

LANCASTER BIBLE COLLEGE & GRADUATE SCHOOL
LBC's COMPREHENSIVE OUTCOMES ASSESSMENT PLAN (COAP)

What is outcomes assessment?

Lancaster Bible College understands outcomes assessment to be the gathering and evaluating of the results of everything we do on the campus of the College. Sometimes outcomes assessment is referred to as “institutional effectiveness”. This is a helpful label because it directs our attention to the effectiveness of LBC – its every department, program, and operation. We need more than our opinions about our effectiveness; we need documented facts. Thus, outcomes assessment.

What is a Comprehensive Outcomes Assessment Plan (COAP)?

Foundational to our plan is the classification of terminology. We offer the following as a working definition of the key words of our plan.

Comprehensive – This notion of outcomes is institution-wide. It touches every department and every person. It has shifted from what was historically and narrowly defined as academic or student outcomes to institutional outcomes – outcomes from every department at LBC.

Outcomes – Are we as good as we think and say we are? Outcomes provides documentation for the excellence of which we claim and speak. Our publics need proof – and really, so do we.

Assessment – The idea is not just to gather and classify outcomes. They need to be evaluated, analyzed, critiqued, and examined – not to find fault or be negative – but to improve and strengthen Lancaster Bible College.

Plan – Our outcomes need organizing – to be put into some framework, a conceptualization, or model if you will, so we can find them, use them, and demonstrate we are fulfilling our objectives and mission.

In summary, our Comprehensive Outcomes Assessment Plan is collecting college-wide results, analyzing them, and organizing them into a model so we can use them for planning, change, and improvement.

When a plan is created, it's very helpful, even essential, to build it around some key assumptions. The assumptions shape and provide direction and unity for the plan. The assumptions on which our COAP is built are:

1. Outcomes assessment is driven by our college mission.
2. Outcomes assessment is a campus-wide activity.
3. Outcomes assessment is a part of our campus culture.
4. Outcomes assessment is both continuous and evolving.
5. Outcomes assessment serves a variety of needs – accreditation, Pennsylvania, and U.S. Departments of Education, funding sources, and institutional improvement.
6. Outcomes assessment provides data and a base for institutional planning and new initiatives.

What will an outcomes assessment plan accomplish for LBC?

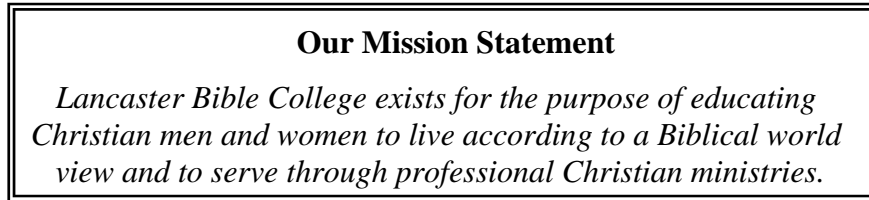
Outcomes is much more than a requirement imposed upon us by accrediting bodies. While it is a significant aspect of the self study process and report, the benefits to LBC are much broader than accreditation. In fact, the College benefits greatly from accrediting bodies insisting upon outcomes assessment and welcomes their involvement and assistance. Some specific benefits for LBC include:

1. We claim excellence in education and in all other areas of college operations; Outcomes Assessment (OA) provides documentation, proof if you will, that we do have excellence.
2. No organization is without some weaknesses which provide opportunity for growth and improvement; OA is the evaluative tool to identify these areas so corrective action can occur.
3. Institutional planning begins with an accurate picture of the current status of the institution; OA provides the data and information for an accurate and focused picture.
4. LBC needs every group (students, faculty, staff, administrators, board members, friends, donors, and alumni) to function effectively in order for LBC to fully realize its potential. A comprehensive outcomes plan promotes ownership and increased responsibility and accountability to every person and department.
5. Our many stakeholders, in addition to accrediting bodies, are increasingly questioning the quality of our education. These include parents, prospective students, churches, mission boards, state and federal departments of education, funding sources, and legislative bodies. We need to document why they should send their students and resources to LBC, why they should support and promote LBC; OA provides us and them with this data.
6. LBC has a very defined and clear mission statement. We need verification that our mission statement and what we are doing are in harmony with each other; OA supplies that evidence.

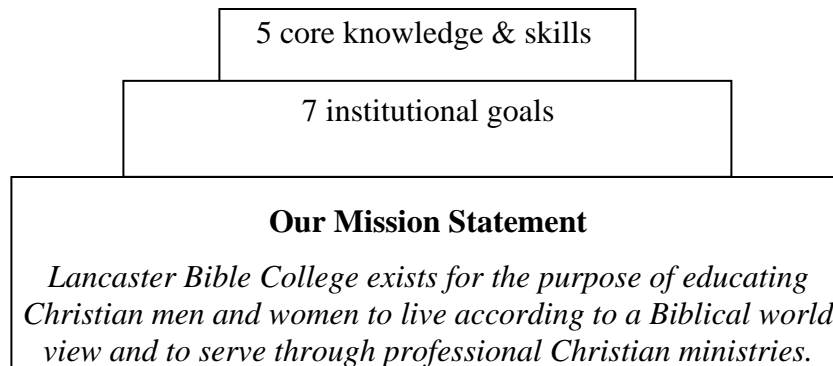
These benefits to LBC are enumerated to help motivate us to this huge but critical task and to strengthen our perseverance. Outcomes assessment is for the rest of our lives and if we are convinced of its merit, we will have more resolve to do it and do it well.

What is our outcomes model?

The first and foremost outcomes question that we need to ask ourselves is – “Is Lancaster Bible College fulfilling its mission statement?” And are we able to document that we are? Thus our mission statement provides the foundation for our COAP, upon which everything else rests.



The difficult part is that a mission statement is so big, so broad that it’s virtually impossible to collect outcomes in an attempt to document whether we are achieving it or not. We need some smaller goals and objectives to assist us in the evaluation of our mission. We have seven institutional goals and five core knowledge and skills to help us assess how well we are accomplishing our mission. These goals are contained in our undergraduate college catalog. Thus we have two more major steps of our overall COAP.



But you may still be thinking that even these institutional goals and core knowledge and skills are still too distant from me and my work to get me involved in an outcomes assessment program. And you are right – at least partially – there remains a few more steps that will bring it closer to you. What follows are two examples – one from the academic side and the other a non-academic example.

Since many people think that outcomes in an educational institution is restricted only to student outcomes, the first example will be from a non-academic area, the Stewardship Office.

The Stewardship Office has a mission statement and objectives for their department. Some of these are annual objectives; some are more permanent. Why do they have these objectives? Every one of us could provide the answer if we stopped and thought about it for a minute. Their objectives are designed so as they are obtained they partially fulfill some of the student and institutional goals and ultimately our mission statement. The result is that the stewardship staff, as they daily perform their job responsibilities, play an essential role in accomplishing the mission of LBC.

So the first two steps for Stewardship and every department is to identify and put into writing their mission statement and their objectives. Of course, their mission statement must be in concert and support of the mission statement of the College.

Stewardship Department – Mission Statement _____

The second step for the Stewardship Department is to reduce to writing their departments' objectives. These objectives assist Stewardship to fulfill their mission. As their mission is fulfilled, they contribute to the attainment of the College's mission, goals, and core knowledge and skills.

Stewardship Department – Objectives

- 1.
- 2.
- 3.
- 4.

Some may be thinking that the core knowledge and skills aren't for me and my department to accomplish; they are for the students to achieve. Again, you are right – at least partially. Core knowledge and skills are for the students, but it is the college's responsibility to provide the climate and resources necessary for the students to realize their goals. For example, if the Stewardship Office didn't meet its annual giving goal, some of the core knowledge and skills may not be realized. So it is with every department – as we fulfill our goals we provide the services, resources, and the environment in which students can more fully realize their goals.

Thus, every one of us – regardless of our department – Christian Service, physical plant, library, admissions, food service, financial aid, etc. – as we work to fulfill our department's goals and objectives, contribute to the attainment of institutional goals and core knowledge and skills and ultimately the College's mission.

The second example comes from the academic side of our institution. The Teacher Education Department will be used to illustrate what occurs in every academic degree, division, department, program, and course. Of course, these student outcomes are of prime concern to us as an educational institution.

The Teacher Education Department has departmental objectives which relate to the various programs within the department. To achieve these departmental and program objectives, the department offers a variety of courses each with their own course objectives. Consequently, as classes meet each semester course objectives are reached, which in turn fulfill program and departmental objectives which flow into the core knowledge and skills and institutional goals to play their unique part in attaining the College's mission.

Thus, the task for the Teacher Education Department (and all academic departments) is similar to that as Stewardship's – to reaffirm and put into writing the department's mission statement and program objectives for each program within the Teacher Education Department.

The Elementary Education Program Mission Statement - _____

Elementary Education Program Objectives:

- 1.
- 2.
- 3.
- 4.

To summarize, LBC's Comprehensive Outcomes Assessment Plan is really something that we knew all along – that every single one of us, along with every LBC activity through our individual college unit, makes a specific contribution to the fulfillment of the core knowledge and skills and institutional goals and ultimately our College's mission. So in this single sentence we have capsulized our COAP. Our departments do this by attaining their individual mission statements along with their specific objectives.

The next page contains a visualization of our plan. But there remains one final piece – how do we **know** we're reaching our institutional and core knowledge and skills, along with our academic and non-academic objectives and ultimately our college mission.

**ACADEMIC PROGRAM AND ACADEMIC SUPPORT UNITS
(Student Outcomes)**

Degrees/Certificates

1. Concentrated Bible Cert.
2. LBC Certificate
3. A.S. in Bible
4. A.S.
5. B.S. in Bible
6. B.S. in Education
7. Master of Arts in Bible
8. Master of Arts in Counseling
9. Master of Arts in Ministry
10. Master of Education
11. Grad Cert – Homiletics
12. Grad Cert – Bible
13. Grad Cert – Small Group Ldr.
14. Grad Cert – Local Church Ldr.
15. Grad Cert – Organizational Ldr.

Divisions/Departments

1. Biblical Division
2. Arts & Sciences Division
3. Professional Division
 - Biblical Counseling
 - Church & Ministry Ldrshp.
 - Health & PE
 - Intercultural Studies
 - Music
 - Office Administration
 - Teacher Education

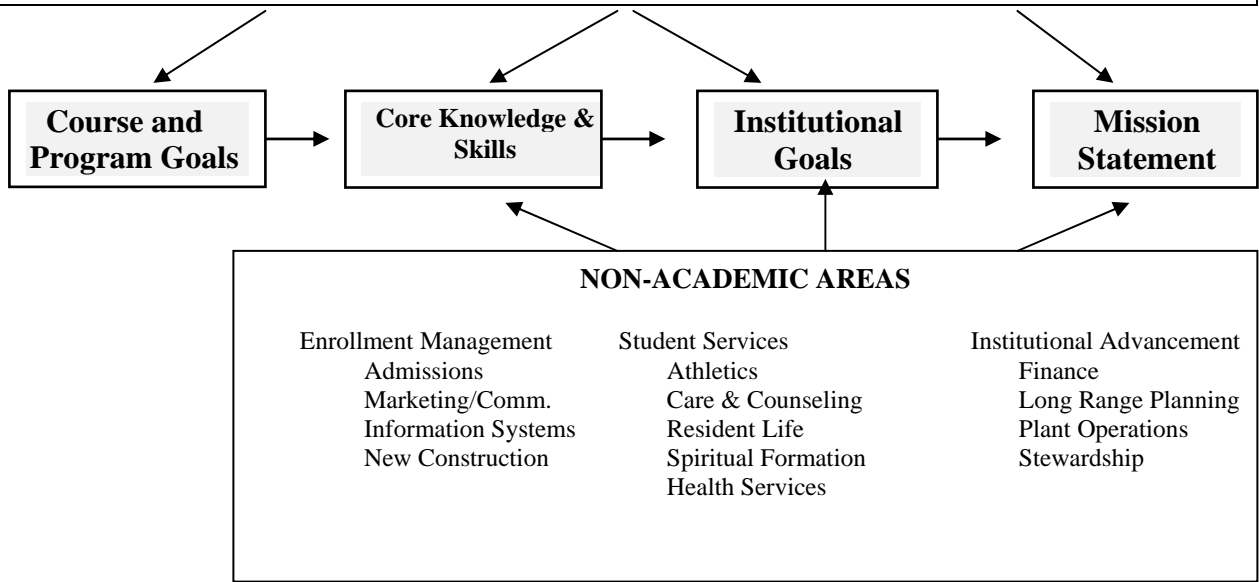
Academic Programs

1. Bible Ministries (2&4 yr)
2. Children & Fam. Min.
3. Christian Education & Discplp.
4. Church Music
5. Church Planting
6. Cross-Cultural Ministry
7. DCP – Chr. Life & Min.
8. DCP – CBC
9. Education – Elementary
10. Education – Bible
11. Education – Bible, Music
12. Education – Bible, HPE
13. Education – Bible, Guid Couns.
14. Education – Early Child.
15. M.A. – Bible
16. M.A.Min. – Leadership Studies
17. M.A.Min. – Pastoral Studies
18. M.A.Min – Small Group Ldrsp.
19. M.A. – Marriage & Fam. Couns.
20. M.A. – Mental Health
21. M.Ed. – Consulting Res. Tch.
22. M.Ed. – El. School Couns.
23. M.Ed. – Sex. School Couns.
24. Music Ministry
25. Pastoral Ministry
26. Pre-Seminary
27. Professional Counseling
28. Office Procedures & Techn.

29. Social Services
30. Sports Admin. & Coaching
31. TESOL
32. Wilderness Camping Mngmt.
33. Women in Christian. Min.
34. Youth Ministries

Academic Support Units

1. Academic Computing
2. Christian Service
3. IBE
4. Graduate Dean’s Office
5. HIS Teams
6. Information Literacy
7. Instructional Technology
8. Library
9. Placement Services
10. RAP
11. Registrar’s Office
12. Undergrad Dean’s Office
13. Vice Pres for Acad Affairs



Data Collection and Usage

The final piece of our COAP is data collection instruments which need to be linked to departmental objectives allowing us to assess how well we are achieving these objectives. These instruments can be surveys, interviews, annual statistics, formalized tests, etc. In fact, we have many such instruments. Consider –

Alumni Survey	Internship Evaluations
Bible/Doctrine Testing	PA Elementary Education Testing
Christian Service Evaluations	Program Evaluations
College Outcomes Measures Program (COMP)	Retention Ratios
Course/Teacher Evaluations	Senior Interviews
Freshman Admissions Survey	Senior Survey (LBC)
Graduation Rates	Watson/Glaser Testing
Institutional Data	

The data collected assists each department in the assessment of their mission statement and objectives and ultimately in the assessment of our core knowledge and skills, institutional goals, and college mission. Additionally, each department can use the outcomes data for change and improvement in their department.

Thus, our COAP is really quite simple to both conceptualize and illustrate. It flows from data collection instruments to our College mission. It looks like this:



A Summary of Our Plan

Our COAP has six distinct steps. These are included in chart form on page 9 (academic) and page 10 (non-academic). Sheets like these are available from the VPAA's office as worksheets for you and your department. These are also available via e-mail. The six steps are explained in summary form below.

First, are there institutional goals and core knowledge and skills which connect to my department? If there are, these need to be included on the worksheet.

Second, the mission statement of my department needs to be revised, affirmed, and added to step 2.

Third are the objectives for my area. As outcomes data is collected, I will be able to assess how well my department is reaching its objectives and fulfilling its mission.

Fourth, how and when am I going to collect outcomes data to assess my objectives? Essentially this includes 1) a statement of the accepted level of performance, and 2) the instrument/method used to collect the data.

Fifth, much data will be collected. This needs to be summarized into a brief statement relating back to the accepted level of performance. Documenting our level of excellence is a key component of the outcomes process.

Sixth, how are you going to use the results? If the level of performance has been met, no action may be needed. When the desired level of performance hasn't been attained, what changes will be implemented in an effort to reach the desired level in future years?

LANCASTER BIBLE COLLEGE

OUTCOMES – ACADEMIC & ACADEMIC SUPPORT UNITS – STUDENT OUTCOMES

DEPARTMENT/DIVISION _____ PROGRAM _____

Inst. Mission: LBC exists for the purpose of educating Christian men and women to live according to a Biblical world view and to serve through professional Christian ministries.

Inst. Objective(s) as appropriate:

1 }

Core Knowledge and Skill(s) as appropriate:

2 Department, Division or Program <u>Mission</u>	3 Department, Division or Program <u>Objectives</u>	4 <u>Means of Assessment</u>	5 <u>Summary of Data Collected</u>	6 <u>Use of Results</u>
--	---	--	--	-----------------------------------

LANCASTER BIBLE COLLEGE
OUTCOMES – NON-ACADEMIC UNITS

DEPARTMENT/UNIT _____

Inst. Mission: LBC exists for the purpose of educating Christian men and women to live according to a Biblical world view and to serve through professional Christian ministries.

Inst. Objective(s) as appropriate:

1 }

Core Knowledge and Skill(s) as appropriate:

2
Department/Unit
Mission

3
Department/
Unit Objectives

4
Means of Assessment

5
Summary of Data Collected

6
Use of Results

Putting our Plan into Action

Having created a Comprehensive Outcomes Assessment Plan for LBC, what do we need to do to put our plan into action? Remember, this is an ongoing, annual process. The better we implement it, the more benefit we will realize from the process.

First, in each non-academic area we need to examine whether we have a written mission statement and sufficient written objectives to describe each department. These objectives need to be comprehensive for each department, measurable, and easily understood. Additionally, the objectives need to have threads to student and/or institutional goals, if appropriate, so they can be a part of evaluating our mission. Although it might not be possible to show a direct link between each departmental goal and an institutional goal, there should never be a conflict between the two.

Second, in the academic area we have many degree, division, department, and program objectives contained in our catalog. All these need to be reviewed to see if they are current. As noted above, they too need to be comprehensive, measurable, and in concert with our mission. If some degrees, programs, etc. are lacking objectives, these need to be established. Divisions and departments need to establish a mission statement for their area. As appropriate, these mission statements and objectives need to be connected to institutional objectives and the core knowledge and skills.

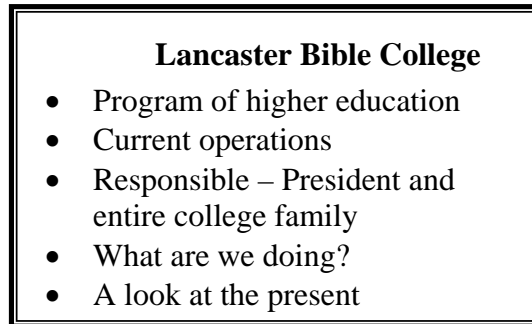
Third, there needs to be sufficient departmental and/or college data collection instruments in place for the department to gather appropriate data so their objectives can be evaluated. If not, we need to think about what instruments need to be created or found so adequate outcomes data is available for a complete assessment of the objectives. It's critical that we have the right instruments in place to collect data appropriate to evaluate each area. Having objectives is of little value unless we link testing instruments to them, which result in outcomes data. Outcomes data can be both qualitative and quantitative in nature. This third step is critical.

Fourth, now that we have the outcomes data, we need to use them to improve and strengthen what we do – whether it's teaching, maintenance, athletics, chapel, customer service, etc. Remember the goal of this activity is not only to collect outcomes. We are doing assessment to identify our strengths and continue the good work; and also to identify areas for improvement and make the necessary changes. Only by using the outcomes will we know for sure that we are fulfilling our objectives and mission statement.

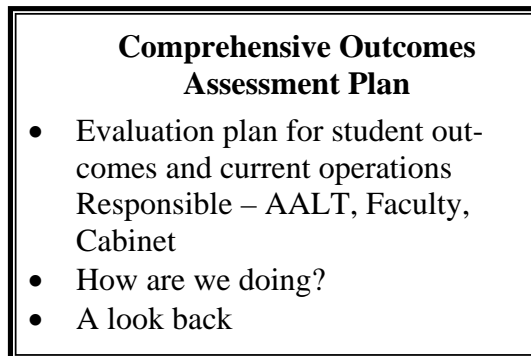
Fifth and final, we need to make sure that our outcomes data is being passed along to the Committee for Institutional Effectiveness and Planning. The Committee needs this data as they plan and budget for the future.

How does our plan fit into the broader LBC structure?

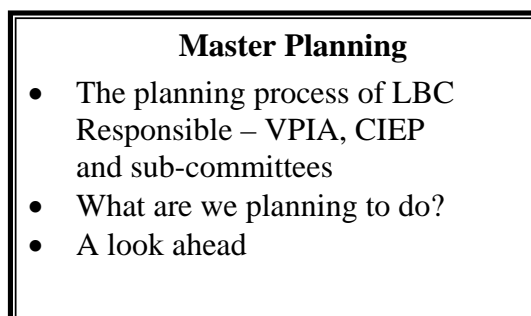
Our COAP fits into a very solid organizational structure at LBC. We believe this structure will serve and prosper LBC as we are committed to and follow it. We have a college, Lancaster Bible College, with a program of higher education and current operations which implement our programs. The operational responsibility of LBC rests with the president, administrators, faculty, staff, and students. This first aspect is descriptive and answers the question “what are we doing”. Institutional data is collected and organized to document what we are doing. It can be visualized as:



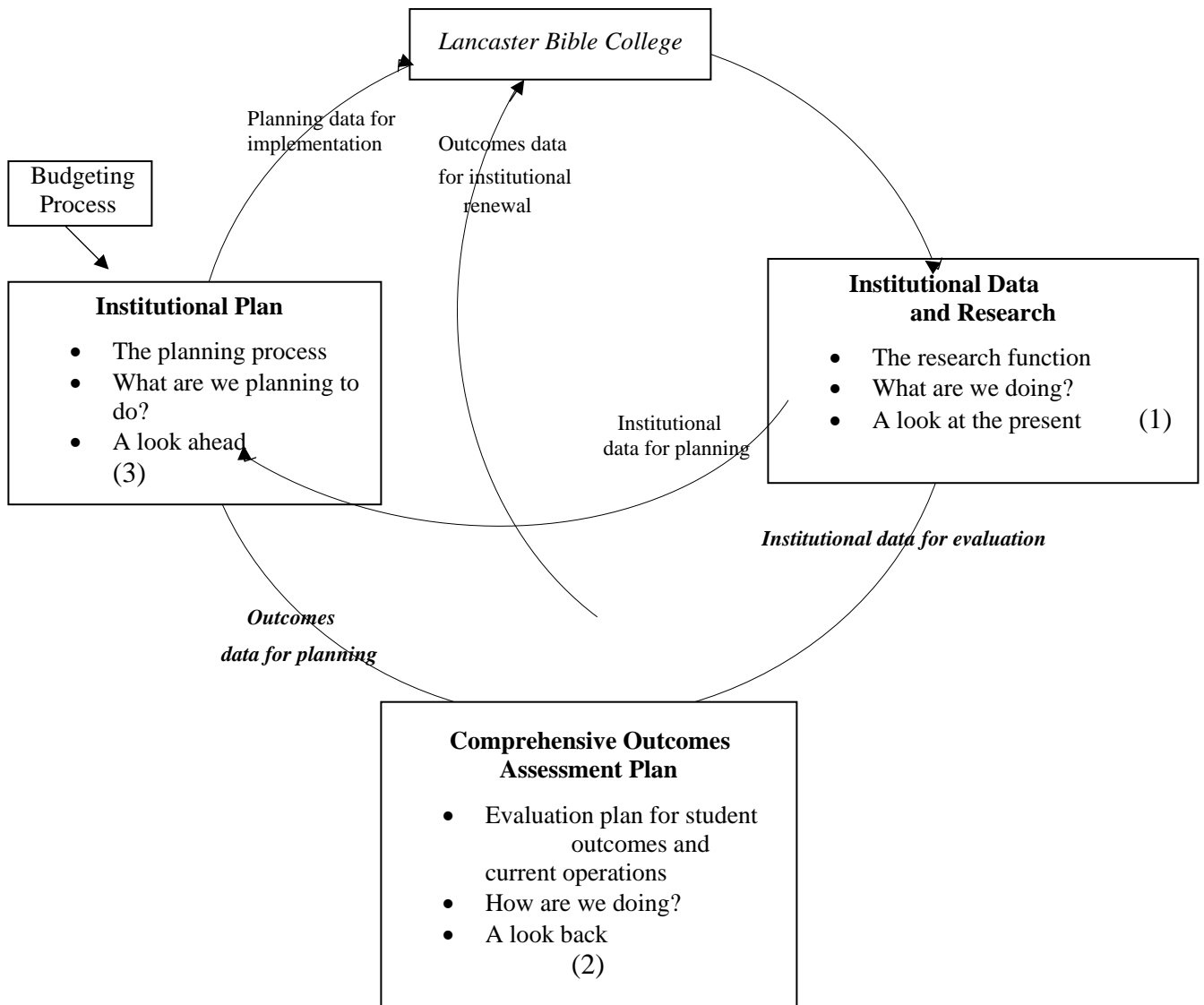
The second aspect is our Outcomes Assessment Plan. It asks and answers the question “how are we doing?” The task for this group is to evaluate LBC and all its operations. It’s a deep internal look, a look back at what we have been doing and ascertaining how well we have done it. This outcomes responsibility rests with the Vice President for Academic Affairs and the entire faculty, and with the Cabinet (for non-academic outcomes). Academic degree and program review is an important piece of our outcomes plan. Visualized it looks like this:



The third and final aspect is planning. This is a look into the future and addresses the question “what are we planning to do?” The planning process is the responsibility of the Vice President for Institutional Advancement. Assisting him is the Committee for Institutional Effectiveness and Planning and planning subcommittees. In summary, it looks like this:



Putting these three aspects together forms an organization process and cycle as follows:



A note about continuous self study. As LBC engages in the process as diagramed above, we are engaged in continuous self study.

- Operations and data collection (box 1) is the descriptive part of self study.
- Outcomes assessment and institutional renewal (box 2) is the evaluative part of self study.
- Planning and budgeting (box 3) is the future part of self study.

Outcomes Resources

Copies of these resources are available in the Vice President for Academic Affairs' Office.

1. Nichols, James O. & Karen W. The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness. Third Edition. New York: Agathon Press, 2000
2. Nichols, James O. & Karen W. The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units. New York: Agathon Press, 2000
3. Nichols, James O. Assessment Case Studies: Common Issues in Implementation With Various Campus Approaches to Resolution. New York: Agathon Press, 1995
4. Nichols, James O. A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation. Third Edition. New York: Agathon Press, 1995
5. MSA Policies and Procedures. Seventh Edition.
6. ABHE Manual. Criteria and Policies Constitution and Bylaws. 2004 Edition.
7. CHEA Occasional Paper. The Competency Standards Project: Another Approach to Accreditation Review. 2000
8. CHEA Occasional Paper. Accreditation and Student Learning Outcomes: A Proposed Point of Departure. September 2001

**LANCASTER BIBLE COLLEGE
GRADUATE SCHOOL
January 2006
ALUMNI SURVEY
Composite Report**

1. Date of Graduation **1998 - 1**
 1999 - 1
 2000 - 8
 2001 - 2
 2002 - 4
 2003 - 3
 2004 - 17
 2005 - 18

MAB	11 surveys	58%
MAM	31 surveys	57%
MA	6 surveys	67%
MEd	6 surveys	75%

2. Since graduating, have you completed or enrolled in any other degree programs?

- No **46**
 Yes **2**

Program: Widener University, Doctorate
MSL Louisville Bible College
MDiv Rabbinical Studies
MDiv Wesley Theological Seminary
D.Min. at ORU
MAR

Completed degree: No 3 Yes 1

3. Do you plan to work toward an additional degree in the future?

- No **25**
 Yes **25**

Program: Educational Psychology, Ed.D.
Family Therapy, Ph.D.
Ph.D. in Counseling
Counseling Psychology, Ph.D.
Adult Education, D.Ed. or Ph.D.
Leadership
Counseling Doctorate
DMin - 2
M.Div. 2
Messianic Studies and Emerging Culture Ph.D.
Unknown - 3
Nurse Practitioner
Organizational Development Doctorate
Organizational Leadership Ph.D. Regent University
Theology – Doctorate
New Testament – Ph.D.
Undecided

4. How satisfied are you now with the following elements of your educational experience? *Check the box, which most closely represents your opinion.*

VS – very satisfied, S – satisfied, D – dissatisfied, SD – strongly dissatisfied, NA – not applicable

Educational Experience	VS	S	D	SD	NA
Quality of instruction	34	19			1
Satisfied with content at graduate level	28	26			1
Satisfied with emphasis on application of content	36	17			1
Satisfied with integration of faith and learning	35	17			1
Value of capstone experience (DRP/thesis)	25	23	2	2	1
Satisfaction with faculty relationships	39	13			1
Satisfaction with your advisor	36	13	3	1	1
Value of overall academic experience	38	15			1

Personal Development	VS	S	D	SD	NA
Development of research skills	30	22			1
Development of oral communication skills	19	33			2
Development of written communication skills	31	20			1
Development of critical thinking skills	27	24	1		1
Development of your personal spiritual formation	22	27	2		1
Preparation for employment in desired career	21	32	3		4

Lancaster Bible College	VS	S	D	SD	NA
Satisfied with Graduate School Office	29	23		1	
Satisfied with facilities	23	29	1	1	
Satisfied with Business Office	19	24			1
Satisfied with Registrar's Office	17	33			3
Satisfied with Financial Aid Office	14	23			14
Satisfied with the Library	18	33	1		1

Composite Evaluation	VS	S	D	SD	NA
Satisfied with overall graduate education experience	34	20			

Comments:

- I hope that the spiritual component continues to be strong. I think the most valuable “part” of my experience was that all the pieces added up to a whole effect. Each instructor had unique qualities and styles of teaching; together it was a nice blend. I am grateful for the education I received. I hope that LBC continues to keep high quality, Godly professors on staff.
- I really enjoyed my time at LBC! The M.Ed. faculty was excellent.
- The graduate school needs to consider establishing a class schedule for the counseling program that offers classes in the evening M-Th on a

weekly basis. Consideration should be given to establishing a prescribed order of classes.

- I felt the program in Mental Health Counseling truly prepared me for the ministry of counseling that I am currently involved in. I have especially appreciated the time of supervision over these past 3 years as I work toward my state licensure. Thank you to Dr. John Pugh!
- My Master's Degree in Ministry was great training for "professional" level of ministry in the local church functioning as a pastor while also serving full-time in the business world here in Colorado.
- Loved it, great program.
- It would have been helpful to have met together with other students regularly while working on the DRP for encouragement and ideas. It was an arduous task.
- "Preparation for Employment" – tough question because although I'm satisfied, future interviews may look at this credential as not very prepared (for a Senior Pastor position). My fear is that I won't find that out until it is too late and I may regret my choice in graduate education.
- I feel my experience was absolutely positive. Not easy, but positive. Every class was relevant for me as a youth pastor.
- I had expected the degree to open up other ministry opportunities for teaching. But it seems that unless you have a doctorate teaching is not an option, regardless of ability and collateral experience. There were just as many doors open with a B.S. without an M.A.
- I enjoyed the instruction, particularly from the resident faculty. Resident faculty were exceptionally prepared and knowledgeable during my courses. Thanks!
- I did have few frustration from being stuck between the 30 hour program and the new. When I was almost done with my program, I had to back track and take the courses for new students (from the entrance exams).
- I had looked forward to further education for several years while a pastor overseas and LBC provided a quality graduate education. Very qualified professors, flexible class schedules, small class sizes and an appropriate atmosphere for mature students were all strengths. There was often a lack of Biblical background covered in the ministry classes, especially on leadership.
- I appreciated very much my Grad experience. My personal favorite being in the classroom and interacting on the content.

- **Excellent program – I will recommend any of your programs for their highly applicable and foundational principals.**
 - **Everyone was very kind**
 - **I use my DRP topic and selected elements in the church Sunday School class, the LBC Hiking classes, and in communication with staff and students on a regular basis. The DRP was a rich capstone to the completion of my course work. Thank you.**
 - **For MA Bible and Ministry, a required course in apologetics is a must for today’s post-modern word.**
 - **I think LBC has addressed this problems, but my papers @ LBC were seldom marked in terms of English grammar. Hence, when it was time to work on my DRP – it was a struggle. I think Dr. Huber’s availability was a big step to resolving English grammar problems of students.**
 - **The whole experience was life changing. It was an amazingly wonderful experience. I believe God used it powerfully in my life. However, the DRP was exhaustingly time-consuming and felt like a burden to me. Other that everything was top rate.**
 - **The Library hours should be extended**
5. To what extent is your current employment related to your program:
- Closely related **37**
 - Somewhat related **8**
 - Not related **7**
 - Not employed **1**
6. What is the occupation group of your current primary employment:
- Christian Ministry **32**
 - Your title: Assistant Director**
 - Pastor of Youth - 4**
 - Small Group Director**
 - Associate Pastor**
 - Senior Pastor - 4**
 - Pastor - 8**
 - Field Director**
 - Executive Director**
 - Professor**
 - Director of Discipleship**
 - Director of Youth and Worship**
 - Minister of Spiritual Growth**
 - Care Ministries Director**

**Associate Pastor to Youth
Minister of Music
Associate VP for Stewardship
Missionary/Education**

- Counseling profession 4

Your title: Therapist

Outpatient Mental Health Therapist

Self Employed

Director of Counseling Ministries

- School counseling 6

Your title: Alternative Educ. Counselor/Instructor

Dean of Students

Middle School Counselor

School Counselor

- Other 13

Your title: Teacher in Christian School

Assistant Professor

Regional Sales Manager

Director of Small Groups – Volunteer position

Government Agent

Certified School Nurse

Organization Development – Director of Strategic Planning

IT Services, Account Executive

Higher Ed

Teacher

Teacher/Bible Club advisor

7. When you enrolled in the Graduate School, was it your intent to

- Prepare for a new career 17
 Be better prepared for your current career 32
 Personal enrichment 16
 Other 6

•Prepare for a higher level of minister wherever God might lead. He has lead me to function as a lay pastor at Littleton Vineyard Church in Littleton, CO.

•Ministry enrichment

•Potential advancement in career field

•Sharpen talents/gifts for Kingdom service

•Future ministry- in preparation stage

•Follow the Lord's leading

9. Comments:

- **I appreciated the flexibility of the classes scheduled. Every other week, one weekend a month, etc.**
- **My experience at LBC has been wonderful! The professors and advisors have been continually supportive and have created a comfortable learning atmosphere. The graduate classes not only provided excellent opportunities for learning, but also application. I am constantly recommending LBC to people who want a sound, Biblical education.**
- **I really appreciated Dr. Peterson's leadership classes. Dr. Pelton's Christ-centered methodology for sermon preparation and delivery enhanced and encouraged my understanding for Homiletics. Dr. Bredfeldt and Dr. Thorne – Thank you. What a blessing! God is Good! I don't have the time to tell you how enriching, illuminating, encouraging....Just thinking about my experience at LBC has brought me to tears. Thank you so much!**
- **Very Good. Maybe more theological introspection/interaction. How does this play out theologically?**
- **Dr. Skip Lewis was very professional and relational. He treated us like adult learner. We appreciate his hard work.**
- **I truly thank God for my graduate school experience.**
- **LBC provided a quality graduate education; overall I'm thankful for the relationships and information that I will maintain the rest of my life.**
- **More practical, less theory to prepare for "real world". Also, some courses on child/adolescent counseling. And, courses on community resources and office skills (insurances, authorizations, contracts, etc.)**

Would you be interested in attending a breakfast/lunch on Homecoming, Saturday, October 7, 2006? There will be no program, just some good food and a time to reconnect with other graduates and your faculty.

- a. **Yes 21**
- b. **No 27**
- c. **Maybe 4**

**Lancaster Bible College and Graduate School
Office of Academic Affairs**

Academic Freedom Survey

Please take a moment to read LBC’s stated policy on *Academic Freedom* below:

Academic Freedom

A justification for freedom of instruction arises from the needs of students. It is the students’ right to learn the complete truth about the subjects they study. They should be afforded the privilege of thinking without restraint about the problems that arise in such study. This freedom should never be denied students and it can exist only when a corresponding liberty of instruction is guaranteed instructors.

It should be realized, however, that in a socially created and socially supported institution, such as a college, there can be no such thing as complete freedom of expression in word and act. The basic limitations upon freedom arise out of the universally accepted beliefs and mores of society, such as truthfulness, decency, moral integrity, loyalty, and the standards of good taste. These may be assumed to be as binding upon all college instructors as upon other good citizens. Moreover, at Lancaster Bible College academic freedom, as well as all other aspects of education, is governed by standards yet higher than these—those of the Bible.

The Bible, God’s Word, holds a unique and central place in LBC’s curriculum because it is the ultimate and only authoritative deposit of propositional truth and because it answers the vital questions of life. Recognizing that the Bible does not contain the totality of God’s truth, the College continues its search for truth through an informed and appropriate study of man and other elements of God’s creation, convinced that any accurate description of reality will form a unified body of truth.

In addition to the universal values and God’s Word, the College’s Reason for Existence, Institutional Goals, Student Goals, Distinctives, and Statement of Faith, as adopted by the College, complete the framework for all educational experiences, including academic freedom, at Lancaster Bible College.

Finally, the College believes that academic freedom does not require neutrality on the part of either the individual or the institution. Academic freedom is consistent with the intent to advance a particular point of view, so long as all the facts are accessible. We recognize that the pursuit of truth in this fashion will produce some tensions.

Within this framework the College enthusiastically supports academic freedom at Lancaster Bible College.

1. Before reading the statement, how familiar were you with the policy on academic freedom?

Very Familiar		Familiar		Not Familiar
5	4	3	2	1

2. How important is academic freedom to you?

Very Important		Important		Not Important
5	4	3	2	1

OVER



3. How effective is LBC in fostering an environment of academic freedom?

Very Effective		Effective		Not Effective
5	4	3	2	1

4. Do our mission statement, institutional goals, and core knowledge and skills limit your academic freedom?

Yes **No** If yes, in what ways? _____

5. From your perspective, what are the most critical components of academic freedom?

6. Are you satisfied with LBC's policy on academic freedom?

Yes **No** If no, in what ways do you think it needs to be changed?

7. Additional comments? _____

THANK YOU!



**LANCASTER
BIBLE COLLEGE**
and Graduate School

PLANNING

PHILOSOPHY, PILLARS, PROCESS, PROCEDURE, and CYCLE

INSTITUTIONAL ADVANCEMENT OFFICE
901 Eden Road
Lancaster, PA 17601
717-569-8206
www.lbc.edu

REVISED
October 17, 2006



LANCASTER BIBLE COLLEGE

and Graduate School

Planning Philosophy, Pillars, Process, Procedure, Cycle

Philosophy

Lancaster Bible College recognizes the important role of planning and is committed to a planning process that is cyclical, consistent, comprehensive, and active, so that the College will remain grounded in its mission, effective in the accomplishment of that mission, and prepared to respond to its internal and external environments. LBC's planning is global in scope, easily absorbed, intentional, outcome-based, and articulated to its constituencies.

Planning is an important management tool that assists LBC in creating its future by establishing a direction consistent with its mission, while fulfilling its institutional and student goals and responding to the ministry leadership needs of both the church and para-church environment in which it serves.

Planning at Lancaster Bible College focuses on what LBC should or could be in the future, specifically at the end of five years. Planning sub-committees are charged with the responsibility of establishing a target and/or vision for their specific area and building a five-year plan that will enable LBC to hit the target and/or vision and fulfill its mission. Sub-committee plans include: 1) a clear target and/or vision, 2) a rationale of how the target and/or vision fulfills the mission of LBC, and 3) a view of how it fits within the College's institutional and student goals.

LBC is committed to the planning process described in this document. However, there are occasions when issues arise that need to be addressed outside of this established process. The President has the authority to modify, adapt, or circumvent this process if it is deemed necessary and important to the future of LBC.

LBC defines a planning initiative as: 1) a future target and/or vision and 2) any component needed to fulfill that target and/or vision. Although planning initiatives often have financial ramifications, not all initiatives are financial in nature.

In their effort to develop a plan, a wide variety of stakeholders are engaged in developing planning initiatives through planning sub-committees, which submit their prioritized initiatives to the Committee for Institutional Effectiveness and Planning (CIEP). The CIEP will be responsible to give consistent, deliberate, and comprehensive attention to the critical issue of institutional effectiveness at LBC. Specifically, the Committee coordinates the three essential pieces of institutional effectiveness, namely institutional data, outcomes, and planning. Further, the Committee prioritizes all planning initiatives, maintains a five-year planning schedule, allocates sufficient funding, and recommends to the President's Cabinet and Board of Trustees for adoption the initiatives and planning schedule.

Pillars

LBC has built its planning process and procedures around its mission, core values, key commitments, and a set of planning pillars. The following describes each component:

Mission

Lancaster Bible College's mission states: *LBC exists for the purpose of educating Christian men and women to live according to a Biblical world-view and to serve through professional Christian ministries.* The anchor for all of LBC's planning decisions is its mission statement. It is the filter through which all decisions must flow. LBC will make every effort to stay true to its mission.

Core Values

LBC has established a set of core values to serve as the compass for fulfilling its mission. The LBC experience is an important factor in the development of ministry leaders. LBC's core values are as follows:

Biblical and Institutional Commitment

LBC is a Bible college with Bible as the major of the curriculum and the core of concern. The College exists to prepare people for ministry and is a professional institution of higher education. Central to activities and decisions at the College is a strong commitment to the Scriptures.

Pursuit of Quality Education and Operation

LBC believes that its work is of ultimate value and has eternal consequences. The facilities, equipment, personnel, policies, and procedures should be the highest quality possible within the resource limitations of the College. There is a constant striving for improvement in every area of the College operation. The pursuit of quality in education is reflected by a balanced curriculum, incorporation of experience with academics, and the promotion of life-long learning.

An Environment Which Encourages Spiritual Life and Growth

Programs shall foster and all personnel, from the Board of Trustees to students, shall model the development of a healthy spiritual life experience. Our commitment is to the authority of the Scriptures and a sensitivity to how Scriptural truth applied to every area of life promotes godly character. Prayer, Bible study, and good stewardship are critical elements of spiritual growth that are promoted in all areas of student, faculty, Board, Corporation, administration, and staff development.

A Ministry and Service Mindset

The faculty, staff, students, and alumni are committed to love the Lord and serve His Church through the exercise of talents, gifts, and abilities entrusted to their care. This is regularly demonstrated by active involvement in personal Christian service activities, such as: musical ministries, speaking and consulting at local churches, and in various community organizations. In addition, various members of the administration, faculty, and staff participate in leading student missionary teams on short-term ministries.

A Culture that is Team-Oriented

The commitment of faculty, staff, and administration is to work together in a cooperative way for the glory of God and the good of the Body of Christ. Excitement and enthusiasm for the ministry of the College is manifested through a positive work ethic, utilization of God-given gifts and abilities, sensitivity to leadership, and Christ-like conduct.

A Campus Climate that is Family-Oriented

The administration, faculty, and staff are pledged to work with students in a way that will enrich their lives as sons and daughters and disciples of the King of Kings and Lord of Lords. Created in the image of God, each individual is viewed as both unique and full of worth and potential. Appreciation of diverse races, cultures, denominations, and abilities is fostered.

Institutional/Operational Integrity

The College is committed to honesty and responsibility in every aspect of the operation and strives to meet the highest standards of truthfulness and obedience to the laws of God and man.

Approved 11/1996

Key Commitments

LBC has a number of commitments that are key to the College's future and planning processes. The following provides the detail of those key commitments.

Lancaster Bible College will be an institution that honors God, models spiritual, educational, and operational excellence, and serves the Lord Jesus Christ by providing quality leadership preparation and resources for lay and professional men and women at both undergraduate and graduate levels of instruction wherever possible.

LBC will:

- ❖ Be an institution of Christian higher education that prepares professional Christian workers for the cause of Christ both at home and abroad. This will be accomplished through discipleship, ministry responsibilities, cross-cultural experiences, and other diverse methods.
- ❖ Be an institution that is committed to maintaining its mission statement and its doctrinal position as written in its constitution.
- ❖ Maintain the highest standards of educational quality and will seek the approval of appropriate accrediting and certifying associations.
- ❖ Be a Christian information and leadership resource center for the cause of Christ, meeting the needs of local churches, missions, and lay Christian leaders.
- ❖ Be a responsible steward of the financial, physical, and personnel resources that have been entrusted to its care.
- ❖ Honor the Lord Jesus Christ in all of its policies, procedures, and programs. It will strive to maintain the highest standards of spirituality for both students and personnel.
- ❖ Maintain, recruit, and train quality personnel of the highest integrity who are committed to adherence to the mission, doctrinal, and ethical expectations of the College and who do not discriminate on the basis of race, color, national origin, gender, age, disability, or veteran status.

- ❖ Educate students to have critical thinking abilities and research skills that allow them to successfully interact with contemporary issues, as well as to be life-long learners.
- ❖ Involve both personnel and students in service to their communities through church and para-church ministry and civic involvement.
- ❖ Continue the process of long-range and strategic planning with the involvement of the entire College community.

Approved 11/1996

Planning Pillars

In 2000, LBC's Master Planning Steering Committee, later called the Committee for Institutional Effectiveness and Planning (CIEP), established a set of planning pillars. Those pillars were reviewed and approved by the President's Cabinet and the Board of Trustees, and they serve as the compass for guiding the planning process. The following pillars are the foundation of LBC's planning decision-making process:

1. Strengthen and enrich our students' larger LBC experience through enhancing their individual campus life, spiritual formation, and diversity.
2. Strengthen and enhance LBC's institutional technology infrastructure to address current needs and to articulate and plan for future trends and infrastructure requirements.
3. Provide the best quality Biblical education possible, at all academic levels, through continued quality instruction, ministry relevance, appropriate methodology, and practical ministry experience.
 - a. Strengthen and enhance LBC's instructional technology to improve its quality educational services and effectiveness in the classroom, as well as to explore the use of distance education.
 - b. Comprehensively strengthen and enhance our students' academic advising needs.
 - c. Strengthen LBC's leadership development in the northeastern United States.
4. Develop the full potential of each employee through appropriate training, evaluation, compensation, and recognition, so that each will be effective in his/her individual ministry within the corporate efforts and, thereby, fulfill the mission and operation of LBC.
5. Consistently and in an integrated way market the LBC experience in order to crystallize a brand name that continues to attract students, stewardship partners, employees, Board members, and godly leadership.
6. Enhance LBC's graduate and undergraduate recruitment efforts to challenge today's student to consider a life of full-time ministry service. This we want to do in a manner that communicates effectively with the evolving nature of today's traditional and non-traditional prospective student, in order to achieve enrollment targets.
7. Strengthen LBC through planning, proper administration of finances, operations, and facilities.

Approved 11/2000

Process

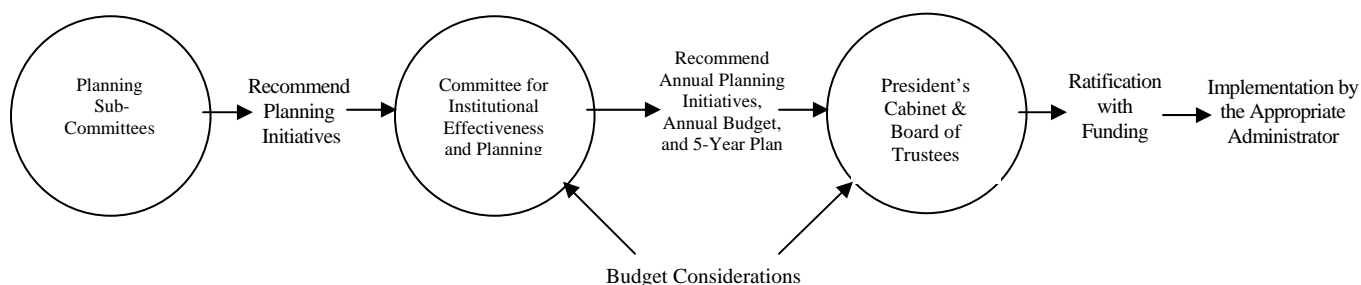
The Vice President for Institutional Advancement (VPIA) guides LBC's planning process in consultation with the President. The College has established the Committee for Institutional Effectiveness and Planning (CIEP), which brings together the critical elements of institutional effectiveness, which are: institutional data collection, outcomes assessment, planning, budgeting, and evaluation of the entire process.

The following is a model of Lancaster Bible College's planning process. The foundational work of the planning process is generated by planning sub-committees, chaired by appropriate administrators. The College has established eight separate planning sub-committees. **(Revised June 2006)** They are: 1) Academic, 2) Enrollment Management (including Student Services), 3) Facilities, 4) Fiscal, 5) People Development, 6) Spiritual Formation, 7) Technology, and 8) Institutional Issues (Attachment 1).

The chairperson of each planning sub-committee regularly meets with the VPIA to discuss the work of the committee, to establish an agenda for their planning, to review the planning process, and to establish reasonable deadlines. Planning initiatives are submitted through the planning sub-committee chairs to the VPIA, who then presents the planning initiatives to the CIEP for discussion. Should the CIEP desire more information, it may ask the planning sub-committee chairperson to meet with the Committee to explain their plans and planning initiatives.

The CIEP will review all submitted planning initiatives and may ask for additional information for a formal proposal, make no recommendation, or table any action until a later time. Once a planning initiative is approved, the CIEP makes a recommendation to the President's Cabinet for their approval. If approved at the President's Cabinet level, the Director of Finance will include the planning initiatives within the appropriate budget. The administrator will be notified, empowered, and charged with the responsibility to implement the plan.

Lancaster Bible College and Graduate School PLANNING Process Model



Planning/Budgeting Procedure & Cycle

Planning initiatives are developed and accepted throughout the year. Sub-committee planning initiatives are to be submitted to the CIEP in preliminary proposal form (Attachment 2) by July 15 of each year, prior to budget submittal. Planning initiatives are developed and based on several important elements, including: 1) departmental mission, 2) self-study analysis based on institutional data, 3) outcomes analysis, 4) anticipated needs and desires for the future, and 5) external requirements. In addition, the preliminary planning and the full planning proposals communicate the following:

- ◆ The planning initiative's relationship to LBC's mission and the departmental mission
- ◆ The planning initiative's relationship to and fit into the College's planning pillars
- ◆ The need and purpose of the planning initiative
- ◆ The implication and impact on a specific department(s) and LBC's structure
- ◆ An estimated budget proposal, including personnel needs, space needs, and other projected expenditures and revenues
- ◆ A proposed timeline for implementation

The CIEP will review each preliminary proposal and determine if it fits within the overall plan of the College and where it fits within the budget. If the proposal is accepted by the CIEP, it will be recommended to the President's Cabinet for ratification. The CIEP's funding recommendations and subsequent acceptance by the President's Cabinet means that every effort will be made in the budgeting process to include resource allocation for the initiative. However, a balanced budget requires sufficient revenue to cover all expenses. Revenue sources, such as gifting and tuition, fluctuate with enrollments and donors' interest and ability to give. Therefore, new planning initiatives that require funding will be funded when there are sufficient resources available.

Once approved by the President's Cabinet, the VPIA will inform the chair that the planning initiative has been tentatively approved, and the committee chair (appropriate administrator) will be asked to develop a full proposal that will be submitted to the President's Cabinet. Following final approval, he/she will be asked to implement the initiative. Final approvals rest with the Board of Trustees, who ultimately approve the annual budget.

Once approved, planning initiatives are implemented in the following ways: 1) the Director of Finance is informed of the approved initiatives by the CIEP and is instructed to include the initiatives in the construction of future budget planning, 2) the CIEP notifies the appropriate administrator (planning sub-committee chair) that the initiative is funded for a specific time and amount and he/she is empowered to begin the process of implementation, 3) the administrator engages the appropriate staff members to implement the plan, 4) the administrator continues to monitor the process and evaluate the effectiveness of the implementation and the impact of the planning initiative, 5) the administrator reports his/her implementation progress to the CIEP and the President's Cabinet, and 6) the administrator reports the outcomes through the outcomes assessment process.

LBC's planning is part of an overall institutional effectiveness plan and occurs in a coordinated manner with other relevant components. It is discussed in LBC's Comprehensive Outcomes Assessment Plan (COAP). Attachment 3 clearly identifies how LBC's planning process fits within the COAP and LBC's designed plan for institutional effectiveness.

Planning/Budgeting Cycle

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 VPIA will update the staff on the next steps in the planning process.)
Mid-October (second President’s Cabinet meeting)	Planning recommendations submitted to President’s Cabinet. (Following the meeting, the VPIA 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 (second President’s Cabinet meeting)	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.
By February 15	Preliminary budget draft is prepared by the Business Office and submitted to the President. (The VPIA 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 President’s Cabinet for recommendation to the Board of Trustees in May.
By April 1	Submit President’s Cabinet 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	President’s Cabinet, 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.



LANCASTER BIBLE COLLEGE

Planning Initiatives Preliminary Proposal and Request for Consideration

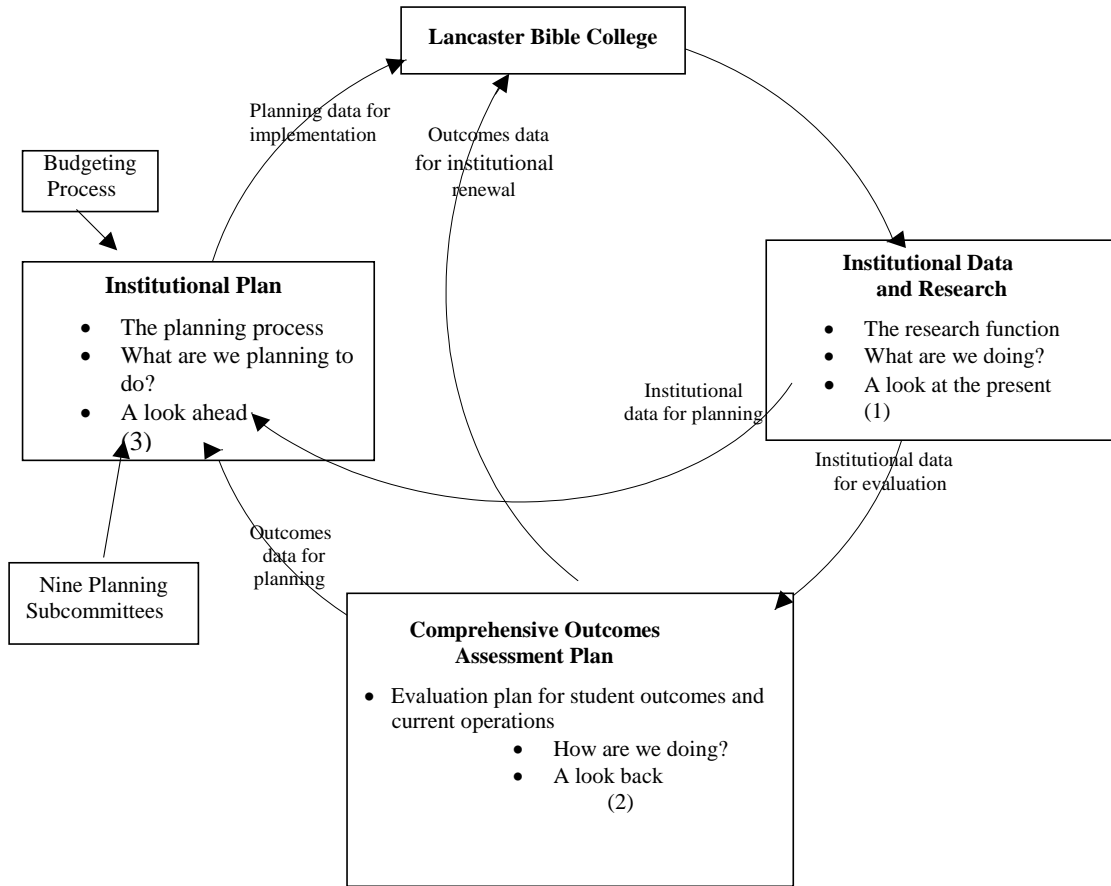
Planning Sub-committee _____
Submission Date _____

Description of Planning Initiative	
Rationale for the Planning Initiative	
Estimated & Detailed Budget Requirements	
Proposed Timeline	
Department Mission Statement	

<p>Fit With Other Planning Initiatives</p>	
<p>Founded on Planning Pillar</p>	

<p>CIEP Recommendations</p>	
--	--

Model for Institutional Effectiveness at LBC



1. Employee Classification:			
		Response Percent	Response Total
Administration		14.5%	10
Faculty		34.8%	24
Professional Staff		37.7%	26
Hourly Staff		13%	9
Total Respondents			69
(skipped this question)			0

2. DIRECTIONS: Please indicate to what degree you agree or disagree with each of the following statements.						
	Strongly Agree	Agree	Unsure/Unknown	Disagree	Strongly Disagree	Response Average
1. I understand what the purpose of CIEP is, why it exists at LBC, and its function in the long-range planning process.	40% (4)	50% (5)	10% (1)	0% (0)	0% (0)	1.70
2. The CIEP has helped LBC set realistic, achievable, and important goals.	20% (2)	50% (5)	30% (3)	0% (0)	0% (0)	2.10
3. There is clear evidence that the College's planning initiatives are being achieved.	20% (2)	40% (4)	40% (4)	0% (0)	0% (0)	2.20
4. The CIEP planning methodology and process has helped planning be more thorough and effective at LBC.	30% (3)	40% (4)	30% (3)	0% (0)	0% (0)	2.00
5. My College work has been positively affected by the CIEP planning process.	20% (2)	40% (4)	30% (3)	10% (1)	0% (0)	2.30
6. The communication I have received about what the CIEP is doing and how it might affect me has been sufficient for my needs.	10% (1)	30% (3)	20% (2)	40% (4)	0% (0)	2.90
7. From my perspective, planning and the CIEP have been effective in making LBC a better Bible college for students and employees.	20% (2)	60% (6)	20% (2)	0% (0)	0% (0)	2.00
Total Respondents						10
(skipped this question)						59

3. DIRECTIONS: Please indicate to what degree you agree or disagree with each of the following statements.						
	Strongly Agree	Agree	Unsure/Unknown	Disagree	Strongly Disagree	Response Average
1. I understand what the purpose of CIEP is, why it exists at LBC, and its function in the long-range planning process.	21% (5)	46% (11)	21% (5)	12% (3)	0% (0)	2.25
2. The CIEP has helped LBC set realistic, achievable, and important goals.	17% (4)	33% (8)	46% (11)	4% (1)	0% (0)	2.38
3. There is clear evidence that the College's planning initiatives are being achieved.	8% (2)	75% (18)	12% (3)	4% (1)	0% (0)	2.13
4. The CIEP planning methodology and process has helped planning be more thorough and effective at LBC.	4% (1)	42% (10)	50% (12)	4% (1)	0% (0)	2.54
5. My College work has been positively affected by the CIEP planning process.	4% (1)	38% (9)	38% (9)	21% (5)	0% (0)	2.75
6. The communication I have received about what the CIEP is doing and how it might affect me has been sufficient for my needs.	4% (1)	33% (8)	38% (9)	25% (6)	0% (0)	2.83
7. From my perspective, planning and the CIEP have been effective in making LBC a better Bible college for students and employees.	8% (2)	42% (10)	46% (11)	4% (1)	0% (0)	2.46
Total Respondents						24
(skipped this question)						45

4. DIRECTIONS: Please indicate to what degree you agree or disagree with each of the following statements.						
	Strongly Agree	Agree	Unsure/Unknown	Disagree	Strongly Disagree	Response Average
1. I understand what the purpose of CIEP is, why it exists at LBC, and its function in the long-range planning process.	19% (5)	50% (13)	19% (5)	12% (3)	0% (0)	2.23
2. The CIEP has helped LBC set realistic, achievable, and important goals.	12% (3)	46% (12)	42% (11)	0% (0)	0% (0)	2.31

3. There is clear evidence that the College's planning initiatives are being achieved.	4% (1)	42% (11)	46% (12)	8% (2)	0% (0)	2.58
4. The CIEP planning methodology and process has helped planning be more thorough and effective at LBC.	8% (2)	35% (9)	50% (13)	8% (2)	0% (0)	2.58
5. My College work has been positively affected by the CIEP planning process.	4% (1)	15% (4)	62% (16)	19% (5)	0% (0)	2.96
6. The communication I have received about what the CIEP is doing and how it might affect me has been sufficient for my needs.	8% (2)	38% (10)	23% (6)	27% (7)	4% (1)	2.81
7. From my perspective, planning and the CIEP have been effective in making LBC a better Bible college for students and employees.	4% (1)	46% (12)	42% (11)	8% (2)	0% (0)	2.54
Total Respondents						26
(skipped this question)						43

5. DIRECTIONS: Please indicate to what degree you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Unsure/Unknown	Disagree	Strongly Disagree	Response Average
1. I understand what the purpose of CIEP is, why it exists at LBC, and its function in the long-range planning process.	11% (1)	56% (5)	22% (2)	11% (1)	0% (0)	2.33
2. The CIEP has helped LBC set realistic, achievable, and important goals.	0% (0)	67% (6)	33% (3)	0% (0)	0% (0)	2.33
3. There is clear evidence that the College's planning initiatives are being achieved.	11% (1)	33% (3)	56% (5)	0% (0)	0% (0)	2.44
4. The CIEP planning methodology and process has helped planning be more thorough and effective at LBC.	0% (0)	22% (2)	78% (7)	0% (0)	0% (0)	2.78
5. My College work has been positively affected by the CIEP planning process.	11% (1)	11% (1)	78% (7)	0% (0)	0% (0)	2.67
6. The communication I have received about what the CIEP						

is doing and how it might affect me has been sufficient for my needs.	0% (0)	44% (4)	33% (3)	22% (2)	0% (0)	2.78
7. From my perspective, planning and the CIEP have been effective in making LBC a better Bible college for students and employees.	11% (1)	22% (2)	67% (6)	0% (0)	0% (0)	2.56
Total Respondents						9
(skipped this question)						60

6. 11. In your opinion, what can CIEP do to help improve the planning processes at Lancaster Bible College and Graduate School?	
Total Respondents	8
(skipped this question)	61

7. 12. Please share with us any additional thoughts or concerns you may have about the CIEP and long-term planning at LBC.	
Total Respondents	7
(skipped this question)	62

8. 11. In your opinion, what can CIEP do to help improve the planning processes at Lancaster Bible College and Graduate School?	
Total Respondents	12
(skipped this question)	57

9. 12. Please share with us any additional thoughts or concerns you may have about the CIEP and long-term planning at LBC.	
Total Respondents	10
(skipped this question)	59

10. 11. In your opinion, what can CIEP do to help improve the planning processes at Lancaster Bible College and Graduate School?	
Total Respondents	15
(skipped this question)	54

11. 12. Please share with us any additional thoughts or concerns you may have about the CIEP and long-term planning at LBC.	
Total Respondents	11
(skipped this question)	58

12. 11. In your opinion, what can CIEP do to help improve the planning processes at Lancaster Bible College and Graduate School?	
--	--

Total Respondents	4
(skipped this question)	65

13. 12. Please share with us any additional thoughts or concerns you may have about the CIEP and long-term planning at LBC.	
Total Respondents	2
(skipped this question)	67



<p>1. Academic</p>	<p>Academic Planning Sub-committee</p> <ol style="list-style-type: none"> 1. Develop a Worship Arts/Music program 2. Consider and add new degrees <ol style="list-style-type: none"> a. Explore a Doctoral Program b. Explore a Masters of Divinity Degree c. Explore a Bachelors in Secondary Education 3. Complete re-accreditation process 4. Complete a comprehensive curriculum review 5. Develop and expand Biblical On-line Education 6. Enhance and improve Academic Advising
<p>2. Enrollment Management</p>	<p>Enrollment Management Sub-committee/Marketing Sub-committee Student Services Sub-committee</p> <ol style="list-style-type: none"> 1. Develop a comprehensive Enrollment Management plan and process – Student Lifecycle Management <ol style="list-style-type: none"> a. Marketing <ul style="list-style-type: none"> • Develop a comprehensive Marketing plan • Improve market position b. Recruitment <ul style="list-style-type: none"> • Develop a plan to address diversity • Develop recruitment teams c. Enrollment <ul style="list-style-type: none"> • Secure more applications from ministry-minded students • Streamline the enrollment and registration process d. Retention <ul style="list-style-type: none"> • Develop more and appropriate student services • Establish projections for retention rates • Improve academic advising • Complete a comprehensive scholarship review e. Placement <ul style="list-style-type: none"> • Improve placement services • Network for new ministry opportunities f. Alumni Involvement <ul style="list-style-type: none"> • Increase alumni involvement in giving, recruiting, and placement 2. Develop a comprehensive Student Services Plan
<p>3. Facilities</p>	<p>Facilities, Campus Development, and Grounds Planning Sub-committee</p> <ol style="list-style-type: none"> 1. Complete a comprehensive Facilities master plan to enhance student environment <ol style="list-style-type: none"> a. Develop the identified campus zones b. Complete renovation of the existing Music Building into a college bookstore c. Add a coffee house d. Complete renovations/additions to Olewine Dining Commons e. Develop a plan for the 41 acres of newly-acquired land f. Complete Good Shepherd Chapel balcony 2. Complete the fundraising phase of www.lbc.capital Campaign and begin and/or complete construction of: <ol style="list-style-type: none"> a. Worship Arts/Music Center Building b. Library Renovation & Expansion c. Esbshade Hall Renovation d. Flexible Housing 3. Continue to maintain existing facilities 4. Evaluate resident housing needs and establish a plan for meeting needs

<p>4. Fiscal</p>	<p>Funding, Resource Development, and Management Sub-committee</p> <ol style="list-style-type: none"> 1. Promote and maintain fiscal soundness and stability <ol style="list-style-type: none"> a. Maintain balanced budgets b. Maintain proper management of debt and/or elimination of debt c. Maintain proper allocation of resources toward planning initiatives and operational expenditures d. Consider outsourcing appropriate services 2. Complete a comprehensive review of LBC's financial aid and scholarship program & packages 3. Complete Stewardship's fundraising plan <ol style="list-style-type: none"> a. Scholarshare: goal = \$2 million/year b. www.lbc.capital Campaign: goal = \$16.7 million by end of 5 yrs c. Endowment: goal = \$1,825,000 new \$ in 5 yrs
<p>5. People Development</p>	<p>People Development and Human Resources Sub-committee</p> <ol style="list-style-type: none"> 1. Evaluate, revise, and implement a comprehensive People Development/ Human Resources management system <ol style="list-style-type: none"> a. Evaluate, revise, and implement PD and HR policies b. Evaluate, revise, and implement PD and HR procedures <ul style="list-style-type: none"> • Evaluate and establish appropriate recruitment processes • Develop and maintain a comprehensive employee (all employees, including faculty) record system <ul style="list-style-type: none"> ❖ Employment information ❖ Performance information c. Evaluate, revise, and implement a comprehensive performance management system 2. Evaluate and strategize a comprehensive workforce plan and process <ol style="list-style-type: none"> a. Evaluate appropriate # of employees at all levels, inc. students b. Evaluate, strategize, and implement appropriate compensation and benefits levels c. Evaluate and strategize employee job placement and promotion & place them with respect to skills and abilities d. Evaluate work schedules and locations (i.e., work from home, etc.) 3. Develop a comprehensive training and development plan <ol style="list-style-type: none"> a. New employee assimilation program b. Use of LBC's technology
<p>6. Spiritual Formation</p>	<p>Spiritual Formation Planning Sub-committee</p> <ol style="list-style-type: none"> 1. Integrate spiritual formation into LBC's programs and culture <ol style="list-style-type: none"> a. Create a culture of Spiritual Development and Formation on the campus b. Prepare LBC for the next generation of students c. Prepare the next generation of students with a heart for God and a mind for service d. Integrate spiritual formation into LBC distinctives e. Meet students' needs

7. Technology	Technology Sub-committee
	<ol style="list-style-type: none"> 1. Develop a five-year technology use, disaster recovery, and upgrade plan <ol style="list-style-type: none"> a. Ensure that LBC’s technology infrastructure matches current and future needs 2. Integrate the use of technology into the College workflow <ol style="list-style-type: none"> a. Data management & its usage in the workplace and planning b. Explore new uses for technology in the workplace, for students’ information needs, & for dissemination of information to students c. Evaluate the need for current and new technology in the classroom and curriculum 3. Complete comprehensive wireless campus process 4. Evaluate Campus Management system and program
8. Institutional Issues	Major College Initiatives Sub-committee (President’s Cabinet)
	<ol style="list-style-type: none"> 1. Plan and implement the 75th anniversary activities and elements 2. Evaluate and respond to a culture of globalization 3. Explore and establish missional strategic alliances 4. Preserve LBC’s mission and values <ol style="list-style-type: none"> a. Internal – promote an understanding of the importance and value of LBC’s mission and values b. External – defend the value and definition of a Bible college 5. Evaluate and promote LBC’s institutional goals 6. Promote and create a culture of diversity 7. Create a culture of evidence - outcomes 8. Consider an optimal enrollment figure

**LANCASTER BIBLE COLLEGE
PLANNING STRUCTURE**

CIEP		Names	Sub Committee
CHAIR - VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT		Wilson	Representative
1	President	Teague	Institutional
2	Vice President for Academic Affairs	Dearborn	Academic
3	Vice President for Enrollment Management	Zeswitz	Enrollment
4	Vice President for Student Services	Beers	Student Services
5	Associate Vice President for Admissions	Roper	Admissions
6	Director of People Development & Human Resources	Voegele	People Development
7	Director of Information Systems	Hasting	Technology
8	Two Faculty Representatives	Tucker	Faculty
		TBA	Elected August

PLANNING SUB-COMMITTEES

1 ACADEMIC PLANNING

CHAIR - VICE PRESIDENT FOR ACADEMIC AFFAIRS		
1	Dean of Undergraduate Studies	Dearborn
2	Dean of Graduate School	Gregory
3	Director of Library Services	Naugle
4	Director of Online Education	Lincoln
5	Director of Degree Completion Program	DeHaas
6	Board Representative	Mort
7	Director of the Institute for Biblical Enrichment	Shertzer
		Kabasenche

2 FACILITIES, CAMPUS DEVELOPMENT, AND GROUNDS PLANNING

CHAIR - VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT		
1	President	Wilson
2	Vice President for Academic Affairs	Teague
3	Vice President for Enrollment Management	Dearborn
4	Vice President for Student Services	Zeswitz
5	Director of Physical Plant	Beers
6	Board Representative	Heckaman
7	Faculty Representative	TBA
		To be elected

3 FUNDING, RESOURCE DEVELOPMENT, AND MANAGEMENT PLANNING

CHAIR - VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT		
1	President	Wilson
2	Associate Vice President for Stewardship	Teague
3	Director of Finance	Kirkland
4	Board Representative	Martin
5	Faculty Representative	TBA
6	Director of Alumni Affairs	To be elected
		Mellette

**LANCASTER BIBLE COLLEGE
PLANNING STRUCTURE**

4 ENROLLMENT MANAGEMENT AND MARKETING

CHAIR - VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

1 Associate Vice President for Admissions	Zeswitz
2 Dean of Undergraduate Education	Roper
3 Dean of Graduate School	Gregory
4 Director of Degree Completion Program	Naugle
5 Director of Online Education	Mort
6 Director of the Institute for Biblical Enrichment	DeHaas
7 Director of Marketing	Kabasenche
8 Director of Financial Aid	Tweed
9 Director of Alumni Services	Fox
10 Vice President for Student Services	Mellette
11 Registrar	Beers
	Hoover

Sub Committee: STUDENT SERVICES PLANNING

CHAIR - VICE PRESIDENT FOR STUDENT SERVICES

1 Student Services Staff	Beers
2 SGA President	Lauren Otto
3 Dean of Undergraduate Education	Gregory
4 Registrar	Hoover
5 Director of Financial Aid	Fox
6 Graduate School Coordinator	Higgins
7 DCP Representative	Auld
8 Board Representative	Clemens
9 Faculty Representatives	Clawson
	Rhoads

5 PEOPLE DEVELOPMENT & HUMAN RESOURCE PLANNING

CHAIR - DIRECTOR OF PEOPLE DEVELOPMENT & HUMAN RESOURCES

1 Vice President for Institutional Advancement	Voegele
2 Board Representative	Wilson
3 Faculty Representatives	Levey
	Hicks
	P. Beers
4 Staff Representatives	J. Heckaman
	Minder
	Hasting

6 TECHNOLOGY PLANNING

CHAIR - DIRECTOR OF INFORMATION SYSTEMS

1 Vice President for Academic Affairs	Hasting
2 Director of People Development & Human Resources	Dearborn
3 Director of Online Education	Voegele
4 Vice President for Enrollment Management	DeHaas
5 Board Representative	Zeswitz
6 Faculty Representative	C. Kreider
7 Director of Marketing	Kime
8 Tech Team	Tweed

7 INSTITUTIONAL ISSUES

CHAIR - PRESIDENT

**LANCASTER BIBLE COLLEGE
PLANNING STRUCTURE**

1 President's Cabinet

8 SPIRITUAL FORMATION

	CHAIR - PRESIDENT		Teague
Committee will invite other participants	1 Vice President for Student Services		Beers
	2 Dean of Undergraduate Studies		Gregory
	3 Director of Spiritual Formation		Haub
	4 Chair of the Bible Division		Spender
	5 Chair of the Missions Department		Good
	6 Director of Christian Service		Kabasenshe
	7 Director of Worship Arts Program		Hollingsworth
	8 President of Resident Affairs Council		TBA
	10 Action Group Leader	new 4-25-2006	Stevens
	11 Resident and Community Life Director	new 4-25-2007	McMichael



**LANCASTER
BIBLE COLLEGE**
and Graduate School

Advancing the Vision
2002-2007

Lancaster Bible College exists for the purpose of educating Christian men and women to live according to a Biblical world-view and to serve through professional Christian ministry.

LBC operates and functions according to the following set of core values:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. <u>Biblical and Institutional Commitment</u> 2. <u>Pursuit of Quality Education and Operation</u> 3. <u>An Environment Which Encourages Spiritual Life and Growth</u> 4. <u>A Ministry and Service Mindset</u> | <ol style="list-style-type: none"> 5. <u>A Culture that is Team-Oriented</u> 6. <u>A Campus Climate that is Family-Oriented</u> 7. <u>Institutional/Operational Integrity</u> |
|--|--|

(Detail may be found in LBC's five-year planning document.)

LBC will continue to maintain its focus on serving students and providing them with the best quality Biblical education and spiritual formation possible for life and ministry service in attractive, functional facilities.

Cumulative Enrollment Targets

Undergraduate Enrollment	900	450 resident/450 commuter (Eden Road)
Degree Completion		75 DCP students included in the 900 number
Graduate Enrollment	300	
Evening Institute	1,750	



The following vision statements and accompanying detail are listed in alphabetical order and not priority order.

1. Academic Programs (Academic Sub-committee)

- Add two new academic programs and consider others as need is determined and resources are available (Sports In Ministry, M.Ed. Program funded) (multiple Certificates at the Graduate School level)
- Evaluate our programs each year on a cyclical basis (on schedule for evaluations)
- HPE/TE site visits – April 2003 – (completed)
- MSA/ABHE accreditation (self-study) Due: 2006-2007 - Site visit (self-study in process)
- A number of new faculty members added

2. **Enrollment Management** – (Admissions/Recruitment & College Relations/Marketing Sub-committees)

- Marketing/Branding – (a marketing plan is being developed)
- Recruitment/Ministry Teams (Proof was developed and funded)
- Retention
- Scholarships (scholarships reviewed, new ones added)
- NEW ENROLLMENT MANAGEMENT Office established and Vice President for Enrollment Management appointed

3. **Facilities** – (Facilities Sub-committees)

- Capital improvements on existing buildings (ongoing)
- Completion of the unfinished Chapel space
- Horst Athletic Complex renovation/expansion (renovations planned in capital budget through 07-08 budget year)
- Planning for 2007-2012:
 - Flexible Housing (included in the www.lbc.capital campaign, gift provided and in process – put on hold 12-2005)
 - Library (committees have met and approved concepts, plans in preliminary stage, has gone through Board of Trustees, plans reviewed by the Library Committee and included in the www.lbc.capital campaign)
 - New Worship Arts/Music Center building (committees have met and approved concepts, plans approved by Board of Trustees, Worship Arts Committee approved, Facilities Committee approval obtained, included in the www.lbc.capital campaign)
 - Esbshade Hall (committees have met and approved concepts, plans approved by the Board of Trustees, included in the www.lbc.capital campaign)
 - Miller Hall expansion and renovation
 - New classroom building
- Residence Hall – Peterson Hall completed and full of students

4. **Human Resource Development** – (Human Resources Sub-committee and President's Office)

- Administrative restructuring (completed – President's Cabinet & President's Advisory Council)
- Faculty compensation plan being implemented and staff compensation reviewed (assistant salaries reviewed and some adjustments have been made)
- Maintain appropriate levels of faculty & staff (working on this through personnel planning process)
- Working on wellness program (implemented)
- Working on People Development concepts (HR department re-tasked and renamed, Director hired 2005)
- Working on a comprehensive volunteer program (job description developed and awaiting approval and funding for position)

5. **Institutional Issues** – (President's Cabinet and Funding & Resource Development Sub-committees)

- Development of the Route 272 Property/Royer Farm (completed – farm land purchased, Rt. 272 property sold with no indebtedness)
- Ethnic diversity
- LBC Foundation (completed and functioning)
- Resource Center
- Spiritual Formation (completed and functioning)
- Online Education – (Board approved, funding set aside, Director appointed, search started for Course Developer position, courses being developed)

BOARD OF TRUSTEES

Term Expires	FirstName	LastName
Honorary Member	Mrs. Jane E.	Baumgartner
Honorary Member	Dr. John R.	Brobeck
2006 (Vice Chair)	Mr. Philip A.	Clemens
2007	Dr. Eric G.	Crichton
Honorary Member	Mr. Aaron H.	Denlinger
2008	Mr. James J.	Fetterolf
Honorary Member	Mr. Charles	Frey
2007	Mr. James M.	Garber
2008 (Chair)	Mr. Richard W.	Good
Honorary Member	Mr. Richard J.	Goodhart
2007	Mr. James S.	Herr
2008	Dr. L. Ronald	Hoover
2007	Mr. Robert L.	Horst
2006	Rev. Donald E.	Hurlbert
2006	Mr. Robert E.	Kauffman
2006	Mr. Robert A.	Kepiro
2006	Mr. Daniel A.	Kessler
2006 (Secretary)	Mr. Charles H.	Kreider
2007	Mr. Noah W.	Kreider
2008	Mr. Stuart J.	Levey
2006	Mr. Larry L.	Martin
2007	Mrs. Sally L.	Martin
2008	Mr. Philmer	Rohrbaugh
2008	Mr. Paul J.	Sebastian
2007	Mrs. Ruth A.	Shertzer
2007 (Treasurer)	Dr. Kenneth B.	Staley
President	Dr. Peter W.	Teague

CORPORATION MEMBERS

<u>Class</u>	<u>Corporation Member</u>	<u>FirstName</u>	<u>LastName</u>
2006	David D. Allen, Jr.	Dave	Allen
2005	Marvin D. Apple	Marvin	Apple
2007	Gibson E. Armstrong	Gib	Armstrong
2005	Martha W. Armstrong	Marti	Armstrong
2005	Robert W. Aungst, Jr.	Bob	Aungst
2008	Robert W. Aungst, III	Bob	Aungst
2007	J. Jacob Bare	Jacob	Bare
2006	George L. Baumgartner	George	Baumgartner
2007	*Jane E. Baumgartner	Jane	Baumgartner
2007	Chet Beiler	Chet	Beiler
2005	William E. Bibik	Bill	Bibik
2006	R. William Book	Bill	Book
2005	Donald E. Bradfield	Don	Bradfield
2005	*John R. Brobeck	John	Brobeck
2007	Dwight H. Brubaker	Dwight	Brubaker
2006	*Philip A. Clemens	Phil	Clemens
2005	Thomas L. Cope	Tom	Cope
2007	*Eric G. Crichton	Eric	Crichton
2005	Rick L. Crider	Rick	Crider
Hon	*Aaron H. Denlinger	Aaron	Denlinger
2006	Kenneth D. Dunlap	Ken	Dunlap
2005	H. Glenn Esbenshade	Glenn	Esbenshade
2006	James M. Esbenshade	Jim	Esbenshade
2007	Guy R. Eshelman	Guy	Eshelman
2006	Leon H. Faddis	Leon	Faddis
2007	Jeffrey A. Feirick	Jeff	Feirick
2005	*James J. Fetterolf	Jim	Fetterolf
2006	J. Herbert Fisher, Jr.	Herb	Fisher
2006	Jonathan D. Frank	Jonathan	Frank
2005	*Charles F. Frey	Charles	Frey
2005	Pauline M. Frey	Pauline	Frey
2006	Donald H. Funk	Don	Funk
2005	*James M. Garber	Jim	Garber
2006	Robert W. Gehret	Bob	Gehret
2008	*Richard W. Good	Richard	Good
2006	Frank G. Goodhart, Jr.	Frank	Goodhart
2006	*Richard J. Goodhart	Richard	Goodhart
2005	Ammon K. Graybill, Jr.	Ammon	Graybill

<u>Class</u>	<u>Corporation Member</u>	<u>FirstName</u>	<u>LastName</u>
2008	Peter Greer	Peter	Greer
2006	Orie C. Grove	Orie	Grove
2007	B. Samuel Hart	Sam	Hart
2005	Lester Hawthorne	Lester	Hawthorne
2007	*James S. Herr	Jim	Herr
2006	James M. Herr	Jim	Herr
2007	Robert D. Hess	Bob	Hess
2007	William B. Hitz	Bill	Hitz
2008	*L. Ronald Hoover	Ron	Hoover
2006	William R. Horst	Bill	Horst
2007	*Robert L. Horst	Bob	Horst
2005	Marian Horst	Marian	Horst
2008	Howard D. Houtz	Howard	Houtz
2006	*Donald E. Hurlbert	Don	Hurlbert
2005	Dennis Jordan	Dennis	Jordan
2007	*Robert E. Kauffman	Bob	Kauffman
2005	*Robert A. Kepiro	Bob	Kepiro
2006	Lee E. Kerr	Lee	Kerr
2006	*Daniel A. Kessler	Dan	Kessler
2006	Daniel Klim	Dan	Klim
2006	Ronnie J. Klim	Ronnie	Klim
2008	Noreen W. Kline	Noreen	Kline
2006	Kermit K. Kohl	Kermit	Kohl
2006	*Charles H. Kreider	Charlie	Kreider
2007	*Noah W. Kreider	Noah	Kreider
2006	J. Richard Kreider	Richard	Kreider
2006	Eldon J. Lehman	Eldon	Lehman
2008	*Stuart J. Levey	Stu	Levey
2007	Jean M. Lichty	Jean	Lichty
2005	Fred C. Lowery	Fred	Lowery
2006	Kenneth E. Martin	Ken	Martin
2005	Larry E. Martin	Larry	Martin
2006	*Larry L. Martin	Larry	Martin
2006	Loren L. Martin	Loren	Martin
2005	*Sally L. Martin	Sally	Martin
2005	Harold R. Mast	Harold	Mast
2005	Richard E. Mast	Richard	Mast
2008	N. Christopher Menges	Chris	Menges
2007	Robert B. Mignard	Bob	Mignard
2005	Kenneth E. Miller	Ken	Miller
2006	Kenneth G. Miller	Ken	Miller

<u>Class</u>	<u>Corporation Member</u>	<u>FirstName</u>	<u>LastName</u>
2006	John E. Moore	John	Moore
2005	Stephen S. Muller	Steve	Muller
2007	Harold Z. Musser	Harold	Musser
2007	Kenneth D. Musser	Ken	Musser
2006	J. Paul Mutchler	Paul	Mutchler
2006	Douglas L. Myer	Doug	Myer
2005	Richard H. Niemeyer	Richard	Niemeyer
2006	Jesse F. Peters	Jesse	Peters
2005	Jay W. Plank	Jay	Plank
2005	William J. Randolph	Bill	Randolph
2005	James W. Robertson	Jim	Robertson
2007	*Philmer Rohrbaugh	Phil	Rohrbaugh
2008	Larry W. Rohrer	Larry	Rohrer
2008	Jeffrey C. Rutt	Jeff	Rutt
2007	John D. Sauder	John	Sauder
2006	Laura L. Schanz	Laura	Schanz
2008	Daniel R. Schwartz	Dan	Schwartz
2005	*Paul J. Sebastian	Paul	Sebastian
2007	Roy L. Shertzer	Roy	Shertzer
2006	*Ruth Ann Shertzer	Ruth	Shertzer
2008	Leon R. Shirk	Leon	Shirk
2007	Edna Shonk	Edna	Shonk
2007	Glenn Shonk	Glenn	Shonk
2007	*Kenneth B. Staley	Ken	Staley
2007	Richard S. Steudler	Richard	Steudler
2006	Randall G. Stubbs	Randy	Stubbs
2007	David K. Thompson	David	Thompson
2007	Jay S. Ulrich	Jay	Ulrich
2007	Robert K. Weaver	Bob	Weaver
2007	Henry S. Weber	Henry	Weber
2005	John A. Weierbach, II	John	Weierbach
2005	Kathleen M. Weierbach	Kathy	Weierbach
2007	Timothy F. Wentworth	Tim	Wentworth
2007	Dwight Wissler	Dwight	Wissler
2007	Donald H. Wolgemuth	Don	Wolgemuth
2007	Jonathan E. Yoder	Jonathan	Yoder
2007	Abram S. Zeiset	Abram	Zeiset

* Board of Trustee Member

LANCASTER BIBLE COLLEGE
COMMITTEES OF THE BOARD OF TRUSTEES
January 1-December 31, 2006

*The President and the Chairman of the Board of Trustees are to be invited to every meeting.
Both serve as ex-officio members of the committees and are to receive minutes of each meeting.*

Advancement Committee

L. Ronald Hoover, Chair
*Bill Book
Robert Kauffman
*Lee Kerr
*John E. Moore
*Stephen Muller
*Rick Steudler
*Randy Stubbs
Rich Wilson, Administrator

Building Committee

Noah Kreider, Chair
*Dwight Brubaker
*Tom Cope
*Leon Faddis
*Jim Fetterolf
Jim Garber
*Orie C. Grove
*William Horst
*Daniel Klim
*Eldon Lehman
*Kenneth E. Martin
Larry L. Martin
*Larry Rohrer
*Jeffrey Rutt
Paul J. Sebastian
*Henry Weber
Mark Heckaman
Rich Wilson
John Zeswitz, Administrator

Education Committee

Ruth Shertzer, Chair
*Ken D. Dunlap
*Howard Houtz
Don Hurlbert
*Jean Lichty
*Robert Mignard
*Jesse Peters
*Jonathan Yoder
Philip Dearborn, Administrator

Executive Committee

Richard Good, Chair
Philip Clemens, Vice-chair
Charles Kreider, Secretary
Ken Staley, Treasurer
Peter W. Teague, Administrator

Finance Committee

Ken Staley, Chair
*Gibson E. Armstrong
Eric Crichton
*Rick Crider
*Robert Gehret
*Robert D. Hess
Dan Kessler
*Kenneth E. Miller
Phil Rohrbaugh
*John Sauder
*Robert Weaver
Lonnie Martin, Administrator

Membership Committee

Robert Kepiro, Chair
*Marv Apple
*Jeffrey Feirick
*Ammon Graybill, Jr.
Charles Kreider
Rich Wilson
Peter W. Teague, Administrator

People Development Committee

Stuart J. Levey, Chair
*William Hitz
*Kermit Kohl
Corey Voegele
Rich Wilson, Administrator

Student Services Committee

Phil Clemens, Chair
*Martha Armstrong
*Robert W. Aungst, Jr.
*Chet Beiler
*Pauline Frey
*Dennis Jordan
Charles Kreider
Sally Martin
*Ken Musser
*Paul Mutchler
Peter Hook, Administrator

**Corporation Member*

**Lancaster Bible College and Graduate School
Office of Academic Affairs**

MSA/ABHE Self Study – Trustee Board Survey

Please take a moment to answer the following questions:

1. Overall, how effective is LBC’s planning process?

Very Effective		Effective		Not Effective
5	4	3	2	1

2. Overall, how effective is the Trustee Board in fulfilling its role in the planning process at LBC?

Very Effective		Effective		Not Effective
5	4	3	2	1

3. As a Trustee, what do you see as your primary role in the planning process at LBC?

4. From your perspective, what is one area in the planning process that needs to be improved at LBC?

**Lancaster Bible College and Graduate School
Board of Trustees
Job Description Evaluation**

November 14, 2006

Board members rated how effectively they believed each responsibility is accomplished by circling the appropriate number on the scale below for each question. A total of 18 trustees participated in this anonymous assessment.

Ineffective 1 2 3 4 5 Effective

Purpose: The Board of Trustees is responsible to the Corporation, and through them to the constituency, for holding "in trust" the purpose and welfare of the College.

Responsibilities of Board Members

1. The Board shall determine ultimate policies in all areas of institutional functioning.

Effectiveness Ranking:

5 – 11 respondents
4 – 5 respondents
3 – 1 respondent
2 – 1 respondent

2. The Board shall provide the governance of the institution by selecting, supporting, evaluating, and, if necessary, removing the President.

Effectiveness Ranking:

5 – 15 respondents
4 – 3 respondents

3. The Board shall evaluate the overall performance of the institution.

Effectiveness Ranking:

5 – 10 respondents
4 – 8 respondents

4. The Board shall act as a buffer between the campus and society by resisting improper external interferences.

Effectiveness Ranking:

5 – 10 respondents
4 – 7 respondents
3 – 1 respondent

5. The Board shall enhance the public image of the College.

Effectiveness Ranking:

5 – 10 respondents
4 – 8 respondents

6. The Board shall evaluate and decide which major institutional changes recommended by the administration are appropriate as well as the time frame for implementation.

Effectiveness Ranking:

5 – 8 respondents
4 – 9 respondents
One respondent did not answer this question.

7. The Board shall exercise prudent financial management of the campus by personal involvement in giving and getting funds and by proper oversight of all institutional fiscal policies.

Effectiveness Ranking:

5 – 9 respondents

4 – 8 respondents

One respondent did not answer this question.

8. The Board shall give final approval to the comprehensive institutional plans that are developed regarding enrollment, staff, physical facilities, resources, and educational programs.

Effectiveness Ranking:

5 – 12 respondents

4 – 6 respondents

9. The Board shall serve as the final arbiter of internal disputes involving College personnel, including students.

Effectiveness Ranking:

5 – 11 respondents

4 – 4 respondents

3 – 2 respondents

1 – 1 respondent

10. The Board shall assess the performance of the Corporation and the Board itself.

Effectiveness Ranking:

5 – 7 respondents

4 – 9 respondents

3 – 2 respondents

Lancaster Bible College
Organizational Chart
July 2006

