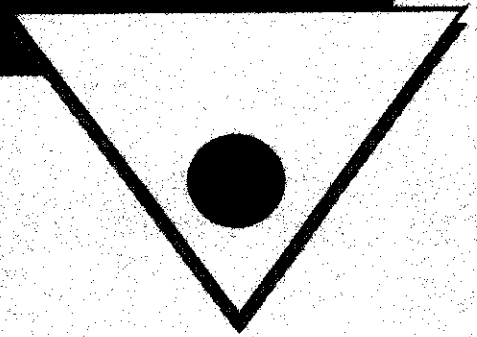
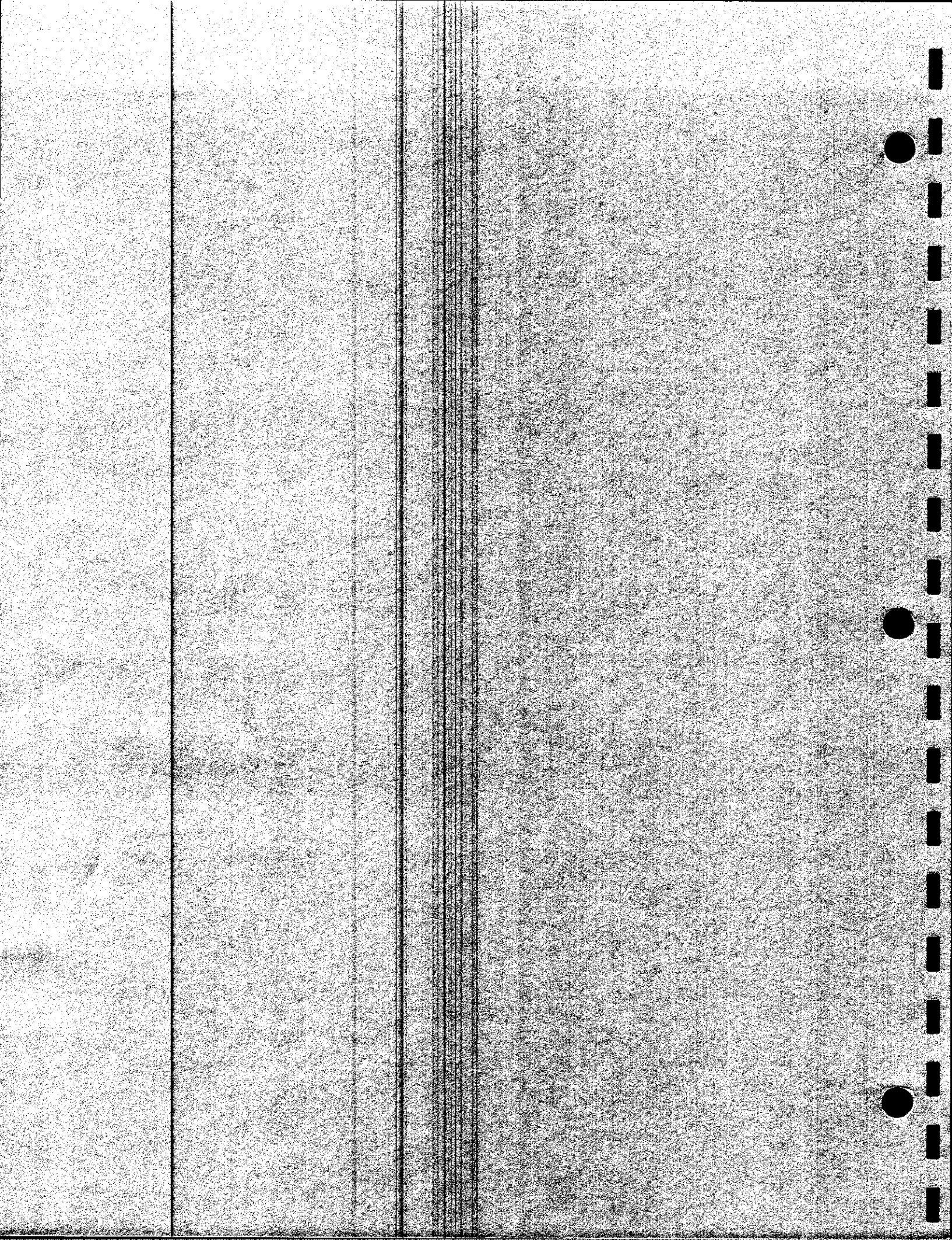


Introduction





History of the College

Lancaster Bible College was founded in Lancaster, Pennsylvania, in September 1933, as Lancaster School of the Bible. After being located in downtown Lancaster for approximately 25 years, the college relocated in 1957 to its present site in Manheim Township, just north of the city of Lancaster.

The original campus of 36 acres has been developed extensively since the relocation. The campus now consists of sixteen buildings, including classrooms, library, gymnasium, faculty and administrative offices, student center, music building, dining hall, residence halls, apartment buildings, and maintenance buildings. In addition, the campus includes two soccer fields, a baseball field, and tennis courts.

In 1994 the college purchased a nearby farm. A portion was exchanged with our neighbor; and, as a result, the college owns approximately 68 contiguous acres, with an additional 22 acres in close proximity to the college. Land planning and a campus plot plan have been initiated by the Board of Trustees for the utilization of our expanded campus recourses.

Legal Status

The Degree of Incorporation was granted by the Court of Common Pleas on December 15, 1939. On September 24, 1944, the Corporation resolved that the name of the school should be Lancaster School of the Bible and School of Theology. In 1961 the name was changed to Lancaster School of the Bible. Upon provisional approval to grant degrees from the Commonwealth of Pennsylvania Department of Education (PDE), Lancaster Bible College became the official designation on May 19, 1973.

In January 1981 the Pennsylvania Department of Education granted permanent approval to Lancaster Bible College to award the Bachelor of Science in Bible degree. PDE also approved a two-year program for offering the Associate of Science in Bible degree in November 1982. In addition, PDE granted approval to the college in June 1990 for graduates of the professional program in Secretarial Studies to receive an Associate of Science degree in Secretarial Studies. Then in 1994 PDE granted approval to award the Bachelor of Science in Education degree to graduates in the elementary education program, the Master of Arts in Bible degree, and the Master of Arts in Ministry degree.

Relationships and Memberships

Institutional accreditation with the Accrediting Association of Bible Colleges (AABC) was initiated in 1958. After a site visit, the college was approved as an associate member in November 1959. Five years later, in November 1964, LBC was approved as an accredited member of AABC. In the intervening years, the college's accreditation has been reaffirmed. The most recent self-study and reaffirmation was in 1984.

In June 1976 Lancaster Bible College received candidacy status with the Middle States Association of Colleges and Schools (MSA). Following several years of self-study, the Commission on Higher Education of MSA granted accreditation to LBC in December 1982. The most recent report, the Periodic Review Report, and reaffirmation were in 1992.

In the spring of 1982 the Association of Christian Schools International (ACSI) granted certification to the elementary education program of the college. In January 1985 ACSI also granted teacher certification for the graduates of the Bible Certification (K-12) program and the Music Education/Bible Education (K-12) certification program. In 1994 ACSI also approved our Physical Education/Bible Education (K-12) certification program and our Guidance Counselor/Bible Education (K-12) certification program. The most recent self-study and program approval were in 1994.

In January 1972 a cooperative program with Millersville University was established, making it possible for graduates from the five-year elementary education program to receive not only the college degree and ACSI certification but also state certification for elementary education through Millersville University. Then in May 1991, after several years of self-study and program enhancements, the Pennsylvania Department of Education granted initial program approval to LBC for our elementary education program. Consequently, the arrangement with Millersville University was no longer needed, since the entire certification program was now offered on the LBC campus. The most recent major review was in October 1996.

The college maintains relationships with the following associations:

AAHPERD	American Alliance for Health, Physical Education, Recreation, & Dance
ABACC	Association of Business Administrators of Christian Colleges
ACL	Association of Christian Librarians
ACSI	Association of Christian Schools International
CICU	Commission for Independent Colleges and Universities
CMA	Christian Management Association
CSA	Christian Stewardship Association
LOEX	National Library Orientation Exchange
NACUBO	National Association of College and University Business Officers
NAICU	National Association of Independent Colleges and Universities
OCLC	On-Line Computer Library Center Network
PAC-TE	Pennsylvania Association of Colleges and Teacher Educators
SEPTLA	Southeastern Pennsylvania Theological Library Association

Dr. Gilbert A. Peterson (1979) is the president. Former presidents include Dr. Henry J. Heydt (1933-53), Dr. William J. Randolph (1953-61), and Dr. Stuart E. Lease (1961-79).

The Self-Study Process

The Self-Study Steering Committee, appointed by the president and the dean of academic affairs, first met on March 10, 1995. The membership was comprised of the following:

- Joan Tompkins, Committee Chair
Chair, Division of Arts and Sciences (1972)
- Claire Bjorkman
Plus 20 Administrative Assistant (1994)
- John Brobeck
Board representative (1984)
- Phil Dearborn
Admissions Counselor (1994) and alumni representative
- Donna Fasnacht
Director of Stewardship Services (1993)
- Brad Lau
Associate Dean of Men (1994)
- Jean Lichty
Corporation representative (1982)
- Gerald Lincoln
Library Director (1993)
- Ray Naugle
Vice President and Dean of the Graduate School (1982)
- Harry Price
Comptroller (1990)
- Timothy Rogers
Student

The steering committee developed the following objectives for the self-study process:

1. Pursue a self-study process and develop a self-study document that uses assessment strategies to describe accurately the extent to which Lancaster Bible College meets the standards of the Commission on Higher Education of the Middle State Association of Colleges and Schools and the criteria of the Accrediting Association of Bible Colleges.

2. Foster a climate that encourages the campus community to support and participate in the self-study process.
3. Assess the extent to which the college mission statement and goals control institutional programs, services, resources, and functions.
4. Produce a documented analysis of institutional strengths, opportunities, and problems with recommendations for building on strengths, addressing problems, planning internally, and instituting improvement consistent with Lancaster Bible College's distinctiveness.

Consultations among the president, the academic dean, the dean of the graduate school, and the chair of the steering committee during the early spring of 1995 resulted in identification of major institutional developments in the last ten years, especially since the Periodic Review Report to MSA in 1992. Consequently, the steering committee opted for a comprehensive approach.

Our design relates the numerous significant institutional developments to appropriate MSA "Characteristics" and AABC "Criteria" in order to show the relationship between the expectations of the accrediting bodies and the actual developments occurring on our campus:

I. INSTITUTIONAL IDENTITY

MSA's Characteristics of Excellence

1. Institutional Integrity
2. Mission, Goals, and Objectives
7. Institutional Effectiveness
10. Organization, Administration, Governance
11. Governing Board

AABC's Criteria for Accreditation

- A. Institution and its Objectives (A.1-A.6)
- B. Governance and Administration (B.1-B.4)

Major institutional developments:

Review of institutional identity and integrity

II. INSTITUTIONAL DEVELOPMENT

MSA's Characteristics of Excellence

8. Planning and Resource Allocation
9. Financial Resources
14. Institutional Change and Renewal

AABC's Criteria for Accreditation

- B. Governance and Administration (B.5-B.8)

Major institutional developments:

1. Strategic planning
2. Stewardship developments
3. Budgetary developments
4. Endowment developments
5. Administrative restructuring
6. Presidential succession
7. Computerization of administrative functions

III. EDUCATIONAL PROGRAM

MSA's Characteristics of Excellence

5. Educational Program and Curricula

AABC's Criteria for Accreditation

D. Academics

Major Institutional Developments

1. Degree developments
2. Program developments
3. Revision of curriculum
4. Community/international service

IV. LEARNING RESOURCES

MSA's Characteristics of Excellence

4. Faculty
6. Library and Learning Resources
12. Facilities, Equipment, Other Resources

AABC's Criteria for Accreditation

C. Faculty, Instructional, and Facility Resources

Major Institutional Developments:

1. Faculty development
2. Library expansion
3. Information literacy instruction
4. Land planning/building design

V. STUDENT SERVICES

MSA's Characteristics of Excellence

3. Students
13. Catalogs, Publications, Promotional Materials

AABC's Criteria for Accreditation

E. Student Development and Services

Major Institutional Developments:

1. Admissions developments
2. Retention developments
3. Student services developments
4. Publications expansion

After charges for the five major divisions of the self-study were developed at steering committee meetings during April and May 1995, members agreed to co-chair one study group according to interests or areas of expertise. One member served as outcomes coordinator.

In addition to the steering committee, forty-four people were actively engaged in the five study groups. They represented administration, corporation, board, faculty, staff, students, and alumni. A detailed description of the self-study process can be found in the design document submitted to MSA and AABC.

The results of the self-study have received wide exposure within the college community. The rough draft was presented to all constituencies for perusal and input in spring of 1996. Ensuing open forums were held for faculty, staff, and students during summer and fall of 1996, including a faculty/board workshop. An assembly will be held in March 1997 to discuss the final document with the entire college family.