

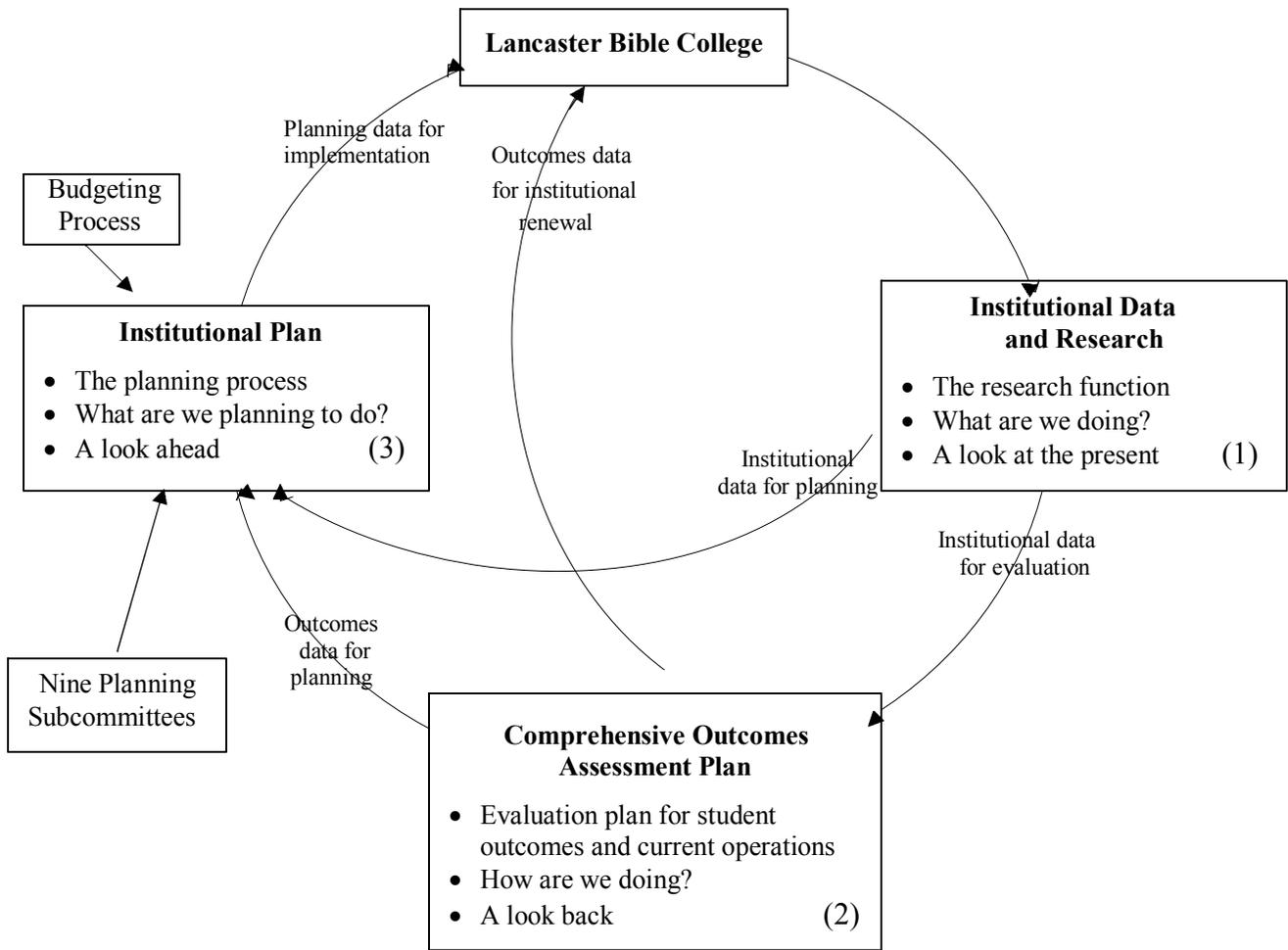
Since the new president took office two years ago, there has been tremendous progress in the development of institutional data/research, outcomes assessment, planning, and budgeting processes and their interrelatedness to create a model for institutional effectiveness. While the college has for the last several decades been engaged in collecting data, generating outcomes, and planning for the future, this section will demonstrate that these processes over the past two years have become more deliberate, more sustained, better organized, and more closely unified. Significant progress has been made in better using and analyzing the data, and in developing a comprehensive outcomes plan engaging all the academic and non-academic department heads across campus. Further, the planning process is more sophisticated and better organized with greater continuity and connectiveness to the budgeting process. Finally, much effort has been expended to organize each of these pieces into an understandable and effective model of institutional effectiveness. It is understood that additional maturity and refinements are needed and that a two-year track record is just the beginning. Areas needing further development are noted.

Model for Institutional Effectiveness

The college family is committed to institutional effectiveness. The unified desire and goal of college personnel is to be increasingly effective in fulfilling the college mission. Each department of the college must be effectively reaching its individual departmental objectives and mission if corporate effectiveness is to be realized. LBC has defined institutional effectiveness to include 1) the accurate collection, interpretation, and use of data, 2) an outcomes plan with extensive participation at the departmental level, and 3) a stretching yet realistic plan for the future which includes a budget and budgeting process that provides adequate financial support. These three components are interrelated and together form a model that effectively ties all these individual segments into a dynamic continuous system.

The following diagram expresses the model:

Model for Institutional Effectiveness at LBC



An overview of the model is presented, followed by a fuller presentation of the individual parts, namely institutional research, outcomes assessment, planning, and budgeting.

The model is cyclical and begins with data collection. This first step (1) is the descriptive part of Lancaster Bible College and the descriptive part of a continuous self-study process. The data help the college to see objectively what is being done and, when viewed over a period of years, shed light on trends and allow for corporate analysis. It is a foundational piece for understanding the “who” and “what” of LBC. The data help balance subjective observation with documented data.

Data collection is good but it is not an end to itself. For data to be beneficial to LBC, it must be used. Some data are used directly in the planning process while other data, especially student data, are utilized in the college's Comprehensive Outcomes Assessment Plan (COAP). This second step (2) is the evaluative part of the institutional effectiveness model and provides insight into how well LBC measures up to the objectives and mission of the college. The primary use of outcomes data is for the individual college department to use it for change and institutional renewal. Other outcomes data are utilized by the planning committee in developing a future look for LBC. When viewing this step from a self-study perspective, this becomes the important evaluative and institutional renewal piece of the self-study process.

Institutional effectiveness, however, is still incomplete without looking to the future. Planning must have accurate and complete data and outcomes to make realistic projections for the future. Nine planning subcommittees are engaged in the planning process to provide a broad-based approach. Budgeting also plays a key role so the plans are adequately resourced and in turn implemented. This last step (3) provides the future dimension of self-study.

This model has been effectively used in recent years. To illustrate, three examples will be provided. First, resident hall population has been at capacity over the last five years. For several years the number of resident students has exceeded capacity, and off-campus housing was secured. These trends have been tracked very closely and shared with the Campus Development Planning Subcommittee. As a result, this committee, along with the president, is deeply engaged in study and plans for how to meet this need, including the possibility of a new resident hall facility.

Second, as a Bible college, there is deep commitment to meet the holistic needs of the students. Of special concern are the spiritual needs of the students. As a result of data collected over several years, it became evident that more intention was needed in the spiritual development of the students. Students were coming with more complex personal and spiritual issues. In addition, knowledge of the Bible and spiritual things was on the decline as demonstrated by the new student Bible pre-test. There was an increased disconnection between knowing spiritual truth and putting it into practice. The student resident assistants (RA's) were requesting additional support.

While the college had many activities such as chapel, Spiritual Life Week, Days of Prayer, and discipleship groups, it was concluded that a Director of Spiritual Formation was needed to centralize and coordinate these efforts. The request to fill this position was forwarded to the planning committee, was approved, and included in the budget. Consequently, a Director of Spiritual Formation was hired for the 2001-2002 academic year.

A third and final illustration comes from the Graduate School. The original two master's degree programs were not evaluated since their beginning in 1995. Last year the graduate dean undertook the evaluation of the M.A. in Bible program. Surveys were developed for current students and alumni. Focus groups were organized. Faculty and administrative input was solicited. The data revealed the program was very solid and enthusiastically supported by students, faculty, and alumni. Several recommendations were made and approved. These included a better system to evaluate prospective students who lacked an undergraduate major in Bible, an orientation course, a research course, and a second language course. These outcomes are being implemented and will further strengthen this degree program. A similar evaluation of the M.A. in Ministry programs is being conducted in the 2001-2002 academic year.

In summary, this model provides the college with a continuous self-study process that involves annual data collection, outcomes assessment, planning, and budgeting. Further, the use of this model has led to increased employee participation in institutional effectiveness and more strategic institutional renewal with documentation. The college is committed to use this model and expects continued usage to refine the process and sharpen the focus.

Institutional Data and Research

A new and comprehensive data collection program was instituted in 1990. Data are collected annually and include all three educational levels of the college – Evening Institute (non-credit), undergraduate education, and graduate education. Data are collected for each program of study and administrative unit. The data collection and processing of data fall into three categories. The first and most basic category is the collection of simple raw data. This includes keeping a record of individuals, activities, and a numerical count of what has occurred.

The second category uses the data to create simple statistics, most commonly means and percentages to better assist in evaluating and interpreting the data. The third category addresses the need to collect specific outcomes data to measure the objectives of each department. Each of these three categories will be discussed more fully in the subsequent paragraphs. The college has been committed and remains committed to the accurate collection of all necessary data and the continuous use of that data for renewal and planning. The college community increasingly realizes this data provide the base for all evaluation, change, and future planning.

The collection of institutional data is the responsibility of the President's Office. The data is collected and organized around the college's seven administrative areas. Each administrator is responsible to collect and submit to the president's assistant the data for his/her area. The administrative areas are the President's Office, Academic Affairs, Admissions, Business, College Operations, Stewardship, and Student Development. Please see page 63 for a summary of this activity. From looking at the summary page, an individual can envision a vast array of data and reports. A complete listing is beyond this report. An illustrative sample includes enrollment and graduation reports for each college program, recruitment, and admissions reports, fiscal and student financial aid reports, audits, events, visitors on campus, inquiries from magazine advertising and the website, donors and giving statistics on a monthly, quarterly, and yearly basis, student organizational involvement, resident hall population and growth, etc.

Over the years, the college has excelled in collecting data. In all probability LBC has collected more data, counted more things, and kept more numbers than was profitable or even usable. Consequently, one important task is to carefully analyze the data being collected to make sure it is indeed needed and useful and at the same time ensure that nothing critical has been overlooked. A second concern has surfaced in recent years. As the college has grown and data collection has become more complex and intertwined with all that a college does, it has become apparent in recent months that the President's Office is no longer able to devote sufficient time to data collection. The president and his leadership team are reviewing some administrative adjustments to remove the data collection from the President's Office and relocate this collection to an individual who has sufficient time to give proper leadership to this important area.

INSTITUTIONAL DATA COLLECTION

Due September 1 (for previous academic year)

All units include budget and personnel information in addition to the following:

1. President's Office

- a. Board of Trustees
- b. Corporation Members
- c. Institutional Surveys/Reports
- d. LBC Organizational Chart
- e. President's Report/Annual Report

2. Academic Affairs Office

- a. Evening Institute
- b. Enrollment Reports
- c. Graduate Education
 - Advertising
 - Courses Offered
 - Enrollment Reports
 - Faculty Load
 - Grade Analysis
 - Graduation List
 - PDE Approvals
 - Program Initiatives
- d. Undergraduate Education
 - Christian Service
 - Enrollment Reports
 - Fine Arts
 - HIS Ministry Teams
 - Music Teams (Conestogans and Psallomen)
 - Placement
 - Plus 20
 - RAP
 - Seminars
- e. Academic Affairs
 - Campus Computerization
 - Graduation Rates
 - Library
 - Outcomes
 - Registrar's Office – internal reports
 - Reports and Surveys (AABC, AICUP, IPEDS, MSA, etc.)
 - Senior Interviews
- f. Campus Computerization

3. Admissions Office

- a. Admissions Activities
 - Application Data
 - Campus Visitors
 - Entering Class Data
 - New Student Survey
- b. Recruitment Activities
 - Advertising
 - Literature Distribution
 - Prospective Students

4. Business Office

- a. Building/Grounds Management
- b. Campus Safety
- c. Fiscal Affairs
 - Accounts Payable/Receivable
 - Audit
 - Investments
- d. Human Resources
- e. Physical Plant
- f. Student Financial Aid

5. College Operations Office

- a. Alumni
- b. College Operations
 - Events Reports
 - Outside Group Use of Campus
 - Technical Support (Sound)
 - Visitors on Campus
 - Website
- c. Copy Center
- d. Mail Room
- e. Media Center
- f. Publicity

6. Stewardship/Advancement Office

- a. Fund Raising Activities
 - Cash Flow Comparison Report
 - Cost Ratio Report
 - Deferred Gifts Report
 - Direct Mail Analysis
 - Donor Segmentation Report
 - Donor Type Comparison Report - Scholarshare
 - Fiscal Year Comparison Report
 - Fiscal Year Giving Report - All Funds by Month
 - Golf Tournament Reports
 - Statistical Report Comparison
 - Total Giving Report - Donor Type - All Funds
- b. Planning Activities

7. Student Development Office

- a. Athletics
- b. Deacon's Fund
- c. Food Services
- d. Health Services
- e. Student Development
 - Discipline
 - Spiritual Life
 - Student Groups/Organizations
 - Student Life

A significant benefit to the increased attention on technological advancement, as noted in Section 2, has been the development of accurate and consistent databases for the undergraduate, graduate, and noncredit programs. In 1997 such databases were nonexistent. Data had to be collected from several areas, creating a tedious collection process. Throughout the last five years several campus cross-sectional meetings have occurred with the goal of standardizing data entry. Many hours of meeting resulted in reliable databases that yield accurate data. Attention was first given to the traditional undergraduate area. More recently the Plus 20, graduate school and Evening Institute areas have begun the process of standardizing data entry. Since those meetings, the I.S. Department has created several hundred custom reports that contribute to institutional research. This was further enhanced with the switch to the Windows version of the college administrative software. It allows the users more flexibility in the collecting and reporting of data. This is most beneficial in instances when one-time data collection relating to a particular issue is needed. The database can be accessed, data retrieved, and data reported in a relatively short period of time. The databases are also much more available for usage since they are in electronic form rather than only in hard copy. Much gain has been realized in this area, yet it is understood that this remains a work in progress.

The offices of the registrar and vice president for academic affairs are two of the more involved offices in using the data to create studies and reports for research purposes. As noted previously, it is the intent of the college to centralize these tasks to achieve a greater level of efficiency. Some examples of studies that are done each year include:

- 1) Graduation rates for the college as well as each academic program.
- 2) Graduation rates by sex, ethnic group, degree.
- 3) Enrollment reports for Evening Institute, undergraduate, and graduate schools.
- 4) Enrollment reports for each academic program and numerous other categories.
- 5) Retention studies for each program.
- 6) Attrition rates for each program.
- 7) Budgetary reports and audits.
- 8) Giving reports by month, year, donor classifications, etc.
- 9) Resident hall studies.

These studies are simply noted for illustrative purposes. Several of these will be included and referenced later in this section.

The outcomes activity at the college is also engaged in collecting data. The outcomes plan and processes were fully addressed in Section 3 as a response to one of the self-study recommendations. Each academic program, department, and division within the college collects student outcomes data. The ownership of this activity is in the hands of the faculty who have responded admirably to this task. A large part of the outcomes data is used by the faculty for change and renewal within their curricula and programs. Other data that have broader implications find their way to the institutional planning process. In a similar way, the non-academic and academic support areas are also engaged in the outcomes endeavor. Thus the outcomes data collection is comprehensive across the entire campus.

To demonstrate the data and research activity at LBC as well as to accommodate MSA's PRR guidelines, four reports are included and will be reviewed briefly. These research studies are enrollment reports, graduation rate reports, attrition studies, and fiscal reports.

Enrollment Reports

The enrollment reports for Evening Institute, traditional undergraduate programs, degree completion program (Plus 20), and the graduate school are included in Appendix 16. These reports contain five years of history and a five-year projection. Some assumptions, trends, and implications for each category are included:

Evening Institute

- 1) The annual enrollment of this adult enrichment program (not college credit) has grown from 703 students in 1996-1997 to 1,044 students in 2000-2001, an increase just under 50%.
- 2) In addition to the main campus, a variety of programs and courses are conducted annually at approximately a dozen off-campus locations. Each year several churches and other community organizations contact the college to offer Evening Institute courses and programs at their locations.

- 3) Since this program does not have a formal structured curriculum and since many of the students are transient, it is very difficult to project an enrollment increase for the future. However, the program continues to be well received by the community, and it is anticipated that growth of approximately 10% per year will occur.
- 4) The Evening Institute Program is directed by an individual who has other responsibilities at the college. Currently these data are being used to analyze whether the leadership of this program should be a full-time position, with no additional responsibilities, to allow for the full realization of the potential of this endeavor.

Traditional Undergraduate Programs

- 1) The traditional undergraduate enrollment target is 1,000 students equally divided between dorm and commuter students. This enrollment target originated during the LBC 2000+ planning process. Planning initiatives related to traditional undergraduate education revolve around this number. For example, facility development assumes a maximum capacity of 1,000 traditional undergraduate students.
- 2) Enrollment over the past five years has actually decreased 1% from 636 in 1997-98 to 630 in 2001-2002. However, during the last three years, enrollment has increased 10% from 582 in 1999-2000 to 630 in 2001-2002. Over the past year alone enrollment increased by 4% (18 students).
- 3) For many years the resident hall enrollment was relatively stable, fluctuating between 290 and 310 students. This past year the resident hall population jumped by 40 to 347 students (13%). It is too soon to ascertain whether this is an aberration or a new baseline figure as a result of the two recently constructed buildings on campus and some reinvigorated school spirit. In addition, it has been noted that many colleges and universities throughout the country have experienced significant residence hall growth this year. This situation is being followed closely and is tied to the anticipated construction of a new resident hall.
- 4) LBC expects continued modest growth – 20 students over a 3-year time period.

- 5) New programs, if any are added, will spur growth in addition to the growth as noted previously.

Degree Completion Program (Plus 20)

Enrollment has stabilized and since there is no plan to increase the number of groups being offered beyond 4 in a calendar year, the enrollment will remain in the 70-80 range. The enrollment for the past five years has ranged from a low of 56 to a high of 84. The last four years enrollment has been 69, 73, 74, and 84. The director of the program is considering the feasibility of offering courses at off-campus sites. Obviously additional campuses would impact the enrollment projection.

Graduate School

- 1) Due to two new degrees, continued advertising, additional staffing, and the visibility benefits of being in operation for seven years, the accepted students in a degree program increased last year by 57 to 132 students, a 76% increase.
- 2) LBC anticipates 25 new students each year for the next five years.
- 3) Since our graduate school programs are designed for part-time students, the actual enrollment is less than the number of accepted degree students. Actual enrolled students increased from 74 to 104 from fall 2000 to fall 2001, a 40% increase.

Graduation Rate Reports

Each year the college puts together a series of comprehensive graduation rate reports. These reports are located in Appendix 17. As with the enrollment reports, some evaluative comments are included.

Evening Institute

Most students who attend this non-credit program do so for personal enrichment without any strong desire to graduate from this program. An Evening Institute certificate is awarded to students who complete ten CEUs, and an advanced Evening Institute certificate is awarded for the completion of thirty CEUs. Graduates over 1997-2001 years total twelve. In May 2002, fourteen students graduated from the certificate program. These students participated in an

extension campus in a northern New Jersey inner city church. Graduates take part in the regular graduation exercises. Recently, there has been an increased interest in the Biblical Lay Counseling Certificate. These numbers will be monitored to determine if this is an anomaly or a trend.

Traditional Undergraduate

- 1) As the student body has grown over the past five years, so has the number of graduates. Due to increased retention, the increase in the percentage of graduates is greater than the increase in the percentage of our enrollment growth over the last five years.
- 2) Our graduation rate has averaged 46% over the past four years. This rate should increase due to additional attention being given to the first year experience and the overall retention program. Transfer students from LBC to other educational institutions are not tracked. If these transfer students were identified, the graduation rate would be higher.

Degree Completion Program

As with enrollment, graduation numbers have been very stable. The last five years the number of graduates has ranged from 22 to 36. The last four years the numbers have been very consistent – 29, 28, 29, and 36 graduates. The graduation rate, since the inception of the program, is 74.5%.

Graduate School

This is only the seventh year of operation for the graduate school and as would be expected, there were no graduates during the first few years. Several more years of operation must occur before graduation trends become apparent. A total of fifteen students have graduated, fourteen of these in the past two years.

Attrition Studies

Attrition studies are completed by the Registrar's Office each fall semester. The attrition rates for the past three years beginning in 1999 are 32.8%, 29.9% and 21.7%. Incremental improvements correlate with increased attention being given to the freshman college success course, to sophomore year students, to academic advising, to the construction of new buildings, to increased emphasis on school spirit, and to a greater campus effort to affirm both students and

employees. Additional emphasis has also been given at the departmental and programmatic levels by having the department chairs play a greater role in tracking and following up on students in their departments who do not return. An ad hoc committee has been formed to give continued attention to attrition/retention, collect data indicating the most effective retention initiatives, and to keep attrition/retention before the campus community. The undergraduate dean chairs this task force. The complete attrition report is included in Appendix 18 and includes six demographic categories and attrition rates for each academic program.

Fiscal Reports

The last of the four data reports included is for the fiscal area. Giving reports and projections, along with budget reports and projections, are included. The college is blessed with a wealth of friends and donors who faithfully and generously support this ministry. The five-year giving history and giving projections are contained in Table 4.1 and Table 4.2.

Table 4.1. Giving History

	<i>1996-1997</i>	<i>1997-1998</i>	<i>1998-1999</i>	<i>1999-2000</i>	<i>2000-2001</i>
Scholarshare/Advancement Fund (Annual Fund)	\$1,132,574	\$1,192,366	\$1,186,845	\$1,209,464	\$1,254,890
Annual Goal	<i>1,150,000</i>	<i>1,170,000</i>	<i>1,200,000</i>	<i>1,200,000</i>	<i>1,250,000</i>
Advancement Fund (Special Projects)	1,024,167	235,000	517,000	150,000	12,631
Building Fund (Capital Campaign)	3,815	232,175	431,463	1,091,652	1,762,830
Endowment Fund	483,670	119,526	107,287	350,060	47,316
Restricted Fund	570,206	296,676	371,599	360,184	341,650
TOTAL	\$3,214,432	\$2,075,743	\$2,614,194	\$3,161,360	\$3,419,317

Table 4.2. Giving Projections for Next Five Years

	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>
Scholarshare/Advancement Fund Annual Goal	\$1,400,000	\$1,400,000	\$1,425,000	\$1,450,000	\$1,475,000
Advancement Fund	N/A	N/A	N/A	N/A	N/A
Building Fund Cash and faith promises	\$2,031,000	\$2,331,000	\$2,675,000	\$3,150,000	\$2,700,000
Endowment Fund	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
Restricted Fund	N/A	N/A	N/A	N/A	N/A

Scholarshare Fund – Since 1997, the Scholarshare Fund has remained the driving force for the college’s stewardship efforts and provides the scholarship portion of the annual budget. This fund, renamed the Scholarshare/Advancement Fund, provides scholarships for LBC students and resources for the college’s graduate school operations. The fund-raising goal for this fund is based on two factors: 1) the anticipated scholarship needs of the college for the upcoming year, and 2) the history of the previous year’s giving. Characteristically, LBC has increased the fund goal by approximately \$25,000 - \$50,000 per year. As the *Giving History* chart indicates, giving to this fund has exceeded the projections in three of the last five years. Giving to this fund has increased 10.8% since the 1996-1997 fiscal year. Because this fund is dependent upon donor dollars, there is fluctuation in the amount received. For the 2001-2002 fiscal year, this fund was combined with the Advancement Fund, and the goals were increased so that planning initiatives could be funded.

As the *Giving Projections for the Next Five Years* chart indicates, Scholarshare/Advancement Fund giving will remain relatively flat for the next five years. The goal will only increase \$75,000 over the next five years. This does not keep pace with the projected scholarship expenditures; however, there were several other important planning factors that were foundational in establishing the projected Scholarshare/Advancement Fund goals. First, LBC continues to focus on the Advancing the Vision Capital Campaign. The stewardship personnel are in tune with donors and are attempting to balance giving requests so that donor fatigue does not become a limiting factor. Second, LBC has worked hard over the last number of years to

build its endowment. The college established policies and endowment goals and has actively pursued securing endowment funds over the last ten years. This has enabled the college to build the endowment to over \$2 million, the interest of which now helps to fund scholarships for students. Third, currently the college is working through a number of planning initiatives that would generate a third source of income to provide additional scholarship increases. Planning initiatives may include the establishment of an LBC foundation, using college property as a source of income; the creation of a leadership training and resource center for the northeastern United States; and the development of other planning initiatives.

Advancement Fund – The Advancement Fund was established during the 1993-1994 fiscal year as a result of the Foundation for New Era Philanthropy. This fund was created to hold undesignated gifts. Matching gifts and undesignated gifts were placed into this fund until the college president and executive leadership decided where they could best be used. The large totals to the Advancement Fund during the 1996-1997 and 1998-1999 fiscal years were due to large undesignated gifts that the college eventually designated to the capital campaign. In fiscal year 2000-2001, this fund was combined with the Scholarship Fund to create a new fund called the Scholarshare/Advancement Fund.

Building Fund (Advancing the Vision Capital Campaign Fund) – As the chart indicates, there have been significant increases in the amount of gifts provided to this fund since 1996. In 1995 LBC launched a \$33.5 million capital campaign. The campaign was broken down into three phases, and gifts and commitments were sought to complete phase one. The significant increase in giving beginning in 1997 reflects the success of the first phase of the campaign.

Endowment Fund – Gifts designated toward this fund are invested for the college's future. The college establishes a \$250,000 giving goal for the endowment each year. This goal does not include deferred or estate plan gifts. Though the giving goal is published for the endowment each year, the Stewardship Office is not as active in soliciting donors for this fund as they are with the Scholarshare/Advancement Fund. The large drop in gifts given to the Endowment Fund from the 1996-1997 fiscal year to the 1997-1998 fiscal year is the result of receiving a large gift to the Endowment Fund in 1996-1997. The significant increase in giving to the Endowment Fund in 1999 resulted from the settlement of a large estate.

Restricted Fund – Gifts given to this fund are restricted gifts given to the college. Examples of restricted gifts include gifts designated toward our Helpers in Service Ministry Team short-term missions trips, needy student fund, athletic program, and other temporarily restricted areas or projects.

Total Giving – As the chart indicates, total giving to the college has continued to increase each year since 1997. There was a large drop in total giving from 1996 to 1997 because the college received a \$1 million gift that was initially placed into the Advancement Fund and a \$350,000 temporarily restricted gift to help the college with the return of funds to the Foundation for New Era Philanthropy. The \$1 million gift was eventually designated to the Advancing the Vision Capital Campaign. Total giving to the college has increased 6.37% over the last five years. The significant increase in giving from 1998 through 2000 is largely due to gifts toward the building fund. Finally, to tie some of this data together, a budget report and analysis will conclude this data and research section.

In Appendix 19 the five-year budget history and five-year budget projections can be referenced. The budget has grown 6.6% over the past five years. Budget surpluses ranging from 4.4% to 11.6% have been enjoyed in each of the last five years. The income and expense percent assumptions were derived from the past five years of budget history. The rationale for the enrollment and gift assumptions was discussed earlier in this section. Assumptions used in making the budget projections for the next five years are found in Table 4.3.

Table 4.3. Assumptions in Making Five-Year Budget Projections

<i>Category</i>	<i>Assumption</i>
Student Enrollment:	
Evening Institute	10% annual growth
Traditional Undergraduate Program	20 students growth over three years
Degree Completion Program	No change
Graduate School	25 students annual growth
Income:	
Tuition and Fees	5.3% increase
Room	7.5% increase
Board	3% increase
Auxiliary Income	3% increase
Gifts	\$25,000 annual increase beginning in 2003
Grants	4% increase
Investments	4% increase
Miscellaneous Income	3% increase
Expense:	
Instructional Expense	4% increase
Operation and Maintenance of Plant	10% in 2003, 20% in 2004 due to new buildings; 4% thereafter
All other expenses	4% increase

The enrollment projections combined with the budget forecasts are critical pieces of information to the planning process. The budget projections are utilized to help ascertain the level of planning initiatives that can be included in future budgets. This concept will be more fully developed in the section on planning and budgeting.

The college is committed to collecting relevant data in all areas of operation and using the data for outcomes assessment, research purposes, and planning. Progress has been realized in many areas, and areas needing improvement were noted and reaffirmed.

Outcomes Assessment

The outcomes assessment plan has been presented extensively in other sections of this document. Duplication of this material will not be included here. However, it may be valuable to underscore that outcomes assessment is designed to be an integral piece of our institutional effectiveness model. The outcomes plan document is available in Appendix 10 along with a discussion of the plan included in Section 3.

Planning and Budgeting Processes

Planning and budgeting are important parts of the administrative process at LBC. In the mid 1990s, the College formulated the LBC 2000 plan and then revised it in the late 1990s to become the LBC 2000+ plan. In 2001, a renewed and revised planning process emerged. One of the first priorities was to revisit the LBC 2000+ planning initiatives and begin to merge uncompleted or high priority initiatives into the new planning process. Appendix 20 provides a clear link between LBC 2000+ planning and the newly established planning process.

The new planning process began in 1999 under the direction of LBC's new president. A comprehensive year-long vision audit was initiated that included the board, corporation, faculty, staff, and students. The vision audit surfaced the following ten themes:

1. Academic Initiatives
2. Student Advising
3. Building Expansion
4. Center for Professional Ministries
5. Communication
6. Marketing
7. People Development
8. Recruitment
9. Students
10. Technology (Instructional and Institutional)

In July 2000 the position for stewardship and advancement (planning) was created and a new planning process was established. A major element of the new planning process included the formation of a Master Planning Steering Committee (MPSC). The MPSC was charged with the responsibility of creating ten planning subcommittees around each of the vision audit themes as well as creating an agenda for each subcommittee to follow. Planning process priorities were also established. The president indicated that plans needed to be global in scope, easily absorbed, intentional, outcome based, and articulated to external constituents.

Each planning subcommittee conducted research into LBC's current status as it related to the audit theme, looked for benchmarks of where LBC could and should be, then recommended a plan and budget to accomplish the plan for the vision audit theme. Implementation time frames varied, but each committee submitted a one-year budget projection which was considered by the MPSC, by the Executive Council, and finally by the Budget Committee. At the end of the first year, \$180,000 was dedicated to planning initiatives. Also, the MPSC established seven planning pillars that would guide the future planning (Appendix 14). The pillars were approved both by the Executive Council and Board of Trustees.

Beginning August 2001, the president convened the two vice presidents to analyze the previous year's planning process and activities. These meetings over several months acknowledged that a preliminary planning process had been established, that some significant progress had been made, many people had been involved, and planning was beginning to drive the budget. Some needed structural changes were also identified. Further conversations revealed the need to develop a closer working relationship among the collection and analysis of institutional data, outcomes assessment, and planning. A revised planning process was created. Also, the model for institutional effectiveness was established.

Resulting from these meetings, changes were made to the planning process. The revised planning process continues to utilize a broad-based participatory approach to planning. There will continue to be a central planning committee, Committee for Institutional Effectiveness and Planning (CIEP), and subcommittees. Intentional effort was taken to make the planning process more effective in the operation of the college. Specifically, these efforts included 1) a greater

involvement by the administrators in the planning process for their areas of responsibility, 2) more commitment to planning being an annual process closely tied to the budgeting process, and 3) an increased sense of sustained planning to reach beyond the immediate future. The LBC Planning Document is available in Appendix 21 which explains in full detail the planning functions at the college. Only a brief overview will be included in the body of this document.

The vice president for stewardship and advancement has the direct responsibility for planning at LBC. Under his leadership, nine planning subcommittees have been organized and are chaired by an administrator. Each administrator is responsible to recruit and organize the membership for his/her committee. The planning subcommittees are:

1. Academic
2. Admissions and Recruitment
3. Buildings and Grounds
4. Campus Development
5. College Relations and Marketing
6. Fiscal
7. Funding and Resource Development
8. Major Initiatives
9. Student Development

Each subcommittee chair has the mandate to plan for his/her respective area for the next five years. Recommendations for the future from the subcommittees are forwarded to the CIEP for coordinating, prioritizing, and budgeting. This critical planning committee is engaged in the annual budget formation process and is also responsible to create and maintain a five-year college plan including budgetary implications. Initiatives for the coming year must be submitted to the committee by July 15 to be considered in the following year's budget. Planning by the subcommittees is encouraged throughout the year with planning initiatives forwarded to the CIEP at any time, enabling the five-year plan to be a dynamic document under constant review and change.

The CIEP forwards the annual budget and five-year plan to the Executive Council and Board of Trustees for review and adoption. Both the CIEP and the Executive Council are responsible to ensure proper funding is allocated for the approved initiatives. This is to safeguard plans and initiatives being approved without funding.

The budgeting processes, both the annual process and the five-year budget projection, are critical to a realistic and workable planning process. Earlier in this section, the five-year budget projection was presented and reviewed. The annual budgeting process includes three stages: 1) budget formation, 2) budget approvals, and 3) budget revisions. The budgeting process is participatory in nature and, as demonstrated below, is very closely linked to the planning process, especially during the formation stage. The general flow of the budgeting/planning process appears in Table 4.4.

Table 4.4. Planning/Budgeting Process

Month	Planning/Budgeting Process
By July 15	Five-year planning initiative proposals submitted to CIEP. In addition, planning initiatives required for the next fiscal year must be submitted by this date.
July – October 15	CIEP reviews and prioritizes planning proposals. (The VPSA will update the staff on the next steps in the planning process.)
Mid-October (2 nd Executive Council mtg.)	Planning recommendations submitted to Executive Council. (Following the meeting, the VPSA will inform the sub-committee chairs and the staff which of the planning initiatives are <u>tentatively</u> approved and which are not approved for the upcoming fiscal year.)
Mid-October (2 nd Executive Council mtg.)	Budget Request sheets distributed to the administrators.
By January 15	Administrators develop budgets that include <u>tentatively</u> approved planning initiatives for the next fiscal year and submit to the Business Office.
By February 1	1) Set tuition and fees schedule and 2) Set salary schedule for adjunct faculty, student ministry teams, RA's, etc.

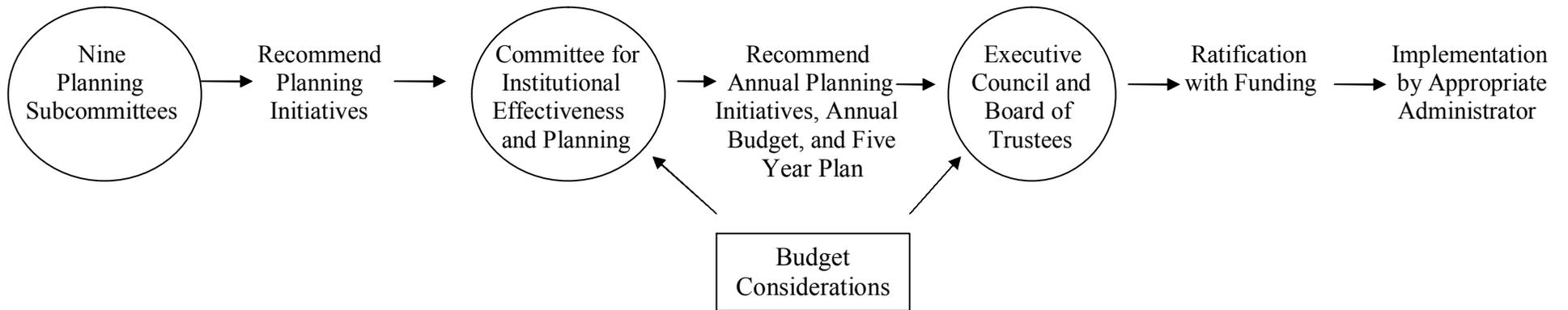
Table 4.4. (Con't) Planning/Budgeting Process

By February 15	Preliminary budget draft is prepared by the Business Office and submitted to the President. (The VPSA will remind the staff of the process and the next steps of budget preparation.)
February – March	President reviews the proposed budget with the CIEP to ensure that all planning initiatives and other necessary items are considered. Submit to Executive Council for recommendation to the Board of Trustees in May.
By April 1	Submit Executive Council budget recommendations to the Board for adoption of the budget in May.
By April 30	The President will convene a staff meeting to inform the College family about the approved budget and included planning initiatives. Planning sub-committee chairs will be informed of their funded planning initiatives, and they will communicate with their committee members. They will begin taking necessary steps toward implementing their planning proposals.
By May 1	Balanced budget will be finalized and submitted by the Business Office to be included with the Board Report.
May Board meeting	Budget to be approved by the Board of Trustees.
By June 1	Executive Council, Planning Sub-committee chairs, and the College family will be informed of the budget approval.
July 1	New budget and planning initiatives will be implemented.

The budget revisions are made by the president in consultation with the director of finance. As needed, the Executive Council and/or the CIEP is involved. This budget process has been utilized for many years and has served the college well. It allows for budget planning to occur on the departmental level, thus increasing the participative nature of budget formation. A diagram of the planning and budgeting processes may be helpful to understand the flow of these processes along with their interrelatedness. The diagram is included on page 79.

LANCASTER BIBLE COLLEGE

PLANNING PROCESS



Planning is an evolving process at LBC. Efforts to plan effectively over the last five years have increased significantly. Those efforts have engaged a large number of stakeholders who are addressing key areas critical for the college's future. The planning process will need to be continually adjusted until it becomes an integral part of the working landscape of the institution.

The CIEP will need to continually offer consistent, deliberate, and comprehensive attention to the critical issue of institutional effectiveness for LBC. Specifically, the committee must coordinate the three essential pieces of institutional effectiveness (institutional data, outcomes, and planning). Further, the committee must prioritize planning initiatives, maintain a five-year planning schedule, and allocate sufficient funding.

The current five-year plan is included in Appendix 22. The document is inclusive of planning issues from LBC 2000 through current planning initiatives. The five-year plan demonstrates that LBC's efforts do not always include increased budget requests, but rather some plans are adjustments to processes or realignment of resources. All those engaged in the institutional effectiveness plan are aware that this is a fluid document and that adjustments will be made as the college moves forward. Unanticipated events, requirements, finances, and other outside influences will require some adjustments.

Because the current planning process is relatively new, the five-year plan, as it appears in Appendix 22, does not project initiatives for five years in all areas. On the five-year planning document, the columns marked "Planning Initiatives Being Developed or To Be Discussed" and "Planning Initiatives Awaiting Decision" represent a number of initiatives being developed. As the PRR was going to print for the June 1, 2002 deadline, sub-committees were meeting to continue to refine the timing of pending initiatives.

The board of trustees along with the president, and his administrative team, are fully convinced of the importance and need of institutional effectiveness. They are committed to continue to implement the dependent processes of institutional data collection and

research, outcomes assessment, planning, and budgeting to ensure the model of institutional effectiveness is functional and significant in the operation of LBC. Further, it is understood that the plan for institutional effectiveness is continuous, cyclical, and dynamic. Finally, the college community has a renewed vision that these activities are essential for institutional renewal and the continued advancement of Lancaster Bible College.