

## Periodic Review Report

Presented by: Lancaster Bible College, Lancaster, PA

June 1, 2012

Dr. Peter W. Teague, President

Most recent decennial evaluation team's visit: 2007

## Table of Contents

Certification Statement.....	iii
Chapter 1 .....	<a href="#">1</a>
Chapter 2 .....	<a href="#">6</a>
Chapter 3 .....	<a href="#">22</a>
Chapter 4 .....	<a href="#">25</a>
Chapter 5 .....	<a href="#">26</a>
Chapter 6 .....	<a href="#">34</a>
2010 – 2011 IPEDs Financials .....	<a href="#">38</a>
Lancaster Bible College’s MSCHE Institutional Profile .....	<a href="#">51</a>



# Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

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## Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements Effective November 8, 2011

Lancaster Bible College

(Name of Institution)

is seeking (*Check one*):

Initial Accreditation

Reaffirmation of Accreditation through Self Study

Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

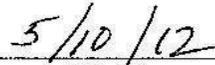
*This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.*

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)



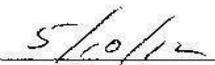
(Chief Executive Officer)



(Date)



(Chair, Board of Trustees or Directors)



(Date)

## Chapter 1 - Executive Summary

### *Institutional Overview*

Lancaster Bible College's mission is to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society. Our vision is to be a premier learning community that intentionally develops the head, heart, and hands of servant ministry leaders for global impact. For 78 years our focus has been on our students and their journeys toward fulfilling God's purpose in their lives.

The college is unaffiliated with any denomination or association, but seeks to function in cooperation with all churches that are committed to the historic, fundamental Christian faith, and that share its standards, ideals, and goals. A further distinction of the college is its desire to operate under the authority of the Bible, the Word of God. This attitude is reflected in the college motto: "The Word of the Lord endures forever" (1 Peter 1:25).

As expressed in our Core Values & Goals, Lancaster Bible College is:

- Committed to premier biblical higher education, as evidenced by the encouragement of a Christ-centered learning community.
- Committed to institutional excellence, as evidenced by providing and maintaining God-honoring resources.
- Committed to institutional distinctiveness, as evidenced by preserving the integrity of our mission and legacy, while planning for the future of the college.
- Committed to a biblical foundation, as evidenced by the teaching of sound doctrine and the proper interpretation of Scripture in accordance with our statement of faith.
- Committed to a spiritual foundation, as evidenced by providing an environment which encourages spiritual life and growth.
- Committed to developing students for a ministry and service mindset as evidenced by preparing them both academically and experientially to serve Christ in the Church and society.
- Committed to exemplifying a ministry and service mindset, as evidenced by exerting a positive Christian influence both locally and globally.

LBC's curriculum has been designed to integrate content from the Bible & Theology Department and the Arts and Sciences Department across the five professional departments of Church & Ministry Leadership, Counseling & Social Work, Education, Health & Physical Education, and Worship & Performing Arts.

As of the fall of 2011, our enrollment included 1,018 undergraduate students, 158 graduate, students and 378 non-credit students. We have students from 32 states and 14 foreign countries. Our faculty totals 106, with 54 of them being full-time (31 with doctorates). Our student/ faculty ratio is 14/1 for undergraduate programs and 10/1 for graduate programs. LBC employs 116 full-time staff and 12 part-time staff.

LBC currently offers 21 undergraduate majors and 8 undergraduate minors. In addition, we offer 4 graduate degrees (Ph.D., MAM, MA, M.Ed.) with a total of 13 programs. Within these programs we have 8 graduate certificate programs and 6 graduate certification programs in education.

**Approach to this Periodic Review Report (PRR)**

The preparation of this PRR was overseen by the Committee for Institutional Effectiveness (CIE) which served as the Periodic Review Report (PRR) Steering Committee for 2011-2012. The CIE/PRR is a 'by invitation' committee so that adequate representation of all major areas on campus can be guaranteed. Members of the committee served as liaisons to the campus at large, ensuring that necessary input and feedback were received and issues addressed. The CIE/PRR Steering Committee consisted of the following individuals.

Representative	Campus Area	Additional Representation
Dale Mort, Chair	Institutional Effectiveness	Degree Completion, Graduate, Online Education
Bernt King	Student Services	
Cameron Martin 2012 M.A. Alumnus	Institutional Advancement	Alumni, Career Placement
Jeff Hoover	Registrar's Office	Arts & Sciences
Gordon Gregory 1982 B.S. Alumnus	Faculty	Bible & Theology, Degree Completion, Graduate, Online Education
Colleen Noel 2001 B.S. Alumna (DC)	iLEAD [Grad & Adult]	
Julia Naugle 1998 B.S. Alumna	Faculty	Education Department
Scott Boyer 2005 B.S. Alumnus	Enrollment Management	

**Input and Feedback from Constituents**

A draft of the PRR was posted on our Institutional Effectiveness site and students, alumni, staff, faculty, Trustees, and Corporation members were invited to review and make comments on any or all of the six chapters. Feedback was received representing all the groups, except the Advisory Council. One trustee, with a background in education, was asked to review the whole document thoroughly, which she did and made substantive comments on each chapter.

Each chapter had an accompanying link to a survey which asked the reviewer if each section of the chapter was clear and understandable, true and accurate, concise and to the point, or if it needed additional information. The survey also asked the reviewer for one thought in the chapter that needed greater clarification. Finally, as a way of assessing our past communication efforts, reviewers were asked for something in the chapter which they did not know previously or something of which they now have a better understanding.

## **Summary of major institutional changes and developments since the decennial accreditation as relevant to MSCHE standards**

The following are highlights of institutional changes and developments that have taken place since our last decennial reaffirmation process in 2007. A full report can be found as [Appendix 2-B Addressing 2006-2011 Strategic Impact Accomplishments.](#)

The evaluation of our institutional core values and goals was completed as part of a larger, systematic assessment of our Mission, Vision, Values, Goals, Core Knowledge & Skills, and Curriculum. On September 26, 2011, the President's Cabinet voted to accept a combination of our Institutional Values & Goals as the final step in this comprehensive process. Our revised Values & Goals are drawn directly from our Mission and Vision. [Standard 1]

After our 2007 review, the position of Director of Institutional Research and Assessment was created and filled. This position was tasked with coordinating all research and assessment activities on campus with the goal of institutional effectiveness and renewal. In 2010 the director's position was changed to Associate Vice President for Institutional Effectiveness. The new AVP position works closely with the Cabinet in overseeing and coordinating all aspects of planning, assessment, and accreditation efforts on campus. Chapters 2, 5 and 6 of this Period Review Report address many additional changes that have taken place with regards to planning and assessment. [Standards: 2, 7, 14]

Several significant building projects took place since our last decennial review. The renovation of a former dormitory into our Enrollment Management Center was completed in the summer of 2007. The Good Shepherd Chapel fit and finish project was completed in August 2008, providing additional seating in the auditorium, additional private practice rooms, re-configured office spaces, improved lighting, sound and a/v equipment in the auditorium, and additional minor changes to accommodate a growing Worship and Performing Arts program. During the summer of 2011 two dormitories were gutted, re-configured, and then joined together, along with a third dorm building, resulting in Weber hall, which includes 14 additional beds and six community spaces. A new bookstore and a coffee house were completed in 2009 and the renovations to the Olewine Dining Commons were completed in 2010. Our most recent construction, the Student Learning Commons (SLC), is due to be completed in August of 2012 and will have a major impact on our educational offerings and student services as it will house the library, Academic Mentoring Services, classrooms, collaborative learning areas, a café, and several resource rooms. [Standards 3, 9, 11 & 12]

In July of 2009, the Associate Vice President for Academic Affairs (AVPAA) was hired to spearhead the development of the International Leadership, Education, and Discipleship Center (iLEAD Center). The iLEAD Center is designed to blend the strengths of three existing LBC entities – the Graduate School, The Institute for Biblical Enrichment, and the Degree Completion Program – incorporating aspects of online education as well. The goal is to integrate these efforts to more effectively serve the adult learners in the pursuit of their academic goals. [Standards 5, 11 & 13] In the summer of 2010, the AVPAA became Vice

President for Strategic Initiatives (VPSI). In his new position, he will not only continue to oversee the development of adult education, through the iLEAD department, but will also lead the College in the development of viable new initiatives and will cultivate strategic partnerships. [Standard 13]

Our enrollment management model shifted and strategies were adjusted resulting in not only record applications for the 2009 and 2010 years, but also significant growth in both the traditional and non-traditional student these past three years. For the first time in school history, our undergraduate enrollment topped 1,000 in the fall of 2011. Under the leadership of a new Director of Marketing, a comprehensive marketing and department communications plan was developed to include changes to iLEAD (adult and graduate education) and the ever-changing landscape of higher education. [Standard 8]

A major milestone in the history of LBC occurred in May of 2010 when the Board of Trustees approved the President's [Transformational Vision Leading to a Preferred Future](#). This vision for the next five years outlines a very bold plan of action to help facilitate an environment where there is academic excellence, character development, and integration of faith and learning, all within the context of biblical truth and Christian nurture. In May of 2010, the Board of Trustees approved a \$16 million 20-year bond issue to allow for the completion of these preferred future initiatives.

During the summer of 2010, the Office of Institutional Effectiveness, with the assistance of the Information Systems Department, posted new [effectiveness web pages](#) for each and every department on campus. These pages serve not only as a central repository for assessment and planning related data, but also as a means of being more fully transparent and accountable to all constituents. There are also institutional-level pages that include, among other things, pages that show how LBC is maintaining compliance with all fourteen [MSCHE standards](#).

### ***Highlights of this Periodic Review Report***

Following this Executive Summary, which we have titled Chapter 1, there follows five additional chapters which provide the reader with an overview of LBC's continued compliance with MSCHE's Standards of Excellence. Following the acceptance of our 2009 Progress Letter, we were instructed to document further direct evidence of student achievement of institutional and program-level student learning outcomes in this PRR. Therefore, Chapters 2 and 5 of this report give overviews, as well as some very specific examples of our progress in these areas.

In Chapter 2 **we respond to the seven recommendations made by the 2007 Self-Study Evaluation Team**. Of these seven, six dealt with issues related to assessment. All six of these were addressed in our 2009 Progress Letter. This chapter gives additional updates regarding these issues. The seventh recommendation had to do with the creation of a Conflict of Interest policy for our board. This recommendation was likewise addressed in our 2009 Progress Letter and, since that time, the reviewing and yearly signing of this

policy is now standard procedure for all board members. Chapter 2 also addresses **eleven suggestions** made by either the 2007 evaluation team or by ourselves.

Chapter 3 starts off with a **summary of major accomplishments** since our 2007 decennial visit. At the time of the visit, LBC was just one year into our Strategic Impact: 2006-2011 Planning Priorities. This chapter takes a look back and finds that LBC was able to accomplish, in full or in part, 72% of its Strategic Goals for this five-year period. Another 16% have been started and are still in progress. Only 11%, or 7 of the 61 goals, have not been accomplished. Some of these are still under consideration. The next part of Chapter 3 shows how LBC will be able to build upon these accomplishments through our **current opportunities**. These opportunities are clearly outlined in our [Transformational Vision Leading to a Preferred Future](#). The Eight Focus Areas of our Preferred Future are listed and linked to specific MSCHE Standards. To determine **LBC's challenges for the next few years**, the President conducted a modified Delphi study with his Cabinet, asking each member to develop a list and then comparing and discussing the lists together. The last section of Chapter 3 reviews the 14 challenges that were identified and ranked in five tiers.

While Chapter 4 contains a very brief narrative, it is accompanied by many appendices which document **LBC's enrollment and finance trends and projections**. The narrative notes that the college has maintained positive operational budgets for the fiscal years 2006 through 2011. The institution's financial condition has been strengthened significantly with the maturity of several trusts in 2010, which were used to reduce long-term debt, as well as increase the endowment. The accompanying five-year business plan is based on conservative growth in enrollment with estimates detailed in appendices.

Chapter 5 continues the discussion regarding assessment at LBC, which was started in our 2009 Progress Letter. This chapter gives additional steps made in our **continued progress of developing organized and sustained processes to assess institutional effectiveness and student learning**. Sections of this chapter speak to assessment and planning overall, unit-level assessment, institutional level assessment, and program level assessment.

Chapter 6 notes that assessment is an integral part of **the linked institutional planning and budgeting processes**. The newly revised and expanded Planning & Assessment document serves as our template for institutional planning and budgeting processes. This chapter summarizes this document by noting that the College President and his cabinet guide the planning process by bringing together the critical elements of institutional effectiveness (including institutional data collection), outcomes assessment, planning, budgeting, and evaluation of the entire process.

[\[Table of Contents\]](#)