Mission, Goals, Objectives, and Institutional Integrity

Overview

The foundation for a healthy and vibrant institution is found in the understanding of its purpose. LBC's purpose is captured in its mission statement, its institutional goals, and the core knowledge and skills it strives to instill in all graduates. These provide the boundaries from which the entire enterprise of LBC operates. In addition to understanding its purpose, a healthy and vibrant institution is also characterized by the integrity through which it achieves its purpose. This section of the self-study report will address these issues, especially as they relate to the following MSA and ABHE standards.

Standards

MSA Standard 1
The institution's mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The institution's stated goals and objectives, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission, goals, and objectives are developed and recognized by the institution with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

ABHE Standard 1
The institution has a clearly defined mission that is appropriate to higher education as well as its own specific educational role. The mission statement serves as the foundation for institutional operations, programs, and activities. Statements of the goals and program objectives specify how the institution will fulfill its mission.

MSA Standard 6
In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.

ABHE Standard 3
The institution is a model of Christian ethical behavior, both internally and externally. The institution demonstrates integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

Compliance Documented

It is the finding of the self-study process that LBC is in compliance with the stated standards and subsequent elements. Data sources demonstrating this compliance include: undergraduate catalog, degree completion catalog, graduate catalog, LBC website, faculty meeting minutes, cabinet meeting minutes, trustee minutes, 2000 alumni survey, 2006 Graduate School alumni survey, 2005 AICUP baccalaureate outcomes survey, 2005 Best Christian Workplaces Survey, LBC comprehensive outcomes assessment plan, faculty handbook, staff handbook, and LBC policies.

Research Questions

The following research questions guided this section:

1. How do LBC's mission, institutional goals, and core knowledge and skills statements clearly and consistently articulate and capture our identity as a Bible college and graduate school?
2. What evidences exist that demonstrate faculty are academically and intellectually free to teach within the scope of the mission of LBC? How does that freedom impact LBC's delivery of core knowledge and skills? What issues of integrity are involved?

Analysis of Key Issues

Mission, Goals, and Objectives

The mission of LBC clearly captures the college's purpose, to educate Christian men and women to live according to a biblical worldview and to serve through professional Christian ministries. As recently as August 2004, the faculty reaffirmed the mission statement. The mission is so much a part of the fabric of LBC that it is common to hear in a variety of contexts discussion related to the application of the mission statement. The scope of the mission statement encompasses all educational components of the institution, including undergraduate education (including the Degree Completion Program), graduate education, and the Institute of Biblical Enrichment, LBC's continuing non-credit education.

The 2005 Association of Independent Colleges and Universities in Pennsylvania (AICUP) baccalaureate outcomes survey is one piece of evidence that shows LBC is fulfilling the second half of its mission statement, to enable Christian men and women to serve through professional Christian ministries. The 2005 AICUP survey indicated that 82% of LBC's undergraduate alumni surveyed were employed in careers related to or closely related to their academic majors. This is up from 71% in the 2000 alumni survey. The 2000 alumni survey also indicated that 62% of the alumni were, or had been at some point, employed in a full-time Christian ministry. In addition, the vast majority (93%) indicated they were involved in some form of Christian ministry other than a full-time professional position.

Serving in professional Christian ministry can also be considered evidence that LBC is fulfilling the first half of its mission statement, to educate Christian men and women to live according to a biblical worldview. LBC graduates in ministry have grasped the importance of living out their faith and impacting others for the cause of Christ. Through the last few years, LBC has made great strides in fine-tuning and articulating exactly what it means to live according to a biblical worldview. The result has been the revision of our student goals and the plan to revise the undergraduate curriculum.

Flowing directly from the mission of LBC are the institutional goals and core knowledge and skills. In the process of instituting a comprehensive outcomes assessment plan (COAP) back in 2000 (Appendix 1.1), specifically with the creation of department and undergraduate program objectives, it became obvious to the academic community that LBC needed to review what were then referred to as "student goals." When the student goals were created, LBC's sole focus was undergraduate education. Since then, graduate education and new undergraduate programs have been added. In 2003, the Vice President for Academic Affairs, the Dean of Undergraduate Studies, and the Director of Institutional Research initiated a

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comprehensive review of the student goals. After a one-year process that involved the entire campus, the student goals were revised to what are now referred to as "core knowledge and skills" (CKS). The five CKS (see page xxii of this document) tie directly to the mission statement while also providing a clear connection for departmental and undergraduate programmatic objectives. This is evidenced by the fact that all departmental and undergraduate programmatic goals must be correlated to a specific core knowledge and skill.

Now that the college has updated the CKS statements, the president has taken the charge to conduct a comprehensive review of our institutional goals. As with the CKS process, the review will include all stakeholders of the institution.

In the 2005 AICUP baccalaureate outcomes survey, undergraduate alumni (including degree completion students) evaluated the effectiveness of both the institutional goals and the student goals. (CKS were not included since they were so new.) Tables 1.1 and 1.2 summarize alumni responses:

Table 1.1 Institutional Goals

Goal	% Excellent	% Good	% Adequate	TOTAL
To teach sound doctrine through a proper interpretation of the Scriptures	52%	32%	9%	93%
To provide and maintain God-honoring resources	41%	43%	9%	93%
To provide a positive Christian influence in greater Lancaster	18%	43%	30%	91%
To preserve the integrity of its mission and legacy while planning for the future	33%	51%	7%	91%
To conduct active external Christian service ministry to surrounding counties	31%	33%	26%	90%
To prepare Christian men and women professionally for Christian careers	32%	34%	23%	89%
To provide educational opportunities for lay leadership	30%	35%	21%	86%

Table 1.2 Student Goals

Goal	% Excellent	% Good	% Adequate	TOTAL
To possess reading, writing, listening, speaking, and computing skills	29%	45%	24%	98%
To be a responsible citizen who respects governmental authority	16%	56%	26%	98%
To be a maturing Christian leading a life consistent with biblical teachings	30%	56%	9%	95%
To demonstrate leadership and cooperation with others	21%	58%	14%	93%
To demonstrate loving concern for all people	21%	47%	23%	91%
To have an informed appreciation of humanity's cultural heritage	21%	33%	37%	91%
To have an integrated view of reality	23%	44%	23%	90%
To develop good habits of personal hygiene and physical fitness	10%	34%	46%	90%
To be an emotionally stable individual who accepts oneself and is self-directed	21%	44%	23%	88%
To possess skills for critical thought, scholarly research, and integration of knowledge	26%	30%	30%	86%

As evidenced from the undergraduate alumni survey data, LBC is meeting the stated institutional and student goals and is preparing its graduates to live according to a biblical worldview and to serve through professional Christian ministries. Nevertheless, future studies should be conducted to further validate this evidence, especially now that the newly adapted CKS statements are in place.

In keeping with LBC's mission statement, the Graduate School "exists to prepare graduate students for advanced ministry opportunities by offering educational programs that integrate a biblical worldview with theory and practice." Since each graduate program is distinct, there are no common core knowledge and skills as found at the undergraduate level. Instead, each program contains a unique set of learning objectives.

One evidence of whether or not our graduates are achieving the learning objectives necessary for ministry would be their employment in ministry-related occupations after finishing their graduate degrees. The 2006 Graduate School alumni survey (Appendix 1.2) indicated that 59% of the graduates were employed in some form of full-time Christian ministry occupation. Further, 83% indicated that their current employment was "somewhat related" or "closely related" to their academic program. Tables 1.3 and 1.4 summarize graduate student satisfaction with their educational experience and personal development:

Table 1.3 Educational Experience

Goal	% Very Satisfied	% Satisfied	TOTAL
Value of overall academic experience	70%	28%	98%
Quality of instruction	63%	35%	98%
Satisfied with emphasis on application of content	67%	31%	98%
Satisfied with content at graduate level	51%	47%	98%
Satisfied with faculty relationships	72%	24%	96%
Satisfied with integration of faith and learning	65%	31%	96%
Satisfied with advisor	67%	24%	91%
Value of capstone experience (DRP/thesis)	46%	43%	89%

Table 1.4 Personal Development

Goal	% Very Satisfied	% Satisfied	TOTAL
Satisfied with overall graduate education experience	63%	37%	100%
Preparation for employment in desired career	39%	59%	98%
Development of research skills	74%	22%	96%
Development of critical thinking skills	50%	44%	96%
Development of oral communication skills	35%	61%	96%
Development of written communication skills	57%	37%	94%
Development of your personal spiritual formation	41%	50%	91%

While the data used in this section reflects the opinion of undergraduate and graduate alumni, it is of critical importance to also have performance-based data to support self-assessment data. The college recognizes the need to collect and analyze this type of data. This is a growing area of data that is being collected through the comprehensive outcomes assessment plan. The educational effectiveness section of Chapter Four will further reference this data.

The Institute of Biblical Enrichment (IBE), LBC's non-credit, continuing education initiative, operates with the following mission statement: "The Institute of Biblical

Enrichment exists to provide adult learners with a non-college-credit program of study, which is designed to enrich students personally, vocationally, culturally, and spiritually." To date, the IBE has yet to create specific goals or objectives by which LBC can evaluate whether or not it is fulfilling the college mission statement and institutional goals. Anecdotally, upon reviewing the course offerings and descriptions, there is a strong correlation between the courses and the mission of the college; yet, there is little outcomes data to support that conclusion. The IBE is discussed further in the non-credit offerings section of Chapter Four.

Integrity

Among LBC's core values, number seven centers on the issue of integrity. LBC strives to have integrity in all areas of the college as we endeavor to fulfill our mission. Our mission statement, goals, and objectives are LBC's promises to our students, and we seek to fulfill those promises with integrity. In the previous section it was seen that LBC is fulfilling its promises in these areas. But what about integrity in other areas?

In the fall of 2004, LBC participated in the 2005 Best Christian Workplaces Survey with 110 out of 130 employees completing the form (85%). The results indicated that LBC conducts its activities openly and honestly (an average response of 4.20 on a 5-point scale—one indicating "strongly disagree" and five indicating "strongly agree"). Further, employees indicated that there was a high level of trust between high level administrators and the employees (an average response of 3.83 on a 5-point scale—one indicating "strongly disagree" and five indicating "strongly agree"). Both responses demonstrate a high degree of internal integrity.

Current policies and procedures are a key to maintaining integrity throughout the institution. This self-study found that LBC maintains a set of policies that do reflect current practices and that these policies are updated frequently as new initiatives or practices require such changes. The accessibility of these policies, though, could be improved. The President's Office keeps a master set of policies and distributes hard copies of changes or additions to each of the vice presidents. An electronic version of the policies made available to all employees would aid accessibility.

Faculty and staff handbooks provide employees with additional policy and procedure information. A review by the Academic Administrative Leadership Team (AALT) noted that it had been a number of years since either handbook was updated and that neither was available electronically. Therefore, in 2004, the Faculty Development Committee was charged with suggesting faculty handbook changes. Based upon the suggestions from the committee, the AALT is revising the handbook and it will be posted in electronic format. The staff handbook is still in need of revision.

A particularly important policy related to institutional integrity is LBC's policy addressing academic freedom. The policy, written over 10 years ago, has not been reviewed since its creation. A recent survey ([Appendix 1.3](#), Academic Freedom Survey) indicated that faculty placed a high level of importance on academic freedom (an average response of 4.05 on a 5-point scale—one indicating "not important" and five indicating "very important" with an 84% response rate). The same survey indicated, however, that faculty were not very familiar with the college's academic freedom policy (an average response of 2.0 on a 5-point scale—

one indicating "not familiar" and five indicating "very familiar"). Perhaps this is due to the fact that the faculty handbook has become outdated, and, therefore, not frequently referenced.

After reading the academic freedom policy, 89% of the faculty indicated that they were satisfied with the policy as it was written. In addition, faculty sensed that the college was effective in fostering an environment where they sensed they were academically free (an average response of 3.39 on a 5-point scale—one indicating "not effective" and five indicating "very effective"). Indicative of several comments was a response made by one faculty member. In responding to what components of academic freedom were most important, this professor stated, "Freedom to investigate any idea or concept from all sides so that intellectual honesty is a true option (assuming all is done in the context of recognizing truth cannot contradict Scripture). This must be so if we are to raise critical thinkers who can defend their beliefs."

When asked if LBC's mission statement, institutional goals, and core knowledge and skills limited academic freedom, 87% of the faculty stated "no." Those that stated "yes" indicated that by nature, a Bible college and its belief in absolute truth limited academic freedom. One faculty member stated, "It provides the necessary parameters within which freedom can operate."

Key Strengths Noted in This Section

1. The LBC community knows and actively engages with the college mission statement.
2. Data demonstrates that LBC is meeting its stated mission and goals.
3. There is a general sense among employees that the college operates with a high level of integrity.

Recommendations for Growth and Improvement

The following recommendations for consideration are being made by this study group:

1. Conduct a comprehensive and college-wide review of LBC's institutional goals.
2. Develop additional outcomes assessment measures at the undergraduate and graduate levels to better demonstrate LBC is fulfilling its mission, institutional goals, core knowledge and skills, and program goals.
3. Develop specific goals and objectives for the Institute of Biblical Enrichment and begin collecting outcomes data that demonstrates it is meeting its mission statement and the mission statement of the college.
4. Update the staff handbook. Make all employee handbooks and college policies electronically accessible.
5. Conduct a review of the current academic freedom policy with the faculty and discover ways to make the policy more widely known.

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

Overview

Lancaster Bible College and Graduate School is an institution committed to improving, growing, and planning. Since the late 1990's, the college has engaged in a comprehensive operational practice of planning, whereby planning drives the budget and resource allocation. As an institution, LBC is committed to continuing its wise stewardship practices of operating with balanced budgets, building only when sufficient cash or commitments are on-hand to complete the project, and assessing its progress and practices to ensure that it is operating consistently, efficiently, and effectively, as well as fulfilling its mission as an institution.

This section of the self-study report will address the issues of institutional resources, planning, resource allocation, institutional renewal, and institutional assessment especially as they relate to the following MSA and ABHE standards.

Standards

MSA Standard 2
An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

ABHE Standard 2
The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals, and program objectives and improve performance through a regular and comprehensive system of assessment and planning. (Issues regarding student learning are discussed in standard 12. The intentional focus of this standard is toward institutional effectiveness.)

MSA Standard 3
The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

ABHE Standard 6
The institution has the human, financial, physical, and technological resources needed to achieve its mission and has implemented policies and procedures to manage these resources effectively.

MSA Standard 7
The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Compliance Documented

It is the finding of the self-study process that LBC is in compliance with the stated standards and subsequent elements. Data sources demonstrating this compliance include: "Planning— Philosophy, Pillars, Process, Procedure, and Cycle," LBC's five-year plan, *Advancing the Vision 2002-2007* + planning worksheet, Office of Institutional Research enrollment projection sheets, LBC comprehensive outcomes assessment plan (COAP), www.LBC Capital Campaign Material, February 2005 trustee minutes, Committee for Institutional Effectiveness and Planning (CIEP) minutes and files, People Development personnel planning worksheet, People Development planning document, and CIEP planning initiative for People Development and Human Resources 2006-2007.

Research Questions

The following research questions guided this section:

1. How are the planning process and institutional renewal connected at LBC? How does this connection contribute to the growth of LBC?
2. In what areas does the college have the greatest need for additional resources at this time? What steps can be taken to secure those resources for the future? What additional resources will be necessary to achieve the college's growth initiatives?
3. How does the *www.lbc.capital* campaign improve LBC's ability to address the key issues of goals and growth strategy, information technology, new growth initiatives, institutional research and effectiveness, and core knowledge and skills?

Analysis of Key Issues

Connection between the Planning Process and Institutional Renewal

The 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.

Though LBC had engaged in various planning activities for years, the college's 1997 self-study process revealed a need for a more systematic approach to planning and institutional renewal. May 2002 brought about a significant change in the planning process with the establishment of a central planning committee called the Committee for Institutional Effectiveness and Planning (CIEP), as well as various sub-committees. It was the goal of the president to have a reasoned, data-driven planning process that would lead to achievable, relevant, and fundable goals to draft the future of LBC's growth. The college adopted a budget philosophy that established a planning-driven resource allocation. The process is documented in "LBC Planning: Philosophy, Pillars, Process, Procedure, and Cycle" (Appendix 1.4).

Planning at the college focuses on what LBC should or could be in the future. LBC planning attempts to project five years into the future and updates projections every year. Planning sub-committees are charged with the responsibility of establishing a target and/or vision for their specific area and of 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 description of how the target and/or vision fits within the college's institutional and student core knowledge and skills. The net result of the planning process, the implementation of its planning initiatives, and the allocation of funds for those initiatives is that LBC continues to grow in enrollment, numbers of academic programs, new facilities and property, and increased giving toward the initiatives.

Several areas in the planning process can be improved, and CIEP is in the process of making important changes. A recent employee survey conducted by CIEP (Appendix 1.5) revealed that more communication about planning success, impact, and initiatives is needed. In addition, the survey indicated that consideration be given to the greater involvement of others in the planning process.

Therefore, to make planning and resource allocation more effective, in 2005 CIEP established a new planning filter called "strategic impact" for making decisions and resource allocation. "Strategic impact" includes eight planning focuses, or filters, which will guide resource allocation and serve as the foundation for institutional assessment of LBC's planning process (Appendix 1.6). Each of the strategic initiatives will be addressed by one of the newly realigned planning sub-committees. Each of the sub-committees will be expanded and will include representatives from each of the major stakeholder categories represented in LBC's family. Appendix 1.7 provides the detail of the realignment of planning sub-committees and the additional members of CIEP.

One of the charges to the planning sub-committees will be to use both institutional data and outcomes data to support their recommendations and planning initiatives. In 2000, the college established a comprehensive outcomes assessment plan (COAP). This plan, as found in Appendix 1.1, is part of the overall planning process as it attempts to assess whether or not LBC's plans, as set forth in the LBC planning document, are being followed and whether the desired results are being achieved. As a major ingredient of COAP, the college adopted a five-column model set forth by Nichols and Nichols in their book *The Department Head's Guide & Record Book for Student Outcomes Assessment and Institutional Effectiveness, 3rd edition* (Agathon Press, 2000). Chapter Four of this report explains how this model is being used in the academic programs of the college.

While initial steps have been taken in implementing COAP, the college recognizes that more progress needs to be made in furthering this process in many academic departments and programs. Likewise, little has been done in the non-academic departments in implementing COAP. In several areas of this self-study process, it has become clear that there is a need for one or more individuals to be designated to oversee institutional research and assessment. The position of Director of Institutional Research was created in 2000 but was vacated in 2004 when that individual assumed the role of Vice President for Academic Affairs. This position has yet to be filled again. It is recommended that CIEP look at filling the vacant position immediately to oversee all assessment activities on campus. At some point in the college's future, it may be necessary to hire an additional person so that the assessment of academic programs and non-academic departments can be separated.

Institutional Renewal as a Result of the Planning Process

As a result of the new focus on systematic planning initiated by CIEP, LBC has seen growth campus wide. Allocating LBC's resources, including financial, human, and physical resources, is one of the main responsibilities of CIEP. Since its formation in May 2002, over 70% of CIEP's planned initiatives have been accomplished or are in the process of being completed at the present time. Appendix 1.8 provides a more detailed record of the accomplishments.

In 2002, CIEP established five strategic areas of greatest need on which to focus its planning attention and decisions. All five areas were identified as strategic for enrollment and operational growth and efficiency. Those strategic target areas include: 1) academic program development, 2) enrollment management, 3) facilities development, 4) human resources development, and 5) other key institutional initiatives. Although not one of the original strategic targets, technology has become another strategic target area and will also be discussed in this section. CIEP is currently looking at the strategic growth and development of these six areas and how they will guide strategy, budgeting, and growth for the next five years.

Academic Programs

From its inception, CIEP has believed it is important to the growth and relevancy of LBC to add at least two new academic programs over each five-year period. Over the past few years, the very organized and functional Academic Planning Sub-Committee developed many new academic program proposals. As a result, the college was able to establish new academic programs and evaluate several other existing academic programs, reorganizing and renaming some and eliminating others. In the past five years, roughly since the creation of CIEP, LBC has added at the undergraduate level Sports in Ministry, Health and Physical Education, and Teaching English to Speakers of Other Languages (TESOL).

At the graduate level, the following programs have been added since 2002: Master of Arts in Ministry, Small Group Leadership program; Master of Education, Consulting Resource Teacher program and Graduate Certificates in Bible, Local Church Leadership, Organizational Leadership, and Homiletics. A table showing the number of students in these graduate programs can be found in Chapter Four.

The college's most recent and soon to be largest undertaking has been the establishment of an online education program. This program is covered in more detail under Other Key Institutional Initiatives later in this section.

A plan has been developed to review academic programs on a cyclical basis. Based upon a review, some programs have been changed or eliminated. The section on curricular issues in Chapter Four addresses the implementation of this plan.

It should be noted that LBC recognizes that it cannot expect to continue the current rate of adding new programs. Most of these programs have been in the developmental stages for some time or are natural outgrowths of existing programs and do not require undue additional resources. As mentioned, CIEP's strategic planning goals call for adding two new programs during each five-year period. A recommendation of this study is for CIEP and the trustees to

closely monitor the addition of new programs so that the college's resources are not taxed or stretched too thin.

Enrollment Management

Due in part to the adding of programs, LBC's enrollment at both the undergraduate and graduate levels has increased. As seen in Table 1.5, the undergraduate school headcount has seen a 9.5% increase from 757 in the fall of 2002 to 829 in the fall of 2005. In that same time period, the academic full-time equivalent has gone from 640 to 671 for a 4.8% increase.

Table 1.5 Growth of Undergraduate Headcount and FTE

	FA-02	FA-03	FA-04	FA-05	Increase
Headcount	757	748	808	829	9.51%
Academic FTE	640	633	677	671	4.85%

The Graduate School has seen tremendous growth in both headcount and credits taken. Overall, headcount and total credits taken have both increased by 68% since the fall of 2002. For more concerning the Graduate School, see Chapter Four.

LBC's goal and growth strategy is "to enhance graduate and undergraduate recruitment efforts to challenge today's students to consider a life of full-time ministry service. The college desires to do this in a manner that communicates effectively with the evolving nature of today's traditional and non-traditional prospective student to achieve enrollment targets" (Planning Pillar #6 as found in Appendix 1.4).

CIEP uses institutional data regarding enrollment history to project its growth for the future. Budgets are built around the enrollment projections provided through the registrar and institutional research information. CIEP also requires new academic program proposals to use institutional data to project enrollment growth through a new program.

Based upon an assessment of current and potential future enrollment growth rates (see Table 1.6), the college has embraced and has been working towards the implementation of an enrollment management philosophy. LBC's enrollment management strategy will encompass aspects of marketing, advertising, recruitment, retention, and financial aid packages. An all encompassing enrollment management system will help LBC to more efficiently and effectively allocate financial, human, and physical resources in its efforts to recruit and retain students. Consequently, LBC has substantially increased funding for a marketing program and the development of an enrollment management department. As part of the *www.lbc.capital* campaign, discussed later in this section, the college has committed the necessary physical resources with plans to renovate and expand Esbenshade Hall and rename it LBC's Enrollment Management Center.

LBC has also committed itself to providing the necessary human resources towards an enrollment management system. During the summer of 2006, both the Graduate School and the Degree Completion Program hired recruiters. Future plans include increasing the number of admissions counselors in the Admissions Department and adding recruiting responsibilities to several strategic professors' job descriptions.

Table 1.6 Enrollment Growth

Traditional Undergraduate Enrollment Projections (CIEP approved projections)*

	04-05	05-06	06-07	07-08	08-09	09-10
Continuing Students	412	421	432	443	454	465
New Students	203	210	215	220	225	230
Non-Degree Students	150	135	135	135	135	135
Totals	765	766	782	798	814	830

Degree Completion Program Enrollment Projections (CIEP approved projections)*

	05-06	06-07	07-08	08-09	09-10
Fall	64	66	67	69	71
Spring	57	59	60	62	63

Graduate School Enrollment Projections (CIEP approved projections)*

	05-06	06-07	07-08	08-09	09-10
Number of Credits	516	560	616	678	745

Online Education Program Enrollment Projections*

	05-06	06-07	07-08	08-09	09-10
Course Enrollments	30	60	90	120	150

* These numbers are based upon formulas of the existing enrollment process. New targets will be established once the enrollment management initiative is launched.

Scholarships are also an important consideration of an effective enrollment management program, and LBC is in the process of evaluating its existing scholarship program and will be forthcoming with recommendations for adjustments and increases in scholarship offerings. For this purpose, the college has established an ad-hoc Scholarship Review Committee. The college recognizes the financial commitment it must make to provide these additional resources to fully fund an enrollment management concept. The following table shows a comparison of the projected expenditures for the 2006-2007 academic year compared to those from previous years:

Table 1.7 Financial Commitment to Enrollment Management

Year	Description	Budget
2004-05	Scholarships	$1,905,420
	Marketing and Advertising	$163,028
2005-06	Scholarships	$2,310,982
	Marketing and Advertising	$230,950
2006-07	DCP Recruiter Graduate School Recruiter Vice President for Enrollment Management	$154,423
	Scholarships	$2,565,000
	Marketing and Advertising	$268,200
	Renovation/Expansion of Esbenshade Hall	$1,200,000

The metamorphosis of this change is not yet complete. Currently, LBC is in the process of developing a written philosophy and plan for enrollment management and is working on realigning job responsibilities. In May 2006, the position of Vice President for Marketing and Communications was renamed Vice President for Enrollment Management with appropriate areas of responsibilities being shifted. Many of the relevant positions have already been funded, and searches are being conducted. As with other planning initiatives at LBC, these initiatives are also being evaluated for their effectiveness and adjustments will be made as needed.

Facilities Development

Growth in enrollment and new programs creates needs for additional physical resources. New programs bring additional students, as well as classroom, faculty, and faculty support needs. Facilities to house functions, people, and activities are needed. The college has already taken many significant steps towards meeting those needs.

Assessment of current and potential future growth rates indicated that more physical resources were needed to accommodate LBC's student population. During the mid-1990's, LBC launched a capital expansion campaign called the *Advancing the Vision* capital campaign. Upon the recommendation of the Advancement Committee of the board, the campaign was to be broken down into three phases. The first phase was well-defined and included the addition of the Good Shepherd Chapel, an expansion of the Olewine Dining Commons, and the addition of a residence hall (Peterson Hall). Phases two and three were less specific in what buildings were to be included; yet, the comprehensive campus plan included a new library, a new advanced learning center, an expanded student center, an expanded gymnasium, and a few other renovations on the LBC campus. In addition, in the winter of 2005, the college was able to purchase 40.7 acres of adjacent property to help it plan for its future. The following chart reports the facility and property growth since 1998. The new buildings, the renovations, and the acquisition of additional property have all been part of LBC's planning assessment process that is described later in this section.

Table 1.8 LBC Campus Square Footage and Acreage

	1998	1999	2000	2001	2002	2003	2004	2005	2006	Increase
Facility Staff	6	5	5	5	6	6	8	8	10	60%
Facility Sq. Ft.	167,000	167,000	161,930	226,322	226,522	277,606	277,606	277,606	277,606	66%
Acreage	95.5	95.5	95.5	95.5	95.5	95.5	95.5	118.75	118.75	24%
Parking Places	471	471	459	659	659	1176	1176	1176	1176	81%

While replacing Esbenshade Hall as a dormitory, Peterson Hall (which opened to students in the spring of 2004) still increased the number of students living on campus and improved the quality of living as well. The residence hall provided a net of 91 new beds on campus and allowed us to no longer contract out additional housing in the community. Table 1.9 shows LBC's on-campus housing numbers since 2003.

Table 1.9 On-Campus Housing Numbers

Term	On-Campus Capacity	Occupancy
FA 03	334 (44 additional off-site)	370
SP 04	395	358
FA 04	403	402
SP 05	395	357
FA 05	403	394
SP 06	403	358

It is important to note that, as a result of the completion of the *Advancing the Vision* capital campaign, LBC accumulated approximately $9 million of short-term debt. This debt is secured through gifts of trusts, outstanding commitments, and sale of properties and should be retired by 2011. As of January 2007, the debt was down to a little over $6 million. Table 1.10 summarizes the security of the short-term loans. With the board's understanding that the college's short-term debt load is collateralized, the college has embarked upon the new capital campaign highlighted later in this chapter.

Table 1.10 Loans Covered by Gifts and Pledges

	Loans	Gifts and Pledges
Capital Campaign	$6,702,353	$8,712,314
Land Purchase	$2,000,000	$2,344,212
Total	$8,702,353	$11,056,526

In addition to the major construction projects of Advancing the Vision campaign, two new classrooms were added in the Good Shepherd Chapel, additional offices were created in the Sebastian Academic Center and classrooms were equipped with up-to-date technology.

In the summer of 2006, additional faculty offices were created for the Biblical Counseling Department and the Teacher Education Department. That same summer, offices were created for the new Biblical Online Education Department, and the Graduate School Office was expanded to accommodate the new recruiter. To support the new HPE and Sports Ministry programs, as well as athletic activities on campus, the college has completed significant renovations to the Horst Athletic Complex, including a new ceiling, new lighting, and a new and expanded gym floor to be completed in the summer of 2007. New athletic fields have also been added.

Through the planning process of the first phase of the *Advancing the Vision* capital campaign, new priorities emerged. Growing enrollments, a change in student enrollment philosophy, the addition of new academic programs, and additional office space and library space needs drove the next phase of facilities planning. Since the *Advancing the Vision* capital campaign had been in existence for nearly 10 years, it was decided to take the projects from phases two and three of that campaign and roll them over into a new, fresh campaign called the *www.lbc.capital* campaign.

The need for a worship arts program emerged through the Academic Planning Sub-Committee. A thorough study of the needs of churches and identification of the trends in churches, as well as a survey of existing worship arts program offerings in other schools, was initiated. Since the existing music facility was inadequate to accommodate a new academic program, a new worship arts/music center building was identified as a priority.

The second building need to be identified was the library. Through the Library Planning Sub-Committee, the amount of space needed for the next 25 years was identified. Data from our existing student body and enrollment projections for the future, as well as projections for an increasing number of academic programs, served to guide the decision to include the library in the next building priorities list. Through a number of deliberations regarding the merits of a new library versus the expansion of the existing library, it was determined that the best use of space and resources was to expand and remodel the existing library building. Therefore, this was added to the capital campaign.

The third building need identified was Esbenshade Hall. It had served the college for nearly 40 years as a residence hall. Since, however, there was a growing need for offices and since the planning committees identified the need for a philosophical change in enrollment practices, the committee determined the best use for this building would be for office space. Additionally, because of its central location to the campus, it was decided this facility could best serve as an enrollment management center. Therefore, this building was also added to the next phase of the capital campaign.

While focusing on the growth needs of the college, the campus development philosophy of LBC has consistently integrated an awareness of our surrounding community. The college's desire is to participate in the societal fabric of that community via concerts, conferences, other special events (including a partnership with our local municipality to celebrate its 275th anniversary), and community use of facilities. The campus has hosted community fine arts events, as well as various meetings and athletic events. The college has sought to maintain in its perimeter a green barrier of athletic fields and non-building space to preserve the open feel of our campus and our neighbors' aesthetics. The most recent example of community partnership within this focus was the construction of our new baseball facility, located along the college's western boundary. It represents a joint venture between LBC and the Manheim Township Baseball Association. The project continues our green barrier while providing space for the shortage of available baseball fields within the community.

Moving forward, the college has reworked and launched its capital campaign strategy to meet the growing physical needs of the campus. Many hours of planning by the Facilities Planning Sub-Committee and approvals from the trustees have resulted in a new capital campaign (to be discussed later in this chapter), funding improvements to existing facilities, and continued development of and addition to the current LBC physical plant.

Human Resources Development

People are critical to achieving our growth initiatives. LBC is recruiting and will continue to recruit and retain people with the right mix of talents, abilities, and knowledge to lead, manage, and carry out the work of the college. As LBC moves forward with initiatives and growth, administrators, faculty, and staff will have to be prepared to change and grow as the college and its students change and grow.

The Human Resources Development Planning Sub-Committee has met on a sporadic basis over the last four years. It has recently been renamed the People Development Planning Sub-Committee. Several initiatives that the committee was able to move forward include a benchmark study on compensation levels for faculty and staff. The People Development Planning Sub-Committee and the Personnel Committee of the board are engaged in

discussion regarding salary benchmarks and LBC's position and desire to reach them. The college has already established faculty salary benchmarks and has initiated a plan within the operational budget to increase base salaries and various stipends. The college has also looked at appropriate benchmarks for its staff category and is developing a compensation and benefit plan commensurate with that benchmark. The college will look next to the middle manager level of salary and compensation packages, determine what benchmarks to use, and establish a plan to achieve its desired goals. These increases will be reflected as planning initiatives implemented through the normal budgeting cycle.

As a result of some of the work by the People Development Planning Sub-Committee, LBC administration has embraced a refined philosophy for the development of its people. With the implementation of this philosophy, LBC has hired a new Director of People Development and Human Resources and has begun to create and fund a people development budget. The new director is in the process of developing a people development plan and process that will be submitted to CIEP as planning initiatives and requests for funding its implementation.

One of the major planning initiatives for the people development area is to put additional money in the budget to help LBC employees with a variety of training and professional opportunities and needs. Once a training plan and program are in place, resources will be allocated through the normal budgeting process.

In addition, LBC has implemented a new administrative structure to ensure the college's smooth operation. The new structure includes four vice presidents, which make up the President's Cabinet. The vice presidents report directly to the president and are engaged as the leaders and overall administrators of the various college functions. In addition to the President's Cabinet, there is the President's Advisory Council (PAC). PAC includes middle management positions that come together to maintain open communication between the different areas of the college concerning their functions and operations. The goal of PAC is to see that everyone is connected with what is occurring at LBC.

Technology

Though technology was not part of the original CIEP planning focus, with the launching of the Biblical Online Education program, with the continuing changes in the uses and needs of technology, and now with a look to the future of LBC's needs for technology, it has become a substantial area of financial resource needs.

The Information Systems (IS) Department, working closely with the Biblical Online Education Office, recognized that there would need to be some updates to the college's computer backbone. A new solution was sought for several reasons: the college's existing database was being phased out by the company that created it, Biblical Online Education needed a different type of platform to offer online education, the college administration had been working for several years toward providing online registration, and the existing system could not help the college accomplish its other planning and service goals. LBC recently made a decision to move forward with new total campus management software. The cost of the service and software totaled approximately $425,000. In addition to those costs, an additional $35,000-$100,000 could be spent on hardware. To date, LBC has been able to secure gifts totaling approximately $460,000 for this project. Additional hardware needs will

be examined, and it will later be determined if the costs can be added to the college's capital budget or if a specific fundraising effort is needed to complete this phase of technology.

In addition to adding the new campus management system, the college desires to improve its network services for its students and employees through a wireless Internet hotspot. Wireless hotspots are not new to campuses, and many of our students have asked if the college offers one and are bringing computers that are equipped to use a wireless system. The college is currently in discussion with a donor who seems willing to provide all the necessary resources to accomplish this initiative.

Help Desk funding is also a critical factor with regard to technology. LBC has included substantial dollars in its operational budget for IS to provide this ongoing service for students and staff. The Help Desk, established through a planning initiative, was created to accommodate a growing number of student computers on campus, as well as to serve the college community with its many needs and requests.

Understanding the changing needs of our students and the improvements and uses of technology will be a critical resource for reaching the college's planning initiatives. LBC will continue to rely on technology in its marketing plan, information dissemination, operation, student services, academic programs, and, perhaps, in a variety of other unexplored or unknown ways.

Other Key Institutional Initiatives

The President's Cabinet serves as the Planning Sub-Committee for larger institutional issues. Some initiatives are presented to CIEP for discussion and broader input, while others are presented as a result of CIEP's discussion, and the cabinet is asked to engage in discussion related to the bigger issues.

As a result of this process, several key initiatives have been approved, funded, and implemented. An ad-hoc planning committee was charged with the development of a piece of property along Route 272. The committee developed a plan that would sell the property, and in December 2004, the college was able to sell the property, the proceeds of which were used to purchase the adjacent farm previously mentioned in this report.

In the fall of 2003, as a result of a board retreat discussion in the spring of 2003, LBC successfully launched both the Ambassador Foundation and Ambassador Advisors, LLC. The Ambassador Foundation is a service-oriented public charity that serves as a conduit for giving through donors' trusts, annuities, and donor advised funds; in addition, the foundation provides consulting services for Christian non-profits. There are no paid employees. The foundation's assets total approximately $3,000,000 in planned gifts. Ambassador Advisors now has 18 employees. It has $185,000,000 under management and provides approximately $70,000 per year in revenue for LBC. Ambassador Advisors is a money management company which serves the greater Christian community by helping individuals and organizations with managing their assets as well as through planned giving.

In February 2005, the trustees approved the advancement of the new Biblical Online Education program at LBC. The college had done an extensive study of the need for and costs of beginning an online education program. The board set aside $400,000 to enable LBC to have the revenue necessary for the online education program to be operational for the first

three or four years. The college hired a Director for Online Education. The first three pilot courses, consisting of two Degree Completion Program courses and a Graduate School pre-requisite course, were offered in the fall of 2006. If the program achieves its conservative business plan, it will be able to self-sustain additional resources for continued growth.

Addressing the Need for Additional Resources

The college has maintained a strong financial position for the last 30 years. It has operated with balanced budgets and has maintained a policy of only moving forward with construction and purchases as long as sufficient funding resources are available to cover the expense. The college is committed to maintaining this important stewardship and fiscal policy.

In the past five years, the college has experienced tremendous growth in its financial resources. Giving revenue has increased significantly since 2001-2002 with the scholarship fund seeing an increase of 11.3%. Likewise, the building, endowment, and advancement funds have seen increases of 14.4%, 65.5%, and 100% respectively.

Table 1.11Fiscal Year Comparison by Fund

Fund (adjust)	2001-02	2002-03	2003-04	2004-05	2005-06	Totals
Scholarshare Fund	$1,334,444	$1,362,413	$1,430,047	$1,450,005	$1,485,503	$7,062,412
Building Fund	$3,971,964	$1,061,719	$1,293,365	$2,681,751	$3,399,573	$12,408,372
Endowment Fund	$1,296,814	$204,091	$865,686	$259,450	$446,936	$3,072,977
Advancement Fund	$0	$0	$0	$1,203,704	$470,903	$1,674,607
Totals	$6,603,222	$2,628,223	$3,589,098	$5,594,910	$5,802,915	$24,218,368

In addition, it is projected that the total revenues from non-gift income will increase by 21.8% over what they were in 2002-2003. Of these, the largest increase will be in tuition and fees. For the academic year 2006-2007, LBC should see a 44.3% increase in tuition and fees (less scholarships) over what they were in 2002-2003.

Table 1.12 Growth in Revenue

	Actual 2002-2003	Actual 2003-2004	Actual 2004-2005	Actual 2005-2006	Estimated 2006-2007
Revenues:					
Tuition and Fees	6,512,926	7,310,246	7,799,986	8,410,788	9,212,270
Less: Scholarships	(1,599,719)	(1,729,338)	(1,905,420)	(2,023,254)	(2,123,572)
Net Tuition and Fees	4,913,207	5,580,908	5,894,566	6,387,534	7,088,518
Auxiliary Enterprises	1,659,092	1,852,664	3,174,855	2,240,311	2,399,460
Gifts	1,627,149	1,741,638	1,653,169	1,469,599	1,561,000
Other	1,973,097	1,717,519	1,603,264	808,993	747,592
Total Revenue	10,172,545	10,892,729	12,325,854	10,906,437	11,796,570

 In addition to the growth in revenue these past few years, additional resources will be necessary to carry out the present and future initiatives of the college. LBC will need more people, more facilities, and more technology to achieve its growth initiatives. New funding sources continue to be developed.

The bulk of funding for growth initiatives will come from the fundraising efforts of the college. New gifting sources are being explored, and greater emphasis is being placed on alumni giving, business giving, and foundation giving. The focus of fundraising is looking at far-reaching geographic locations. Every effort is being and will be made to continue to improve the college's fundraising efforts. With that in mind, in February 2005, the trustees approved the launch of the $17 million *www.lbc.capital* campaign to provide for the following:

W – <u>Wisdom</u> – Expansion and renovation of the existing library ($4.5 million)
W – <u>Worship</u> – Worship arts/music center ($4.4 million)
W – <u>Work</u> – Enrollment management center ($1.2 million)
.
L – <u>Living</u> – Flexible housing units ($1.2 million)
B – <u>Basics</u> – Online education, endowments, campaign costs ($4.4 million)
C – <u>Contents</u> – Furnishings for buildings ($1.0 million)

The *www.lbc.capital* campaign is one element to address some of the key goals and growth strategy of LBC, in that it is providing the financial resources and technologies needed to fulfill the college's mission. The *www.lbc.capital* campaign has followed the college's process with regard to planning, budgeting, and obtaining appropriate approvals at all levels. Existing facilities will no longer meet the growing needs of the increasing LBC student body, and the current capital campaign is designed to address these concerns. A more detailed explanation of the *www.lbc.capital* campaign can be found in the artifacts.

To accomplish the five-year capital campaign, the Associate Vice President for Stewardship's role was amplified to include the oversight and operation of the capital campaign. A complete stewardship plan is in place that projects the next five years of giving projections (Table 1.13).

Table 1.13 Giving Projections for the Next Five Years

Year	Total Giving	Scholarshare	Endowment	Capital
2006	$4,885,000	$1,485,000	$250,000	$2,500,000
2007	$7,400,000	$1,550,000	$300,000	$5,000,000
2008	$7,400,000	$1,650,000	$350,000	$5,000,000
2009	$4,925,000	$1,800,000	$425,000	$2,400,000
2010	$4,780,000	$2,000,000	$500,000	$2,000,000
Total	**$29,390,000**	**$8,485,000**	**$1,825,000**	**$16,900,000**

LBC has made much advancement over the last number of years. It has been guided in its progress by a commitment to planning and utilizing a planning-driven budget. It has established the appropriate procedures to sustain its progress, while always striving to improve. The self-study exercise has provided some clarity regarding areas that can be evaluated and improved, as well as steps that can be implemented to further strengthen the planning process and enable LBC to continue to realize its mission.

Key Strengths Noted in This Section

1. Data demonstrates the college has a consistent and comprehensive planing process in place and functioning.
2. Data demonstrates that the college is committed to using planning to allocate its resources and to drive its budget.
3. Data suggests that LBC is accomplishing its planning initiatives.
4. The college continues to be committed to improving, growing, and planning by launching the $17 million LBC Capital Campaign.
5. The college has a generous donor base.

Recommendations for Growth and Improvement

The following recommendations for consideration are being made by this study group:

1. Fill the vacant position of Director of Institutional Research. [A similar recommendation is made by other study groups.]
2. Utilize more institutional data in the formation of planning initiatives.
3. Continue to involve more individuals in the planning process.
4. Communicate planning initiatives and outcomes more clearly to the college family.
5. Continue to assess planning initiatives for effectiveness and fit within the parameters of the college's mission statement and student core knowledge and skills.
6. Continue to review enrollment data to ensure realistic numbers are used for projections.
7. The College administration needs to closely monitor the addition of new programs so that the college's resources are not taxed or stretched too thin.
8. Complete a one-year review of the new database to evaluate and determine its effectiveness. [A similar recommendation is made by other study groups.]
9. Continue to follow the business plan for debt retirement.
10. Implement and evaluate after one year the new "strategic impact" process.

Leadership, Governance, and Administration

Overview

The trustees and the administration provide the framework through which LBC accomplishes its mission. The board operates several layers removed from day-to-day operations and focuses on the "big picture" direction of the college. It also provides a critical level of accountability for the administration that has been charged with carrying out the day-to-day operations. Both groups are closely linked through the president. This section of the self-study report will examine the areas of leadership, governance, and administration, especially as they relate to the following MSA and ABHE standards.

Standards

MSA Standard 4
The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active

governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

ABHE Standard 4
The institution is legally constituted as a nonprofit organization authorized by its state or province to operate as an educational institution and grant all degrees and/or offer credentials. The institution has a governing board with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development, and ongoing operations.

MSA Standard 5
The institution's administrative structure and services facilitate learning and research/ scholarship, foster quality improvement, and support the institution's organization and governance.

ABHE Standard 5
The institution has a core of administrators that brings together its various resources and allocates them to accomplish institutional goals by implementing policies and structures in collaboration with appropriate constituencies.

Compliance Documented

It is the finding of the self-study process that LBC is in compliance with the stated standards and subsequent elements. Data sources demonstrating this compliance include: LBC organizational chart, cabinet minutes, trustee minutes, and the 2005 Best Christian Workplaces Survey.

Research Questions

The following research questions guided this section:

1. What is the role of the trustees in the institutional effectiveness and planning process?
2. What comprehensive growth strategy has the administration developed that addresses an optimal size for LBC?

Analysis of Key Issues

Board of Trustees

A current listing of the LBC Board of Trustees is found in Appendix 1.9. There are 22 trustees and five honorary trustees. Trustees are nominated and elected from the corporation, the legal owners of LBC. Currently there are 116 corporation members (Appendix 1.9).

The board meets at least quarterly, but can also call special meetings as needed. There are nine committees of the board, each having board, corporation, and administrative representation. All major college initiatives work through these committees prior to coming to the full board for discussion and/or decision. Well over 60 individuals are involved in these committees. Appendix 1.9 summarizes the committees as well as their membership. Board elected officers, including the chair, vice chair, treasurer, and secretary, constitute the Executive Committee of the Board. This committee meets regularly with the president. Every

Monday, the president sends out a college update to the board. This has proven to be an excellent communication tool to keep the board informed as to what is happening at LBC. Clearly, there is a wide base of external stakeholders. These individuals invest in the college both spiritually and fiscally.

As is the case with many colleges and universities, the trustee board at LBC rarely initiates planning initiatives. Rather, it responds to planning initiatives that have worked through the planning process, specifically through the Committee for Institutional Effectiveness and Planning (CIEP). In essence, the trustees act as gatekeepers, making sure that planning initiatives do not compromise LBC's mission or goals and that they make fiscal sense. This was demonstrated in the planning process for the Biblical Online Education program. Months before seeking internal approval, the board considered the legitimacy of whether or not online education conflicted with the mission statement of the college.

Big picture initiative decisions, like the Biblical Online Education program and the purchase of an additional 41 contiguous acres, are the type of planning initiatives in which the board is involved. These discussions and decisions act as a high level of accountability for the administration. The board is very perceptive and spends significant time understanding planning initiatives.

As evidenced in a recent survey (Appendix 1.10), Board of Trustees Survey), the board understands its two major roles to be those of planning and accountability. The same survey indicated that the board believes LBC's planning process is effective (an average response of 4.44 on a 5-point scale—one indicating "not effective" and five indicating "very effective"). Further, the board members indicated a high level of effectiveness in assessing themselves in their role in the planning process (an average response of 4.06). An additional survey conducted in 2006 (Appendix 1.11) asked the board members to evaluate themselves with regard to their board job description. The self-assessment indicated a high level of perceived effectiveness in carrying out board responsibilities.

With regard to institutional effectiveness, the board is less involved than it is with planning. Typically, the only form of institutional effectiveness data reviewed by the board is financial in nature. It has not spent much time reviewing academic institutional effectiveness data, mainly because such data has not been presented to the board by the administration. It is the desire of the Academic Administrative Leadership Team to begin presenting this data as it is critical for the board to get a better handle on academic institutional effectiveness.

The board and corporation membership matches the ethnic diversity of the student body (an 8% - 12% student ethnicity). At their August 2006 quarterly meeting, the board revisited the issue of ethnic diversity at length. Specifically, the board discussed the anticipated changes in population shifts over the next 15 years within our region, as well as nationally since we consistently enroll students outside of the traditional college radius of recruitment. The discussion continued in the November 2006 meeting as the board reviewed population forecasts as published by the USDE. The implications were noted and a response strategy is under development by the president and his cabinet.

Administration

The current administrative structure is found in Appendix 1.12. The president leads through his four vice presidents. The president and his vice presidents, representing the areas of

academic affairs, student services, institutional advancement, and enrollment management, form the President's Cabinet. This structure has been in existence for the last five years with some recent shifting of responsibilities for two of the vice-presidents. In the summer of 2006, the Vice-President for Marketing and Communications was tasked with the broader responsibility of enrollment management. To assume all areas associated with enrollment management, some of his responsibilities were shifted to the Vice President for Institutional Advancement.

The overall structure of the President's Cabinet is working well as evidenced by the 2005 Best Christian Workplaces Survey. Table 1.14 summarizes the top ten most favorable items identified by employees. Many of the top ten items reflect effective administrative leadership. Response averages are from a 5-point scale—one indicating "strongly disagree" and five indicating "strongly agree."

Table 1.14 – Ten Most Favorable Items Identified By Employees

My organization seeks the suggestions of employees.	4.28
My organization's leaders demonstrate compassion for people at all levels.	4.42
My organization has a winning strategy for serving our customers/supporters.	4.29
My organization conducts its activities openly and honestly.	4.20
My organization is well managed.	4.18
My organization retains highly qualified employees.	4.08
Employees at my organization are encouraged to experiment and to be innovative.	4.02
My organization acts on the suggestions of employees.	3.95
My organization involves employees in decisions that affect them.	3.89
There is a high level of trust at my organization between senior management & employees.	3.83

The smaller number of top level administrators has streamlined discussion and decision making. In the academic area, the Vice President for Academic Affairs (VPAA) oversees the Dean of Undergraduate Studies and the Dean of Graduate Studies. The three administrators serve as the Academic Administrative Leadership Team (AALT). For the first time in the last eight years, all academic officer positions are now filled. In the process of shuffling and hiring the academic administrators, the responsibility of institutional research was vacated. To date, that position has not been filled. In today's landscape of assessment in higher education, this is a critical role that needs filling.

In 2003, the president formed the President's Advisory Council (PAC). Members of PAC include the four vice presidents, as well as campus-wide department leaders and a faculty representative. It is not a decision making body; rather, it is an assembly of the major leaders of the college who gather to communicate key initiatives in respective areas. Likewise, various committees and sub-committees across campus serve the college's administration in an advisory capacity. Other committees, as well as department heads and directors, assist the AALT and the President's Cabinet through decision-making and supervisory roles.

Key Strengths Noted in This Section

1. A high percentage of board and corporation members are involved in various leadership roles across campus.
2. The board is supportive of the administrative leadership of the college.

Recommendations for Growth and Improvement

The following recommendations for consideration are being made by this study group:

1. Provide institutional effectiveness data to the trustees for their discussion and review.
2. Continue board level discussions around the issue of ethnic diversity at LBC.
3. Continue making efforts in creating diversity on the corporation and board.
4. Hire a person to give attention to institutional research and assessment. [A similar recommendation is made by other study groups.]
5. Charge the new cabinet level position in enrollment management with developing a comprehensive and institution wide growth strategy that addresses LBC's optimal size.