblical hermeneutical principles of interpreting, integrating, and applying the Scriptures.</p> <p>E.2.a. At least 80% of Alumni enrolling in graduate programs will earn a 3.0 gpa or above.</p> <p>E.4. At least 80% of Alumni surveyed will indicate their studies at LBC have shaped their view of the world and that they evaluate life situations through a filter of biblical principles learned at LBC</p> <p>E.5. At least 80% of graduates will indicate they are prepared to disciple others in the Christian faith.</p>	<p>Indirect Evidence</p> <p>E.1. In the 2010 AEGW Surveys, 95% agreed or strongly agreed that they continue to use hermeneutical principles. 3% were unsure.</p> <p>E.2.a. In the two 2009/2010 Alumni Surveys, 90% indicated they earned a 3.0 gpa or above.</p> <p>E.4. In the 2010 AEGW Surveys, 89% agreed or strongly agreed that they continue to use hermeneutical principles. 7% were unsure. 84% agreed or strongly agreed that they filter life situations through biblical principles learned at LBC. 9% were unsure.</p> <p>E.5. In a F08 Graduate Survey, 72.4% of graduates indicated they felt prepared and comfortable discipling others.</p>	<p>Indirect Evidence</p> <p>E.1,2&4. Criteria was met for all three CKSs assessed. Results of these indirect self-reporting evidences tend to support the more direct evidence provided by the 2010 Employer Survey. However, the alumni rated themselves lower on the achievement of CKS #2 and much lower on the achievement of CKS #4. [FULL REPORT TO BE GENERATED]</p> <p>E.5. Results fall short of the goal. This is a concern, especially since the new curriculum being considered deletes Spiritual Life & Evangelism course. This finding will be shared with the Biblical Division.</p>	

Ideas for future assessments: 1. To add to the alumni survey(?) "Would you share the names of individuals you disciple who might be willing to evaluate you on the CKS?"; 2. Use Pastors' Advisory Council to assess LBC student in their churches.

Mission Statements	Objectives / Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results [To right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed ¹]	AP / PI
<p>F. Oversee and assist in assessment at all other levels</p>	<p>Ongoing Oversee and assist in assessment of student learning outcomes at all other levels.</p>	<p>Direct Evidence</p> <p>80% of a sample of 25 syllabi each semester will have obvious course-embedded assessments linked to course outcomes</p> <p>80% of scheduled outcomes reports will be completed each year.</p> <p>80% of scheduled program reviews will be completed each year.</p> <p>70% of a sample of 10 Academic Unit COAPs and 10 Student Support Unit COAPs will be updated each year.</p> <p>25 Action Plans will be submitted each year.</p> <p>10 Strategic Planning Initiatives will be submitted each year.</p> <p>Indirect Evidence</p>	<p>Direct Evidence</p> <p>[TO BE ACCOMPLISHED DURING SUMMER OF 2011]</p> <p>Indirect Evidence</p>	<p>Direct Evidence</p> <p>Indirect Evidence</p>	

¹ An Action Plan is developed if the “use of results” project can be performed utilizing the current resources available. A Planning Initiative is developed when the “use of results” project calls for additional resources and requires CIEP, Cabinet or other administrative approval. Each should be assigned a number that begins with the year it is submitted; AP 08-01, AP 08-02, PI 08-01, PI 08-02, etc.