

Chapter 1

Mission, Goals, Objectives, and Institutional Integrity

Overview

The foundation for a healthy and vibrant institution is found in the understanding of its purpose. The purpose of Lancaster Bible College (LBC) is captured in its mission and vision statements, its core values and goals, and the core knowledge and skills it strives to instill in all students. These provide the boundaries from which the entire enterprise of LBC operates. In addition to understanding its purpose, a healthy and vibrant institution is also characterized by the integrity through which it achieves its purpose. This section of the self-study report addresses four research questions related to these issues, in accordance with the following MSCHE standards. The findings of these questions are intended to assist LBC in remaining a healthy and vibrant institution focused on our mission.

Standards

MSCHE Standard 1: Mission and Goals

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 used to develop and shape its programs and practices and to evaluate its effectiveness.

MSCHE 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 to academic and intellectual freedom.

A reading of this chapter also lends support to our compliance with MSCHE Standard 7.

MSCHE Standard 7: Institutional Assessment

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

Compliance Documented

In keeping with a comprehensive report with a focus on key issues, the reader is directed to our Documentation Roadmap showing evidence of our compliance with all appropriate fundamental elements of [Standard 1](#) and [Standard 6](#). We track the assessment and planning aspects of these standards through our [Institutional Effectiveness Taskstream workspace](#). Just one example of our compliance with Standard 1 regarding our Core Values & Goals can be found in the 2014-2015 Assessment Cycle of that workspace. The results of a survey completed by a community of individuals who supervise our students in field service experiences ([Appendix 1B](#)) show that over 90% of those completing the survey believe LBC is meeting all seven of its Core Values & Goals. While surveys are normally considered indirect evidence, it could be argued that the observations and opinions of external constituents working directly with our students are valid direct measures of the accomplishment of our mission and goals.

The remainder of this chapter includes additional evidences of compliance within the framework of the key issues we have chosen to focus on in this study.

Research Questions

“The primary purpose of the self-study report is to advance institutional self-understanding and self-improvement” (*Self-Study: Creating a Useful Process and Report*, 2006, p. 4). With that purpose in mind, the following questions guided the study group in preparing this section:

1. How well are LBC’s Mission and Core Values & Goals being communicated, appropriated, and accomplished through non-traditional and seminary/graduate programs in comparison to our traditional undergraduate programs?
2. Do our constituents perceive that the rewording of our mission statement has caused a change in our mission?
3. What evidence is there that all of our students and graduates are proclaiming Christ by serving Him in the Church and society?
4. How does the addition of new delivery methods and partnerships fit with our Mission, Core Values & Goals, Objectives, and our strategic plan?

Analysis of Key Issues

Mission, Vision, Values & Goals

As a result of our 2007 Self-Study process, LBC recommended and the evaluation team concurred that a comprehensive and college-wide review of our institutional goals be conducted. As reported in our [2009 Progress Letter](#) (Appendix 1C) and our [2012 Periodic Review Report](#) (Appendix 1D), the following steps were taken:

- A new vision statement was launched in February 13, 2008.
- A new mission statement was approved by the Board of Trustees on August 25, 2009, after college-wide review and input.
- A college-wide branding effort was launched in August 2010. Reflective of our mission, vision, and goals, a unified brand was developed in the areas of Personality, Credibility, Differentiation, Promise, and the brand line of “Your Journey. Our Focus.” was adopted.
- Institutional goals and core values were [merged into one set](#) (Appendix 1E) of Institutional Values & Goals and approved on September 26, 2011 with minor revisions. The following graphic shows how our new Values & Goals are drawn from our Mission and Vision.

Vision: LBC will be...	Seven Core Values & Goals: LBC is...	Mission: LBC exists to ...
<p>... a premier learning community...</p> <p style="text-align: center;"></p>	<p>1. Committed to premier biblical education as evidenced by the encouragement of a Christ-centered learning community.</p> <p>2. Committed to institutional excellence as evidenced by providing and maintaining God-honoring resources.</p> <p>3. Committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future of the college.</p>	<p>... educate Christian students...</p> <p style="text-align: center;"></p>
<p>... that intentionally develops the head, heart and hands...</p> <p style="text-align: center;"></p>	<p>4. Committed to a biblical foundation as evidenced by the teaching of sound doctrine and the proper interpretation of Scripture in accordance with our statement of faith.</p> <p>5. Committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth.</p>	<p>... to think and live a biblical worldview and ...</p> <p style="text-align: center;"></p>
<p>... of servant ministry leaders for global impact.</p> <p style="text-align: center;"></p>	<p>6. Committed to developing students for a ministry and service mindset as evidenced by preparing them both academically and experientially to serve Christ in the Church and society.</p> <p>7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.</p>	<p>... to proclaim Christ by serving Him in the Church and society.</p> <p style="text-align: center;"></p>

Mission-Driven Expansion

For its first 65 years, LBC was a regional, campus-based Bible institute for local adult lay church leaders. It shifted in the 1950s to a Bible college for the typical college-aged student. Beginning in the mid-1990s, graduate-level education and undergraduate non-traditional degree completion programs were added, followed by the introduction of online education in 2005. Our mission has not limited us to one mode of delivery, level of education, or geographic location. As can be seen in our [2012-2015 strategic plan](#) (Appendix 1F), expanding online education, acquiring additional locations and instructional sites, and establishing international partnerships (including [Uganda and China](#), Appendix 1G) have been part of a carefully devised plan to expand our mission beyond Lancaster County. Chapter 9 of this document reports on LBC's expansion into non-traditional formats and additional locations.

Mission Statement Refinement

For most of LBC's existence, its mission statement had remained virtually unchanged, undergoing only minor modifications of a few words. It stated:

Lancaster Bible College exists for the purpose of educating Christian men and women to live according to a biblical worldview and to serve through professional Christian ministries.

In 2008-2009, President Teague led the college through a process of evaluating the mission statement in light of current ministry, demographic, and socio-economic realities. All LBC constituencies were engaged in the process, including the Corporation, Board of Trustees, faculty, staff, students, and alumni. This process resulted in the following re-worded mission statement:

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

Whenever Dr. Teague references the new statement in speaking or writing, he emphasizes that while the wording of our mission statement has changed, the essence of our mission has not. What the rewording achieves is a more focused emphasis on what we are expecting our students to accomplish as a result of their education, namely, "...to think and live a biblical worldview and to proclaim Christ by serving Him..." regardless of occupational context.

The study group assigned to this chapter was tasked with circling back to our constituents seven years after the rewording to determine if the refined mission statement had accomplished its intended goal or if it had fundamentally shifted LBC's purpose. In the spring and fall of 2015, surveys were administered to faculty, staff, and students. In the fall of 2015 and spring of 2016 focus groups were conducted with representatives from each group. Questions in the surveys and focus groups revolved around issues regarding the mission of a Bible college, if LBC's mission statement was revised or just reworded, and how familiar our different constituents are with our mission and our core values and goals. The following are summaries of the findings of these surveys and focus groups. A full report can be found in [Appendix 1H](#).

According to the [Self-Study Survey of Faculty](#) (Appendix 1I) , a full 71% of the full-time faculty and almost 67% of the adjuncts believed the new mission statement was different from the previous one. Specifically, the faculty noted that the mission was more comprehensive vocationally and globally and had an increased emphasis on thinking and living out a biblical worldview.

Fewer staff members (62%) think that LBC's mission has changed ([2015 Self-Study Staff Survey](#), Appendix 1J). Those who did highlighted the same two perceived shifts in emphasis regarding a broadened view of "ministry" and the significance of thinking as well as living according to a biblical worldview. In two follow-up focus groups with staff members, there was a clear consensus that the broadened definition of "ministry" included in the current Mission Statement positively conveys LBC's purpose of preparing students for Christian life and service.

Sophomore and junior students in our traditional on-campus programs ([2015 Self-Study Student Survey](#), Appendix 1K), as well as the adult students in our accelerated undergraduate and seminary/graduate programs were also asked about the two versions of our Mission Statement ([2015 Self-Study Student Survey – ALS](#), Appendix 1L). Overall, around 47% of traditional students and 52% of adult students surveyed said that LBC's mission has changed. However, as with the faculty and staff, whether they felt the mission was revised or just re-worded, the open-ended responses indicate that the overwhelming majority of students believe that the change is positive as LBC continues to grow and impact the entire world, not simply the ministry world. LBC alumni were also asked if they felt the current wording of LBC's Mission Statement reflects a change in mission ([2016 Self-Study Alumni Survey](#), Appendix 1M). While the numbers were basically reversed, with 52% answering no, the majority of the comments once again expressed that it is a positive change.

Based on these results along with statements made in open-ended responses, it is clear that although the mission statement has changed in wording and application, the principle has remained unchanged. As the mission has "broadened and deepened" (according to a commenter) and LBC has expanded in many ways, the mission has expanded as well, beyond just the Church and into society.

A participant in the full-time faculty focus group summarized this change well: “Biblical worldview is the object, not professional ministry.” This idea of a biblical worldview has always been and remains the focus of LBC, which enables it to maintain its identity as a Bible college while allowing for expansion in the application of mission.

Familiarity with Mission Statement and Core Values & Goals

According to the aforementioned surveys, the majority of both traditional and adult students have a general concept of LBC’s Mission Statement and Core Values & Goals. Overall, traditional students seem to have a better understanding of these than students who do not live on campus, as they interact with the Mission Statement on an everyday, life-on-life basis.

About 97% of full-time faculty and 41% of adjuncts indicate they could either recite or paraphrase the Mission Statement. The remaining indicated they were less familiar with it, but still understood its basic concepts ([Appendix 1I](#)). Likewise, 70% of staff indicated they could either recite our mission word-for-word (25%) or paraphrase it (45%). ([Appendix 1J](#)).

Employee participants were familiar with our Core Values & Goals to varying degrees, with long-time staff members being the most likely to be able to paraphrase them. Newer staff and faculty members had less awareness of them. Almost 40% of faculty said they were able to give a paraphrase of the core values and 55% understood their general content. The largest category of staff respondents (61.6%) said they have a general concept of what the Core Values & Goals say. Over 34% of respondents indicated they can paraphrase them.

Just over 60% of our staff and 60.9% of our faculty said that they are exposed to the Core Values & Goals often. The following table shows how often each method of exposure to LBC’s Core Values was mentioned in 107 total survey comments:

Table 1.1

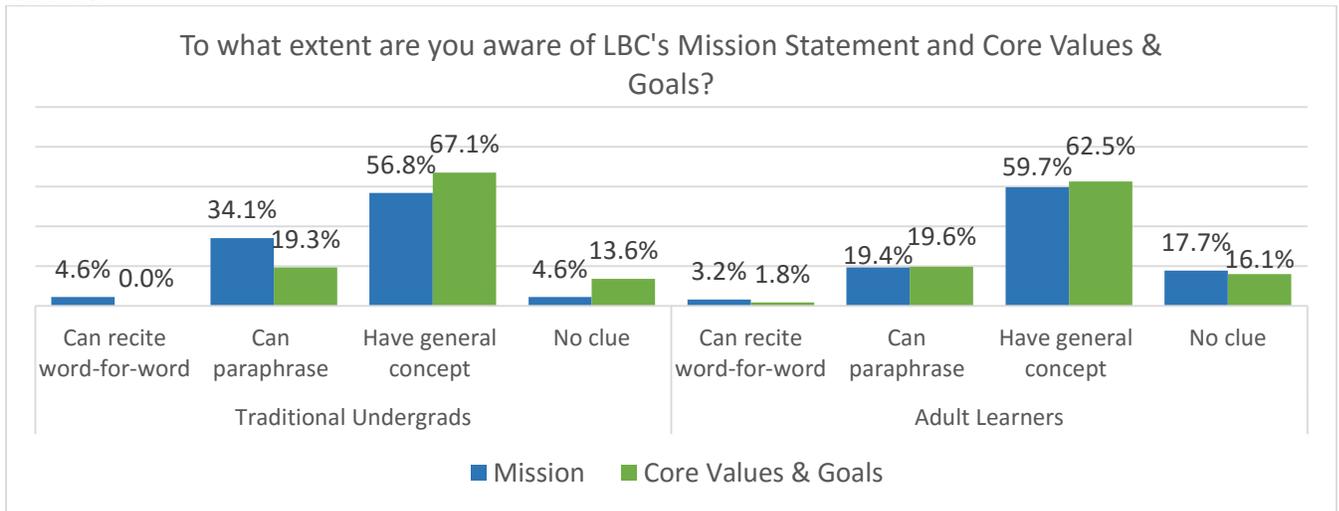
<i>Exposed through...</i>	Times mentioned
Dr. Teague	27
Chapel	27
Staff Enrichment Day	24
First Friday	18
Publications	14
Emails	14
Signs/plaques	11
New Employee Orientation	10
Website	7

Among traditional students surveyed, the majority have a general concept of LBC’s Mission Statement and Core Values & Goals. Most state they can either quote or paraphrase the mission statement (38.71%), or have a general concept of what it says (56.8%). These numbers are very different for our adult students. While just 22.6% state they can quote or paraphrase it and 59.7% say they have a general concept of what it says, a rather large 17.7% indicated they were not familiar with our Mission Statement. In regard to the Core Values & Goals, 19.3% of traditional undergraduates could paraphrase them, 67.1% have a general concept of what they say, and 13.6% don’t know our Core Values & Goals. Corresponding results from our adult students suggests that 19.6% could paraphrase them, 62.5% have a general concept of what they say, and 16.1% don’t know our Core Values & Goals. It is surprising that more adult students are familiar with the Core Values & Goals than are familiar with the Mission Statement.

Of the traditional students responding to the survey ([Appendix 1K](#)), 50% said that LBC often exposes them to its Mission and Core Values & Goals as compared to 30.6% of adult students ([Appendix 1L](#)). This indicates a similar effect as the previous question, in which traditional students have greater exposure to these statements than the adult students. As the traditional students indicated, they experience a greater exposure through chapels, classes, signs on campus,

and extracurricular activities. Naturally, non-resident adult students do not have these avenues of exposure and, therefore, experience a majority of their exposure through the website, leading to less overall familiarity.

Chart 1.3



Despite the fact that many staff, faculty, and students feel they are exposed to and know our Mission and Core Values & Goals, it seems that greater public exposure could still be warranted, especially to our adult non-traditional students, and even more so to those at our additional locations and online. One respondent suggested, “We need to make sure that LBC's Mission Statement and Core Values are posted at all locations. It needs to be part of all our promotional materials and branding pieces... [W]e can never [emphasize] vision, mission and core values enough.”

Collegiate Experience of Mission

When students were asked, “Do you feel your collegiate experience corresponds with LBC's mission?” nearly 80% responded “yes” and about 18% responded “somewhat.” No traditional students answered “no.” The results for adult students were fairly close with 76.9% yes

responses, 19.2% Somewhat responses, and 3.8% *no* responses. The 38% *no* responses of adult students may very well be a result of their lower familiarity with the mission as noted earlier.

On another question, students were asked how they think and live the biblical worldview they are learning at LBC. Of the responding traditional students, 94.7% indicated they think and live a biblical worldview learned at LBC through decisions regarding personal life, 77.3% indicated this is displayed in decisions about family life, and 96% indicated it is displayed in decisions regarding work/school life. The respective adult students' results were similar at 91.8%, 87.8%, and 93.9%. The open-ended responses also indicated similar reflections. For the vast majority of students, the biblical worldview being taught at LBC is reflected in all areas of life. The adult students do have a noticeably higher *yes* response rate in the family life category probably due to more of them having families of their own as they are generally older.

With the refining of our mission statement and with greater numbers of students studying online or at remote locations, the question of how well our students and graduates from all instructional formats are, “...*proclaiming Christ by serving Him in the church and society*” is of great interest. This self-study found ample evidence to suggest that our students and alumni from all formats and locations are indeed proclaiming Christ by serving him in these areas. A January 2016 survey of alumni ([Appendix 1M](#)), revealed over 89% of respondents reported living a Christian testimony before others while 66% report proclaiming Christ to other believers through service to them. Further, while many of our alumni have occupations working in Christian service, 85% of those who work outside of Christian ministry feel they have an impact for Christ in the community with 77% reporting they have opportunities to verbally share the Gospel while on the job.

In addition, a February 2015 survey of those supervising student internships, field service, and Christian service projects ([Appendix 1B](#)) revealed that more than 81% agreed that LBC is committed to developing students for a ministry and service mindset as evidenced by preparing them both academically and experientially to serve Christ in the Church and society. More than 83% of respondents agreed that LBC is committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.

Lastly, the 2015 student self-study survey noted that just over 63% of current LBC students enrolled in adult undergraduate and seminary/graduate programs have opportunity to share the Gospel on at least a monthly basis. More than 70% of the same group have opportunity to proclaim the gospel as part of a ministry team and just over 89% of that group report that they proclaim Christ to other believers through service.

Fulfillment of Core Values & Goals

As noted earlier in this document, LBC's Core Values & Goals are directly tied to both LBC's Mission and Vision. LBC is committed to being a premier learning community that intentionally develops the head, heart, and hands of servant ministry leaders for global impact. It strives to live up to that vision by educating Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society. To determine how well we are achieving our Core Values & Goals, this study group surveyed members of our on-campus community as well as our adult non-traditional students, noting that the latter are more involved in their own communities than are our resident students.

On-Campus Community: In the spring of 2015, a survey was sent to various community members, most of whom supervise LBC students doing internships, field service, and Christian

Service projects (see [Appendix 1B](#)). Of the 58 survey respondents, over 40% identified themselves as local pastors or ministry leaders, about 30% as teachers, and the rest as business owners and community leaders. Over 90% of the 58 participants believed LBC is meeting all seven of its Core Values & Goals (CVGs). Rated the highest at 91% was CVG #2 regarding *institutional excellence as evidenced in maintaining God-honoring resources*. One rationale for this high rating might be the four building projects completed within a space of eight years, with three of them completed within a three-and-a-half-year timespan. Our CVG#1, *providing a premier education as evidenced by encouraging a Christ-centered learning community*, received an 89% *yes* response. None of the other five CVGs scored lower than 80%.

Adult Students: Approximately every five years LBC administers the Adult Students Priorities Survey (ASPS) to adult students enrolled in either our accelerated undergraduate programs (at four locations) or our seminary/graduate programs. The Priority Survey of Online Learners (PSOL) is administered to our adult students enrolled in our accelerated undergraduate programs (AUD) solely online. (LBC does not offer any program totally online except the AUD programs.) Both surveys showed generally higher satisfaction than the national comparison groups.

Additionally, both surveys showed remarkably high scores in almost all areas of the Core Values & Goals categories. LBC was able to add campus-specific questions to the ASPS and asked our adult students about six of our seven CVGs. All of our first six CVGs were found to be in the top 12 of our strengths according to our adult students. Other items identified as top 12 strengths included ASPS-developed items that have direct correlations with our CVG #1, *Committed to premier biblical higher education as evidenced by the encouragement of a Christ-centered learning community*. (See [Appendix 1N](#) for full results.),

In 2015, a portion of our online AUD students completed the PSOL. As seen in Table 1.3 below, these students agreed with our on-campus adult students in noting that LBC is doing a good job in meeting our CVGs. LBC results were compared with a national comparison group made up of over 118,300 respondents. (See [Appendix 10](#) for full results.)

The following chart shows that our CVGs ranked high among LBC’s strengths in the three instruments referenced in this section.

Table 1.3

Rated as LBC’s Top Strengths in our:	C.S.	ASPS Survey Top 12	PSOL Survey Top5
<ul style="list-style-type: none"> • Community Survey (C.S.) • [On-campus] Adult Student Priority Survey’s Top 12 (ASPS) • Priority Survey of Online [adult] Learners’ Top 5 (PSOL) 			
LBC is committed to premier biblical education as evidenced by the encouragement of a Christ-centered learning community. (CV&G#1)	#2	#7	#1
LBC is committed to institutional excellence as evidenced by providing and maintaining God-honoring resources. (CV&G#2)	#1	#10	#2
LBC is committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future (CV&G#3)	#6 (tie)	#12	#3
LBC is committed to a biblical foundation as evidenced by teaching sound doctrine and proper interpretation of Scripture. (CV&G#4)	#6 (tie)	#3	#4
LBC is committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth. (CV&G#5)	#3	#4	#7
LBC is developing students for a ministry/service mindset as evidenced by preparing them both academically and experientially. (CV&G#6)	#5	#11	Not ranked in the top 10 but within acceptable range; not rated as a “challenge”
LBC is committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally. (CV&G#7)	#4	Not asked	

Integrity

MSCHE Standard 6 reads “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” (*Characteristics of*

Excellence, 2006, p. 21). Lancaster Bible College strives to maintain integrity in all areas of its operation. Integrity is maintained through both transparency and accountability.

In terms of transparency with all of our constituents, LBC is careful to maintain an up-to-date [Student Consumer Information page](#) (Appendix 1P) with links to all information required by the Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA). This page, just two clicks from our [LBC.edu](#) (Appendix 1Q) home page, links to pages which contain the HEOA information or where the information can be obtained. On this page we also have convenient links to three other sources of helpful consumer information about LBC: The College Affordability and Transparency Center's College Scorecard, the National Center for Education Statistics' College Navigator, and the National Association for Independent Colleges and Universities' University & College Accountability Network (U-CAN).

In terms of accountability, LBC has convenient links to our complaint and grievances policies and procedures on our Student Consumer Information page. In addition, in July 2016, LBC created the role of Compliance Coordinator within the Office for Institutional Effectiveness. The purpose of this role is to provide a clearinghouse for and coordination of those on campus charged with meeting the requirements of multiple external agencies ranging from the Pennsylvania Department of Education to all states where we offer online education, from ADA requirements to the NCAA Division III rules.

During the course of our self-study, one area surfaced related to “adherence to ... [our] own stated policies” (*Characteristics of Excellence*, 2006, p. 21). Specifically, the issue was in regard to contracted faculty and their adherence to [LBC's Statement of Faith](#) (Appendix 1R). Beginning in 2012, LBC initiated a contract for services with the Philadelphia Center for Urban Theological

Studies (PCUTS). (See [Appendix 1S](#) for a copy of the contract.) The faculty teaching LBC courses remained employees of PCUTS and, as such, did not sign LBC's Statement of Faith as all LBC faculty do. Instead the contracted faculty signed and abided by the [PCUTS Statement of Faith](#) (Appendix 1T). This process was predicated on a March 27, 2012, *Memorandum of Understanding Between LBC and the Philadelphia Center for Urban Theological Studies* regarding "Theological Matters and Issues That Unify and Distinguish LBC and CUTS." This document, drafted by LBC's Administration, reviewed by the Chair of the Bible & Theology Department and the Academic Council, and approved by the Board of Trustees, states that "LBC has recognized that a second tier of doctrinal positions also exist that distinguish churches, denominations, and organizations from one another." The document continues by stating, "In recognition of the independent nature of both organizations, employees of PCUTS will not be required to sign the LBC doctrinal statement. Those who teach LBC/CUTS courses will be in essential agreement with the LBC Statement of Faith." A nearly identical MOU and arrangement was established when a partnership between the Memphis Center for Urban Theological Studies and LBC was formalized in February 2014. Procedurally, all faculty teaching in both Philadelphia and Memphis were vetted through the Chair of the Bible & Theology Department. This provided a layer of review ensuring there were no significant deviations from LBC's Statement of Faith.

Since faculty contracted through these partner organizations were being held to a different requirement regarding our Statement of Faith than those at our main campus, this can be viewed as a challenge to our integrity as it seems to establish a dual standard for faculty teaching LBC students. In addition, this issue raised concerns with regard to LBC's CVG #4, *LBC is committed*

to a biblical foundation as evidenced by the teaching of sound doctrine and the proper interpretation of Scripture in accordance with our Statement of Faith.

The context of MSCHE's Standard 6: Integrity, states, "An institution may demonstrate integrity through the manner in which it specifies its goals, selects and retains its faculty . . ." (*Characteristics of Excellence*, 2006, p. 21). Similarly, within the context of Standard 13: Related Educational Activities, MSCHE guidelines state that "Contractual relations with for-profit firms or other institutions require diligent care to protect an institution's integrity and to avoid abuse of its accredited status" (*Characteristics of Excellence*, 2006, p. 60). A fundamental element within that section indicates that there should be "consistency of any course or program offered via contractual arrangement with the institution's mission and goals" (*Characteristics of Excellence*, 2006, p. 61). Hindsight reveals that involving LBC's Associate Vice President for Institutional Effectiveness in the process could have helped by having these decisions filtered through the lenses of both MSCHE Standards as well as LBC's own Core Values & Goals.

For unrelated reasons, a change in the relationship between PCUTS and LBC took place during the latter part of 2015. PCUTS' educational function was dissolved as a separate entity and the "contract for services" was cancelled. Beginning with the Spring 2016 semester, a select group of faculty and administrators from PCUTS signed contracts as LBC employees that included the same Statement of Faith agreement as is signed by all other LBC employees (see [Appendix 1R](#)).

One of the tremendous strengths of a self-study process is that it provides opportunity for an institution to identify areas that need to be addressed in order to remain consistent with its own stated standards as well as its accreditor's standards. Such is the case with this particular issue. Upon recognizing this inconsistency, the followings steps were taken as documented below:

1. Since PCUTS faculty are now employed as LBC faculty, it is no longer an issue at this location. PCUTS faculty now sign the LBC Statement of Faith as part of their employment contract.
2. The Dean at MCUTS indicated that their faculty did sign LBC's Statement of Faith; however, there is no record of them signing the statement. Therefore, the MCUTS Dean is retroactively going back to the faculty and asking them to sign our Statement of Faith. Moving forward, all new MCUTS adjuncts will be going through LBC's adjunct hiring process, which includes signing LBC's Statement of Faith.
3. As of summer 2016, all active adjunct, part-time, and full-time faculty teaching at all locations and in all delivery formats have signed LBC's Statement of Faith.
4. The President's Leadership Team (PLT) directed the Chair of the Bible & Theology Department to lead a process to distinguish among "first-order, second-order, and third order" doctrines as outlined in Dr. Albert Mohler's May 2004 article, "A Call for Theological Triage and Christian Maturity." The Department's recommendations will then process through the Academic Council, the other departments, the PLT, and finally the Board of Trustees. The goal is to provide specific detail on what is theologically non-negotiable versus areas of flexibility based on the distinctive natures of our partner organizations.

Key Strengths Noted in This Section

1. During the past eight years LBC completed an extensive review of its Mission, Vision, and Core Values & Goals. As a result, the college has rebranded itself to more accurately reflect its fundamental ethos.

2. LBC students, staff, and faculty at all locations are overwhelmingly behind the refining of the mission statement.
3. Internal and external constituents affirm that LBC is fulfilling its Core Values & Goals.

Suggestions

1. To make LBC's Core Values and Goals more prominent through a variety of means.
2. That the Provost consider adding the Associate Vice President for Institutional Effectiveness to the Academic Council to assist in keeping accreditation standards and compliance expectations at the forefront of all discussions.

Recommendations for Growth and Improvement

1. As has already been acted upon, it is recommended that the Bible & Theology Department initiate a review of the Statement of Faith, distinguishing among "first-order, second-order, and third order" doctrines as outlined in Al Mohler's May 2004 article, "A Call for Theological Triage and Christian Maturity."