

Educational Effectiveness

Chapter Overview

This chapter on educational effectiveness will be divided into four sections. Section A will cover educational offerings and resources and will, in turn, address four areas: curricular issues, general education, library and learning resources, and graduate programs. Section B of this chapter will address ministry formation, a critical part of who we are as a Bible college. Related educational offerings will be addressed in section C and will include alternative delivery modes, basic skills, certificate programs, non-credit offerings, and experiential learning. Finally, section D will relate the college's efforts at assessment of student learning and development.

A. Educational Offerings and Resources

Undergraduate Curricular Issues

Overview

Curriculum is the primary means by which students assimilate a biblical worldview. While other factors contribute to the process (modeling, mentoring, Christian service, extra-curricular activities, and dorm life, to name a few), it is through the course offerings that students gain an understanding of and appreciation for a distinct worldview that is framed by God's word.

It is a common misconception that a biblical worldview is acquired through just the Bible and theology courses. While these may form the framework, it is only through teaching across the curriculum that a fully functional biblical worldview can be achieved. The Curriculum Committee, which includes faculty from the Biblical, Arts and Sciences, and Professional divisions, was asked to serve as a focus group to address the question of how all three divisions can better work together in providing coherent learning experiences and a synthesis of learning the core knowledge and skills.

In addition to discussing the findings and recommendations of this focus group, this section will also outline a major revision of the undergraduate curriculum that has been mandated to the undergraduate dean by the president. The achievement of this curriculum revision and the following of the recommendations of the aforementioned focus group will help LBC to meet to an even greater degree the following MSA and ABHE standards.

Standards

MSA Standard 11

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

MSA Standard 12

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

ABHE Standard 11

The institution's academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with some programs oriented specifically to full-time vocational ministry but all programs enabling students to achieve a biblical worldview.

Compliance Documented

It is the finding of this self-study process that LBC is in compliance with the stated standards and subsequent elements in the area of curricular issues. Data sources demonstrating this compliance include: undergraduate catalog, degree completion catalog, graduate catalog, Curriculum Committee meeting minutes, faculty meeting minutes, cabinet meeting minutes, and chapel evaluation survey (spring 2005).

Research Questions

The following research questions guided this section:

1. How can the college better coordinate all three divisions (Biblical, Arts and Sciences, and Professional) in working together to provide coherent learning experiences and a synthesis of learning the core knowledge and skills?
2. What steps need to be taken to produce a strategically focused curriculum revision at the undergraduate level to guarantee that an LBC education remains relevant in a rapidly changing culture?

Analysis of Key Issues

Cross-Divisional Coordination

A coherent learning experience and a synthesis of the core knowledge and skills for students are crucial to carrying out the college's mission. To accomplish these goals, it is vital that all three divisions of the college (Biblical, Arts and Sciences, and Professional) work closely together. During the 2005–2006 academic year, the Curriculum Committee was asked to serve as a focus group to examine areas where cooperation between the divisions can be improved.

The group first acknowledged that a great deal of cooperation already exists among the three divisions of the college. The three division chairs meet regularly with the undergraduate dean to address issues. Search committees for new faculty intentionally have representation from the other two divisions, and new faculty candidates are brought before the entire faculty for a vote in the interview process. Most of the college committees are intentionally cross-divisional. The whole faculty meets monthly during the semesters and annually for an extensive workshop in August. Many of the in-service activities conducted during these times are intentionally cross-divisional in nature.

LBC's curriculum is such that most full-time students are taking courses in each division each semester. Further, students do have a coherent learning experience in that roughly 90 credits are common to all B.S. students. Some specific instances of the synthesis of core knowledge and skills occur, as well. Professors of the public speaking course are invited to hear the mock ordination councils in the pastoral studies courses. Daily chapels also contribute to a coherent learning experience and the synthesis of the core knowledge and skills by cultivating community and reinforcing a biblical worldview.

While the current cooperation that exists between the divisions is to be commended, the focus group acknowledged that there is also room for improvement. Specifically, it is recommended that two "bookend courses" be developed that will draw upon all three divisions to emphasize that all courses in the curriculum are part of a coherent learning experience. As part of the freshman experience, the current course, College Success, should be retooled to make it more of a cross-divisional course that introduces students to issues related to the curriculum of the three divisions and to the development of a biblical worldview and a philosophy of ministry. Likewise, a senior capstone course should be developed and cross-divisionally taught. This course should underscore the intentional synthesizing of the core knowledge and skills and the development of an integrated worldview and philosophy of ministry.

For all of the courses that fall in between these two bookend courses, cross-divisional cooperation can also take place by having each faculty member intentionally seek input from other division members on course syllabi to aid in integrating the core knowledge and skills as students move through the curriculum. To ensure that this takes place, it could be included as part of a faculty workshop, possibly repeated every few years.

Finally, the focus group recommends that professors seek to make research papers in composition courses more relevant to the students. It is recommended that members of the professional division be invited to suggest topics related to their fields for composition research papers. Not only would students have the opportunity to choose topics that are more relevant to their professional goals, but this would also reinforce the concept that proficiency in composition is crucial for serving in professional Christian ministries. This recommendation has already been adopted by one instructor in her section of English Composition.

Curriculum Revision

LBC's Academic Planning Committee currently has a plan in place to review academic programs on a cyclical basis ([Appendix 4.A.1](#)). Based upon several reviews over the past few years, some programs have been changed or eliminated. In 2001, two departments were merged into what is now known as the Church and Ministry Leadership Department. In 2004, two departments were renamed to more accurately reflect program content and current terminology in the fields. The Missions Department was renamed Intercultural Studies and the Secretarial Studies Department became Office Administration. Programs that have been eliminated as a result of the regularly scheduled evaluation have included the Computers in Ministry program and the Missions Aviation program.

While this plan for program review has resulted in the above mentioned changes, it is acknowledged that a more consistent adherence to the plan is needed. The two deans have

been tasked with the goal of maintaining a regular review of their programs as outlined in this plan.

In addition to following a systematic review of specific programs, LBC realizes the need to look at the curriculum from a broader viewpoint. In 2003, the college began the process of thoroughly looking at what LBC desires a student to be upon graduation. This long-term project has thus far included the affirmation of LBC's mission statement (accomplished in 2004), a review and consolidation of student core knowledge and skills (2004), an updating of LBC's doctrinal statement (2005), and a review of all program goals (2005).

The next step in the process is a review and revision of the undergraduate curriculum. The last curriculum revision was conducted in 1993. In January 2006, Dr. G. Gordon Gregory was hired as Dean of Undergraduate Studies. One of his primary tasks, as assigned by LBC's president, is to conduct a strategically focused curriculum revision for the undergraduate program. This curricular review will look at how well the curriculum affords a coherent learning experience and synthesizes the learning of the core knowledge and skills. This revision should also attempt to guarantee that an LBC education remains relevant in a rapidly changing culture. This task will be a major process for the next couple of years, and the completion of it will be a key component of LBC's 2012 periodic review report.

Key Strengths Noted in This Section

1. The three divisions on campus currently cooperate effectively on several levels including meeting monthly as a full faculty and participating in yearly workshops and other activities that are purposefully cross-divisional in nature.
2. The college has been systematically examining its mission statement, doctrinal statement, and student core knowledge and skills in preparation for a comprehensive curriculum review.

Recommendations

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

1. The college should develop a cross-divisional course as part of the freshman experience, introducing students to issues related to the curriculum of the three divisions and related to the development of a biblical worldview and a philosophy of ministry. The current course, College Success, should be reviewed toward this end.
2. The college should develop a senior capstone course, cross-divisionally taught and intentional in synthesizing the core knowledge and skills and in developing an integrated worldview and philosophy of ministry. [A similar recommendation is made by other study groups.]
3. Faculty need to intentionally seek input from faculty members of other divisions regarding course syllabi. This would aid in integrating the core knowledge and skills as students move through the curriculum. This could be done as part of the faculty workshop.

Undergraduate General Education

Overview

While a strong biblical education is the crux of what LBC delivers, an equally strong background in the arts and sciences is necessary to enable a student to turn that knowledge of the Bible into a worldview and to use that worldview in serving through professional Christian ministries. Therefore, LBC's core knowledge and skills include elements of not only proficiency in knowing and interpreting the Scriptures, but also of the demonstration of critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.

LBC's Arts and Sciences Division was tasked to serve as a focus group to examine the key self-study issue that pertains most directly to the area of general education: the development of LBC's core knowledge and skills in students. This section will review their findings, especially as they relate to the following MSA and ABHE standards.

Standards

MSA Standard 12

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

ABHE Standard 11

The institution's academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with some programs oriented specifically to full-time vocational ministry but all programs enabling students to achieve a biblical worldview.

Compliance Documented

It is the finding of this self-study process that LBC is in compliance with the stated standards and subsequent elements. Data sources demonstrating this compliance include: Arts and Sciences student survey (2006), focus group responses report, Office of Academic Affairs faculty study, Biblical and Professional Division faculty e-mail survey, LA101 and LA102 catalog and assignments comparison report, Arts and Sciences electives report, Arts and Sciences faculty responses to research questions, Arts and Sciences SUMMA survey, Praxis II scores for general/content/fundamental knowledge report, Degree Completion Program Arts and Sciences module evaluations by students, Degree Completion Program comparison of traditional and DCP grading, Watson-Glaser Critical Thinking Appraisal report, Arts and Sciences course offerings and enrollments, Arts and Sciences electives report, and the undergraduate catalog.

Research Questions

The following research questions guided this section:

1. In what areas of teaching the arts and sciences is the college strong? What areas need improvement? What resources (faculty, staff, media, etc.) will be needed to make the planned improvements?
2. Considering LBC's current rate of increased student growth, what additional resources will be needed to maintain a quality arts and sciences education in the future? In what areas of the division will these resources need to be allocated first?

Analysis of Key Issues

Since a number of LBC's core knowledge and skills goals overlap with MSA's description of "college-level proficiency in general education and essential skills," the focus group decided to organize most of the following discussion around MSA's listing of specific proficiencies.

Oral and Written Communication

Courses in oral and written communication serve as a foundational piece of students' general education at LBC, with the college requiring the completion, transfer in, or testing out of two English composition courses and one public speaking course. At LBC, these courses are generally taken in the freshman year. Several pieces of evidence attest to the strength of these courses in developing effective oral and written communication skills.

One such piece of evidence is LBC's performance on the English and Language Arts section of the Praxis II exam, an exit test taken by LBC's teacher education students to qualify for teacher certification. While teacher education students are a limited population within the college as a whole, generalizations can be made as these scores compare LBC teacher education students to teacher education students at other institutions. As seen in the Praxis II scores for general/content/fundamental knowledge report ([Appendix 4.A.2](#)), LBC's averages have surpassed national averages in those years available for comparison. In addition, numerous students from all LBC programs interviewed in focus groups have likewise attested to the value of the college's oral and written communication courses, occasionally offering suggestions for improvement, some of which will be addressed below. Comments from these focus groups are compiled in the focus group responses report ([Appendix 4.A.3](#)).

While these Praxis II scores are encouraging, of particular concern to the Arts and Sciences Division in recent years has been the desire to see these skills carried across the curriculum subsequent to students' first exposure to them in the freshman year. In one assessment, students report that writing and research skills taught in composition courses are being reinforced across the curriculum. The 2006 Arts and Sciences student survey, conducted in February 2006 ([Appendix 4.A.4](#)), showed that 88% of current Arts and Sciences students surveyed responded that such skills are reinforced always or usually in other Arts and Sciences Division courses. Eighty-eight percent responded that they are always or usually reinforced in Biblical Division courses, and 91% reported that they are always or usually reinforced in Professional Division courses.

The Biblical and Professional Division faculty e-mail survey, conducted by the Arts and Sciences Division in March 2006 ([Appendix 4.A.5](#)), attests to a significant degree of

reinforcement of research and writing skills, particularly through required research papers. In their narrative descriptions of the ways in which they reinforce research and writing skills, those Biblical and Professional Division professors who responded to the survey evidenced a variety of emphases. Some described their own attention to students' use of sources and adherence to MLA requirements, while others emphasized issues such as grammar, structure, and clarity.

Dialogue within monthly division meetings during the 2005-2006 academic year has suggested that individual professors exercise a variety of approaches through varying assignments in their composition classes. As a result of this dialogue, they recently compared their course assignments to catalog objectives for English Composition 1 and English Composition 2. The comparison, contained in the LA101 and LA102 course catalog and course assignments comparison report of April 2006 ([Appendix 4.A.6](#)), reveals that each professor's requirements address all elements of the objectives. While satisfied with this finding, these professors have initiated meetings to continue to sharpen their assignments and share strategies for accomplishing catalog objectives. They are reviewing observed student strengths and weakness displayed in student work for courses subsequent to the completion of English Composition 1 and 2, as described by some Biblical and Professional faculty in the aforementioned e-mail survey.

As anticipated, the 2006 Arts and Sciences student survey reveals lesser degrees of public speaking reinforcement across the curriculum, with 74% responding that speaking skills learned in Public Speaking are reinforced in Arts and Sciences classes and 80% responding that these speaking skills are reinforced in Biblical and Professional classes, where appropriate. Since class sizes and objectives allow for fewer formal public speaking opportunities than writing assignments, these reported levels of reinforcement might still be interpreted as strong.

Scientific and Quantitative Reasoning

The Science Department has expended considerable effort recently to improve its service of the needs of the Teacher Education Department. When recent Praxis II scores indicated a moderate dip in the area of science proficiencies, the Science Department and the Teacher Education Department together identified the probable cause being the fact that the typical LBC student takes focused electives. These electives provide the student with an in-depth investigation of a particular area of science but do not offer a more comprehensive study of numerous areas. Integrated Science I & II, first offered in the 2006-2007 academic year, expect to answer this need as, according to the syllabi, they seek to "investigat[e] a breadth of foundational scientific disciplines, in accordance with the Pennsylvania Department of Education academic standards for science and technology, to prepare [students] for application and instruction in the classroom."

Critical Analysis and Reasoning

In previous LBC self-studies and periodic reviews, the issue of critical thinking has been a key component, and the college has long-running data to document student proficiency in this area. The Watson-Glaser Critical Thinking Appraisal is given during the first semester to all freshmen and transfers and during the last semester to all prospective graduates. As seen

in the report summarizing these scores ([Appendix 4.A.7](#)), each class has averaged a 4.6-point improvement in scores between freshman and senior testings, with the exception of the 1999 class, which evidenced a .25-point decrease. Students have attested to the consistent inclusion of opportunities for critical thinking throughout the Arts and Sciences curriculum, with 90% of the current Arts and Sciences students surveyed ([Appendix 4.A.4](#)) responding that Arts and Sciences classes always or usually teach and offer opportunities for critical thinking and problem solving in the classroom.

Technological Competency

In addition to being an MSA general education competency, technological competency has been a key issue identified by the Self-Study Steering Committee and tasked primarily to the Library and Educational Technology Committee, which offers further in-depth discussion of this area later in this chapter. General education classes attempt to promote technological competency in a variety of ways, including the use of PowerPoint presentations by both teachers and students and the use of databases for scholarly research and location of primary sources. Of particular note has been the heavy use of online resources and exercises, available through such facilitating programs as CourseCompass. CourseCompass has been utilized to teach several “hybrid” sections of English Composition, which incorporate both traditional and technological teaching strategies. Recently, the science lab has also made moderate strides in its technological capabilities with the installation of additional, albeit used, computers.

There is clearly room for further inclusion of technology in the division’s classes since a moderate 80% of current Arts and Sciences students surveyed ([Appendix 4.A.4](#)) indicate that Arts and Sciences classes always or usually incorporate technology. A factor to consider in this discussion is that sometimes use of technology has been limited by the availability of computer labs as classrooms as well as the availability of Information Systems personnel to network and maintain some of the computers. This has been an issue which Arts and Sciences faculty have discussed in divisional meetings and which surfaced in the Arts and Sciences faculty responses to research questions ([Appendix 4.A.8](#)).

Information Literacy

Information literacy is the focus of the self-study’s Library and Educational Technology Committee and will be addressed in more detail later in this chapter. Nevertheless, this topic was appropriate for consideration by the Arts and Sciences Division, as well. Students report high levels of instruction in this area, with 87% of current Arts and Sciences students surveyed ([Appendix 4.A.4](#)) reporting that Arts and Sciences classes always or usually teach students how to access and evaluate information. A 2004 faculty workshop presentation offered concrete ways to strengthen syllabi to make expectations in this area clear to students, and Arts and Sciences syllabi have become more detailed to this end.

While students respond positively to questions about information literacy instruction in general, anecdotal evidence from focus group responses ([Appendix 4.A.3](#)), as well as observations of individual division members as expressed in division meetings, suggest that one piece of information literacy which might be strengthened is the teaching of MLA documentation. With many new options available to students, including technological tools

such as the EndNote program provided by the college, the division sees the need to examine how it might modify and perhaps standardize its current instruction to reflect and better use these tools.

Other Issues

A key element of LBC's mission statement, as well as one of the college's core knowledge and skills, is the education of its students to live according to a biblical worldview, a purpose similarly propounded in ABHE's Standard 11. The division has received particularly strong validation by students for its efforts in this area, with 92% of students surveyed during an Arts and Sciences course ([Appendix 4.A.4](#)) responding that Arts and Sciences professors always or usually integrate the Bible into their teaching and 89% responding that these professors discuss Christian ways to view and respond to the world around them in their teaching.

Another element of LBC's core knowledge and skills, the goal of developing an understanding and appreciation of and compassion toward the cultures of the world, has likewise been consistently addressed in the division's classes, with 81% of students surveyed during an Arts and Sciences course indicating that Arts and Sciences classes always or usually incorporate discussion of cultural issues and 77% responding that the division's classes always or usually incorporate discussion of current events. While these numbers demonstrate a good deal of discussion of cultural and current issues, opportunity exists for further growth in this area. Perhaps the utilization of more outside resources, such as guest speakers, fieldtrips, or suggested activities outside the classroom, which students report as being used always or usually only 58% of the time in Arts and Sciences classes, might be one of numerous potential tools designed to expose students more regularly to cultural and current issues.

One area about which both students and division members have been very positive has been the size of Arts and Sciences classes. According to the Arts and Sciences course offerings and enrollments report, Arts and Sciences classes averaged 19 students per section for both the fall 2004 and fall 2005 semesters. Ninety percent of students surveyed during an Arts and Sciences course indicated that the size of Arts and Sciences classes always or usually allows for an appropriate amount of class discussion and individual attention. SUMMA surveys report similar satisfaction, with 93% of students surveyed marking a "5" or "4" (on a 5-point scale) and thus agreeing that adequate opportunities are provided by instructors for students to ask questions.

Cataloged courses of the Arts and Sciences Division, as listed in the 2005-2007 catalog and tabulated in the Arts and Sciences electives report ([Appendix 4.A.9](#)), are also to be commended for their broad scope. Although only five Arts and Sciences electives are required of the average student, 50 electives are cataloged. A concern has been whether all of these Arts and Sciences cataloged courses are being regularly taught and sufficiently rotated. The division should seek to offer and rotate more consistently those courses already contained within the catalog. During the last two years, the division has developed three new honors courses. It should continue to develop other new courses which might better serve LBC's student body, taking into consideration numerous student suggestions given through the student survey. Consideration should also be given to student suggestions for modifying

the structure of some required courses designed to cover heavy content, perhaps splitting such courses into two courses.

In another area of recent inquiry, the Arts and Sciences Division and the DCP director have examined whether the Arts and Sciences courses in the DCP have been comparable in rigor to those of the traditional program. Although it reflects only one aspect of this issue, the DCP comparison of traditional and DCP grading ([Appendix 4.A.10](#)) reveals no significant differences in average grades and thus in student achievement. Since the traditional program and DCP courses have identical outcomes and most of the same professors, this points to similar rigor.

In general, the division as a whole has received positive feedback from students about professors' professionalism and preparation. The SUMMA survey ([Appendix 4.A.11](#)) provides strong feedback to this end, with students offering agreeable ratings of "5" or "4" (on a 5-point scale) for professors for numerous categories: 95.6% agree that instructors seem to be well prepared, 90.6% agree that instructors seem to care about student learning, 95.1% agree that instructors demonstrate a personal commitment to high standards of professional competence, and 90.2% rate the instructors as good teachers. However, informal discussion within division meetings suggests that Arts and Sciences faculty could further their professional growth through more frequent attendance at professional conferences, involvement in professional organizations, and writing for publication.

Even with the students' positive feedback about Arts and Sciences professors as a whole, the division does find itself with a relatively low percentage of courses taught by full-time faculty within the division. As evident in the faculty study by the Office of Academic Affairs ([Appendix 3.1](#)), only 35% of the division's courses in the last two fall semesters surveyed have been taught by full-time faculty within the division, as compared to 64% of the total undergraduate courses during the same period taught by full-time faculty within the respective division or department. Arts and Sciences faculty have expressed in both their responses to the self-study research questions and in division meetings that this situation puts a strain on the full-time members who need to cover committee assignments and other non-teaching responsibilities for the division. In light of its high number of English composition offerings, the division should hire another full-time English composition professor.

Arts and Sciences Division members overwhelmingly express high levels of satisfaction in working within the division, commenting both in their written responses contained in the Arts and Sciences faculty responses to research questions ([Appendix 4.A.8](#)) and within division meetings about the levels of camaraderie in the division.

This study has revealed the need for greater use of assessment tools to measure the division's effectiveness. The division needs to find additional means by which to measure oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Key Strengths Noted in This Section

1. The Arts and Sciences Division has a broad scope of cataloged offerings, which has been strengthened by the addition of three new honors courses in the last two years. The addition of these courses was based largely upon student input.

2. The division's classes average only 19 students, which allows for a great degree of interaction with professors.
3. Students report that the division's professors are professional and well prepared.

Recommendations for Growth and Improvement

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

1. The Arts and Sciences Division should hire another full-time faculty member with a specialization in English composition.
2. The college should work with Information Systems personnel in examining how to further incorporate technology in the classroom.
3. As part of LBC's overall COAP program, the Arts and Sciences Division should explore possibilities for a greater variety of tools for regular outcomes assessment.
4. The division should evaluate approaches to teaching and course requirements for composition classes with the goal of imparting similar student skills in all sections and across the curriculum and to facilitate the exchange of teaching ideas among professors.
5. Faculty should consider the utilization of more outside resources, such as guest speakers, fieldtrips, or suggested activities outside the classroom to expose students more regularly to cultural and current issues.
6. The division chairperson should encourage and enable more professional development through attendance at conferences, involvement in professional organizations, and writing for publication.
7. The Arts and Sciences Division should seek to offer and rotate more consistently those courses already contained within the catalog.
8. The division should continue to take into consideration suggestions made through the student survey with regards to modifying current courses and developing new ones.

Library and Learning Resources

Overview

Learning resources are comprised of the physical and electronic assets that complement classroom instruction. They are the resources for individual learning activities, including the library and technological resources for active research and writing. The LBC academic community needs access to these learning resources and the knowledge to use them effectively to fulfill the college's mission and goals. Specifically, students must be taught to function in an ever increasing technology-based information society. Therefore, this section of the self-study report will examine LBC's current library and learning resources and the essential role information literacy plays in educating our students to live according to a biblical worldview and to serve through professional Christian ministries. The following MSA and ABHE standards will be considered in this section.

Standards

MSA Standard 12

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written

communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

ABHE Standard 10

The institution ensures the availability of learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student needs.

Compliance Documented

It is the finding of this self-study process that LBC is in compliance with the stated standards and subsequent elements. Data sources demonstrating this compliance include: undergraduate catalog, library website, Library and Educational Technology Committee minutes, Information Literacy Ad Hoc Committee minutes, 2003 Academic Computing Survey, November 2004 Library Space Needs Analysis, 2006 Academic Computing Survey, 1998 ACRL Standards Summary, 2006 Information Literacy Summary, and September 2006 Mission Possible Session 3 syllabus.

Research Questions

The following research questions guided this section:

1. In light of the projected new library facility, how well has the resource allocation for the library kept pace with inflation, growth of programs, increased enrollment, and extended days and hours of classes?
2. What outcomes exist to demonstrate that the information literacy plan is being implemented at LBC at all three levels: freshmen/sophomore, junior/senior, and graduate?
3. How well has the institution researched and incorporated the present and future needs of the new library in the planning process?
4. To what degree has the technology implemented by LBC met its potential for enhancing student and educator ability to meet the educational goals of LBC?

Analysis of Key Issues

The existing Library and Educational Technology Committee served as the study group for this section. The committee consists of the Director of Library Services, the assistant librarian, the Director of Information Systems, and a cross-section of faculty from all three divisions and from both undergraduate and graduate programs. A student representative was added to this committee for the purposes of this self-study. The committee identified and examined four key areas: resource allocation, the information literacy plan, the plans for a new library building, and technology.

Resource Allocation

An analysis of historical trends seems to indicate that resource allocation for the library has kept pace with college growth in the traditional undergraduate programs. [Appendix 4.A.12](#) indicates that from 2000-2001 to 2006, the college budget increased 35.4%, the library budget increased 37.9%, and library volumes increased 46.8%. During roughly the same period, full-time equivalent staffing in the library increased almost 10% (2000-2005), and

full-time equivalent undergraduate enrollment increased 11.3% (2000-2005). LBC's educational and general (E&G) percentage is also in line with the other ABHE schools.

While these numbers indicate resource allocation for the library has kept pace with college growth in the traditional undergraduate programs, additional resources may be needed to make the library accessible to non-traditional programs. Currently the library is open 90.5 hours during a normal semester week, and it is open each day, including Sunday. Nevertheless, with the addition of the Degree Completion Program (DCP) and the Graduate School programs within the past twelve years, additional library hours may be needed outside of the normal semester week. The DCP runs year-round, even during the breaks observed by the traditional undergraduate programs. Likewise, LBC's Graduate School schedules courses during non-traditional times. While the library has made some adjustments to its scheduling to accommodate these non-traditional programs, the library is not always accessible to our non-traditional students, as evidenced by several comments made by DCP students on their exit questionnaires.

With the growth of the college since 2000, the budgeting process has remained sensitive and responsive to the library, especially as it meets the needs of the traditional undergraduate student. Nevertheless, as a new library facility becomes a reality (addressed later in this section) and programmatic expansion continues along with increased enrollment, especially among non-traditional students, the needs of the library will continue to grow, requiring commensurate resource allocation.

Information Literacy Plan

The library's information literacy goal states, "The library and faculty will jointly provide instruction so that the student will recognize an informational need and will make effective use of information resources and personnel to access, critically evaluate, and use the information ethically and legally." Thus, while the library staff has taken the lead in spearheading the information literacy plan, it is a joint venture between them and the faculty. The library provides basic instruction in information literacy, but also seeks to assist the faculty in the ongoing implementation of the plan.

A basic library instruction program has existed for many years. When the current associate library director began working in 1981, an informal program was already in place. From 1989-1992 as the college prepared for its periodic review report, it became very clear that information literacy was an area for further development. An Information Literacy Ad Hoc Committee was formed, and the members developed an information literacy goal along with accompanying objectives. Three instructional sessions were created along with accompanying assignments. The sessions were titled Mission Possible 1, 2, and 3.

The Information Literacy Ad Hoc Committee hosted a faculty enhancement workshop to increase awareness among the faculty of the benefits, opportunities, and methods of developing course-integrated bibliographic instruction through exposure to the model program at Earlham College. Mission Possible 1 and 2 provided formal instruction in how to use the library. Sessions were taught in English Composition 1 and English Composition 2 classes. Mission Possible 1 was also taught in the DCP's Research and Writing module. Mission Possible 3 ([Appendix 4.A.13](#)) provided, and continues to provide, a course-integrated approach as students document their research steps as they work on their research

project for the theology course God and the Bible. In March of 1994, another ad hoc committee was formed at the request of the Curriculum Committee to review and update the information literacy program.

Mission Possible 1 and 2 sessions were presented from the fall of 1989 to the spring of 1999. At that time, the English Composition faculty stopped presentation of Mission Possible 1 and 2. Since 1998-1999, library personnel have taught information literacy sessions in some English Composition classes at the request of some faculty with faculty-designated content.

From 1999 to 2003, 39 information literacy sessions were presented. No record was kept of the courses in which the presentations were made. Since 2003, library personnel have presented 45 information literacy sessions at the freshmen/sophomore level, 9 at the junior/senior level, and 9 at the graduate level. Two information literacy sessions were presented to faculty. Twelve library database sessions were presented to train library student workers. One library database session was presented to update the library staff. Five sessions were presented to provide EndNote software training to anyone who was interested.

In an attempt to assess the extent to which faculty are continuing the information literacy plan in their classrooms, during the spring of 2006, formal outcomes assessment plans or informal outcomes assessment statements were obtained from eight out of ten undergraduate departments, divisions, or programs and six Graduate School programs. Examination of the eight undergraduate outcomes assessment plans or statements shows that five departments, divisions, or programs have information literacy objectives and the collection of supportive data in place. Outcomes assessment is not occurring, however. Neither is the library performing any outcomes assessment on its information literacy program. Information literacy objectives and the collection of supportive data exist in four of six Graduate School programs. Further, one of the programs has assessed its data and made program modifications as a result of its outcomes.

While LBC has made a good beginning toward implementing an information literacy plan at all three levels in that objectives and collected data exist in most departments, divisions, or programs, it is clear that a significant amount of work remains to be accomplished in the area of outcomes. To that end, it seems reasonable that the Library and Educational Technology Committee propose a review of existing objectives and methods of data collection and assistance in their establishment where none exist. The committee can then provide further assistance in establishing outcomes that demonstrate that the information literacy plan is being implemented at LBC at all three levels.

New Library Building Plans

The process for planning a new library has extended for more than a decade. In 1993, the library increased its holdings by approximately 240% due to the acquisition of a large collection. With the merger of the collections, weeding, removal of duplicates and continuing growth, the collection has now grown 305% since 1993. The growth has made LBC's collection one of the larger libraries in the Association for Biblical Higher Education. The current facility has been strained to hold all these volumes and provide space for study areas as well as other auxiliary facilities related to the library. As a temporary solution, three compact shelving units have been purchased. Based upon a 2002 survey of students, other cosmetic improvements were made to the library. New end panels were installed on shelving,

carpeting was replaced in the seating area, and new lighting increased the brightness for study. In addition to these changes suggested by students, security gates were installed and the front doors became the only entrance and exit for the library. Nevertheless, the need for expanded library facilities is still apparent.

The library director researched and prepared a list of needs for the new building in 1994. The original campus plan located the new library on the north end of the campus. The Facilities Committee studied this location and recommended that LBC retain the central location and expand and renovate the present building. The Committee for Institutional Effectiveness and Planning approved this recommendation and submitted it to the trustees, who approved it in February 2005.

During this same time period, the library director conducted several needs analyses. In 1998 he submitted a space needs analysis using the 1986 Standards for College Libraries by the American Library Association. This report did project some future space needs but was mainly concerned with contemporary needs. An ad hoc committee met several times in 2004 to discuss space needs, and this information was provided to the Facilities Committee. The Facilities Committee requested a new analysis from the library director for future needs in 2004 based upon new assumptions for the institution. Both reports can be found in [Appendix 4.A.14](#).

The 2004 analysis assumed 1,000 FTE students and the space required in 2030. It was assumed that the rate of collection growth from 1999-2003 would continue through 2030. The library would hold between 350,000 to 430,000 volumes in 2030. The directors of the Reaching Academic Potential Center and Academic Computing provided input on their space needs since these functions are philosophically considered as contiguous operations within the library.

A preliminary footprint, floor plans, and exterior drawings for the new library were submitted by the architect in February 2005. The library staff has met several times to discuss the floor plans and make suggestions. The library director met with the architect in March 2006, and a procedure has been instituted whereby all affected personnel will continue to have an active voice in the design of the new building.

Technology

Technology at LBC has provided the opportunity to enhance the ability of both students and faculty to meet their educational goals. While many technologies have existed on campus for several years, recent improvements and a new commitment from Information Systems to the academic mission of LBC have made technology more reliable and provided easier access to support when needed during the normal semester times. Technology has been systematically deployed in classrooms and, as of the summer of 2006, technology now exists in every classroom. Technology advances have allowed for the launch of online courses in the fall of 2006 and for degree programs in the near future, pending approval. LBC has recently migrated to a new campus management software system allowing for better interaction by faculty with administrative systems at LBC.

Despite all of these improvements, LBC is still striving to meet its technology potential. Granted, because of the rapidly changing technology landscape, there will always be a need

to continue to upgrade and improve. With an institutional commitment to technology LBC could move much closer to meeting current needs. An analysis of existing technology, while seeing great improvement, pointed to several gaps between implementation and potential. Some of the conclusions drawn for this study question were derived from the survey results found in [Appendix 4.A.15](#).

Full-time faculty are generally positive about how technology has enhanced their work. There is a desire for continued integration of technology in the classroom. The greatest areas of concern are having time to incorporate more technology into learning and having instructional resources to better equip faculty.

A major gap exists between full-time and part-time/adjunct faculty in the use of technology to enhance learning. (See the teaching/learning activities section of the February 27, 2006 LBC self-study academic computing survey, Appendix 4.A.15). LBC needs to do a better job of effectively orienting and training all part-time faculty in the use of technology and needs to provide the services part-time faculty need to incorporate technology into their learning. Since these part-time and adjunct faculty members spend very little time on campus, they are the ones who have the greatest need for using the Internet, e-mail, threaded discussions, and other technologies. Due partly to lack of training, they tend to use technology the least. In addition, they are more likely to need assistance in overcoming any glitches that might occur while teaching. In 2006, Information Systems launched the LBC Help Desk to support classroom activity. While this has greatly improved the likelihood that an instructor will use classroom technology successfully, part-time and adjunct instructors often teach during non-traditional times when the Help Desk is not staffed or is staffed by lesser qualified student workers. Therefore, better training and documentation is needed in the classroom to equip part-time and adjunct faculty with the skills and information that they need to use technology effectively and to overcome common technical difficulties.

Training is also an area of need for existing faculty at LBC. Part of the divide between faculty who use technology and those who do not, whether they are full-time or part-time, can be attributed to faculty not being familiar with the technology that is available to them and being hesitant to use it in their instruction. According to the survey ([Appendix 4.A.15](#)), video presentations, interactive forums, electronic calendars, e-mail lists, and a host of other tools are not currently being used by a segment of the faculty. Encouraging faculty to use technology has yielded incremental progress toward technology meeting its potential, but establishing a technology minimum and assisting faculty to meet that standard would propel LBC much closer to meeting that potential. Most importantly, the academic areas need to take ownership for training their faculty members to ensure they are adequately prepared to incorporate technology into the classes they teach and use the technology in the classroom when they teach.

In conjunction with helping to bring existing faculty current on the technology available to them, LBC should also consider implementing a technology minimum when hiring new employees. Raising the expectation for use of technology for new employees will continue to drive LBC toward fulfilling its potential relative to technology.

One hindrance to faculty becoming proficient in the use of technology is the variety of different systems currently in place across campus. Over the years, the college had to add equipment as the funds were available. This led to the installation of a variety of systems.

Thus, while an instructor might become proficient in the use of the technology in one classroom, the system in the next classroom might be totally different. As noted earlier, this can be especially difficult for adjuncts who do not have the advantage of being on campus on a regular basis to familiarize themselves with the various systems. The college should consider allocating the necessary resources to equip all classrooms with consistent technology to alleviate the need for faculty to be trained in the use of multiple types of systems.

Students have demonstrated a desire to use technology at a much higher level than in the past and are close to meeting their potential with respect to technology. Students do use online forums, e-mail, electronic searches, and references, and many take advantage of LBC's network for non-academic use. Students continue to ask for improvements and embrace changes as they are introduced because of the technology-friendly culture from which most of them come.

Recent improvements around campus to help meet the technology needs of LBC students, as well as faculty and staff, include increased bandwidth, platform independent connectivity to the LBC network, and an improved network infrastructure. Planned improvements include additional bandwidth, wireless connectivity, and a student portal that will allow for online registration, billing, financial aid awards, and grades.

While the faculty, administration, and student populations have continued to grow, it should be noted that no new full-time positions have been added to support technology since 2000. Student employees currently supply the majority of the labor for the Help Desk, especially after normal office hours. Currently, the Help Desk is only fully staffed during undergraduate semesters. Additional resources are needed to provide support for non-traditional students, including graduate students, degree completion students, and, in the future, online students.

Key Strengths Noted in This Section

1. The resource allocation for the library has kept pace with the college growth overall.
2. LBC's current collection is one of the largest of ABHE institutions.
3. Future expansion plans include an expansion of the library facilities.
4. As of the summer of 2006, all classrooms on campus have educational technology available for use and the technology is in place to begin to offer online courses.

Recommendations for Growth and Improvement

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

1. The library should consider seeking additional resources, both fiscal and personnel, to make it more accessible to LBC's non-traditional students during times other than normal semesters.
2. As part of its current implementation of COAP, the college needs to give greater and more immediate attention to teaching and assessing information literacy.
3. The college should consider establishing minimum technology standards for all new employees. In addition, it should establish a training program to bring all current employees, especially faculty, up to those same standards.

4. The college should continue allocating the necessary resources to equip all classrooms with consistent technology to alleviate the need for faculty to learn multiple types of systems.
5. Resources should be allocated for hiring additional Information Systems staff to provide better coverage of the LBC Help Desk during non-traditional times.

Graduate Programs

Overview

At the time of LBC's last self-study report, the Graduate School was virtually brand new, having first offered classes in January of 1995. Since then, the growth in graduate programs and enrollment has been exponential, as evidenced in the first part of this section.

As one of LBC's growing initiatives, the leadership of the Graduate School was tasked with addressing three research questions dealing with mission, goals, and growth. The dean and the four full-time program directors served as a focus group to address these questions and to analyze the findings to position the Graduate School to continue to fulfill MSA's Standard 11 and ABHE's Standard 11 as they apply to graduate programs. Data gleaned from a January 2006 Graduate School alumni survey will be presented to support the findings.

Standards

MSA Standard 11

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

ABHE Standard 11

The institution's academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with some programs oriented specifically to full-time vocational ministry but all programs enabling students to achieve a biblical worldview.

Compliance Documented

It is the finding of this self-study process that LBC is in compliance with the stated standards and subsequent elements in the area of graduate programs. Data sources demonstrating this compliance include: graduate catalog, outcomes documents, and 2006 Graduate School alumni survey.

Research Questions

The following research questions guided this section:

1. Does either LBC's mission statement or the Graduate School's purpose statement need revision in light of new and planned Graduate School programs?
2. In the design of the Graduate School, 13 student goals were created around the affective, cognitive, and behavioral domains. Recently, the undergraduate student goals were

revised. Are the Graduate School student goals also in need of revision and clarification? Are they still valid for all the new and planned programs?

3. Are Graduate School alumni satisfied with their education, and do they feel that they have met the objectives of their programs?
4. Over the next five years, what is the projected growth in each of the degree and certificate programs? What new programs are being considered or should be considered in the next five years? What resources will be needed to accommodate the additional growth?

Historical Context

When our former president, Dr. Gilbert Peterson, arrived on the campus in 1979, he brought with him the vision of a graduate school. At that time, while there were a number of seminaries in the Mid-Atlantic States, there were no graduate schools as part of a Christian or Bible college. Rather than begin a seminary and duplicate what was already in existence, his idea was for a graduate school to extend the ministry education at the undergraduate level to the graduate level. At the commencement of his presidency, however, LBC was in no position to explore graduate education.

In the early 1990's, following years of upgrading faculty credentials, solidifying the college's relationship with the Pennsylvania Department of Education (PDE), retiring the college debt, and acquiring MSA accreditation, his vision began to materialize. Program and degree deliberations, along with curricular decisions, resulted in a self-study and approval by PDE in the fall of 1994. The Master of Arts in Bible (MAB) and the Master of Arts in Ministry (MAM) with programs in Leadership Studies and Pastoral Studies were the initial degrees and programs. The first course was offered in the winterim session, January 1995. Dr. Ray Naugle, also holding the title of Vice President for Academic Affairs, became the first dean.

In 2000, a Master of Arts degree was added with programs in Marriage and Family Counseling and Mental Health Counseling, along with a Master of Education degree with programs in Elementary and Secondary School Counseling. Pennsylvania teacher certification was soon added for the two school counseling programs. A Master of Education, Consulting Resource Teacher was approved in 2005.

Currently, the Graduate School has the four master's degrees mentioned previously with nine programs. Additionally, there are five graduate certificate programs. The most recent certificate program is the Graduate Certificate in Homiletics, launched in July 2006. Dr. Haddon Robinson is the featured professor. The certificate is for pastors with pulpit ministries to strengthen the preparation and delivery of their sermons. The other four certificate programs utilize existing courses in the MAB and MAM curricula. These certificate programs are fifteen credits. While enrollment in these certificate programs is low, we continue to advertise and offer them since they are composed solely of existing degree courses.

As of the fall 2005 semester, the Graduate School had 275 active students, with 168 of them enrolled in the fall. (An active student is defined as someone who has taken a course within the last 12 months.) Table 4.2, which is found later in this chapter, contains a list of all the programs and enrollments.

Analysis of Key Issues

Mission and Purpose

As LBC's Graduate School celebrated its 10-year anniversary, its leadership wanted to determine if the Graduate School programs were still in line with the mission statement of the college, or whether the college's mission statement should be broadened. The leadership also wanted to review whether or not its purpose statement needed to be revised in light of new and planned programs.

The leadership of the Graduate School determined that no changes need to be made to the college's mission statement due to the programs in the Graduate School. All of the programs were designed in light of the mission statement and still operate within its scope.

On the other hand, the purpose statement of the Graduate School had never been concisely and clearly articulated. Following discussion, and in concert with the Vice President for Academic Affairs and the President, the following purpose statement was developed and approved: "LBC's Graduate School exists to prepare graduate students for advanced ministry opportunities by offering educational programs that integrate a biblical worldview with theory and practice."

Student Goals

In the design of the Graduate School, 13 student goals were created around the affective, cognitive, and behavioral domains. Recently, the undergraduate student goals were revised, so the Graduate School leadership decided to review whether or not graduate student goals were also in need of revision and clarification.

After a thorough discussion about goals (Graduate School, student, and program), the leadership team concluded that the Graduate School does not need overall shared educational goals. Instead, the Graduate School feels that its mission is to seek to fulfill the college's institutional goals at the graduate level. It was noted that the undergraduate program does not have any goals that are unique to that level of the college; therefore, there is no rationale for a parallel set of goals for the Graduate School.

Regarding student goals, the undergraduate's core knowledge and skills (CKS) are designed to measure the "common base" of education of the undergraduate students, i.e. the 50 credits of arts and sciences courses and the 48 credits of biblical courses. There is neither a common set of courses nor a common base of education at the graduate level. Therefore, establishing a set of student goals is impractical and baseless. Consequently, the initial 13 student goals posed at the creation of the Graduate School are no longer needed.

On the other hand, and parallel to the undergraduate level, each graduate program does have a set of program objectives. These were reviewed and updated in 2005. As individual programmatic student goals, these are sufficient to determine the effectiveness of LBC's graduate education and to provide the necessary student learning outcomes for assessment. These were included as part of the alumni survey, which will be addressed later.

Expectations and Objectives

After 10 years of existence, LBC’s Graduate School determined that an assessment should be conducted to determine whether or not LBC was meeting the expectations of its graduate students. In January 2006, the eleventh anniversary of the Graduate School, a Graduate School alumni survey ([Appendix 1.2](#)) was mailed to the 90 graduates. The responses were most encouraging. Fifty-four surveys were returned for a response rate of 60%. When asked about attending a brunch in October during the homecoming weekend, 39% indicated an interest in attending.

A four-point scale was used to query the graduates on 21 elements of their graduate experience. Using a four-point scale—one indicating “strongly dissatisfied” and four indicating “very satisfied”—the following had the highest means: 3.8 “satisfied with faculty relationships,” 3.7 “value of overall academic experience,” 3.6 “development of research skills,” 3.6 “development of written communication skills,” 3.6 “satisfied with overall graduate education experience,” and 3.5 “Graduate School office.”

Even the lowest rated areas were still above the “satisfied” category (3 on the numeric scale of 4): 3.3 “value of capstone experience,” 3.3 “registrar’s office,” 3.3 “library,” and 3.2 “preparation for employment in desired career.”

Looking at two comprehensive elements from an individual degree perspective also reflected a very high degree of satisfaction, as evidenced in Table 4.1.

Table 4.1 Levels of Satisfaction by Graduate Degrees

Degree Program	Value of overall academic experience	Satisfied with overall graduate education experience
Master of Arts in Bible	3.9	3.8
Master of Arts in Ministry	3.8	3.7
Master of Education (Programs in School Counseling)	3.7	3.7
Master of Arts (Programs in Counseling)	3.2	3.2

No respondent in any of the degrees indicated a “dissatisfied” or “strongly dissatisfied” response to either question. While still in the “satisfied” range, the counseling programs received the lowest scores. Study is underway to identify specific areas to be strengthened. It should also be noted that the Master of Arts degree is one of the more recent degrees, and there were only nine graduates with six respondents.

The survey also asked the graduates to indicate their level of satisfaction with the program fulfilling their specific program objectives as contained in the catalog. All the program objectives in the Bible and M.Ed. School Counseling programs were rated at 3.5 or higher. The ministry objectives had one rated below 3.5, specifically, “Courses seek not only to educate the mind in ministry competencies, but to nurture the development of biblical qualities in the students,” with a mean of 3.4. In accordance with previous data, the counseling programs had the lowest rated program objectives. All of these had means above 3.0 (“satisfied”) except one: “Development of a program that will provide training with a

strong emphasis on the application of biblical principles and counseling theory by means of supervised counseling experiences,” with a mean of 2.8.

The complete survey results can be found in [Appendix 1.2](#). While comments from current students, including the regular course evaluations, have consistently been very positive, the response to the alumni survey was beyond expectations. There were a few scattered “dissatisfied” responses, but there were no major concerns identified as being in need of immediate attention. Study is ongoing to assess whether the “dissatisfied” responses are sufficient to warrant making some modifications. Since the Graduate School is still relatively new, and since the newest programs have had only a few graduates, there is need for repeated alumni surveys. These will provide more longitudinal data to better document the outcomes.

Projected Growth

Table 4.2 shows the growth of each graduate program for the past four years. Of the programs that have been around for all four of these years, the smallest rate of growth has been the Master of Education in Secondary School Counseling, but this program has still experienced a very respectable growth rate of 25%. The highest rate of growth has been in the Master of Arts in Bible, Biblical Studies program with a full 100% increase in the past four years.

Table 4.2 Growth in Graduate Programs

	Growth	FA-05	FA-04	FA-03	FA-02
Master of Arts in Bible	100%	20	18	12	10
<i>Biblical Studies</i>	<i>100%</i>	<i>20</i>	<i>18</i>	<i>12</i>	<i>10</i>
Master of Arts	60%	61	47	34	38
<i>Marriage and Family Counseling</i>	<i>39%</i>	<i>25</i>	<i>18</i>	<i>15</i>	<i>18</i>
<i>Mental Health Counseling</i>	<i>80%</i>	<i>36</i>	<i>29</i>	<i>19</i>	<i>20</i>
Master of Arts in Ministry	57%	44	42	25	28
<i>Leadership Studies</i>	<i>19%</i>	<i>19</i>	<i>22</i>	<i>15</i>	<i>16</i>
<i>Pastoral Studies</i>	<i>50%</i>	<i>18</i>	<i>14</i>	<i>10</i>	<i>12</i>
<i>Small Group Leadership</i>	<i>17%</i>	<i>7</i>	<i>6</i>	<i>n/a</i>	<i>n/a</i>
Master of Education	27%	14	15	10	11
<i>Elementary School Counseling.</i>	<i>33%</i>	<i>4</i>	<i>8</i>	<i>1</i>	<i>3</i>
<i>Secondary School Counseling</i>	<i>25%</i>	<i>10</i>	<i>7</i>	<i>9</i>	<i>8</i>
Certificates	50%	3	2	n/a	n/a
Non-degree	100%	16	19	24	8
Auditors	100%	10	12	6	5
TOTAL	68%	168	155	111	100

Since there are always growth spurts with new programs, one would not expect the Graduate School and its individual programs to grow at this same rate over the next five years. As with the college as a whole, these past five years have seen a substantial increase in new programs initiated in the Graduate School. It is anticipated that new Graduate School programs will be started at a more modest rate in the future. In addition, a safeguard is built into the process of projecting enrollment. Each year the registrar’s office updates the five-year projections based upon the previous five years. Thus, if enrollment growth slows, the rate of growth for the

future will also decrease. Nevertheless, enrollment growth will need to be monitored closely in the coming years. A realistic growth pattern is essential to provide for adequate and timely resourcing of the programs and to provide reliable data for effective institutional fiscal planning.

New programs which have been discussed include a Master of Arts in Ministry Marriage and Family program, a Master of Divinity degree, and a Ph.D. in Counseling Psychology. Revising and reviving the Graduate Certificate in Children's Ministry is also under consideration. All of these are still at the informal discussion stage. None has submitted an initial proposal, nor has any been approved by the planning process. The only program in the actual planning process is from the Teacher Education Department, which plans to add a Pennsylvania Department of Education (PDE) teaching certificate in special education when PDE clarifies the criteria for a special education certificate.

An interest in online graduate courses became evident via an online survey conducted by the college in the fall of 2005 (see MSA Substantive Change document for Biblical Online Education, 2006). Of the 500 respondents, approximately 40 individuals expressed an interest in graduate online education. Each of the existing graduate programs, as well as a couple of those being discussed, has expressed an interest in offering some courses online or as hybrid courses. No program is considering offering the full degree in an online format. It is felt that since graduate programs are heavily geared to practical application skills; personal face-to-face interaction with instructors and fellow students is a vital component in many graduate courses. Nevertheless, those courses that are primarily knowledge-based may be prime candidates for a strictly online format. Prime examples would be the four non-credit Bible prerequisite courses that have been taught in an accelerated fashion. An online version of one of these four courses was offered in the fall of 2006 to become the first Graduate School course taught in this delivery format.

Key Strengths Noted in This Section

1. There has been an extremely high level of satisfaction expressed by graduates of LBC's Graduate School.
2. All programs within the Graduate School have a very healthy growth rate.
3. The Graduate School overall has experienced a strong growth rate.

Recommendations for Growth and Improvement

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

1. While the responses made concerning the counseling programs are still positive, examination is in order to see if any refinements to the programs can be made to bring the responses of the alumni closer to those in the other programs.
2. The Graduate School should conduct regular alumni surveys.
3. The Graduate School should monitor enrollment growth to determine a realistic rate of growth to assist institutional fiscal planning and adequate program resourcing.
4. Careful analysis needs to occur in regard to the timeliness, appropriateness, and resourcing of the projected new programs, including the development of online graduate courses.

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