

## **Periodic Review Report (PRR): Lancaster Bible College Executive Summary**

Lancaster Bible College is a nondenominational, private, degree-granting institution focused on the preparation of men and women for full-time professional Christian ministry. The college's identity is found in its institutional mission:

*Lancaster Bible College exists for the purpose of educating Christian men and women to live according to a Biblical worldview and to serve through professional Christian ministries."*

During the 2001-2002 academic year, LBC offered a quality Biblical education to over 1,700 students through its undergraduate, graduate, and non-credit educational programs. Faculty are enthusiastically engaged in instruction and student life involvement outside of the classroom experience. The administration oversees the daily function of the college so as to accomplish its mission, to respond to changing ministry needs, to assure the faculty have the appropriate resources for intentional instruction, to respond to student needs, and to secure the college's future. The board meets quarterly to review the activities of all constituencies to assure the college mission remains the focus and to engage in planning and policy development.

The college's academic community benefits significantly from the PRR and self-study processes required of institutions accredited by the Middle States Commission on Higher Education. Such processes heighten the intentionality of the collection of data, outcomes assessment, planning, and budgeting processes. Collectively they provide valuable assistance in benchmarking progress and refining strategies for accountability.

In December 2000, the initial planning and assessment of the pending PRR process was launched. Within one month, co-chairs were appointed to begin formal work on the PRR. A committee, representative of all campus stakeholders, was formed that spring. The following summer and fall the bulk of the research and draft writing was undertaken. By March 2002, the PRR was ready for extensive campus review and was distributed to all campus stakeholders. This resulted in several key observations and refinements for the committee to consider. This process also served to engage the entire campus community in this endeavor promoting shared ownership of the document. With several suggestions integrated into the final draft, the PRR was ready for the June 1, 2002, deadline.

### **Significant Developments**

Many critical developments have occurred in the last five years, all of which have significant implications for the college's future. Change in college presidential leadership, as well as developments in areas of the administration, curriculum, faculty, students, technology, campus plant, and the economy have collectively impacted LBC serving to stretch the institution. This has created the positive dynamic of the grasp exceeding reach. The end result has been careful consideration, qualitative assessment, and an enhanced planning focus.

Prior to the events of September 11, 2001, the economy's anemic performance was cause for concern. However, the college has yet to experience dramatic financial fallout. The administration remains vigilant as it is keenly aware that a significant portion of operating funds is indexed to gifts from the private sector. LBC also recognizes that changes in the political climate could have a potential impact and works to assess that scenario through a network of organizational and legislative contacts.

**Administratively**, LBC has experienced several major changes. The most prominent was the installation of a new college president. After 20 years of service as president, Dr. Gilbert A. Peterson moved to the newly created role of Chancellor. Dr. Peter W. Teague, formerly the college's academic dean, was appointed president effective July 1, 1999. The academic administration experienced its own change as the position of vice president of academic affairs was created in 1997 to centralize oversight of the functions of both the undergraduate and graduate deans. Additionally, the new post of vice president for stewardship and advancement was created in 2000 to oversee stewardship and planning.

**Academic programmatic changes** were undertaken under the new academic structure. Two new graduate degrees were sought and granted by the Pennsylvania Department of Education. In March 2000, the Master of Arts in Counseling and the Master of Education in School Counseling degrees were added to the existing slate of graduate degree programs offered by the Graduate School. The dynamic enrollment in the two new programs is an encouraging validation of the need for these two degrees.

In the undergraduate program, Pennsylvania State Certification was granted for the Health and Physical Education/Bible Education Program. Selected academic departments were merged for integrated efficiency in facilitating the intended outcome for the students of those programs. A performance analysis of program effectiveness resulted in the elimination of the Missions Aviation program.

Professional development funds have been made available to faculty to encourage the pursuit of both research and development opportunities. Provision has been made for the adjustment of faculty loads to further facilitate this process, which will enhance the existing quality of instruction at LBC.

**Students** have benefited substantially from improvements implemented over the last five years. The Student Development Department has restructured to better service the needs of both resident and commuting students via a more targeted and holistic strategy. Construction of two new facilities has greatly improved services to students. The Good Shepherd Chapel has provided classrooms and a state-of-the-art performance and worship space for students while the Olewine Dining Commons has dramatically changed food service with more choices of menu and service.

**Technologically**, the enhancements have included wiring of all residence facilities and classrooms, computers for faculty and staff, Internet access, instructional technology and library automation. The college is active in the assessment of emerging technologies to

determine those that will provide the greatest benefit within allocated resource initiatives for the LBC educational experience.

A **capital campaign** to fund campus expansion was launched in 1997. The Good Shepherd Chapel and the Olewine Dining Commons were completed prior to the start of the 2001-2002 academic year. Future buildings are forecast from an established campus master plan and will be constructed only when sufficient cash and/or faith promises are received to cover the expense of construction.

### **Visiting Team's Recommendations**

The second major section of LBC's PRR addresses the decennial self-study visiting team's seven recommendations. Each recommendation is listed below with a brief discussion of actions taken.

***Recommendation #1:*** "That an assessment plan developed by a campus-wide task force, which includes procedures and instruments for data collection, analysis, and use of data be written in a timely fashion."

One of the added responsibilities of the vice president for academic affairs was the implementation of an outcomes assessment plan. A plan was developed and approved in 2000 that addresses both academic and non-academic outcomes assessment. Programs as well as departments are responsible to collect data related to specific outcomes and to determine future enhancement initiatives.

***Recommendation #2:*** "That the college makes measurable progress in fulfilling its commitment to achieve appropriate representation of diversity on the board and in the administration, faculty, staff, and student body."

Over the last five years, LBC has made measurable progress in achieving diversity, particularly on the board level. However, there is still a need to continue making progress. Thus the president has committed to establishing a taskforce charged with the creation of an explicit, purposeful and proactive plan toward greater ethnic diversity.

***Recommendation #3:*** "That the current objectives stated in LBC2000+ be prioritized through discussion with the campus community and become an integral part of the administration and faculty working landscape."

LBC2000+ was LBC's planning process through 1999. In 2000, a new planning process was initiated. As part of the change, the college made significant progress in achieving the LBC2000+ objectives. The objectives were prioritized and over 95% were achieved.

***Recommendation #4:*** “That planning drives the budget and not the reverse. The team would recommend a better coordinated planning and budgeting process possibly on a three-year cycle that integrated budget with the planning process.”

With the inception of a new planning process, the concept of “planning driving the budget” was incorporated as a foundational principle. Planning and budgeting became two pieces in a cyclical model of institutional effectiveness discussed in the last section of the PRR.

***Recommendation #5:*** “That the Plus20 Program mandate Christian Service and list it as a graduation requirement (AABC: D.2.0).”

This was addressed immediately following the team’s visit and implemented in LBC’s degree completion program.

***Recommendation #6:*** “That a comprehensive review of the Missions Aviation Program be conducted and appropriate action taken.”

The Missions Aviation Program was reviewed and, based on the review committee’s recommendation, canceled due to its failure to achieve stated goals and objectives.

***Recommendation #7:*** “That the institution strive to meet the ACRL standards for budget support of the library.”

In the last five years, ACRL standards changed from a quantitative to a qualitative model. Instead of a published percentage, ACRL recommends that budget support for the library be similar to that of like institutions. When compared to like institutions, LBC’s library budget amount was the mean and median in the 2000-2001 academic year.

### **Demonstration of Continuous Institutional Research, Outcomes Assessment, Planning and Budgeting**

The final major section of the PRR addresses integral processes essential to the continued and future success of LBC. Under the leadership of the new president, LBC began critical and, at times, challenging moves toward a comprehensive plan of institutional effectiveness. Under this plan, institutional research, outcomes assessment, planning and budgeting are presented as cyclical dependent processes. A central planning committee, representative of each of those processes, meets regularly to generate institutional effectiveness initiatives.

Key documents demonstrating institutional effectiveness include five-year enrollment trends and five-year fiscal trends. Also, outcomes assessment data of several academic and non-academic units demonstrate how outcomes assessment aids in evaluation and planning. Five-year enrollment projections and five-year fiscal projections establish a

foundation that facilitates planning. Such planning has occurred on the undergraduate, graduate, and non-credit levels.

As the plan for institutional effectiveness takes hold and penetrates the entire campus landscape, several challenges will need to be addressed. First, institutional research needs to be consolidated and used regularly and effectively. The college collects data; however, the effective viability of that process is indexed to collecting the right types of data and pursuant interpretation translated to action. Second, the plan needs time to become a natural process for the planning and funding of new initiatives. Third, the creation and collection of outcomes for assessment need to continually develop. While there has been a good start involving all campus units and programs, it is critical that the plan continue to develop as data are collected.

The future success of LBC is dependent on two foundational principles. Paramount is the continued commitment and faith in following God's direction for the future of the institution. The second is LBC's ability to enhance the internal operations in the midst of external trends affecting enrollment, giving, academic programs, budgets, and politics. Internal stability coupled with external awareness will enable the continuing success of Lancaster Bible College as it forges into the twenty-first century.