

## **Introduction**

LBC has experienced significant developments on several fronts over the last five years. None of these developments occurred in a vacuum; rather, each occurred for a purpose. In the following discussion, each significant development is presented with a stated purpose, description, and analysis. LBC views these developments through those three critical lenses (purpose, description, and analysis) since they provide a context and link to the mission and goals of the college as well as an opportunity to evaluate for effectiveness.

The significant developments are categorized into the following main headings for clarity: external economic developments, administrative developments, academic developments, faculty developments, student developments, technological developments, and buildings and grounds developments. This is by no means a comprehensive discussion of all developments; rather, it is a summary of the most significant.

### **External Economic Developments**

Since December 1999 the economy has slowly declined. The slowdown has yet to significantly impact the institution; however, the administration is aware of the threat, particularly since a portion of operational funding relies on financial commitments from the private sector. Despite the slowdown, LBC has operated with a balanced budget each of the last five years, as well as completed the construction of two new buildings at a cost of \$7.6 million. Of that amount, \$2.7 million has been financed. In the winter of 2001 the college reviewed its investment portfolios with the intent of assuring diversity in investments and selected new investment firms and asset allocations. Compounding the economic slowdown were the tragic events of September 11, 2001. At the time of writing this document, it remains unclear as to both the short-term and long-term effects of those events. Several scenarios outside the control of the institution (i.e. economic condition of the country, military responses) could significantly impact the college operation. LBC recognizes that the next five years of operation and beyond could be affected by these events. Planning initiatives, enrollment trends, financial status, and academic planning are all subject to the yet unknown effects of September 11, 2001.

## **Administrative Developments**

Critical to the educational success of LBC in the future is a continued examination of administrative structure. In the last five years several key changes have occurred with the goal of better meeting the various institutional needs. Of most significance was the change in presidential leadership. The body of educational literature indicates that presidential changes in small private colleges are significant events that can forever alter the course of an institution. LBC experienced a smooth change in presidential leadership, maintaining a firm commitment to the institutional mission and goals. Other changes including a restructure in academic leadership, in the stewardship office, and in the business office, as well as a standardized performance appraisal process are discussed in this section.

### ***Presidential Change***

After 19 years as president of LBC, Dr. Gilbert A. Peterson evaluated his personal life and ministry and concluded that the time was coming for him to consider a change of responsibilities and a refocus of his ministry. During the 1997-1998 college year he discussed his thoughts with the Executive Committee of the Board of Trustees. It took some time for the board to accept the idea of a change in leadership and to determine the seriousness of Dr. Peterson's intentions.

During the 1998-1999 college year, the mechanics and structure of a presidential search process were developed with the plan to begin the search the following year so that Dr. Peterson would complete his tenure of 21 years as president in June 2000. However, the board moved more efficiently than anticipated, and the search and selection process was completed in May 1999 with Dr. Peter W. Teague (LBC's undergraduate academic dean at the time) being appointed the fifth president of LBC. It was agreed by all parties that since the process was completed in such an orderly and effective manner, the best course of action was to accelerate the leadership transition timetable to take effect in July 1999. All attempts were made to heed the 1997 MSA/AABC evaluation team suggestion to involve the campus community at all levels of the search process. It was the responsibility of the Board of Trustees to spearhead the search. The search committee was sensitive to the needs of the entire institution throughout the search process.

Dr. Peterson's future plans had included increasing his teaching, writing, and speaking opportunities, with the desire to stay connected to the college. Dr. Teague and the Board of Trustees agreed that since there was significant personal compatibility between Dr. Teague and Dr. Peterson, since the college was embarking on a major capital expansion program, and since the vast majority of the college donors were people who had developed their commitment to the college during Dr. Peterson's presidency, it would be in the best interest of all parties for him to continue his relationship with the college in the capacities of teaching, writing, speaking, capital fund raising, and advising on new construction. To facilitate this the Office of Chancellor was created, and Dr. Peterson was appointed the first chancellor of LBC.

Dr. Teague is completing his third year as president of the college. The first year was spent getting to know the position and getting to know the culture of the college. To accomplish this Dr. Teague led a college-wide audit inclusive of all stakeholders. Questions like "What does LBC do well?" and "What is LBC's greatest weakness?" were asked. Focus groups met to discuss the findings. His second year was spent taking the audit and plugging it into a planning cycle. Now in his third year, the planning cycle has been revised to incorporate a more holistic approach that includes institutional research and outcomes assessment. This participative process has enhanced the involvement of campus stakeholders in planning and decision making.

The college community has embraced the leadership style of Dr. Teague. He creates a participative atmosphere through the team leadership of the administration. He is purposefully visible to all stakeholders and has a deep commitment to the faculty, staff, and students. As suggested in the 1997 MSA/AABC evaluation team report, Dr. Teague purposed to coordinate and enhance the communication process from the president's office to the various campus stakeholders. In fall 2001, the president relocated to a renovated presidential manse situated on 5 acres of non-contiguous land donated to the college in 2001. He has converted the basement into a student lounge, thus increasing his contact with the student body. The usage of the undeveloped acreage is yet to be determined.

Dr. Teague also has an excellent working relationship with the Board of Trustees. Over the last three years the board has taken a more active role in the planning of LBC. Annual board retreats

have been added to quarterly board meetings to allow the board members to interact more with the president and the planning process. Committees from the board meet quarterly to review the function of the college.

### *Academic Affairs Restructuring*

Several years after launching the Graduate School, the former president believed that a VPAA would be beneficial to administer and coordinate both the graduate and undergraduate divisions along with their respective deans. This decision was formalized several months prior to the 1997 MSA/AABC evaluation team visit. A key component of coordinating the academic levels was to create a single faculty rather than to develop an undergraduate and graduate faculty. It was believed that a unified faculty would best serve LBC since the college was small with a singular mission to prepare men and women for professional Christian ministries. LBC was convinced that an academic department offering both graduate and undergraduate programs with a single faculty would be a stronger, more viable educational unit than separating into graduate and undergraduate departments, each with its own faculty. The unified approach has produced positive results. The Biblical Counseling Department is an illustration with graduate and undergraduate programs served by a single departmental faculty. Dr. Ray Naugle, serving as graduate dean, was asked to become the VPAA, and Dr. Miles (Skip) Lewis was hired in 1998 to become the graduate dean.

In April 2001 Dr. Bruce McCracken was hired to be the dean of undergraduate education. Dr. McCracken had served at LBC since 1983 as Chair of the Christian Education Department and was interim undergraduate dean during the 2000-2001 academic year. As a result of an extensive search for 18 months, he was selected and appointed as undergraduate dean. Dr. McCracken brings to this position a keen awareness of faculty concerns, an extensive knowledge of LBC, strong commitment to the college's mission, creativity, and excellent problem-solving and interpersonal skills. Among other responsibilities, Dr. McCracken is giving special consideration to academic advising and student retention, two suggestions contained in the 1997 self-study documents as well as the 1997 MSA/AABC evaluation team report. The trustees, administration, faculty, staff, and students are convinced his personal qualities and professional skills will

strengthen and promote faculty development and curricular enhancements, resulting in a stronger academic program. This academic model is functioning competently for the college and has been embraced by Dr. Teague, the president. Its unified approach has resulted in a greater sense of unity among the faculty.

### ***Stewardship Restructuring***

From 1997 through 2000, in addition to the responsibility of developing and securing the gift resources needed by LBC, the director of stewardship was heavily involved in the development and implementation of the LBC 2000+ plan and planning process. His continued interest in planning since that time led him to engage in a doctoral program in which his dissertation topic focused on characteristics of planning.

A combination of the launching of a capital campaign, a change in presidential leadership, and an increased focus on planning, resulted in the need to restructure. On July 1, 2000, the director of stewardship was promoted to the position of vice president for stewardship and advancement. Central in the restructuring was the added responsibility of overseeing the comprehensive institutional planning function of the college.

Prior to this promotion, the office was formally known as the Stewardship Office. The Stewardship Office included a team consisting of the director of stewardship, two stewardship representatives, a gifts processor, a secretary, and a personal touch team of two student workers. Following the promotion, some major restructuring occurred within the office.

The new office is now known as the Stewardship/Advancement Office. It is headed by the vice president for stewardship and advancement. The new structure allows for greater attention in the areas of the endowment, capital campaigns, deferred giving, geographical expansion of the donor base, and strategic planning. The staffing of the new structure includes a director for scholarshare fund, a stewardship representative, an assistant for stewardship services, a gifts processor, an events coordinator, a secretary/receptionist, and three student workers who serve as assistant secretaries and personal touch team members. Appendix 3 shows the new structure. In the summer of 2001 the office was physically relocated to an office suite in the Good Shepherd

Chapel. While the structure is in place, the department has yet to fill all the positions. It is planned for that to occur by the start of the 2002-2003 academic year. As such, it is too soon to analyze the effectiveness of the restructuring until the department is fully staffed and functioning.

### ***Business Office Restructuring***

Previous to July 1, 2000, the Financial Aid Office existed within the Student Development Department. While this structure essentially worked well, it lacked centralization and effective communication with the Business Office. On July 1, 2000, the Financial Aid Office moved structurally and physically to the Business Office. The purpose of the move was to centralize the business functions of the institution, to better establish lines of communication, and to service student accounts more efficiently and accurately. The college maintains the segregation of duties required by Title IV regulations by assigning the responsibility of approving federal aid to the director of financial aid, and the responsibility of dispersing federal aid to the controller. Both positions report directly to the director of finance. While it is too early to evaluate the effectiveness of the move, early indications seem positive. In the 2001 Student Satisfaction Survey, students indicated a level of satisfaction higher than the national norm on issues related to financial aid. The 2001 Employee Satisfaction Survey also indicated the strength of the move. Future surveys will provide additional analytical data.

### ***Performance Appraisals***

Prior to the 2001-2002 academic year, performance evaluations of non-faculty personnel were not centralized nor standardized. Under the leadership of the director of finance and the director of human resources, and responding to the 1997 MSA/AABC evaluation team suggestion, a performance appraisal process was developed and initiated. Its stated objective is, "To accomplish our mission of educating Christian men and women to live according to a Biblical world view and to serve through professional Christian Ministries through effective employee development." Appendix 4 provides an outline of the appraisal process as well as a sample appraisal form. The first round of appraisals was successfully completed in spring 2002.

The performance appraisals develop each employee according to his or her specific area of responsibility. Mutually developed action plans provide a means for performance assessment. Data collected from the appraisals fit well into the overall plan for institutional outcomes assessment. An employee's awareness of job performance aids in understanding the concept behind departmental outcomes assessment plans.

## **Academic Developments**

Educational pursuits at LBC generally fall into one of two categories. Non-credit education occurs under the auspices of the Evening Institute. For-credit education occurs on both the undergraduate and graduate levels. Undergraduate and graduate education have both experienced significant changes over the last five years. Critical to all three educational pursuits is the resource support provided by the library. This section ends with a discussion of the significant changes occurring within the library.

### **Undergraduate Education**

*Merging of Christian Education and Pastoral Studies.* For a good portion of the history of the college, the Christian Education and Pastoral Studies departments remained separate, even though both related to the function of the local church. The promotion of the Christian Education Department chair to dean of undergraduate education provided an opportunity to evaluate the structure of both departments. In the fall of 2001 the two departments were merged. The new department, entitled Church and Ministry Leadership, is now the largest department on campus. It also assumed the leadership of the M.A. in Ministry Program.

Careful attention is being given to maintaining the uniqueness of each program despite the merger. It is anticipated that graduates will be better prepared to enter ministry in the local church with a clear understanding of how the various roles interact. It is also the plan to enhance and perhaps add new majors related to the Church and Ministry Leadership Department. The department will evaluate the merger through their departmental outcomes assessment plan.

*Health and Physical Education/Bible Education Program.* The Health and Physical Education/Bible Education Program (HPEB) was established by the college’s administration in response to the need for qualified health and physical education teachers in Christian schools. The goal of this program was to prepare students to teach health and physical education K–12 in Christian schools. This goal fit well within the college’s purpose of preparing students to teach in Christian schools. The former academic dean, athletic director, and the current chair of the Teacher Education Department developed the initial program. The Association of Christian Schools International (ACSI) certified the program in 1993. In the fall of 1994 the first classes were offered.

The summer prior to the first class offering, the college hired a new athletic director. The new director’s vision was to enhance the HPEB program by offering Pennsylvania state certification in conjunction with a Bachelor of Science in Bible Degree and a Bachelor of Science in Education Degree. In a joint effort of the Arts and Sciences Division, the Teacher Education Department, and the Athletic Department, a self-study for state certification was formulated and completed in 2000. The site visit occurred April 4, 2000. LBC received seven recommendations that were promptly addressed. The program received initial certification from the PDE through 2003 when all teacher education programs will undergo PDE periodic review. Enrollment in the HPEB program has not followed a consistent pattern as seen in Table 2.1.

**TABLE 2.1. HPEB Fall Enrollment (1994-2001)**

<i>Year</i>	<i>Number</i>
Fall 1994	1
Fall 1995	12
Fall 1996	5
Fall 1997	14
Fall 1998	8
Fall 1999	10
Fall 2000	10
Fall 2001	15

The highest enrollment in the history of the program occurred in fall 2001, immediately after the program received state certification. The college anticipates an enrollment of 25 students by the

fall semester of 2003. The college launched a strong recruitment campaign after certification was granted. It is planned that within the next year a second degree in education will further enhance the program.

The administration of the college remains committed to this program. The budget has been expanded to purchase needed equipment, materials, and faculty certifications. LBC was the first college to apply for and receive grants totaling \$10,000 from the Lancaster Heart Foundation to purchase CPR training materials and supplies that are essential to the HPEB curriculum. Weight training equipment has been purchased and installed.

One of the key issues that surfaced as a result of this process was where the HPEB program fits into the academic structure. Several options were considered. One suggestion was to form a new and separate HPEB Department within the college's Professional Division. Others believed this program should fall under the current Teacher Education Department. Placing the program within the college's Arts and Sciences (A&S) Division was also considered since many of the classes offered are A&S classes. After much deliberation, in the fall of 2001 the college created a new and separate department within the Professional Division entitled the Health, Physical Education, and Athletic Department (HPEA). The rationale for the decision focused on the desire to create the most flexible solution that allowed for future program development. Under this structure the HPEA Department has an increased level of autonomy that may not have been experienced in any of the other options.

*Cancellation of Missions Aviation Program.* As a result of the self-study process, the 1997 MSA/AABC evaluation team recommended a review of the Missions Aviation Program. A discussion of the review process can be found on page 56 as well as a complete analysis of the program in Appendix 5. After the review process, the college cancelled the Missions Aviation Program, ensuring that the enrolled students had the opportunity to complete the program.

The Missions Aviation Program review initiated the discussion of a cyclical review of all academic programs to make certain they meet stated program goals and are consistent with the mission and goals of the college. The Academic Planning Subcommittee is in the process of

developing a plan that will ultimately interface with the college’s comprehensive outcomes assessment plan. Initial proposals suggest a five-year cyclical review. The process and report used in evaluating the Missions Aviation Program provides an excellent template for future program evaluations.

### **Graduate Education**

The LBC Graduate School (GS) has experienced significant growth in the last five years. Aiding this growth was the addition of three new graduate programs and the assignment of new personnel to support both existing and new programs. Table 2.2 below summarizes the growth. (Numbers indicate cumulative enrollment in a 12-month period.)

**TABLE 2.2. Graduate School Cumulative Enrollment (1995-2002)**

<i>Year</i>	<i>Number</i>
1995-1996	65
1996-1997	71
1997-1998	65
1998-1999	101
1999-2000	89
2000-2001	131
2001-2002	147

In addition to the new programs and new personnel, the GS conducted a comprehensive evaluation of the M.A. in Bible Degree Program. Critical data were collected to measure the program’s effectiveness and offer suggestions for areas of improvement.

The three newest programs in the GS are the Master of Arts in Counseling (MAC), Master of Education in School Counseling (MESc), and the Graduate Certificate in Children's Ministry (GCCM). All three programs have been in operation since summer 2000. The first annual progress report on the two new degrees submitted to the Pennsylvania Department of Education (PDE) elicited positive reaction.

*M.A. in Counseling Degree.* In March 2000 the PDE granted the GS provisional approval to offer programs in Marriage and Family Counseling and Mental Health Counseling leading to a MAC degree. The objectives of this degree program as well as the program curriculum can be found in the Graduate School Catalog.

The PDE conducted an extensive three-day site visit in March 2000 to interact with administrators, counseling faculty, and prospective students on the proposed MAC degree. The two recommendations coming out of the PDE visit were addressed and resolved. The first was to hire a full-time faculty member to guide the program. That post was filled, along with the hiring of another Biblical Counseling professor to teach on both the undergraduate and graduate levels.

Second, PDE recommended a library allocation of \$16,000 for both new counseling programs. LBC exceeded this recommendation by expending \$18,368 to both new programs in the 2000-2001 academic year. Subscriptions to psychology and counseling journals in paper, microform, and electronic formats were secured to enhance academic resources. A summary of the Biblical Counseling Department expenditures is highlighted in Table 2.3.

**TABLE 2.3. Biblical Counseling Department Library Expenditures**

<i>Area</i>	<i>Expenditure</i>
Periodicals (400+)	
PsychInfo (PsychAbstracts) plus Text	\$ 5,820.00
Proquest Psychology Module	220.00
Paper and Microform	6,526.25
Books (125 Titles and 164 Volumes)	<u>5,801.84</u>
TOTAL:	<b>\$18,368.09</b>

The first MAC course was offered in August 2000. To date the enrollment has been one of the most significant indicators of the health of the MAC programs. In the program proposal submitted to the PDE, the GS projected 15 to 25 students per year. The goal was exceeded this

past academic year and as of September 2001, 32 students have matriculated into the program with an additional 7 applications in process.

For each MAC course taught this past year, the graduate students completed a course evaluation. In reviewing all of these student evaluations, the professors received high marks for motivating students to want to learn more about the particular subject area, stimulating students to think on their own, creating an atmosphere conducive to learning, and achieving the objectives of the course.

Prior to launching the program, a MAC advisory board was established, comprised of five individuals who represent a cross section of counseling work. They all possess advanced degrees from accredited institutions and are recognized experts in the field of counseling. These individuals have offered helpful insights in the formation of these degree programs by providing advice on curriculum design, student recruitment, and personnel issues. Frequent contact with the advisory board provides a wealth of input on program development as well as helpful analysis.

*M.Ed. in School Counseling Degree.* From the earliest days of the GS, there has been the anticipation of providing graduate level training in concert with the undergraduate programs in Biblical Counseling and Teacher Education departments. The resulting discussions led to the development of the MESC Degree Program. The president, appropriate administrators, faculty, faculty committees, students, and alumni all engaged in the planning process. The objectives of this degree program as well as the program curriculum can be found in the Graduate School Catalog.

After submitting the program design and a formal program proposal to the PDE (discussed in the previous section), LBC was granted provisional approval to offer the Master of Education in School Counseling Degree with programs in Elementary Guidance Counseling and Secondary Guidance Counseling. As noted in the MAC summary, only two recommendations were offered by the PDE for the MESC degree. One recommendation was for library resources (see discussion in previous section). The other recommendation was for the addition of a person to serve as a

MESC degree coordinator. Soon after the approval, the GS hired a part-time coordinator. Responding to the 2001 annual progress report, the Department of Education stated that LBC was “off to a substantial start in this venture. The library acquisitions are impressive.”

Like the MAC program, the first year of enrollment in the MESC programs has exceeded expectations. The GS projected to the PDE an initial enrollment of 10 students per year. As of September 2001 the MESC Program has 15 matriculated students and 4 applications in process.

The most pressing challenge to this program is personnel. Initially the GS assumed a lower initial enrollment; however, due to the rapid growth in enrollment the GS discovered the need to consider a full-time MESC coordinator sooner than planned to provide a more visible presence on campus and to manage a growing student base. As of spring 2002, the position was funded and a search was underway.

*Graduate Certificates.* In 1998 the GS pursued the addition of graduate certificates to the program offerings. (Undergraduate certificates have been offered for several years with respectable enrollments.) The first certificate program on the graduate level is in the area of Children’s Ministry. This program is being used as a model for certificates that may develop in future years in varying disciplines.

The purpose of this new 15-hour GCCM Program is to provide specialized training in the area of children's ministry for both professional and volunteer staff within the local church context. The certificate was designed in cooperation with the dean of graduate education, dean of undergraduate education, and a planning team of five local church Christian Education children's ministry specialists from the region. The program is useful for obtaining professional credentials through particular church denominations or allowing for current M.A. in Ministry students to augment their graduate programs with specialized courses in local church children's ministry.

The program structure has five courses focused around three tracks of study. Track #1 is the GCCM. Students receive three hours of graduate credit for each course completed. Students in this track have extensive academic work to complete prior to attending each three-day modular

course, along with post-course projects. Nationally recognized authors and seminary professors in children's ministry are brought to the campus as instructors for each course. In addition, LBC faculty serve as learning lab leaders to facilitate the pre-course sessions and post-course academic assignments. Enrollment has been encouraging. Currently, there are 12 students in the GCCM Program.

The program evaluation process consists of two areas involving both the planning team of Christian Education practitioners and student evaluations. Formative evaluation is accomplished through the planning team after each course. These individual course evaluations have surfaced more logistical issues than any substantive curriculum suggestions. Also, one of the GS outcome measurements is to have each course evaluated by all attending students, with a goal of having a mean average of 4.0 on a 5.0 scale (1=low and 5=high) for rating the quality and helpfulness of the faculty presentations. The average for the courses completed thus far is 4.8. As stated previously, it is the plan that this certificate program will provide a foundation for future development of graduate certificates in other fields of study related to the mission of the college.

Track #2 is the Continuing Education in Children's Ministry Certificate. Individuals are awarded three CEU's for each course completed. Track #3 is for students who simply audit the courses. Such students are not required to complete any academic requirements. A total of 108 students are involved with the program as non-graduate certificate students.

*Graduate School Program Coordinators.* From the inception of the GS all the graduate programs were coordinated out of the office of the dean of graduate education. Over the past few years the structure has been changed, and now each program has a designated coordinator who reports to the dean of graduate education and appropriate departmental chair. In addition to the previously mentioned coordinators for the new programs, the M.A. in Bible and M.A. in Ministry degree programs are now led by program coordinators.

Each coordinator's job profile has him or her working in concert with the deans and department chairs and consists of classroom teaching on both undergraduate and graduate levels and managing all aspects of the respective graduate programs. Also, the program coordinators

collaborate with the deans and department chairs on matters relating to program design, professional development of faculty, curriculum issues, and academic policy. Academic loads are adjusted accordingly.

This new structure has provided the graduate students with better academic advising and has enhanced the promotion of the multiple graduate programs. A survey conducted in 2001 indicated that 87% of graduate school students were either “very satisfied” or “satisfied” with academic advising. Additionally, the coordinators have provided helpful interchange between the undergraduate and graduate level programs and personnel at LBC.

*M.A. in Bible Evaluation.* A formal evaluation of the M.A. in Bible degree began during late fall of 2000, and data collections were completed in March 2001. The evaluation was conducted under the direction of the dean of graduate education and the coordinator of the M.A. in Bible programs. The entire evaluation can be found in Appendix 6.

The data collections consisted of graduate student surveys, focus groups with current students and Biblical Division faculty, dialogue with the Graduate School Academic Affairs Committee (GSAAC), and input from college administrators. Also, independent external reviewers provided input into the process of evaluation as well as input with the interpretation of the findings.

Both the evaluators and the president of the college approved a proposal for changes in the following seven major areas.

1. Develop a required orientation to consist of a general program overview and writing seminar.
2. Restyle M.A. in Bible Program objectives.
3. Restructure the advising procedures.
4. Clarify the Directed Research Project (DRP) process by creating a separate DRP Handbook for the M.A. in Bible Program.

5. Address student needs for research skills through the development of a required research course.
6. Establish non-credit prerequisite courses and a Bible entrance exam as part of the admissions requirements for entrance into the M.A. in Bible Program for students without an undergraduate Bible major.
7. Expand the M.A. in Bible Program from 30 credit hours to 36 credit hours.

A timeline has been developed for implementing these changes, some of which will be accomplished immediately. The delay is in order to inform students well ahead of time regarding these adjustments.

### ***Learning Resources***

In the fall of 1999 the library implemented a state-of-the-art automation system. The Endeavor Voyager automation system was installed with the intent of simplifying patron access by shifting more of the databases to access through Voyager. The strength of the automation system rests on the fact that staff and patrons only need to learn one computer system that can be accessed from any location via the Internet. This relates to the 1997 MSA/AABC evaluation team suggestion that the automation system be an integrated system, not a compilation of stand-alone systems. All of the books were tagged with security strips although the security gates are still waiting funding. The Dewey collection was reclassified and merged with the Library of Congress collection.

Another significant change in the library since the accreditation visit has been the installation of two units of compact shelving, which added about one third more shelf space. This enabled the library to remove some fixed shelving and install 22 seats of double sided carrels. Four of the carrels have been wired for laptop access to the campus network.

Periodical subscriptions have increased to nearly 3,500 titles. Over 3,000 titles are available in full text over the Internet with indexing to many more. The library is shifting electronic CD-ROM indexes to Internet subscriptions to provide better access for the commuter and graduate students.

The library mission statement and goals have been revised and approved by the Library Committee. The Library Committee worked on the information literacy goal and created revised objectives during 1999-2000. The library director provided an evaluation of the information literacy program to the committee as a basis to begin the work. The library staff continues to create objectives for the areas of responsibility within the library goals.

An undergraduate statistics class performed a survey of patron satisfaction in 1999. The instrument had some flaws but did indicate that the students wanted more full-text electronic resources. Proquest full-text periodicals were added in 2000. The survey also indicated that the library was not a quiet place to study. The survey did not look at reasons for this problem, but it may be related to the limited facilities.

Information literacy needs and an expected change of staff in 2002 have created a good time to reevaluate the staffing. Automation has changed much of the workflow and work needs. A need for a full-time reference librarian position was previously identified but was not funded for 2001-2002.

### **Faculty Developments**

To aid faculty in achieving personal and professional success, the college made advancements in two specific areas. The first was the enhancement of the professional grant available to all full-time faculty. The second was a significant change in the number of credits constituting a full-time load.

### ***Professional Grant***

The college's efforts toward faculty development continue to be widely used and much appreciated by the faculty. For many years the college funded three programs: 1) Graduate Study Grant, 2) in-service, and 3) sabbaticals. In September 2000 the college approved and funded a new initiative specifically designed to fund research and writing projects. This fourth program is the Professional Development Grant Program.

The Graduate Study Grant Program provides full tuition money for a graduate degree. In the past five years, five faculty (including one teaching administrator) and one administrator have used this program to earn their doctoral degrees. In addition, one faculty member received his master's degree. Currently, two faculty in the program are pursuing doctoral degrees. The budget for this program has averaged approximately \$22,000 annually over the past five years.

The in-service program budget has been increased for the 2001-2002 year from \$10,000 to \$14,000. This initiative provides funds for faculty to attend conferences and professional meetings, as well as funds for the deans to conduct in-service programs for the faculty. Each year approximately 15 faculty members profit from this program by attending conferences. The new undergraduate dean proposed the funding increase to strengthen on-campus in-service programs without reducing the conference activity. The deans have numerous ideas for planning in-house professional development sessions.

Three faculty have requested and been granted one-semester sabbaticals. One sabbatical was for writing, and one researched math and science programs at Bible and Christian colleges. The third was an eight-month sabbatical in South America in a missions context. The college pays the full salary for a one-semester (including summer) sabbatical and half salary for a full-year sabbatical.

Since its approval two years ago, three faculty have availed themselves of the newest program, the Professional Development Grant Program. One faculty member received funds for his research project during his sabbatical. Another faculty member received a reduced teaching load during three semesters for writing projects. The third faculty member received a reduced load to

engage in an Internet professional certification course on granting credit for experiential learning. A writing project was included in this grant. The annual budget for this program is \$15,000. All of these programs have greatly contributed to the professional growth and general morale of the faculty. Evaluations of these programs and the projects undertaken are conducted annually for assessment and outcomes. Modifications are made as needed.

### ***Revised Faculty Load***

In addition to the four programs noted above, the college revised and reduced its teaching load policy. For many years the expected load of a faculty member was 15 credits a semester, 30 per academic year. In more recent years there was concern and discussion that the 30-credit load was too heavy, especially in light of many faculty having several course preparations each semester. In addition, some relief was thought necessary in light of a renewed encouragement for the faculty to better balance their teaching responsibilities with writing and publishing. Following a time of research and study and the engagement of the Faculty Concerns Committee and the Executive Council, in April 2000 the president signed the revised teaching load policy reducing the load to 12 credits a semester, 24 credits per academic year. Some faculty, with their consent, teach more than the 24 credits per year with additional compensation.

As a result of the professional grant and the reduced faculty load, several faculty members have had the opportunity to publish books, book chapters, pamphlets, and journal articles. It is anticipated that further research will occur as a result of both initiatives.

### ***Faculty Evaluations***

Under the leadership of both the undergraduate and graduate school deans, the Faculty Concerns Committee has begun work on a comprehensive faculty evaluation plan to complement the performance appraisal process of non-faculty employees. Currently, faculty evaluations occur through student evaluations and periodic contact with the appropriate academic dean. During the 2001-2002 academic year, the committee began work on a plan that would evaluate not only pedagogy, but also research, student life involvement, spiritual involvement, community

involvement, and professional development. The committee anticipates submitting a plan to the administration in time for a 2002-2003 academic year implementation.

### **Student Developments**

Since 1997 there have been a number of significant developments relating to students. Admission standards have been revised, the Student Development Department (SDD) is in the process of implementing a plan of restructure, special attention has been given to the area of spiritual formation, and student life has been enhanced on several fronts. All the changes were motivated by a desire to serve students more effectively and efficiently. The department’s mission statement, created in 1998, states that it exists “to utilize a shepherding model of care, which creates a supportive campus environment, encourages every student to grow in Christ, and ministers to the needs of the whole person (spiritually, physically, mentally, socially, and emotionally).” Overall, the creation of the mission statement sharpened the emphasis of those serving in the department as well as provided a filter through which all new initiatives pass. In the 2001 ACT Student Opinion Survey, students consistently rated LBC student services higher than national norms. For example, Table 2.4 summarizes the top five student services at LBC.

**TABLE 2.4. Top Five Student Services (ACT Student Opinion Survey)**

<i>Item</i>	<i>Average*</i>	<i>National Norm*</i>
Student Health Services	4.35	3.60
Student Employment Services	4.21	3.93
Academic Advising Services	4.20	3.96
Career Planning Services	4.19	3.81
College-Sponsored Tutorial Services	4.15	3.90

\*Average on a five-point (1-5) Lickert Scale

A second survey, issued with the ACT Student Opinion Survey, asked students how effective LBC was in meeting the ten student goals as well as the mission of the college. Table 2.5

summarizes the results. (Percent reported includes those who answered “effective” or “very effective.”)

**TABLE 2.5. Effectiveness of Meeting Student Goals**

<i>Student Goals/Mission Statement</i>	<i>% Stating “Effective” or “Very Effective”</i>
To be a maturing Christian who leads a life consistent with Biblical teachings and serves the Lord Jesus Christ through church-related ministries.	77%
To have an integrated view of reality that includes a comprehensive knowledge of the Bible, a broad knowledge of humanity and the human environment, and a fundamental understanding of the skills and tools necessary for effective ministries.	75%
To possess skills for critical thought, for scholarly research, and for the integration of knowledge which will aid in continued independent and creative research.	75%
To possess reading, writing, listening, speaking, and computing skills necessary for effective communication.	79%
To be an emotionally stable individual who understands and accepts oneself and who is self-directed.	64%
To demonstrate loving concern for all people through effective communication of the gospel of Jesus Christ and through edifying interpersonal relationships.	76%
To demonstrate leadership and cooperation with others in the home, community, local church, and related organizations.	78%
To have an informed appreciation of humanity’s cultural heritage.	57%
To be a responsible citizen who respects governmental authority and makes positive contributions to society.	70%
To develop good habits of personal hygiene and physical fitness.	56%
How effective is LBC in meeting its Mission Statement:	84%

The results indicate that LBC is doing very well in meeting the stated student goals. An overwhelming majority of students believe LBC is meeting its mission. One of the weakest areas appears in the goal relating to an “informed appreciation of humanity’s cultural heritage.”

This finding correlates with the overall campus ethnicity rates among faculty, staff, and students. The president is aware of this and has initiated a campus task force with the charge of making recommendations to the board and administration on how LBC can increase its minority representation. Further discussion of this issue can be found in Section 3.

### ***Revised Admissions Standards***

The recent change to the admissions criteria was in the academic area. Prior to the fall 2000 semester, LBC did not require SAT/ACT scores as admissions criteria but strongly recommended prospective students to submit the test scores. Historically, the college took the position that Christian men and women who had the desire to study God's Word and prepare for a faith-based ministry should be afforded the opportunity. Thus, from the inception of the college in 1933, an essentially open admissions policy was in effect. However, beginning with the fall 2000 semester, the college established a minimum composite score of 750 on SAT and composite score of 14 on ACT in order to be considered for admission. This decision was made for various reasons. First, there was interest and discussion for a number of years about strengthening the admissions standards to help raise the academic level of the student body. Second, there was need to provide another evaluative component to help assess the sometimes inflated grades and poor academic preparation at the high school level. Finally, there was need to better improve the identification of students who required support services for success in their academic program. As with many institutions, LBC has limited resources and personnel to address the needs of "at-risk" students.

Even with this decision the college remains open to admit students who do not meet the SAT and ACT minimum scores. If, in the opinion of the director of admissions, an applicant presents strong evidence for admission without the necessary SAT/ACT scores, the Admissions Committee reviews the student's file. This committee has the authority to make exceptions to the admissions criteria. The committee reviews the applicant's entire file and makes a holistic admissions decision based on the applicant's spiritual, personal, and academic criteria. These students, if accepted, have specific requirements such as limited course load, limited involvement in extra-curricular activities, and required participation in the college's program to assist "at-risk" students. This program is known as RAP (Reaching Academic Potential). The

committee also reviews the files of students with SAT and ACT scores of 760-880 and 15-17, respectively.

The college has initiated a longitudinal study on the “at-risk” students who are accepted. For the fall 2000 semester, the college accepted 11 “at-risk” students. Following their first year of study, 5 students are doing well; 4 students are on probation with GPA’s high enough to continue; and 2 students were academically dismissed. This study will enable the college to assess this change in admissions standards and make further adjustments as needed. Further, the study will provide retention and graduation data, allowing LBC to assess the value and success of the RAP program.

### ***Student Development Office Restructure/Mission Statement***

While changing the admissions standards should reinforce the educational quality of students applying to LBC, the SDD has initiated several changes with the intent of reinforcing the student’s experience once on campus. Driving most of the changes was a comprehensive evaluation and restructure of the department. (The old and new structure can be seen in appendices 7 and 8.) Staff members met over several occasions to evaluate the department and to offer feedback as to the ideal structure that would best meet the needs of the students. The restructure of the department will occur in several phases, the first of which took effect at the start of 2001. This phase added the position of director of spiritual formation and two resident directors to supervise the male and female population of resident students. (These three new positions were planning initiatives from 2000-2001 comprehensive institutional planning.) Future phases will further develop the overall mission of the department as they relate to planning initiatives.

### ***Director of Spiritual Formation***

Prior to the creation of the position of director of spiritual formation, the college had a campus pastor who loosely coordinated spiritual initiatives. This new position was designed to replace the function of the campus pastor and initiate a coordinated spiritual formation plan. In the summer of 2001 this position was filled. The rationale for the new position came from an

institutional awareness of the lack of a coordinated effort in directing spiritual life initiatives such as chapel services and discipleship groups. Even though students indicated a high level of satisfaction with spiritual opportunities on campus in the 2001 ACT Student Opinion Survey, a purposeful coordination of the varying initiatives was still lacking. Providing opportunity for students to grow spiritually throughout their experiences at LBC is critical to the overall mission of the institution. Placing all spiritual activities under the direction and supervision of one director aids in the creation, promotion, and evaluation of spiritual initiatives. While it is still too soon to evaluate the effectiveness of this position on the overall function of the institution, it is anticipated that this coordination will affect students positively.

***Student Enhancements***

It can be stated that all institutional changes are motivated by the desire to better meet the needs of students. However, some of those changes can be several levels removed from directly affecting students. Several significant changes, though, have directly enhanced student life. The SDD added two resident director positions over the 1999-2001 academic years. These positions were created in response to a growing campus population and the increased need for coordinating resident events. These positions aided in addressing student needs, thus freeing up the associate deans to function more effectively. In addition to the resident directors, the college created more resident assistant positions. These posts are filled by resident student leaders who are charged with overseeing the daily function of the resident halls. Table 2.6 indicates the resident growth over the last five years.

**TABLE 2.6. Resident Hall Population (1997-2001)**

<i>Gender</i>	<i>Year</i>				
	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Male	118	118	112	112	134
Female	183	201	180	196	216
<b>TOTAL</b>	<b>301</b>	<b>319</b>	<b>292</b>	<b>308</b>	<b>350</b>

In addition, the Health Services Department went from a part-time to a full-time nurse in 2000. This has provided a more visible medical presence on campus. The international student advisor was moved to the SDD to better coordinate the needs of international students and students who were raised overseas because of parental missionary service.

Also enhancing student life was the construction of the GSC and the ODC. (Please see pages 41-44 for a complete discussion of the construction of these two buildings.) The GSC provides a permanent home for daily chapel services as well as additional classrooms. The ODC doubles the size of the previous dining hall and provides a larger menu selection. More importantly, it has centralized all food service functions so that commuting students, resident students, faculty, and staff all eat in the same common area. This accomplishes a long-term desire to continue to build a sense of community across campus. When the ODC was built, network ports were conveniently installed in booths around the dining area. This allows students, particularly commuting students, to “plug in” to the campus network and access all network applications. Two new staff positions were created to address the larger food servicing process.

Campus technological developments have significantly benefited students as well. In the summer of 2000, each dormitory room was equipped with a direct connection to the college’s system. The Internet and library are both accessible from the rooms. With this benefit came the need for the college to develop an Acceptable Use Policy for the computer system. This policy appears in Appendix 9.

Since 1997 the Athletic Department added two new varsity sports to the existing program. A men’s volleyball team was added in the 2001-2002 academic year, and a women’s soccer team will be a varsity level sport for the 2002-2003 academic year. This increases the overall offering to eight intercollegiate sports. In 1998 the college purchased used fitness equipment from a local health club. The equipment, in excellent condition, was added to the existing fitness room. Students, faculty, and staff use the equipment frequently.

In 1999 a photo-ID system was purchased with the intent to centralize many student functions such as meal purchases, library material checkout, chapel attendance, building access, and

computer lab access. By January 2002, student meal purchase, library material checkout, and chapel attendance were fully automated. This system has significantly enhanced the customer service relationships with students as well as streamlined time-consuming processes.

Evaluation is critical to the success of these improvements and enhancements. The SDD, along with all campus entities, is in the process of developing outcome measures for all areas of responsibility. This remains a priority as the department continues to service the needs of all the students.

### **Technological Developments**

Perhaps no other entity on campus has experienced the growth and change that has occurred in the area of technology. In the last five years, technological enhancements have gone from helpful but not necessary to essential for the everyday function of the institution. In 1997 none of the faculty had computers on their desks, no computers existed in classrooms, and there was only one computer lab. In 2002, the technology scenario is vastly different.

Budget allotment for technology has increased five-fold since 1997 (\$60,550 in 1997 compared to \$291,340 in 2001). In 1997 the I.S. staff consisted of one person, but today it consists of an I.S. manager, an assistant I.S. manager/programmer, a network manager, and a technician. The assistant I.S. manager/programmer position was created and filled during 1999, and the network manager position was created and filled during 2001.

In order to better regulate the use of technology as well as provide a means to evaluate the effectiveness of the use of technology, the administration formed the Computerization Steering Committee in 1997. This committee is responsible for all planning, budgeting, implementing, and evaluating of technology for the entire campus. Three phases were established to coordinate technological development. The first phase was to provide each of the operational staff with networked computers, internal email, and a college administrative software package so that information would only have to be entered once instead of multiple times for the various offices. This phase was accomplished prior to 1997. In 1997 a connection to the Internet was added. The

second phase was designed to extend the system so that each faculty member would have a networked computer. This was accomplished in 1998. The final phase, to extend connectivity to the dormitories for student access, was accomplished in 2000. The present plan is to upgrade the computers on a three-year schedule by replacing a portion each year.

The campus has implemented a Comprehensive Academic Management System (CAMS) software package to manage admissions, registration, billing, financial aid, student development, and stewardship activities. In addition, the GS, Plus 20, and Evening Institute divisions have been added to and are using CAMS. In fall 2001 the DOS version of the program was replaced with the Windows version. There have been many additional custom processes and reports developed internally that integrate with the CAMS software. This is an area of major support by the I.S. Department and as users become more familiar with the Windows version, they will desire more and more customization. Future plans also call for evaluating the WEB based version of the software as it becomes available.

The 2001 ACT Student Opinion Survey indicated that just over 50% of students were satisfied with the availability of technology and the Internet. Several concerns students raised included the availability of computers in labs and the amount of time the computer system was unavailable. In 2001-2002, network and Internet downtime was significantly less than the previous year. Future surveys should indicate a better satisfaction rate. Faculty and staff are satisfied with campus technology. A technology survey among faculty, though, indicated that the majority of faculty did not use technology in the classroom. (Approximately 53% of the students rated the use of technology in the classroom as satisfactory.) The technology in the classroom is more than adequate to meet instructional needs. The undergraduate dean is in the process of developing a plan to address this lack of usage and encourage the integration of technology into the curriculum.

The Computerization Steering Committee remains committed to further develop the use of technology across both instructional and institutional entities. Technology continues to change more rapidly than fiscally possible to implement. The challenge for the next five years will be to integrate newer technologies in newer buildings with what already exists on campus.

## **Buildings and Grounds Developments**

Prior to 2000 the last construction project was the Sebastian Academic Complex in 1987. LBC spent the last 13 years planning for how the future campus would look and function. During the process of the MSA self-study in 1997, the plans were suspended due to the financial collapse of a foundation in which LBC was involved. After fully recovering from those unfortunate circumstances, the college moved forward with its plans.

### ***Advancing the Vision Capital Campaign***

LBC has been committed to providing its students with the best quality Biblical education for life and ministry service in functional, attractive educational and recreational facilities. Buildings are only added to the campus of LBC after a needs analysis, feasibility study, and only when cash and/or faith promises have been secured to cover the entire expense of the building. All buildings on the campus are designed to service students' needs since they are the primary users. LBC also wants to be good stewards of its facilities; therefore, the college also uses its facilities to reach out into the community.

Over the last ten years LBC has experienced relatively steady growth in enrollment and additional new programs at both the graduate and undergraduate levels. It is this historical data and a conservative anticipation of future growth in enrollments and academic offerings that led LBC to launch the Advancing the Vision Capital Campaign.

In 1995 LBC developed a long-range building plan that included the addition of a new chapel, library building, advanced learning center, resident halls, dining hall expansion, gymnasium expansion, and renovation to the existing library/administrative building.

With the fall of the Foundation for New Era Philanthropy, LBC's building program was put on hold until the fiscal year 1997-1998. During 1997 the president, director of stewardship, Executive Council, the Development Committee of the Board, and the Board of Trustees approved the development of a capital campaign now called the Advancing the Vision Capital Campaign.

After a lengthy discussion with various college groups and a feasibility study (August – October 1997), LBC launched the private phase of the Advancing the Vision Capital Campaign in January 1998. The campaign prioritized the capital expansion needs of LBC as well as anticipated a ten-year process from securing faith promises to receipt of the promises. The original goal of the campaign was determined to be \$17 million.

The campaign has been refined and expanded since its inception. The college decided to break the campaign down into three building phases. The first phase of the campaign included a new chapel and an expanded dining hall. The first phase of the Advancing the Vision Capital Campaign cost \$7.6 million. The next phase of construction will begin with a new residence hall, a new music building, an expansion of the Student Center, expansion of the Horst Athletic Complex, and renovation to Esbensshade Hall at a total cost of approximately \$14.1 million. Currently under discussion are the buildings for the third phase. They include a new library, an advanced learning center, and renovations to the current library/administration building. The anticipated cost for this phase is estimated at \$9.7 million as seen in Table 2.7.

**TABLE 2.7. Advancing the Vision – LBC 2000+ Capital Campaign**

<i>Buildings</i>	<i>Actual/Projected Timeframe</i>	<i>Projected Costs</i>
Good Shepherd Chapel	March 2000 – May 2001	\$5.6 Million
Olewine Dining Commons	March 2001 – Aug. 2001	\$2.0 Million
Residence Hall	Sept. 2002 – Sept. 2003	\$5.5 Million
Music Building	Aug. 2003 – Sept. 2004	\$1.0 Million
Expanded Student Center	Aug. 2004 – Aug. 2005	\$2.5 Million
Expanded Horst Athl. Complex	April 2007 – July 2009	\$4.6 Million
Esbensshade Hall Renovation	April 2008 – Aug. 2008	\$.5 Million
Library	April 2009 – July 2010	\$5.0 Million
Renovation to Library Admin Building	May 2011 – July 2014 Projected	\$2.2 Million
Academic Center	April 2014 – Aug. 2016	\$2.5 Million

On Tuesday, March 28, 2000, LBC broke ground for the GSC. Prior to the groundbreaking the college had the cash and faith promises required to begin construction. Construction took approximately 14 months.

The GSC occupies approximately 54,000 square feet. It houses 3 classrooms, a large unfinished balcony, 3 office suites, the college's boardroom, and a prayer chapel. It seats approximately 1,200 on the ground level and once the balcony is completed will be able to seat an additional 500. Final cost of the GSC, including land development, construction, and furnishings totaled \$5.6 million. LBC was able to begin using the building for the last chapel service of the semester in May 2001. It was dedicated into service September 16, 2001.

This building provides a centralized location for the college to experience corporate worship. Prior chapels were held in the Horst Athletic Complex (HAC). The construction of the GSC allows the HAC to be used exclusively by the athletic department.

On Tuesday, March 27, 2001, LBC broke ground for the ODC. During April and early May, LBC displaced its food service to the Horst Athletic Complex so that construction could begin and be completed for the fall semester 2001. Construction was completed by August 26, 2001, and was in service when the students returned for the fall semester.

The ODC project included the renovation of the existing dining hall and the addition of a 9,000+ square foot dining commons. Renovations included the addition of a snack shop, a new president's dining room, a large dividable private dining room, larger restrooms, 2 handicapped restrooms, new dishwasher room, additional storage rooms, and a food-court style of food service. The cost of construction and furnishings for the ODC was \$2.2 million. As with the construction of the GSC, LBC had sufficient cash and faith promises to complete the project before ground breaking.

The new dining commons seats approximately 700 people using both tables and booths. The new facility, including the snack shop, is wired to provide computer access to the students. Both

the GSC and the ODC have made a significantly positive impact on students, staff, and the community.

LBC begins the second phase of its Advancing the Vision Capital Campaign with a new 200-bed residence hall. This new facility will include living clusters of 16 students, 2 students per room, who will share a common bathroom. The two-story building will have a common area connecting 2 wings. It will include a basement used for storage, laundry facilities, and a recreation room. The common area will be used for study, social times, and resident life events. There will also be small meeting rooms on each floor. Each bedroom will also have computer access.

The projected cost of this facility, including land management and furnishings, is \$5.5 million. The college began a process of moving forward with the land development in August 2001. LBC plans to start construction when cash and faith promises are made to fully fund the project.

Retrospectively, the last five years have ushered in a multitude of significant changes. External economic and political developments, the presidential change, office restructuring, new academic degrees, new academic departments, technological developments, and new construction have all contributed to strengthen the mission and goals of LBC. With so many changes, it is a testament to the collective faith and prayers of all the stakeholders that LBC has been able to stay on task with its mission and goals.