

## Chapter 5 - Organized and sustained processes to assess institutional effectiveness and student learning

### Assessment at LBC

The articulation of institutional and unit-level goals, the strategies to achieve and assess those goals, and the means by which results are used to improve programs and services at LBC are found within our Planning & Assessment at LBC document ([Appendix 5-A](#)). To better emphasize the links between planning and assessment processes, this document is actually a 2011 combination of two previous documents: our *Planning: Philosophy, Pillars, Process, Procedure, and Cycle*, and our *Assessment Plan*. This revised document sets forth guidelines and procedures which will assist LBC in better implementing effective planning and assessment with the goal of institutional effectiveness and renewal. This document is divided into four sections: Planning Philosophy, Essential Elements, the Planning Process, and the Assessment Plan.

Planning and assessment at LBC ensure we accomplish our Mission and stay true to our Vision. As a direct outgrowth of our mission and vision, LBC has established a set of Core Values and Goals. Whereas our Mission and Vision delineate who we are, our Core Values and Goals focus on what we want to achieve as an institution. Likewise, we have a set of Core Knowledge and Skills which focus on what we want our students to achieve (see Table 1). These four Essential Elements: Mission, Vision, Core Values & Goals, and Core Knowledge & Skills provide a foundation for all that we are and all that we do.

Planning goals for all departments are derived from these essential elements and provide general policy direction for the College. These goals, in turn, lend themselves to measureable planning objectives that guide our assessment of progress in meeting those planning goals and, thereby, achieving our essential elements.

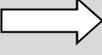
The following sections provide some specific examples of how our planning and assessment processes are fleshed out at both the unit and institutional levels.

### *Unit-Level Assessment Efforts*

Each department and program at LBC, both academic and student support, has a Comprehensive Outcomes Assessment Plan (COAP) in place. Each COAP ([Appendix 5-B](#)) includes columns which correspond to the expectations set forth by the Commission. The first column includes LBC's Mission and Vision Statements and the mission statement of that particular unit, so clear connections can be seen. The next column articulates the objectives for this particular unit. The subsequent columns then follow each specified objective and delineate the Means of Assessment and Criteria for Success, the Summary & Analysis of Data Collected, and the Use of Results for each objective. In each of these columns, there is a delineation made between what measures are considered direct evidence of the accomplishment of the objective and those measures considered indirect evidence.

**Table 1**  
**Core Values & Goals Based Upon our Vision & Mission Statements**  
[approved 9/26/11]

Each Core Value ("LBC is committed to...") is directly related to a measureable Goal ("...as evidenced by...")

Vision: LBC will be...	Seven Core Values & Goals: LBC is . . .	Mission: LBC exists to ...
...a premier learning community...  	1. Committed to premier biblical higher education, as evidenced by the encouragement of a Christ-centered learning community.  2. Committed to institutional excellence, as evidenced by providing and maintaining God-honoring resources.  3. Committed to institutional distinctiveness, as evidenced by preserving the integrity of our mission and legacy, while planning for the future of the college.	...educate Christian students...  
... that intentionally develops the head, heart and hands...  	4. 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.  5. Committed to a spiritual foundation, as evidenced by providing an environment which encourages spiritual life and growth.	... to think and live a biblical worldview and ...  
... of servant ministry leaders for global impact.  	6. 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.  7. Committed to exemplifying a ministry and service mindset, as evidenced by exerting a positive Christian influence both locally and globally.	... to proclaim Christ by serving Him in the Church and society.  

**Core Knowledge & Skills**

LBC has also established a set of Core Knowledge & Skills Goals to serve as a means of measuring the individual student's accomplishment of LBC's mission. Each Core Knowledge and Skill addresses an area of education which is essential in preparing a Christian student to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society. The following are LBC's Core Knowledge & Skills.

1. Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.
2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.
3. Develop an understanding and appreciation of, and compassion toward, cultures of the world.
4. Develop the principles necessary for a biblical worldview resulting in a dynamic understanding of one's role in relation to God, self, and the world.
5. Demonstrate an understanding and application of the knowledge and skills necessary for serving Christ in the Church and society.

Finally, the last column allows for a notation of whether an Action Plan or Strategic Initiative has been developed, based upon the summary of the data. An Action Plan is developed if the unit has sufficient resources, including monetary ones, to accomplish the plan. A Strategic Initiative is developed if additional resources are needed. A Strategic Initiative would require additional approvals and need to go through the full planning process, since it would impact the budget. Individual unit COAPs may be viewed via the Office of Institutional Effectiveness' web pages (<http://effectiveness.lbc.edu/assessment/>). Three examples of student support unit effectiveness pages would be [Leadership Development](#), [Financial Aid](#), and [Marketing](#).

In addition, [Appendix 5-D](#), *Leadership Development and Core Knowledge & Skills*, represents LBC's efforts at a more holistic approach to measuring our Core Knowledge & Skills through affective measures.

### ***Academic Program Assessment Efforts***

Curriculum Mapping was initiated as part of the curriculum revision process. A new syllabus template was created in an effort to map all course objectives. Two changes on the template targeted our efforts to better assess learning outcomes. The first was to change the term "Course Objective" to "Student Learning Outcomes" to better reflect our efforts at measuring the learning accomplished by the student. The second change was requiring faculty members to link each course assignment or learning activity to one or more of the specific learning outcomes for that course. The student learning outcomes are then linked to higher level objectives through a curriculum mapping database.

To date, the student learning outcomes of 304 of our 345 rostered courses (88%) have been mapped to higher level objectives. Of those that have not been mapped, most are courses which are part of the new curriculum, but have not yet been offered; hence no finalized syllabus is yet available. Likewise, [program and departmental mapping](#) is now in place showing how these learning outcomes are also linked to higher level institutional objectives. The [Curriculum Map](#) shows the number of times each Core Knowledge & Skill, Bible & Theology Objective, Arts & Sciences Objective, and Information Literacy Objective is addressed in specific courses and via specific course-level student learning outcomes. Some initial analysis of the mapped outcomes has been made by each department. The Academic Council is in the process of conducting a deeper evaluation.

[Appendix 5-C](#), *Assessment of Student Learning from the Ground Up* illustrates how assessment of student learning at the course level helps to confirm the accomplishment of higher level objectives.

Finally, after a pilot test with a few courses during the academic year 2009-2010, faculty were encouraged to begin using the newly created [Assessment Annotation forms](#) in the fall of 2011. Assessment Annotations are used to note assessment activities which are tied to course student learning outcomes and program objectives. As noted in Chapter 2, an Assessment Annotation form is completed by instructors after the completion of a

classroom assessment technique. The form allows the faculty member to note which outcomes and objectives the activity is meant to assess (course, department, arts & sciences, information literacy, bible & theology, core knowledge or skills), 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 outcomes, (2) actions to be taken for future offerings of the course, or (3) both. Copies of completed Assessment Annotations can be found posted within each academic department's [effectiveness web pages](#). Since this was the first full year of submitting annotations, each department chair will be reviewing the annotations submitted within their department and the Academic Council will discuss the [summary of the 103 Assessment Annotations](#) submitted.

In addition to these campus-wide efforts at program assessment, each academic program has their individual Comprehensive Outcomes Assessment Plan (COAP) which demonstrates how they are measuring student accomplishment of programmatic outcomes and how they are using the results of those measurements. These can be viewed within each academic department's [effectiveness web pages](#). Each web page includes the program's Mission Statement, COAP, Supporting Documents, any Action Plans, Strategic Initiatives, or Program Evaluations. Each page also includes a brief Analysis of Evidences based upon the documents posted. Two academic unit examples of particular interest might be our [Bible & Theology's](#) effectiveness page and our [Arts & Sciences](#) effectiveness page.

### ***Institutional Assessment Efforts***

At the institutional level, the Office of Institutional Effectiveness maintains a COAP that tracks, measures, and assesses institutional objectives ([Appendix 5-B](#)). The following are just a few examples of recent assessment endeavors and the analysis and use of results.

#### *In Assessment of Accomplishment of Our Mission*

College Mission: Lancaster Bible College exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.

Criteria: At least 70% of alumni responding to the alumni surveys will indicate they were employed in a position related to their field of study within five years of graduation.

#### Direct Evidences

1. In the [Fall 2009 AICUP Alumni](#) (AlumSurv) Survey, 81% indicated they were employed in a position related to their field of study (47% indicated closely related, while 34% indicated somewhat related). A similar 2005 survey indicated that 32.6% were employed in "professional Christian ministry."

2. The [Spring 2010 Alumni Employment & Graduate Work Survey](#) (AEGW) indicated that 57% of graduates from undergraduate programs were employed in a job related to their field of study and 17% entered a graduate program within one year. Within five years, 71% were employed in a job related to their field of study, 13% were still looking and 15% were no longer looking for a position related to their major field.
3. The [AEGW](#) indicated that 89% of graduates from LBC graduate programs were employed in a job related to their field of study within one year of graduation (52% were already employed while in the program and an additional 37% were employed with one year). Another 11% pursued additional graduate work.
4. In a spring 2011 [Survey of 2005-2006 Cohort Graduates](#) conducted by the Association of Independent Colleges and Universities in Pennsylvania's (AICUP), 74.2% of that cohort responded they were employed full-time, while 6.5% responded they were employed part-time. This was consistent with the other groups. However, LBC had the highest percentage of Alumni indicating they were unemployed (6.5%) or were not in the labor force by choice (9.7%).
5. During the 2010-2011 academic year LBC students proclaimed Christ by serving Him in the Church and society through over 47,000 hours of volunteer service.

#### Indirect Evidence

- Over 250 ministries contacted LBC this year to recruit our students and alumni.
- In the spring 2011 [Survey of 2005-2006 Cohort Graduates](#), conducted by AICUP, a higher percentage of LBC Alumni acknowledged they had opportunities for internship or co-op placement during their 4 years of undergraduate study.

#### Analysis and Use of Results

The current mission statement was adopted in the fall of 2009. The major change was a move away from focusing merely on the preparation of graduates for professional Christian ministry in church and para-church organizations to a more missional approach. This has resulted in a significantly higher rate of graduates who are now indicating they are employed in a position related to their major field of study.

The Curriculum Revision process (2006-2009) was initiated, in part, due to the low percentage of graduates going into professional Christian Ministry. As part of the revision, the number of credit hours allotted to professional studies was increased from 30 to 40.

While the criteria was met in both surveys, looking at the responses by year shows the trend is for fewer of the more recent grads to be employed in positions related to their majors. See supporting document on [Alumni Placement](#).

## *In assessment of our Core Knowledge and Skills*

### Core Knowledge & Skills

1. Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.
2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.
3. Develop an understanding and appreciation of, and compassion toward, cultures of the world.
4. Develop the principles necessary for a biblical worldview, resulting in a dynamic understanding of one's role in relation to God, self, and the world.
5. Demonstrate an understanding and application of the knowledge and skills necessary for serving Christ in the Church and society.

### Direct Evidence

The measurement of the assessment of the Core Knowledge & Skills can be traced through:

1. The [Curriculum Map](#) which links the achievement of departmental, programmatic, and course-level objectives to the Core Knowledge & Skills, as well as other higher-level objectives.
2. A review of [Assessment Annotations](#) within each Academic Program.
3. The assessment plans of the [Bible & Theology Department](#) (CKS #1&4), the [Arts & Sciences Department](#) (CKS #2&3) and the individual [professional departments](#) (CKS #5).
4. The results of our Employer Survey. "At least 90% of respondents to an Employer Survey will indicate that LBC graduates demonstrate competence in these five Core Knowledge & Skills, if appropriate to the position held."
  - In a 2010 Employer Survey, the following percentage of employers felt LBC graduates demonstrated competence in the five Core Knowledge & Skills as appropriate to the position held.
    - ✓ CKS #1 = 91%
    - ✓ CKS #2 = 100%
    - ✓ CKS #3 = 100%.
    - ✓ CKS #4 = 100%
    - ✓ CKS #5 = 94%
5. The evaluation of Student Portfolios. Starting in the fall of 2011, web-based portfolios were introduced to our incoming freshmen via our foundational course, LBC 101: Engaging Faith & Life. All students who enroll in a program requiring a practical service component are required to pass a formal review. In preparation for this review, students are to assemble an e-portfolio of a minimum of six items.

These items vary, depending on program, and are intentionally designed to address matters consistent with the mission and core values of Lancaster Bible College. While no direct evidences currently exist, the following steps have been taken to start this process of obtaining direct evidences of the accomplishment of Core Knowledge & Skills.

- 182 incoming freshmen enrolled in LBC 101 during the fall of 2011 received training in portfolios.
- This past year seventeen portfolios have been started with Degree Completion students.
- Of those seventeen, eleven have been evaluated. Eight of those have met the criteria and successfully passed. A thorough analysis is still in process.
- The remaining three had some additional edits to make before passing. (One of which has already completed that and passed)
- Seventeen additional students did not attempt the review, although qualified to go through the review this spring. It is anticipated that these seventeen students (in addition to other qualified students) will prepare for the fall semester accordingly. They may also be given the opportunity to join with the next review cycle for Degree Completion in May.

#### Indirect Evidence

1. Core Knowledge & Skill #1: At least 80% of Alumni surveyed will indicate they continue to use Biblical hermeneutical principles of interpreting, integrating, and applying the Scriptures.
  - In the [2010 AEGW Survey](#), 95% agreed or strongly agreed that they continue to use hermeneutical principles. 3% were unsure.
2. Core Knowledge & Skill #2: At least 80% of Alumni enrolling in graduate programs will earn a 3.0 gpa or above.
  - In the two 2009/2010 Alumni Surveys, 90% indicated they earned a 3.0 gpa or above.
3. Core Knowledge & Skill #4: At least 80% of Alumni surveyed will indicate their studies at LBC have shaped their view of the world and that they evaluate life situations through a filter of biblical principles learned at LBC
  - In the [2010 AEGW Survey](#), 89% agreed or strongly agreed that their LBC studies have shaped their view of the world. 7% were unsure. 84% agreed or strongly agreed that they filter life situations through biblical principles learned at LBC. 9% were unsure.
4. Core Knowledge & Skill #5: At least 80% of graduates will indicate they are prepared to disciple others in the Christian faith.
  - In a [Fall 2008 Graduate Survey](#), 72.4% of graduates indicated they felt prepared and comfortable discipling others.

## Two Examples of Analysis and Use of Results

1. Core Knowledge & Skills #1, 2 & 4: Criteria was met for all three CKSs assessed. Results of these indirect, self-reporting evidences tend to support the more direct evidence provided by the 2010 Employer Survey. However, the alumni rated themselves lower on the achievement of CKS #2 and much lower on the achievement of CKS #4 than their employers did. The [2009-2010 LBC Alumni Surveys Analysis](#) contains a summary of the findings of these two Alumni surveys.
  - In the Spring of 2011, the Committee for Institutional Research & Assessment challenged the Biblical Department to develop a Biblical Worldview component to the existing four-part Bible Knowledge Assessments or to develop some other means of assessment in conjunction with LBC 101, Engaging Faith and Life.
2. Core Knowledge & Skill #5: Results fall short of the goal. This is a concern, especially since the new curriculum has deleted the Spiritual Life & Evangelism course. This finding has been shared with the Bible & Theology Department, the Leadership Development Program, and the professional departments for monitoring. Assessment planned in the first session of the capstone course LBC 401, Integrating Faith and Life, in the fall of 2012 should provide useful data.

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