Chapter 2 - Responses to 2007 Evaluation Team Recommendations including analysis

LBC's 2007 Self-Study document contained 84 suggestions for self-improvement. The 2007 Evaluation Team drew upon these 84 suggestions for many of their 7 recommendations and 36 suggestions to LBC. Appendix 2-A documents how LBC has addressed each of the recommendations and suggestions made by both the team and by LBC.

Of the 84 suggestions we made for ourselves in the self-study document, 11 had to do with assessment in some form. Of those 11 self-imposed assessment suggestions, the Evaluation Team identified 5 of the highest priority and included them in their report as recommendations. Each of these recommendations was accepted and acted upon prior to the submission of the required Progress Letter in 2009, which focused on assessment of student learning. The other two recommendations made by the evaluation team had to do with budgeting and planning processes and a conflict of interest policy for the Board of Trustees. These two were, likewise, accepted and acted upon within the first two years following the self-study visit.

The Seven Recommendations

The following paragraphs are drawn from Appendix 2-A and document how the seven recommendations from the Evaluation Team have been accomplished. Each recommendation is stated, followed by one or more bullets which explain actions we took prior to our 2009 Progress Letter. We then provide updates since our Progress Letter was received, along with some analysis. Some of the recommendations are grouped together.

Recommendation

1. The Evaluation Team recognizes that, while there is evidence that the Comprehensive Outcomes Assessment Plan (COAP) and the Committee for Institutional Effectiveness and Planning (CIEP) are integrated, the links appear more apparent in the use of retention data, graduation rates, attrition and relevancy of the program. A challenge will be to link student learning outcomes to the strategic planning process. The new Director of Assessment and Institutional Research will become a member of CIEP, which will certainly help in this regard. The Team strongly recommends special attention be given to this effort and yearly assessment of success be monitored internally.

    2009 Responses
    - Recommendation was accepted and has been accomplished with ongoing aspects included.
    - A sixth column was added to the COAP grid to provide a place to note when an Action Plan or Strategic Initiative is needed. Copies of all Action Plans and Strategic Plans are forwarded to the Director of Research and Assessment (DIRA) for monitoring purposes. CIEP meeting minutes further document the

successful closing of the assessment and planning loop. Various Action Plans and Strategic Planning Initiatives are on file as evidence that assessment is driving the planning process.

Recommendation

2.   Evaluation Team recommends a better coordinated planning and budgeting process, possibly on a three-year cycle, that integrates budgeting with the planning process.

2009 Responses

- Recommendation was accepted and has been accomplished with ongoing aspects included.
- LBC's direction is driven by the budget. CIEP is broken into 8-9 planning committees focusing on different areas. They do the planning and they provide recommendations for the final budget.

Analysis of Items #1 and #2: The above represent our responses to these two recommendations in our 2009 Progress Letter. Since that time, the Committee for Institutional Effectiveness and Planning (CIEP) was disbanded in favor of having the President's cabinet take a more direct oversight of the planning and budgeting process. The Cabinet works closely with the various committees which are involved in planning. Also since our progress letter, a review of the tracking of Action Plans and Strategic Plans was conducted. It was evident that it was still difficult to track, sort, and review these plans, when submitted by over 40 departments to individual cabinet members. Therefore, a Planning Database was created in the fall of 2011. Planning initiatives are now entered by department administrators and each Cabinet member can now easily review all initiatives in one central location. Each initiative must include a budget estimated and be tied to institutional goals and objectives. Because of this, the database empowers the President's Cabinet to make planning and budget decisions with a broader picture than was previously possible. The generation of a variety of different reports is beneficial to a more detailed analysis of the planning and budgeting process. Specific reports can be generated by departments, by cabinet oversight areas, by specific institutional objectives, or even budget requests for a specific year. How individual student learning outcomes, both curricular and co-curricular, are tied to these higher level institutional goals and objectives will be covered in Section 5 of this report. Likewise, additional advantages of this database will be discussed in more detail in Section 6 of this report.

Recommendation

3.   The Evaluation Team recognizes that, although there is no evidence of a current conflict of interest issue on the Board, the Board of Trustees has discussed on numerous occasions a formal conflict of interest policy. The Team recommends that such a policy be finalized and adopted.

2009 Responses

- Recommendation was accepted and has been accomplished with ongoing aspects included.
- To Date: A conflict of interest policy was adopted on May 22, 2007. Trustees are requested to sign an individual conflict of interest form on an annual basis. The last time this occurred was December 2009.
- Future: Forms will be signed by each trustee at the December 2010 meeting and again in December 2011.

Analysis of Item #3: As an update to the above 2009 Progress Letter response, each member of the Board of Trustee did indeed sign the Conflict of Interest Policy in December 2010 and then again in November 2011 (due to a change in the meeting schedule). It is now standard procedure for all trustees to sign the policy at the last board meeting of the calendar year. This would include all new trustees who are elected during the meeting just prior (i.e. October).

Recommendation

4.   The Team recommends that the college document and demonstrate how assessment results are used to improve teaching, learning, and institutional programs and service.

2009 Responses

- Recommendation was accepted and has been accomplished with ongoing aspects included.
- Comprehensive Outcomes Assessment Plans have been established for all programs and units on campus. Each plan has a column for noting how the results of assessment are being used to improve teaching, learning, and institutional programs and services. These plans are updated continuously with a formal review of each plan every two years. In addition, Action Plans and Strategic Planning Initiatives are on file documenting the use of assessment results.

Analysis of Item #4: In addition to the steps noted above, since our 2009 Progress Letter a planning database has been created. This database allows for the assessment of each initiative recorded. These assessments often led to additional planning initiatives. The database is now being used in conjunction with the Departmental Comprehensive Outcomes Assessment Plans of both academic and student support departments.

The *Addressing 2006-2011 Strategic Planning Initiative's* document is included as Appendix 2-B of this report and contains several examples of how on-going assessment led to the modification of some of the planning initiatives and the budgeting plans that accompanied them. In one example, on-going assessment led to the construction of a new student learning commons building, instead of the renovation of the current library. In a second example, the assessment of projected

enrollment numbers called for a temporary hold on married housing, in lieu of providing additional beds for single undergraduate students. A third example was offering a Ph.D. in leadership and postponement of offering an M.Div. degree.

At the course-level, a new Assessment Annotation form was developed. This form is completed by instructors after the completion of a classroom assessment technique. The form allows the faculty member to note which objectives the activity is meant to assess (course, department, arts & sciences, information literacy, core knowledge or skill), to report the results of the activity, to provide analysis of the results, and to record actions to be taken. The actions to be taken could refer to (1) immediate actions needed for that particular offering of the course to ensure the students will be able to meet the objective, (2) actions to be taken for future offerings of the course, or (3) both.

The program evaluation process is one final example of how assessment impacts planning in the academic programs. Every six years, each academic program and student support department on campus goes through a formal evaluation process. In the past, this evaluation led to the improvement of several departments (Enrollment Management, Christian Service/Leadership Development, and Office of Institutional Research & Assessment/Office of Institutional Effectiveness), but also led to the elimination of three academic programs (Missionary Aviation, Office Administration, and Music Education).

Beginning with the 2013-2014 academic year, a new position of Faculty Consultant will be created. This position will be part of a new Office of Teaching Effectiveness and will assist faculty in increasing teaching effectiveness, regardless of the level or delivery process. The Faculty Consultant will report to the Director of our Center for Learning and Teaching.

Recommendation

5.   The Team concurs with the present plan to form a committee for Institutional Research and Assessment and recommends that this group be charged to act as a resource to the campus for assessment activities, give thoughtful feedback and suggestion to plans and reports submitted, and act as ambassadors for assessment to campus groups.

2009 Responses
- Recommendation was accepted and has been accomplished with ongoing aspects included.
- The Committee for Institutional Research & Assessment (CIRA) was formed in the fall of 2007 and meets on a monthly basis during the academic year.

Analysis of #5: Committee meeting minutes on file attest to the fact that the CIRA has been fulfilling all three aspects of this recommendation; resources have been provided, most notably via website pages (http://effectiveness.lbc.edu/); thoughtful

feedback and suggestions have been given on a variety of plans and reports, and the members of CIRA have served as assessment ambassadors. It is for this last reason that the committee membership includes representation from each major area of the campus; student services, admissions, advancement, and all levels of academics affairs (traditional undergraduate, degree completion, graduate, and biblical enrichment). In 2011, the Committee for Institutional Research and Assessment became the Committee for Institutional Effectiveness, as it took on the additional responsibilities of assisting with planning issues. This committee also serves as the Periodic Review Report Steering Committee and will form the nucleus of the next Self-Study Steering Committee.

Recommendation

6. The Evaluation Team recognizes that, while some direct forms of assessment are being used, with pre- and post-tests developed and administered in the Biblical Studies department, the Team recommends that LBC expand current direct assessment to include some nationally-normed tests (such as Academic Profile, MAPP, or CLA) and/or more course embedded assessments using rubrics designed by the department to assess student success.

2009 Responses

- Recommendation was accepted and has been accomplished with ongoing aspects included.
- In the Spring of 2008, the Arts & Sciences Division chose to incorporate the ETS Profile (formerly the MAPP) as a nationally-normed instrument for their division. In addition, the newly created Assessment Plan, as well as individual department COAPs, outline additional types of assessment instruments and procedures being utilized by the various units.
- LBC has developed a six-year cycle of assessment instruments that includes several nationally-normed ones. For example, LBC has administered the Standardized Assessment of Information Literacy to traditional students in 2008 and 2010. The SAILS is used as a pre- and post-assessment on an ongoing basis with Degree Completion students. [The more extensive iSkills Information Literacy Assessment is scheduled for 2011-2012.] The ETS Proficiency Profile was administered to a sampling of freshmen in 2008 and a sampling of second semester sophomores in 2011.
- An Assessment Annotation form was developed in 2010, whereby faculty report on course-embedded assessments and the analysis of the assessment results. These completed forms are forwarded to the program and/or department chairs for inclusion in the appropriate Comprehensive Outcomes Assessment Plans. Copies of completed forms are on file.
- The only nationally normed examinations which relate to graduate programs currently being offered at LBC are the Praxis II examinations for education and school counseling. The use of these exams is currently being considered.

Recommendation

7.   The Evaluation Team recommends that LBC follow its self-study recommendation to simplify and focus on the assessment process and continue to implement assessment plans and review assessment data. As data becomes available, it should be used to modify and improve teaching, curricula, and courses to better achieve learning outcomes. Each department or unit could designate two to three outcomes to assess in each cycle, with both direct and indirect forms of assessment.

2009 Responses

- Recommendation was accepted and has been accomplished with ongoing aspects included.
- A college-wide Assessment Plan was adopted in 2008, which establishes a systematic and viable plan by which all areas of the college are assessed for planning purposes. The plan requires all academic, as well as student support departments and programs, to have a Comprehensive Outcomes Assessment Plans (COAPs). Each COAP has a column for noting how the results of assessment are being used to improve teaching, learning, and institutional programs and services. Department and program chairs are encouraged to update assessment results for two to three outcomes each academic year under the supervision of department supervisors or the Vice President for Academic Affairs. The plans are updated continuously with a formal review every two years. In addition, Action Plans and Strategic Planning Initiatives are on file documenting the use of assessment results.

Analysis of #6 & #7: The results and analysis of some of the above mentioned nationally-normed assessments can be found in the web pages of the individual departments, most notably Arts & Sciences, where an analysis of the ETS Proficiency Profile led in part to the development of writing intensive courses and the creation of a writing lab, as well as having an impact on the 2006-2009 curriculum revision process. Another example involved the analysis of Praxis II scores. Praxis II scores prior to 2007 indicated that LBC students were not adequately prepared in science content knowledge. As a result, Education department faculty, in conjunction with Arts and Science department faculty, developed two new science courses specifically designed to strengthen this area. The new courses, Integrated Science I and Integrated Science II, were introduced in 2007. After this change, Praxis II scores in science content knowledge for LBC students have increased and continue to remain high.

In our graduate programs, the Praxis II exam is taken by students seeking state certification for either School Counseling or Reading Specialist. In addition, the State Licensure exam is taken by students who are seeking to become Licensed Professional Counselors.

In the 2010-2011 year, specific co-curricular programs were reviewed and revised based on a formal needs assessment for leadership development.

National benchmarking was established using specified portions of the National Survey of Student Engagement (NSSE) data. Going forward, future scores will aid various internal documentation of progress made in the area of leadership development as a co-curricular program.

In addition, as noted above and elsewhere in this report, the creation of the Assessment Annotation form provides a place for faculty to document course embedded assessments. Copies of complete Assessment Annotations and rubrics can be found as Supporting Documents in many of the academic department effectiveness web pages. Likewise, each academic department has their Comprehensive Outcomes Assessment Plan posted on their web pages. While they are continuously updated, each department or program chair conducts a formal review of their COAP with their immediate supervisor every two years. For a more detailed analysis of assessment of student learning, see Chapter 5 of this report.

The Eleven Suggestions

In addition to the seven recommendations made by the evaluation team, eleven suggestions were made. We have chosen to address them in this section as they mirror suggestions we made for ourselves. The following paragraphs are drawn from Appendix 2-A and document how the eleven suggestions have been accomplished. They are grouped according to MSCHE Standards. The Evaluation Team's suggestions are in italics and follow a similar suggestion we made for ourselves.

Mission, Goals, Objectives, and Institutional Integrity

Suggestion
1. Conduct a comprehensive and college-wide review of LBC's institutional goals. *[The Evaluation Team suggests that the college fulfill its self-study recommendation by calling for a comprehensive college-wide review of LBC's institutional goals.]*

    2009 Responses
    - New vision statement launched February 13, 2008. New mission statement approved by Board of Trustees August 25, 2009, after college-wide review and input. Institutional goals and core values were merged into one set of Institutional Values & Goals and approved on September 26, 2011.

    Analysis of #1: The combining of our Institutional Values & Goals was the final step in our comprehensive review of our goals. Appendix 2-C shows how the new Values & Goals are drawn directly from our mission and vision. Our new Values & Goals are quite similar to the previous two sets, as can be seen in the process by which they were developed. Yet they provide the distinctions needed, based upon our new mission and vision statements.

A college-wide branding effort was launched in August 2010 through a partnership with JPL Integrated Communications. Reflective of our mission, vision, and goals, a unified brand was developed in the areas of Personality, Credibility, Differentiation, Promise, the brand line of "Your Journey. Our Focus." The brand was carefully created to fit the heart of who LBC already is, not simply making LBC fit into a slogan.

Institutional Resources; Planning, Resource Allocation, Institutional Renewal and Institutional Assessment

Suggestion

2. Communicate planning initiatives and outcomes more clearly to the college family. *[Evaluation Team suggests that the Cabinet strive to better communicate the planning process to the campus and work to address a concern raised in a college community survey that staff did not feel knowledgeable about the current planning process.]*

   2009 Responses
   - A Director of Institutional Research & Assessment was hired in June of 2007. He greatly increased the communication of assessment outcomes across campus. In August of 2011 this position became Associate Vice President for Institutional Effectiveness. The AVP has been tasked with assisting the Cabinet in the development, documentation, assessment, and communication of planning initiatives.
   - A 2010 Best Christian Workplace survey indicates most employees are satisfied with the communication that takes place on campus. While none of the questions addressed the communication of planning initiatives and outcomes, over 80% of the employees were knowledgeable of, and satisfied with, the communication of goals and major decisions, as evidenced by the following three questions.
     - #23. There is clear consensus on my organization's goals.
     - #43. Over the past year, my organization has met its performance goals.
     - #50. My organization's leaders explain the reasons behind major decisions.

   Analysis of #2: There are some general guidelines which are followed with regard to campus communication. The Cabinet discusses communication associated with specific issues. Generally, every discussion item ends with the communication plan for this issue. Who needs to hear this? From whom should the communication come? What is the best means of communication? The answers are not pre-determined by a policy, but tailored to consider real-time "soft data," such as employee morale, timing, context, etc. Because we have an institutional culture that values people, the result is often a tiered communication plan that calls for personal communication with certain stakeholders and more general means of communication with others. Each issue – whether the budget, a new initiative, a campus event, or the resignation of an administrator – is evaluated individually in terms of how people are affected by it and the right communication strategy to address it.

The higher ratings on the most recent [Best Christian Workplace](#) (BCW) indicate the employees perceive the college is doing a better job of communicating overall. The People Development & Human Resources effectiveness web pages include a review of the last few administrations of the BCW survey and document the administration's progress in the area of communication. Specifically, the ratings by LBC employees for the three questions cited above have increased since the last BCW survey, as noted in Table 1 below. In addition, the recent development of a planning database should facilitate a better, more current and accurate reporting of planning initiatives.

TABLE 1

This Year	Previous Survey	Difference	Question
4.22	4.06	0.16	23. There is clear consensus on my organization's goals.
4.30	3.65	0.65	43. Over the past year, my organization has met its performance goals.
4.00	3.91	0.09	50. My organization's leaders explain the reasons behind major decisions.

Suggestion

3. The College administration needs to closely monitor the addition of new programs, so the college's resources are not taxed or stretched too thin. *[The Evaluation Team suggests that the college look at a growth management plan that considers how new programs and other growth will impact human resources, student services, and financial resources.]*

   2009 Responses

   - Every program is now evaluated every six years. Part of that evaluation includes an analysis of the impact of the program on college resources. In the Fall of 2011, the Academic Council was encouraged by the VPAA to review the scope of their respective department's academic programming. Additionally, the policy regulating the creation of new academic programs requires a full analysis of anticipated impact on the college community.

Analysis of #3: The processes briefly outlined above have been effective in addressing both the addition of new programs as well as the needed elimination of others. With regards to new programs, prior to the approval of any program, the program's proposal must include information and analysis concerning the impact the new program will have on the operation of the institution. Two recent examples include the proposals submitted for the PhD. Program and the Communication Major. In every step of the approval process, the reviewers are well aware, prior to making a decision, as to the program's impact on college resources. With regards to existing programs, the six-year program evaluation cycle is being used to ensure that current programs are effective and efficient. Part of that evaluation includes an analysis of the impact of the program on college resources. Most recently, a program evaluation of our [Music Education](#) major led to a decision to eliminate the program, due in part to its negative impact on college resources.

Leadership, Governance, and Administration

Suggestions

4. Continue board-level discussions around the issue of ethnic diversity at LBC. *[The Evaluation Team strongly supports the self-study recommendation to "continue discussion around the issue of diversity at LBC" and to "continue making efforts in creating diversity in the Corporation and the Board."]*

   ### 2009 Responses

   - The President continues to work with the Membership Committee of the board to raise the level of both ethnic and gender diversity within the corporation and board. Despite these ongoing efforts, no additional ethnic diversity has been achieved to date. At the time of this writing (11/2011), the president has a list of several potential new board members to pursue, including one person who would enhance the ethnic diversity of the board.

5. Continue making efforts in creating diversity on the corporation and board. *[The Evaluation Team endorses what seems to be an awareness and sensitivity on campus to the issues of diversity and suggests that the college create diversity initiatives or plans at every level in order to intentionally create the diverse environment that is being discussed on so many different levels. The initiatives would then provide specific areas for assessment and future planning.]*

   ### 2009 Responses

   - While some success has been seen with regard to gender diversity, recent resignations have off-set those previous gains. Since the evaluation team visit, five women have been recruited to serve on the Corporation, one of whom has been elected to the Board of Trustees. In the same time frame, three women have resigned from the Corporation or passed away.

__Analysis of #4 & #5:__ As of the February 2012, the Board of Trustees is composed of 17% women and the Corporation 12%. Two other women declined invitations to join the Corporation in the last 18 months. With the recent passing of an African American Corporation member, there is now just a 0.8% ethnic diversity on the Corporation and no ethnic diversity on the Board. The president continues to look for ways to reach out to the African American community, specifically by building relationships with leaders he has identified. He corresponds and periodically meets with one individual to cultivate that relationship. He also now serves on the board of an urban Bible institute, which is helping to build connections to the African American community in Philadelphia. It is anticipated that a recent contractual agreement with this institute will assist us in the relationship-building approach we are pursuing in order to attain our goal of increasing ethnic diversity.

LBC is promoting and creating a culture of diversity on campus by engaging different student cultures. "The Melting Pot" is a student group formed by students to promote the different cultures/races represented by those attending LBC. The group suggests various chapel speakers and conduct events which promote cultural diversity. They hold meetings which address the bigger issues present. LBC encouraged the Melting

Pot by asking Student Government Association to provide them with a budget to help make possible these educational and fun events.

LBC also continues to reach out to multi-cultural students through the following focused recruiting efforts:
- Proactive approach in recruiting from the Hispanic community of Lancaster City
- Intentional efforts to develop relationships with international feeder schools
- Participation in college fairs located within major metropolitan areas and their surrounding communities (Baltimore, New York, Philadelphia)

Once enrolled, LBC engages them in conversation as to how to best meet their cultural needs.

LBC also seeks to develop various chapel services to promote cultural diversity. This is done through various worship teams representing different worship styles and through various chapel speakers who are able to engage students to look beyond their own comfort zones to think and live a biblical worldview.

While we continue our efforts at creating racial and ethnic diversity, not only in our board and corporation, but in our student body, it should be noted that the racial and ethnic diversity of LBC's board and corporation closely mirrors that of our student population, which, in turn, closely mirrors that of the county. LBC's student body diversity is fairly similar to the diversity found on other college campuses in the area. According to the U.S. Census Bureau's 2010 Decennial Censuses, 84.9% of Lancaster County residents are White non-Hispanic while LBC's student population is at 86.0%. When compared to the racial and ethnic diversity of four other schools in the area, LBC is right in the middle of the five institutions. See Table 2 below.

TABLE 2

| | 2010 Census Lancaster County | LBC | Total student enrollment 2010 IPEDS Data | | | | |
			Lebanon Valley	E-Town College	**LBC**	Millersville University	Franklin & Marshall
White/White non-Hispanic	84.9%	86.0%	89.0%	88.6%	**86.0%**	83.7%	67.0%
All others	15.1%	14.0%	11.0%	11.4%	**14.0%**	16.3%	33.0%

Even when comparing LBC to local public institutions which draw from urban areas, LBC is only 10 percentage points less diverse than the two local campuses of the Pennsylvania State University system and just 13 percentage points less diverse than Harrisburg Area Community College's multiple campuses.

TABLE 3

| | Total student enrollment 2010 IPEDS Data | | | |
	LBC	Penn State York	Penn State Harrisburg	Harrisburg Area Community College
White/White non-Hispanic	86.0%	76.0%	76.0%	73.0%
All others	14.0%	24%	24%	27.0%

Undergraduate General Education

Suggestion

6. As part of LBC's overall COAP program, the Arts and Sciences Division should explore possibilities for a greater variety of tools for regular outcomes assessment. *The Evaluation Team suggests that arts and sciences programs include leadership, planning, resources, and implementation of rigorous assessment of the learning that occurs in the core.*

    #### 2009 Responses

    - A new Arts & Sciences department chair was put in place at the start of 2008-2009. The A&S department is currently producing Curriculum Maps for all rostered courses. According to the COAP, assessment data is being gathered from all A&S faculty from a representative cross section of offered courses.

Analysis of #6: The Arts & Sciences Comprehensive Assessment Plan (COAP) is being actively updated, which has allowed the chair to identify three departmental objectives for which no assessment data is being submitted. An examination of syllabi indicated two of these department objectives are being addressed in the classroom, so the chair will seek out assessment results for those specific objectives to ensure that the department is approaching the objectives from a comprehensive perspective and that the COAP accurately represented the scope of what the department is doing.

The technology objective does not appear frequently on syllabi. The chair plans to monitor that objective and, if the department still does not have sufficient assessment data to substantiate technology usage, there will be discussion with the department about the role of technology. The discussion will include whether the objective is most properly located in the general education core or whether it is better to shift technology expectations to specific professional programs where students can learn the technology most related to their future careers. If the department does affirm technology integration as an appropriate emphasis for the general education core, the chair can then explore incentives for faculty to participate in technology training through the online education department and explore additional professional development experiences that address using technology based assignments in course.

The COAP also reveals that the department is doing well at achieving communication, information literacy, and research related objectives. The chair recognizes the benefit of having faculty discuss their successful assignments so the ways in which students are achieving these objectives can be a model for other members of the department.

Suggestion

7. The Arts and Sciences Department should hire another full-time faculty member with a specialization in English composition. *The Evaluation Team suggests that the college hire additional full-time faculty for this division. Currently a search for a person in English composition is under way.*

2009 Responses

- A new professor with an earned doctorate was hired in the summer of 2010. Though she will be teaching English Composition courses, her specialty is in Literature, which will help facilitate more writing intensive literature courses, as needed in several professional majors.

Analysis of #7: The additional full-time faculty member teaches two English Composition courses a year and four writing intensive literature courses. This load offers considerable stability within the language arts and literature core. All literature courses are currently taught by full-time faculty. There is still a reliance on adjuncts to teach English Composition sections due to growing enrollment and the fact that the chair of the department previously taught a full load of Language Arts courses, but now has a reduced course load due to administrative demands. Over 50% of the English Composition courses continue to be taught by full-time faculty.

The tentative plan for the near future is to hire a writing center director who will carry a 2/2 load split between administration and teaching. This will ensure stability of the basic writing courses and ensure that an individual with Composition expertise is available on the campus to supervise the expansion of the writing intensive courses, this will allow for a more comprehensive presence of writing across the campus.

Library and Learning Resources

Suggestions

8. The library should consider seeking additional resources; both fiscal and personnel, to make it more accessible to LBC's non-traditional students during time other than normal semesters. [*The Evaluation Team suggests that the institution allocate funds and additional library staff to make the library more accessible to LBC non-traditional students.*]

   2009 Responses

   - The new Student Learning Commons is being built (opening fall 2012). The support of teaching and learning is being recast in this $10 million building. In spring 2012, all databases will be moved to the cloud, allowing student access from anywhere. We've also joined a live chat reference system providing 24/7 access to a reference librarian. We will also be adding an Associate Dean of Teaching and Learning position, as well as an additional FT employee in the library.

9. Resources should be allocated for hiring additional Information Systems staff to provide better coverage of the LBC Help Desk during non-traditional times. [*The Evaluation Team suggests that the institution allocate funds for additional Information Systems staff to provide better coverage of the Help Desk when non-traditional students need help.*]

2009 Responses

- It is planned to have an IS position FT in the new Student Learning Commons when it opens in fall 2012. This position will be a "3-11" shift position and may include some weekend hours, as well as coverage during semester breaks to meet the demands of non-traditional students.

10. As part of its current implementation of COAP, the college needs to give greater and more immediate attention to teaching and assessing information literacy. *[Evaluation Team suggests the administration, faculty, and library staff incorporate campus-wide measures across the curriculum to encourage Information Literacy among LBC faculty and students.]*

2009 Responses

- Information literacy goals are now part of the grid by which undergraduate faculty map specific course objectives and assignments. Additionally, an Information Literacy Lab is in the new SLC, as well as the Writing Center. Both enhance our approach to information literacy. We will also be adding an Associate Dean of Teaching and Learning position, as well as an additional FT employee in the library.

Analysis of #8, 9, & 10:

Since the 2007 self-study, the library has grown to included access to over 100,000 electronic books and over 43,000 electronic journal titles that are available 24/7 to non-traditional students. The library hours are now carefully scheduled around non-traditional class schedules during the summer and between semesters. A preliminary schedule is sent to the faculty with a statement that the library will open at other times when there is a need.

The library has added a link on the webpage for patrons to chat with a professional librarian about research issues. This service is available 24/7. If the librarian answering a question believes more help is needed, the question may be referred to the library staff for follow-up. There is also a link to make a reference request directly to LBC librarians. Since 2007, a service was added, which provides links to electronic content between different providers, that is transparent to library users.

An additional full time library technology position is being added which will oversee the library databases and website. LBC has not been able to expand the library website since the campus website was taken down in 2010. This new position will also create information literacy tutorials for the faculty.

Beginning with the 2012-2013 academic year, a new position of Faculty Consultant will be created. This position will be part of a new Office of Teaching Effectiveness and will assist faculty in increasing teaching effectiveness, regardless of the level or delivery process. The Faculty Consultant will initially report to the VPAA, until the Office of Teaching Effectiveness is fully developed.

Basic Skills

Suggestion

11. The RAP Center should expand personnel, either full-time, part-time, or through use of graduate assistants, so additional services can be extended to the degree completion and graduate programs. *[The Evaluation Team suggests that additional administrative staff be hired for the RAP Center.]*

   ### 2009 Responses

   - An additional 1 ½ people resource were added to the RAP center since the Self-Study was completed. A full-time administrative assistant was added in November of 2007 and then a part-time secretarial assistant was added in 2010. However, additional personnel are still needed to provide more complete service to the non-traditional programs.

   ### *Analysis of #11:*

   Since the Self-Study was completed, the previous Tutor Coordinator was replaced in October 2011 with three peer tutors. These additions aid in serving the current resident and commuter student body and local Degree Completion students. There has been ongoing discussion, but no hiring of Graduate Assistants as of yet.

   The number of students in the DC and graduate programs, who have significant accommodation needs, has continued to increase. Providing accessible text, other accommodations, and communicating with the faculty have established the need for Graduate Assistants who could complete some of the preliminary work for the Disability Services Office Director. This need was discussed in 2010 and again in late 2011; the Dean of the iLEAD Center has indicated that he will request a budget increase in the fall of 2012 to cover the cost of one to three GA's, working an aggregate 15 hours per week.

   Concurrently, students in the DC program requesting assistance in coursework and time management also increased. An informal assessment revealed several significant challenges: the majority of the students did not live within commuting distance (thus, no access to our in-house tutoring services), had weak reading and/or writing and test-taking skills, did not know how to use MLA format, and several that did not possess basic computer skills. It became clear that Skype (or similar) is needed for online appointments. This concern was presented to Information Systems in the summer and fall of 2011 and in early 2012. The technology will be available when the Academic Mentoring Services (AMS), formerly the tutoring arm of the RAP Center, and the Disability Services Office move to the Student Learning Commons in the summer of 2012.

   Notes regarding ongoing need for assessment:
   1. The online tutoring will require broader hours of operation and may require additional peer tutors to accommodate those who live in different time zones.

2. Additional off-campus initiatives will bring an increasing demand for AMS and DSO support.
3. The impact of Moodle-accessible video clips, being produced by AMS/DSO for iLEAD and DC students for the fall of 2012, and whether they address the need for personal contact is not known.
4. Based on entrance requirements for the iLEAD programs, there should not be a need for academic support skills, except at the thesis-writing stage when the iLEAD writing coach is available to them. Also, any graduate student who discloses a disability to the DSO is served through that office.

Summary

We are considering the above eighteen as our "major self‑study and evaluation report recommendations" and worthy of analysis. Appendix 2-A includes a brief look at the remaining 28 team suggestions. We have reviewed and analyzed the other 38 suggestions made by our sub‑committees. Although many have been addressed by the appropriate departments, we consider these minor suggestions and, for the sake of time and space, will not be addressing them here in this document.

Additional Assessment Activities since 2010 Progress Letter

As noted above, while our Self-Study was accepted, a Progress Letter "documenting implementation of an organized and sustained process to assess the achievement of student learning outcomes" was required in 2009. Likewise, while the Progress Letter was accepted, LBC was challenged to "document further direct evidence of student achievement of institutional and program-level student learning outcomes" in this PRR. Our accomplishments in these areas are included in Chapter 5 of this report.