

Report to the
Faculty, Administration, Trustees and Students
Of
Lancaster Bible College and Graduate School

By
A Collaborate Evaluation Team Representing the
Middle States Commission on Higher Education

And the
Association for Biblical Higher Education

Prepared after study of the Institution's Self-Study Report
And a visit to the Campus on April 9-12, 2007

The Members of the Team
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This report represents the views of the evaluation team as interpreted by the Chair; it goes directly to the Institution before being considered by the Commission and the Association. It is a confidential document prepared as an educational service for the benefit of the Institution. All comments in the report are made in good faith, in an effort to assist Lancaster Bible College. This report is based solely on an educational evaluation of the Institution, and of the manner in which it appears to be carrying out its educational objectives.

AT THE TIME OF THE VISIT

President: Dr. Peter W. Teague

Chief Academic Officer: Dr. Philip Dearborn

Chairperson of the Board of Trustees: Mr. Philip Clemens

I. CONTENT AND NATURE OF THE VISIT

Institutional Overview

Lancaster Bible College (LBC) is a co-educational institution offering undergraduate and graduate degrees focused on the preparation of men and women for full-time, professional Christian ministry. LBC was founded in 1933 as Lancaster School of the Bible. The Degree of Incorporation for the college was granted by the Court of Common Pleas on December 15, 1939. In 1961, the name of the college was changed to LBC. In January 1981, the Pennsylvania Department of Education granted permanent approval to the college to award the Bachelor of Science in Bible degree. In November 1982, approval was given to a two-year program offering the Associate of Science in Bible degree. In 1990, approval was given for an Associate of Science degree in Secretarial Studies and in 1993 approval was granted for the Bachelor of Science in Education degree. In September of 1994, the Pennsylvania Department of Education approved the LBC's Graduate School for awarding the Master of Arts in Bible and the Master of Arts in Ministry degrees. In 2000, the Master of Arts in counseling and the Master of Education in school counseling had been approved. In 2005, a Consulting Resource Teacher program leading to the Master of Education degree was added.

Scope of the Institution at the Time of the Visit

Today LBC is a non-denominational, private, co-educational institution offering undergraduate and graduate degrees. It was initially accredited by the Association for Biblical Higher Education (ABHE) in 1959 and by Middle States Association of Colleges and Schools (MSCHE) in 1982. The college is also approved by the Association of Christian Schools International and is a member of the Evangelical Training Association.

The Self-Study Process and Report

The self-study followed the comprehensive model, addressing all aspects of the college within the context of Characteristics of Excellence. The steering committee, which oversaw the preparation of the self-study and study groups were broadly based, with representation from administration, faculty, staff, students, alumni, and Board of Trustees. Specific goals and objectives were adopted for the self-study process. The completed self-study was reviewed by varied members of the college community where feedback was given for the final preparation of the self-study. The Board of Trustees reviewed and approved the final document.

The Team found the process to design, draft, and complete the self-study was open and honest on the part of LBC. The Team commends LBC for its honest, open, well-designed and well-drafted self-study. The presentation and quality of the self-study is evidence of continued institutional wide planning and its value in the strengthening of the college. At the advice of their liaisons from both MSCHE and ABHE, LBC went beyond compliance with accreditation standards and examined key areas that identified the needs of the institution and areas where opportunity for improvement could be most productive. It is the hope of the Team that the results of the selfstudy will help frame the future planning efforts of the college.

In Volume Two of the self-study, appendices and documents were placed in the hands of the Evaluation Team in advance of their arrival on campus. In addition, full access was given to any and all files and documents the members of the Evaluation Team wished to use to validate the study and the college's adherence to the standards and eligibility requirements.

The Team is grateful and wishes to express appreciation to LBC for the warmth and hospitality extended to the Team. The Team found the campus community to be warm and congenial. During the evaluation visit they were available for formal meetings and informal conversations. The Team found that faculty, staff, students, and trustees exhibited a high degree of engagement with the self-study and a noteworthy commitment to the institution and its well-being. As with any institution, the Team found strengths and weaknesses. LBC is providing a quality education to its students and is framing them with God's word for service to their churches and communities. The Team feels it has visited a quality institution.

Finally, the Team cannot emphasize too strongly that the college must measure the suggestions and recommendations against its mission as it defines it. LBC must define its responses in that the solutions to its future must be its solutions.

II. Affirmation of Continued Compliance with Eligibility Requirements

Based on a review of the self-study, other institutional documents and interviews, the Team affirms that the institution continues to meet Eligibility Requirements 1-7.

III. Compliance with Federal Requirements

Based on a review of the self-study, other institutional documents and interviews, the Team affirms the institution's compliance with federal and state regulatory requirements.

IV. Compliance with Accreditation Standards

Standard 1: MISSION, GOALS AND OBJECTIVES

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

Lancaster Bible College meets Standard 1.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to the standard.

The mission, institutional goals, and core values are a vital part of the ongoing life of LBC. They are present in the full range of institutional documents, both printed and electronic. It is clear that the mission and institutional goals of LBC are not only well disseminated to the college community but also well lived in the

community. A new initiative is under way to articulate the mission and core values into the life of students through a well planned mentoring program.

Each academic department has developed specific goals/objectives that relate to the mission and institutional goals resulting in a community aware of who it is and how it is to function as a community of higher learning in the Bible college tradition.

The mission and institutional goals, which are grounded in the college's tradition, guide the operations and planning.

Significant accomplishments, progress, or exemplary practices

The college is to be commended for the overall enthusiasm on the campus for the mission of LBC.

Suggestions for improvement

The Team suggests that the college fulfill its self-study recommendation by calling for a comprehensive college-wide review of LBC's institutional goals.

The Team suggests that the college do a periodic review of the mission statement and core values as well as the institutional goals, in order to bring additional clarity and focus to its institutional efforts across the college.

Standard 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

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.

Lancaster Bible College meets Standard 2.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

The Periodic Review of 2002 addressed the following recommendation given by Middle States Accreditation (MSA) in the 1997 self-study review process: "That planning drives the budget and not the reverse."

The 2007 self-study document also emphasized the focus that planning and budget allocation received in the process: "Though LBC had engaged in various planning activities for years, the 1997 self-study revealed a need for a more systematic approach to planning and institutional renewal."

LBC made major strides since the last MSA review with a critical new structure, the Committee for Institutional Effectiveness and Planning (CIEP). The committee, with its various subcommittees, was formed in 2002 to guide the planning process of the institution. CIEP has established clear goals to be used as a touchstone in the planning and budgeting process. Initially this was called "Lancaster Bible College Planning: Philosophy, Pillars, Process, Procedure, and Cycle" with a document called *Advancing the Vision 2002-2007*,

giving structure to the process over a five year period. Planning subcommittees were formed and charged with the responsibility of establishing a target or vision for their areas and building a five year plan that would enable LBC to hit the target and fulfill its mission. Each year these subcommittees would forward initial proposals to CIEP. CIEP would review these and send them back to the committee for full development if they felt the project was in keeping with the mission of the institution.

In 2005, a revised planning strategy entitled "Strategic Impact" included CIEP working with realigned subcommittees. This direction was also meant to become more fully integrated with the comprehensive outcomes assessment plan. The new director of institutional research and assessment will sit on CIEP to make this important connection.

Significant accomplishments, progress, or exemplary practices

The Team commends the college for how the planning process is constructed to include input and feedback from many components of the campus community. When an idea for a new program emerges, the process includes vetting of the initial proposal through CIEP; feedback at the department, division, and full faculty level; input from enrollment management and/or institutional research; and finally, a full proposal with relevant data presented to CIEP for approval. A good example of this is the development of the recent Masters in Education Program: Consulting Resource Teacher. The idea arose out of an assessment done through the Teacher Education Program that cited the need in the school systems for classroom teachers who could become resources in their schools for projects such as differentiated education, collaboration with parents, and other initiatives. The program has recently been approved after moving through the various stages of the process. One faculty member noted that changes in programs do not need to be "disseminated" because the campus community is part of the process at several junctures along the way to approval.

Suggestions for improvements

The Team suggests that CIEP strive to better communicate the planning process to the campus and work to address a concern raised in a college community survey that staff did not feel knowledgeable about the current planning process.

Recommendations

The Team recommends a better coordinated planning and budgeting process possibly on a threeyear cycle that integrates budgeting with the planning process.

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

Standard 3: INSTITUTIONAL RESOURCES

The human, financial, technical, 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 outcome assessment.

Lancaster Bible College meets Standard 3.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

LBC has the funding to meet its immediate needs. The annual financial statements indicate an improving financial condition from growing enrollment, growing gifts received, and balanced operating budgets. The fall 2006 undergraduate enrollment shortfall led to budget reductions of \$600,000 identified by the Committee for Institutional Effectiveness and Planning, departments, and cabinet. The decision making process demonstrated how effective it is in a budget crisis and balancing the operating budget.

The learning resources are adequately financially supported. Many of the long-term goals will require additional funding and specific plans are in place to meet those needs, especially with facilities improvement and expansion.

The planning and budgeting process is mission driven. There is clear evidence that LBC efficiently utilizes its resources. The budget process is thorough and effective - beginning with general operating guidelines to departments who generate requests. The Committee for Institutional Effectiveness and Planning (CIEP) initiatives are prioritized and forwarded to the cabinet for review and approval. The budgeting process includes a review by the Trustee Finance Committee and the Board of Trustees gives their final approval.

LBC has sound financial reporting systems. The annual financial audit and A-133 audit found adequate internal controls.

Significant accomplishments, progress, or exemplary practices

The Team commends LBC for its successful fund-raising program that has allowed the college to construct new buildings and renovate others in the past few years.

Suggestions for improvements

Realizing that LBC is positioning itself for growth through its new enrollment management plan and realizing that resources must accompany growth, the Team suggests that the college look at a growth management plan that considers how new programs and other growth will impact human resources, student services, and financial resources.

The Team suggests that the CPA report include an annual management letter with the yearly audit. This proactive approach will help the college conduct their business in a more efficient manner.

The Team suggests that the report of the CPA firm to the Trustee Finance Committee include a time when the auditors and board members discuss the college finances, personnel, and internal controls without college employees being present. This suggestion will assist in the college's proactive stand for integrity.

The Team suggests that NACUBO standard financial ratios be calculated and presented to the finance committee to benchmark the overall financial stability of LBC.

Standard 4: LEADERSHIP AND GOVERNANCE

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 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.

Lancaster Bible College meets Standard 4.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, and board members, the Team developed the following conclusions relative to this standard.

Institutional documents, such as the Bylaws, Faculty and Staff Handbooks, and other college literature contain adequate descriptions of the current governance system. The Bylaws provide a process for selecting members of the Board of Trustees from the 116 members of the Corporation that is the official governing body. The Bylaws also provide the process for selecting a chief executive officer responsible for the college.

LBC is served by 22 dedicated, talented, and generous Board of Trustees. The Team noted the board's operative understanding and commitment to the college's mission and institutional goals.

The Board of Trustees understood and appreciated their role as trustees. They were well versed in the operations of the college and engaged in appropriate policy setting operations, yet not involved in micro-managing the daily operations.

A thorough orientation program is in place for new board members dealing with understanding the role and responsibilities of board members and their effectiveness. The members of the Board of Trustees are strong supporters of the college and express a high degree of support and confidence for the president and his leadership team. The Board of Trustees has adopted a process for evaluating the president and is carrying out the evaluation on a yearly basis.

Significant accomplishments, progress, or exemplary practices

The Team commends the Board of Trustees for its commitment to the LBC mission, core values and institutional goals, support of the administrative leadership of the college, and its leadership in pursuing resources to carry out the mission and vision of the college.

The Team commends the president and the Board of Trustees for their concern for ethnic diversity at LBC.

Suggestions for improvements

The Team suggests that the Board explore a mechanism for self-evaluation of the effectiveness of the Board as it relates to its stated roles. Although the Executive Committee evaluates individual members, the Board, as a whole, needs to adopt a self-evaluation tool to assess its activities as well as set an example for the campus of the importance of assessment for improvement.

The Team suggests that a Board Handbook be developed.

The Team strongly supports the self-study recommendation to "continue discussion around the issue of diversity at LBC" and to "continue making efforts in creating diversity in the Corporation and the Board."

Recommendations

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

Standard 5: ADMINISTRATION

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

Lancaster Bible College meets Standard 5.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents and interviews with faculty, staff, students, and board of trustees, the Team developed the following conclusions relative to this standard.

LBC is governed by descriptive, comprehensive, and well-formatted handbooks that describe in detail the procedures and policies of the college. It was noted, however, that the Administrative/Staff Handbook and the Faculty Handbook have been in the revision stage for the last few years.

The lines of organization and authority are in place, logically organized, and are clearly outlined in flowcharts. Information and decision making systems are in place.

The college president is well qualified by education, experience, and disposition to lead the college during a period of institutional change. The Board of Trustees, the president's cabinet, the faculty and staff, and students are enthusiastic about the president's visionary, empowering, team-building leadership style. There seems to be a strong acceptance of his collaborative leadership style and his vision for making the college's educational experience more relevant for ministry training today and in the future.

Although there have been numerous changes in administration and staff over the last few years, there seems to be a qualified and knowledgeable administration and staff in place that can lead the college into the future. The administrative team (cabinet) has weekly meetings and semiannual retreats that promote open communication and feedback. There seems to be strong cooperative support for one another in the management of the college.

The Team sensed that there is a healthy system of shared governance that satisfies people on all levels. The decision-making process includes the work of the CIEP which reviews all new initiatives for consistency with the mission and strategic plan, prioritizes and makes recommendations to the cabinet.

There is evidence of a strong system in place for hiring faculty and staff.

Suggestions for improvements

The Team believes that growth management will be a key issue in the years ahead for LBC. With that in mind, the Team suggests preparing a rolling five year financial projection for the operating budget to assist in managing and planning growth strategies.

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

Standard 6: INTEGRITY

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 for academic and intellectual freedom.

Lancaster Bible College meets Standard 6.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

It is very evident that LBC frames its existence with integrity. The college's overall commitment to Christian values is clear throughout the life of the institution and guides the application of its various policies and procedures to insure integrity in its operations. The college is committed to standards and values embodied in its statements of mission and core values. The core values include a statement on institutional and operational integrity.

There are clear and well written policies and procedures in place. The institution is committed to fair and impartial practices and strives to apply their policies in a fair and equitable manner.

The campus seems to be open and honest. Public recruiting and promotional materials seem to be realistic and truthful. The student body is presented with a clear picture of the standards of integrity as they relate to academic and personal values. Academic integrity issues and penalties are clearly outlined in the Student and Faculty Handbooks.

Significant accomplishments, significant progress, or exemplary practices

The Team commends LBC for its open and honest climate on campus, for the open and honest evaluation in its self-study, and all the evidence of integrity in the daily operations of the college.

Standard 7: INSTITUTIONAL ASSESSMENT

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

Lancaster Bible College meets Standard 7.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals.

CIEP established clear goals that were used as a touchstone in the planning and budgeting process. Subcommittees of interested campus constituents are involved in gathering data and generating initial proposals to submit to CIEP. CIEP reviews proposals, returns them to the committee for more detailed explanation with data to support, and funds projects when they are in keeping with the college's priorities. The inclusion of other members in the community in the planning process addresses a concern raised in a staff survey noted in the self-study. At a faculty gathering during the site visit, some faculty also seemed less aware of the present planning process.

Assessment has been used to improve programs and services. At the academic department level, program review has included data about retention of graduates, numbers of majors, etc. that has led to program revision. A good example of this is the recent change in the Music department curriculum to include a more contemporary focus on performing arts. Praxis tests given in Teacher Education program indicated a need for revision of science curriculum. This demanded interdepartmental discussion and cooperation which resulted in a synergy between the departments involved. Programs have also been discontinued based on assessment data. Aviation Ministry and Computer Studies Ministry were phased out because curricula were either outdated or not relevant to the mission. In the case of Computer Studies, computer application is now infused throughout the curriculum. New programs have also been created or adjusted based on assessment data. The Honors program was instituted to address the concern of bright students who sought more challenge in their course work: Honors sections of courses were created to meet these needs.

Assessment is also used in Enrollment Management. The Vice President of Enrollment Management and his staff examined three areas in particular: returning students, incoming students, and diversity. Through looking at enrollment trends and retention data, they can address concerns if unusual shifts in data surface. In the area of diversity, concerted efforts have been made to attract the local Latino/Hispanic population with information forums that facilitate access. The result has been an increase in applications from this group in both the undergraduate and graduate programs.

Significant accomplishments, significant progress, or exemplary practices

Surveys were administered as part of the self-study process and some surveys are given consistently, e.g. the alumni survey and the senior exit interview. The Team commends the college for its attention to students' responses in this exit interview. Administrators meet with each graduating student over several weeks to get feedback on his/her experience at Lancaster Bible College. Other surveys given to incoming students include Watson Glaser Critical Thinking Pre-test (currently under review), the ABHE Bible test, Biblical Division Bible pre-test (currently being revised by this division), a new student survey and an orientation evaluation survey. A Noel Levitz survey for student retention is also administered, and data was used from this to identify at-risk students for advisement attention and academic support. Noel Levitz is currently benchmarking a cohort of Bible Colleges, and this could increase the possibility of using these nationally-normed tests.

Institutional Assessment is considered:

Useful: There are clear indications that planning at the macro-level CIEP has proved very useful in moving the campus toward its strategic goals. To varying degrees, department and unit level assessment has been used to make changes based on assessment data. In some cases, the departments are at too early a stage to know what the data will indicate concerning changes to improve curriculum or services.

Cost-effective: Assessment initiatives at the department level are demanding in terms of time and energy. The Team concurs with the self-study team's recommendation to narrow and focus the scope of assessment to make the process more manageable for faculty and staff to complete a cycle.

Reasonably accurate and truthful: Every report indicates that there are sincere attempts to represent honestly data that has been collected and changes made.

Planned: Comprehensive Outcomes Assessment Plan (COAP) is a comprehensive planning model that includes planning macro-campus goals, assessment at the unit and department level, and budgeting and resource allocation.

Organized, systemized, and sustained: The campus is on a two year cycle for assessment reports and an alternate five year schedule for program review. Collection of and feedback on reports, however, is sporadic and does not support a sustained effort.

The Team commends the college for hiring a new director of Institutional Research and Assessment to continue the work and its plan to form a committee to address these issues.

Suggestions for improvement

The Team suggests the college explore the use of other nationally-normed surveys such as Noel Levitz Student Satisfaction and National Survey of Student Engagement to establish peer institution comparative data. In addition, while it appears that employees are surveyed every two years through the Best Christian Workplaces Survey, there are no forums for faculty to register satisfaction or engagement other than through their portfolios.

The Team strongly supports the recommendation in several sections of the self-study that a director be appointed to coordinate assessment and institutional research.

Recommendations

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

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

Standard 8: STUDENT ADMISSIONS

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the student's educational goals.

Lancaster Bible College meets Standard 8.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

The college has recently embarked on the process of examining enrollment growth and developed an enrollment strategy for the future of LBC. Resulting from this process the college is implementing a new enrollment management plan that is consistent with its mission and addresses issues of marketing,

recruitment, admissions, financial aid, and retention strategies for the college. As a further demonstration of the commitment to this new enrollment management strategy, the college is renovating Esbenshade Hall into an office complex that will house all of the key offices to provide better access to prospective students and their families.

The college's admission policies support the mission and are designed to insure that admitted students' abilities and interests are a match with the mission and core values. The admissions process clearly communicates the college's expectations and qualifications to prospective students. The admissions data on each student is carefully assessed to ensure the admittance of students who will most likely succeed at LBC.

Significant accomplishments, significant press, or exemplary practices

The Team commends the college for its commitment to the new enrollment management strategy as demonstrated by its commitment of resources, staff, and new office space.

The Team commends the college for the foresight to enlist an outside consultant and after careful examination of their findings, is making significant changes in some of the processes related to scholarship structures and award-granting.

The Team commends the college for the use of the Noel Levitz retention study to identify at-risk students to receive help through the Reaching Academic Potential Center and academic advising.

Suggestions for improvement

The Team suggests that the Vice President for Enrollment Management continue to pursue the development of the Integrated Marketing Communication plan.

Standard 9: STUDENT SUPPORT SERVICES

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Lancaster Bible College meets Standard 9.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

In spite of a number of staff changes in the past four years, a continuity of services has been maintained. The current staff members are qualified professionals who provide a missionappropriate array of helpful student services. The staff has been empowered to facilitate the growth of students on campus through programmatic and personal means. The college has clearly articulated its objectives for student development through its student handbook. The faculty and administrators demonstrated active concern to students on a personal level. Student satisfaction verified that faculty and staffs are actively involved with students outside the classroom and are sincerely concerned for personal growth.

There is a vibrant student life on campus that is encouraged by regularly scheduled student and co-curricular activities.

LBC provides a health center staffed with a registered nurse who sees students for health emergencies and provides continuous health education for the campus. The health center schedules appointments with a physician one day a week for students. The counseling center offers counseling on campus for students.

The college has a vibrant intercollegiate athletic program offering participation with the National Christian College Athletic Association and is a provisional member of the National College Athletic Association division three. There are currently five sports each available for men and women in which to participate.

Students report a high degree of satisfaction with the administration's communication concerning the college's development. They appreciate the openness of the administration and their willingness to listen to student concerns and suggestions.

Significant accomplishments, significant progress, or exemplary practices

The Team commends the college for the excellent attention and care provided to students by faculty and staff.

The Team commends the college for a beautiful campus and the commitment for making longrange plans to further enhance the facilities for student activities.

Suggestions for improvement

The Team suggests that a formal grievance policy be developed for students to follow.

The Team suggests that the college continue to develop a comprehensive student service plan for meeting the needs of graduate and distant learning students.

The Team suggests that the college make a concerted effort to identify and address the needs of the minority student population.

Standard 10: FACULTY

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by quality professionals.

Lancaster Bible College meets Standard 10.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

The faculty has the credentials and experience appropriate to their positions. The faculty includes a good mixture of those who have served for many years and new appointees who come from other institutions or who have received their first appointments in higher education at LBC.

The college funds a number of faculty development opportunities including completion of terminal degrees, sabbaticals, membership in learned societies, and travel to conferences or workshops. The college does not have a tenure policy but does have a system of ranks from instructor through distinguished professor. Faculty members generally expressed satisfaction with and confidence in the evaluative process that leads through the ranks. The faculty portfolio system, the primary means of faculty assessment, received generally positive comments, although the system needs improvement. Comments in the faculty survey suggested that the evaluation could be more valuable if academic leaders who respond to the submitted portfolio took more time to react to the various sections. Similarly the faculty members and evaluators need to make better use of section 6, the growth plan, as the venue for identifying weaknesses and recommending actions for improvement.

Faculty members praised the thoroughness of the appointment process for full-time faculty. It includes an evaluation of the person's academic qualifications, spiritual life, lifestyle standards, and faith statement. It includes an appearance before the assembled faculty in either a teaching demonstration or chapel presentation. A presidential interview and social occasions to meet the senior staff complete the visit. This deep engagement with the campus may be daunting for some candidates but is intended to initially expose candidates to the collegiality and family concern that characterizes the LBC community.

LBC has both part-time and adjunct faculty. The former have appointments that can include teaching up to 9 credit hours per semester with some benefits and an official job description. Adjunct faculty members are contracted to teach an individual course or courses and are compensated at the standing per-credit rate. In the undergraduate programs, all, or nearly all, faculty members of every rank or status used the SUMMA course evaluation form to evaluate their teaching. SUMMA evaluation is required of one course per year. Faculty members in Master's courses do not use SUMMA but have their own form and use it to evaluate every course. Part-time and adjunct faculty members are clearly critical to a number of the college's programs, and LBC expends effort and resources to keep them.

Faculty members have roles in devising, developing, and evaluating the instructional programs of the college. They also have roles in a large array of committees devoted to the governance of the institution, planning, admissions, athletics, and spiritual life. The Faculty Handbook was last approved in 2002 and is due for a full review.

LBC has an academic freedom policy consistent with its mission and identity as a nondenominational Bible college. There has been no academic freedom complaint in the current experience of anyone at the college.

A number of the recommendations from this study group involved faculty work load. There seems to be a general perception that some people are working harder than others.

Significant accomplishments, progress, or exemplary practices

LBC has a faculty interview and appointment process that deeply engages the candidate in the culture of the institution and prepares him or her for faculty life in the institution.

Suggestions for improvements

The Team suggests that LBC make the handbook available on line so that it can be kept current as policies change and initiate a collegial review of the handbook within the next two years. The Team also suggests that all faculty work load issues continue to be studied with a goal of establishing fairness for all.

Standard 11: EDUCATIONAL OFFERINGS

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.

Lancaster Bible College meets Standard 11.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

LBC clearly has educational offerings congruent with its mission as a Bible college and fosters a coherent student learning experience. Each program utilizes clearly stated program goals or objectives listed in the catalog. The undergraduate programs are especially clear in this regard. LBC's offerings include certificates (non-credit, undergraduate and graduate), associate's degrees, bachelor's degrees, and master's degrees.

All programs have a biblical focus and are oriented toward the creation of a biblical worldview. The review of a number of course syllabi in faculty portfolios suggested that courses have content and rigor at an expected and appropriate level.

The self-study notes a presidential mandate to conduct a comprehensive undergraduate curriculum review of the undergraduate programs over the next few years. Faculty members have greeted this suggestion with a strong assent. Clearly the president wishes to make sure that programs are preparing students for the ministries of today rather than those of yesterday. Although not stated in the self-study, in conversation and dialogue it became clear that major themes of this review will be matters such as globalization, cultural differences, electronic media and communication, religious conflict, evangelization, and worship. The central exemplar of this revitalization of the curriculum is the current program in Church Music. This is to be renamed Worship Arts and includes bold plans for a new building that will allow the incorporation of new art forms, such as, theater, interpretive dance, modern music, and media arts. This initiative has clearly been a top-down rather than a bottom-up request. But the administration has acted from clear evidence that the present program is inadequate, has very low graduation rates, and is not widely respected or desired by the ministry and pastoral community in the region.

Another issue involves cross-divisional coordination. As the college has grown, the three divisions (biblical, arts and sciences, and professional) are potentially at risk of becoming silos with their own specific interests and goals. This runs directly contrary to the need for synthesis and coherence in the undergraduate curriculum. The focus group that studied this issue noted that improvements can be made, such as, a senior capstone developed and taught crossdivisionally. The proposal engendered substantial discussion and in some cases disagreement. Many different values and intentions collided over the concept of a senior capstone, and

many questions needed to be answered. The exact nature of a course that would integrate the biblical, liberal arts, and professional strands of the curriculum was not entirely clear. The idea of an academic and intellectual triple helix is an attractive abstract thought for teachers and scholars, but the typical undergraduate may not be able to appreciate the subtleties involved. Programs that have strong periods of internship or field work (e.g., the student teaching in teacher education and the graduate program counseling internships) would perhaps be better served by additional in-depth field experiences. The concept of the capstone needs to be carefully analyzed for its usefulness, its possible redundancy, and its overall value to the curriculum.

It is also clear that international experience is becoming more and more desired by students and faculty members. Nearly one-half of the undergraduate population has participated in one of the mission trips sponsored by Intercultural Studies or other travel and study programs. The addition of a TESOL program is another sign of this growing interest in internationalization and world evangelism.

The phase out of low-enrolled programs in Mission Aviation and Computers in Ministry and the merging of two small programs into a new Church Ministry and Leadership Department are signs that regular program evaluation and review are being utilized. However, much needs to be done in the future, and there will likely be other changes in the undergraduate programs.

Graduate studies are in a growth mode at present. While a number are still small, others have grown rapidly since their beginning. The graduate programs have developed a purpose statement and have decided that, unlike the undergraduate programs, the master's programs will not have a statement of common goals. The study group investigating graduate programs made good suggestions: to monitor growth and to carefully analyze any proposals for new programs. Any advances in distance education should also be studied carefully. The results of a recently completed survey of master's alumni were generally positive. A number of respondents found them to be life-changing experiences.

It is clear that LBC has highly detailed plans for the assessment of programs and courses. The institution has not gone through a full cycle of collecting data, analyzing it, and using it for improvement. Many instruments are surveys rather than direct evidence of learning. The leaders of the programs have high ambitions for carrying out assessment, and these ambitions need to be put into action immediately.

Suggestions for improvements

Assessment at the program level is well-developed on paper but needs to go through the full cycle and "close the loop" to create program improvement. Direct measures such as standardized tests, artifacts analyzed by rubrics, and embedded assessment are suggested.

Standard 12: GENERAL EDUCATION

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

Lancaster Bible College meets Standard 12.

Summary of evidence and finding

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

LBC has 50 credit hour arts and sciences core curriculum. All evidences suggest that the courses are rigorous and clearly address the general objectives for communication skills, scientific reasoning, quantitative reasoning, critical thinking, technical competency, and information literacy. Student surveys also suggest that this core curriculum also contributes strongly to the broader institutional goals of creating a Christian, biblical world view and appreciating the fullness of creation.

Because there are no majors in these arts and science fields, faculty members in this division realize that teaching the core is their primary institutional mission, and they have a visible passion for the work. They realize their need to support the Biblical and Professional Education divisions. A number of examples have demonstrated this interaction and support such as the willingness of science faculty to adapt a course for the teacher education program.

Students wish that more courses could be offered such as: sports history, British poetry, astronomy, languages, creative writing, and studio arts. Obviously the college cannot meet all of these wishes. Nevertheless it is gratifying to see the intellectual curiosity and varied interests that students bring to their studies.

Faculty members in arts and sciences are not second class citizens to the Biblical and Professional faculty. They have the same access to memberships, conference attendance, and doctoral degree completion as do the others.

Assessment of a core is always complicated because different students take different electives. Courses are evaluated through SUMMA, and scores are generally high. SUMMA is a student satisfaction survey and not a direct measure of student learning. LBC has found some ways to assess certain goals. Teacher education students (a significant fraction of the entire population) take the Praxis II exam as part of their state certification requirements and generally score above average in the sub-scores for English/language arts, mathematics, citizenship, social science, and science, with science being the lowest rated. For critical thinking, the Watson-Glaser Critical Thinking Appraisal shows gains for seniors over freshmen. All of the other measures tend to be surveys of how frequently the core skills are reinforced in the Biblical and Professional curriculum and how well technological competence and information literacy are incorporated into courses.

It is clear, and was in fact stated in the recommendations from the study group on General Education, that arts and science, as part of LBC's overall COAP program, should explore possibilities for a greater variety of tools for regular outcomes assessment.

One clear asset for arts and sciences would be more full-time faculty. Only 35 percent of sections in the division's fall schedule were taught by full time faculty. This is lower than in the other divisions. A number of long-standing and highly regarded part-time faculty teach in this division.

Suggestions for improvements

The Team suggests that arts and sciences programs include leadership, planning, resources, and implementation of rigorous assessment of the learning that occurs in the core.

The Team suggests that the college hire additional full-time faculty for this division. Currently a search for a person in English composition is under way.

Standard 13: RELATED EDUCATIONAL ACTIVITIES

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Lancaster Bible College meets Standard 13.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

Basic Skills

The Reaching Academic Potential (RAP) Center provides remedial help to students who are not fully prepared for college level study. It clearly supports the mission of the school. It has systematic procedures for identifying such students and provisions for or referral to relevant courses and support services for them. The institution also provides remedial or pre-collegiate level courses that do not carry academic degree credit.

The use of the RAP Center has recently moved into a larger facility to help meet the needs of an increasing number of students using the service. This increase has resulted in staff who were hired as tutors to give an inordinate amount of time to administrative work instead of tutoring.

Non-Credit Offerings

LBC's Institution of Biblical Enrichment (IBE) has offered non-credit classes since 1933. It has grown numerically and geographically and is now available in three other cities in eastern Pennsylvania in addition to the main campus. IBE indirectly supports the institutional mission, but has no stated goals or objectives. Its classes provide CEU credits for Association of Christian Schools International on-going teacher development requirements. The director has been in his position since 1984 and displays a passion for the program. All faculty who teach in the program maintain the same doctrinal position as the college and must exhibit previous teaching experience. IBE is regularly assessed by the director, his program advisors, and students enrolled in the program, and this assessment has been used to affect the direction of the program.

Certificate Programs

LBC has two one year certificate programs which are clearly consistent with its mission. The programs use courses from the regular curriculum and have changed very little since they began. They have stated objectives, requirements, and advisory support. There is confusion, however, about who oversees the programs, and there has apparently been no evaluation of them as programs.

Experiential Learning

Credit for Prior Learning (CPL) is awarded only through the Degree Completion Program (DCP) which is designed for adults over 25 years old who are highly motivated and have earned at least 45 college credits from previous sources. The director reports that 34 percent of students in DCP receive life experience credits, and the average award is 10.9 credit hours. A policy states that a maximum of 30 credit hours can be earned by CPL.

Program literature makes clear the policies, procedures, and evidences required for credit awards. The application brochure includes a CPL worksheet that allows the candidate to receive an estimate of credits awarded before the student enrolls.

The college follows the recommendations of GAEL (Council for Adult and Experiential Learning) for all registered training. Frequent sources of credit are military training, AP exams, CLEP exams, workshops, seminars, and training experiences.

Distance Education

LBC has made its initial foray into online education by creating courses for the Degree Completion Program (DCP) and has received approval for a substantive change to offer the BS in Bible and its associated certificate (30 credit hours) by online education. As this visit is occurring, the first small cohort of students is going through the first group of five week, three credit hour courses. The curriculum model is cohort/sequential, which means that the same group of students will take the courses simultaneously.

Extensive planning and devotion of resources have gone into this effort. All of the courses have parallel versions on campus, and in addition, all of the faculty also teach courses on campus. Primarily full-time faculty are teaching these classes. Technical support staff has been hired to both design courses and offer help to students as they move through coursework. The college has chosen Moodle as the platform for delivery. Faculty members receive a stipend to work on course design and are told that they can expect to invest between 90 and 120 hours of work with the designer to prepare a course.

In a demonstration given by the staff, the features of Moodle were clear. It has been branded for LBC and allows for the clear presentation of material, discussion groups, scheduling of deadlines, submission of work, evaluation of the course, and many other functions. At present the course evaluation is directed toward the professor, the course, and the technology being used. Student learning outcomes are not being directly assessed. Students are required to take an online orientation and view a demonstration of Moodle on their home or office computers before enrolling.

It is too early in the development of online education to conduct serious outcomes assessment or make extensive comparisons of learning in the online and campus programs. LBC is committed to the continuous roll-out of courses over the next two years so that students who have begun will be able to complete their degrees.

The future of online education for LBC may well be in the master's programs, especially the program in ministry of small groups.

Suggestions for improvements

The Team suggests that the stated goals and objectives be developed for IBE.

The Team suggests that additional administrative staff be hired for the RAP Center.

The Team suggests that LBC clearly determine the administrative oversight of the Certificate Program and periodically assess these programs.

Standard 14: ASSESSMENT OF STUDENT LEARNING

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Lancaster Bible College meets Standard 14.

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and board members, the Team developed the following conclusions relative to this standard.

The Team believes that the available data suggests that the systematic assessment of student learning demonstrates that the students at LBC possess knowledge, skills and competencies consistent with the overall academic goals and objectives of the college. The academic programs are focused on the mission and core values of the college; the assessment of learning seems consistent with the fundamental beliefs of LBC.

An infrastructure has been put in place using the five-column Nichols model that delineates the assessment plan's connection to the Mission of the institution, the outcomes being assessed, the means of assessment and benchmark or criteria for success, and final!);_how the data has been used to make revisions in the curriculum. Undergraduate departments are at varying levels of development in terms of collection of data. Many currently rely on indirect forms of assessment, such as, surveys and exit interviews. Some have used course grades to indicate success. Course grades are useful in evaluating a student's overall performance, but they do not distinguish success in specific skills and content. Several offices have assessment plans submitted with some data collected, but it is the hope of the new assessment director to include all academic support units in the assessment process.

One support unit, Student Services, is anxious to begin a more intentional assessment process. The Vice President of Student Services has identified several student activities that could serve for assessment purposes. The mentoring process, a new undertaking in the office of student services, can contribute to the assessment of spiritual awareness, leadership, and self-reflection. A resident assistant program can help assess students' ability to solve problems, listen to student needs, and know policy and procedures. The Vice President of Student Services also hopes to make chapel a more intentional experience instead of having random topics that don't offer a cohesive message.

Assessment in the graduate programs is still at its beginning stages. Learning outcomes have been identified for each program, and capstone experiences are in place. Depending on the program, these include thesis papers, capstone projects, and internships. The Dean of the Graduate School is ready to facilitate this process, and the new director of assessment plans to help implement this.

Core knowledge and skills have been identified at the undergraduate level, and each department has clear learning outcomes listed in catalog. Currently a course called College Success introduces students to a variety of skills needed to succeed in the college environment. Discussion is underway about incorporating a capstone course across divisions to assess the integration of these skills.

Currently the director of the library has drafted an Assessment of Information Literacy program that would approach the instruction of information literacy in a more developmental fashion, with first and second year students getting introductory level instruction, and juniors, seniors, and graduate students receiving higher level skills and content. The core knowledge and skills identified and approved by the faculty have components of information literacy and thus will be one place where information literacy can be assessed.

Assessment of experiential learning: As part of the Christian Service program in the first and second year, students participate in action group teams led by an upper-class mentor and supervised by a field supervisor. These groups serve in various agencies throughout the area in community service projects. After students participate in a four-week orientation, they are placed in their field assignment, and keep a journal throughout the process which is used to assess their attitudes and "teachable spirit." Interviews are also conducted to assess learning, and the field site supervisors fill out evaluations on the students at the end of their two-semester service. In their junior and senior year, students participate in practica and internships which are supervised by the department.

In an informal conversation with students, they cited various ways they participated in assessment activities, such as, course evaluations and registering complaints with various offices. Generally they felt the campus responded to their ideas. When asked if they felt that their courses were a cohesive program, with courses building on each other, they responded in the affirmative.

Significant accomplishments, significant progress, or exemplary practices

The Team commends the college for working hard to foster a culture of assessment, especially in establishing and funding an administrative position to coordinate all assessment activities. This initiative will clearly help foster a positive movement on campus toward a climate of assessment.

Suggestions for improvements

The Team suggests that LBC follow its self-study recommendation to expand assessment to include academic support units.

The Team suggests that progress with assessment be monitored, and that departments give informal updates each semester. It also suggests that at the end of the assessment cycle, completed reports should be submitted to the assessment director and the newly formed assessment committee gives feedback and help where needed.

Internships and practica are ideal places to assess student abilities. The Team suggests that the departments use internships and practica to assess student abilities.

The Team suggests that the college institute a reward system for assessment efforts through individual promotion, annual evaluations, or assessment mini-grants for conference travel or program revision.

Recommendations

While some direct forms of assessment are being used, with pre- and post-tests developed and administered in the Biblical Studies department, the Team recommends that LBC expand current direct assessment to

include some nationally-normed tests (such as Academic Profile, MAPP, or CLA) and/or more course embedded assessments using rubrics designed by the department to assess student success.

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

V. CONCLUSION

LBC has a long and wonderful history. The Team is convinced that it is positioning itself for a strong future in which it will be even more effective in insuring that educational experiences will produce relevant leaders who will positively impact this world with what they have discovered from their study of the world and God's revealed truth. The Team is impressed with LBC and what the school wants to become.

LBC has worked hard in the self-study phase of this MSCHE/ABHE reaffirmation process. The Team encourages the LBC administration, faculty, staff, students, and members of the Board to keep going full speed ahead. The results will be well worth the work.

The Team members have enjoyed their visit and the colleagues they have met over the last few days. They thank LBC for its gracious hospitality. They hope that they have been as helpful to LBC as LBC has been to them. The Team wishes them God's blessing.