

## **Chapter 9**

### **Related Educational Activities**

#### **Overview**

As is mentioned in other chapters of this report, a significant portion of growth at Lancaster Bible College (LBC) over the past ten years has come via a few “related educational activities” as defined by MSCHE. Since our last self-study, LBC added four locations and two instructional sites, reaching a total of seven locations/sites before strategically reducing to five with the closure of the Springfield, VA and Indianapolis locations during 2016. Several of these new endeavors required establishing contractual relationships. We have also seen a substantial growth in our distance education endeavors, which were in their infancy during our last self-study. This chapter provides analysis of these three related educational activities (locations & sites, contractual relationships, and distance learning) and their impact on basic skills services for all students. This chapter also provides descriptions of our other related educational activities: certificate programs, non-credit offerings, and experiential learning. This chapter clarifies that most related educational activities are impacted by “the changing face of the Bible college student,” one of the key issues we are tracking in this report.

#### **Standards**

##### *MSCHE Standard 13*

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

A reading of this chapter will also lend 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 13](#). We track the assessment and planning aspects of this standard through Taskstream workspaces for our Alley Center (basic skills), Digital Learning Services (distance education), OneLife (alternative delivery method), and Non-degree Programs (non-credit). In addition, individual academic programs utilize Taskstream to monitor any offerings they may have at additional locations, other instructional sites, online, and/or through certificate programs.

While the appendices of this chapter includes quite a few examples of evidences documentation, one of the more notable ones would be [Appendix 9A](#) where findings from the Ally Center Survey indicate that of students utilizing one of the three services (Ally Testing Center, Academic Mentoring Services, or Disabilities Services) over 51% rated their visit as Excellent, 27.4% as Good and 20.7% as Helpful. Less than one percent (.58%) rated their visit as Poor.

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 research questions guided the study group in preparing this section:

1. How has the changing face of the Bible college student driven LBC to expand into a more non-traditional approach to biblical higher education? What additional characteristics of the non-traditional student need to be tapped and how can this be done?
2. What changes or additions to our alternative academic patterns need to be modified as we move from a regional to a national institution?
3. How is our rapid expansion of additional sites impacting the ability to serve the Basic Skills needs of our academically “at risk” students?
4. Can Massive Open Online Courses (MOOCs) and/or Continuing Education Units (CEU) courses (Biblical Enrichment / EQUIP), contribute further to the expansion of online education? How do they fit our mission and vision?

## **Analysis of Key Issues**

Of the seven key issues our study groups were tasked to consider, the changing face of the Bible college student impacts this chapter on related educational activities the most. More and more traditional students are coming to us without the prerequisite skills necessary to succeed. In response, we must increase our basic skills services. As we reach out to offer a solid biblical education to students unable to commit to a move to the Lancaster area, online education and additional locations are becoming increasingly more vital parts of our offerings. Many of these

students are adults with prior learning experiences that can reduce the time and expense of their degree pursuit if this experiential learning can be documented. Some of these adults already have degrees and are just looking for refresher courses or a set of specific courses to prepare them for a new position or a different focus in their current jobs, and the credential of a certificate is often valuable to them. So while LBC had most of these related educational activities in place for many years, the changing face of the Bible college student has caused us to further analyze the impact of these programs on the fulfillment of our mission and goals.

## **Basic Skills**

As a result of our 2007 self-study, the evaluation team agreed with LBC's own recommendation to expand the staff and services of what was then called our Reaching Academic Potential Center. As noted in our [2012 Periodic Review Report](#) (Appendix 1D), additional staff have been put in place and extensive analysis of the needs of our growing adult population took place.

LBC currently has in place “systematic procedures for identifying students who are not fully prepared for college level study” (*Characteristics of Excellence*, 2006, p. 52). The following admissions policies assist in identifying potentially underprepared students.

- The Admissions Committee reviews the files of students not admitted under our regular standards on a case-by-case basis.
- ESL students must have a Test of English as a Foreign Language (TOEFL) score of 69 to be accepted. Some peer tutors from LBC's TESOL program work in Academic Mentoring Services (AMS).
- “Entry testing” for placement purposes may be used after admission. A student may be asked to take the ACCUPLACER exam to ensure they are appropriately placed in the correct Math

and English courses. If ACCUPLACER is requested, it is used for students who fall below our minimum requirement for acceptance, but whom the admissions committee believes show promise. This exam is used only for course placement, not for acceptance into the college.

- Changes were recently made to our OneLife gap year program (Chapter 4). To be accepted into the program, OneLife applicants must now meet all standards for a student applying to our traditional undergraduate programs, including SAT/ACT scores. As of the 2016-2017 academic year, OneLife graduates wishing to transfer in to LBC must now have a 3.0 GPA and a positive academic and spiritual reference from OneLife staff.

LBC also makes “provision of or referral to relevant courses and support services for admitted underprepared students” across all of our locations and delivery formats (*Characteristics of Excellence*, 2006, p. 52). At each of our locations and online, underprepared students can be assisted with reading strategies and time management skills, and can also receive academic help through a given location’s academic support services. Additionally, all LBC students with documented learning disabilities receive appropriate services. Furthermore, students at all locations and online who are identified as underprepared are placed in developmental courses such as Basic Math Skills (MAT 060), and Introduction to English Composition (LAN 061), a writing lab offered concurrently to LAN 101 English Composition. Underprepared students attending our Lancaster location are also enrolled in College Success (CSS 060), which helps underprepared students acquire academic survival skills essential for successful transition to college. The following measures are used to place students in developmental courses and to “prepare the student for success in achieving his or her educational goals” (*Characteristics of Excellence*, 2006, p. 51).

- Entering traditional undergraduates at our Lancaster location are placed using a matrix of high school grades, SAT/ACT scores, and academic references.
- Academic Mentoring Services (AMS) informs advisors and department chairs of our Lancaster traditional undergraduate students who have “special conditions” acceptance letters and follows up with reminders for those students’ future semesters; i.e., 060 Math in the present semester, followed by Math 212 the next semester. The Admissions Committee also recommends limited course loads, which include no more than 12 credits plus college success and their one-credit seminar.
- Accelerated Undergraduate Degrees (AUD) programs in Lancaster, Greenbelt, and online use an entrance essay scored by our Writing Center to place students into developmental courses.
- The on-campus Lancaster location and the Philadelphia Center for Urban Theological Studies (PCUTS) use ACCUPLACER for student placement in math and English. These tests are administered through the Registrar’s Office in coordination with the Admissions Department.

For incoming traditional undergraduate students at our Lancaster location who fall short of one or more academic entrance requirements, the college offers [Project Excel](#) (Appendix 9B). Project Excel is a three-week summer intensive program for students with a demonstrated academic need. This program offers students entering LBC’s traditional program (main campus) a 3-credit developmental math or English course and College Success (CSS060) during the weeks just prior to the start of the fall semester. Project Excel remedial courses in English and math are LBC’s equivalents of “remedial or pre-collegiate level courses that do not carry academic degree credit” (*Characteristics of Excellence*, 2006, p. 52).

With the opening of the Teague Learning Commons (TLC) at our Lancaster location in 2011, our support services for underprepared students and those with disability needs were able to move into a specially designed space. The Ally Center, spanning the entire fifth level of the TLC, houses Disability Services, the Writing Center, and Academic Mentoring Services, which includes the Math Lab. With increased need, the workload for these services has increased significantly. At the time of the 2007 self-study, the Writing Center did not exist, and Disability and Tutoring Services (now AMS) were under the direction of one full-time director. Now, each of these three has its own supervisor, plus full-time administrative support. A description of these services can be found in [Appendix 9C](#).

In Greenbelt, our academic mentoring services include access to the Writing Lab and Tutor, providing one-on-one tutoring services weekly (by appointment), as well as seminars on Writing and Research conducted at least biannually. We also offer a biannual Math Anxiety Workshop to give prospective math students a preview/overview of the math courses taught at Greenbelt. At this time our Greenbelt campus does not offer other tutors beyond the Writing/Research subject areas. Instead they offer workshops and seminars. These seminars, often lead by Lancaster-site staff, help supplement the curriculum providing the additional support students need to grasp the subject matter. The associate director also provides some math tutoring to help individual students.

At our PCUTS location in Philadelphia, we have an Academic Resource Center that primarily provides writing support for students one day a week. Resource Center personnel have found that many older students who seemed to be underprepared actually have learning disabilities, self-reported and without documentation. Documentation is required in order to provide accommodations; however, these students are still given reading strategies, time management

advice, and tutoring support. In July 2016, a full-time director was hired to grow support services in Philadelphia.

In Memphis (MCUTS), there is a part-time academics coach who teaches time management and offers tutorial services. The coach is usually on campus an hour or more before classes start in order to assist students with computer and composition problems. The coach is also available by appointment. The math instructor offers a math lab to tutor struggling students concurrent with the rostered class. Our Memphis team currently plans to hire an English instructor to develop additional resources and offer workshops to students and instructors alike. MCUTS students also have access to the Writing Center at the Lancaster location through online appointments.

Online students can schedule synchronous appointments that take place using a combination of file-sharing technology in OneDrive and the telephone. We have a box in the scheduling system specifically for online appointments.

A challenge still to be addressed is sufficient staff to accommodate the growth in students served. In Lancaster, [use of the Writing Center has increased steadily](#) (Appendix 4I) from 91 students served in its launch year of 2009-10 to 380 students in 2013-14. Disability Services has seen a fluctuating number between 68 and 78 over the past three years, and Academic Mentoring Services has seen an increase from 266 students making 5,766 visits in 2012-13 to 352 students making 9,225 visits in 2014-15.

During the 2015-16 academic year, 719 students who visited the Ally Center for a total number of 8548 visits, were polled regarding their satisfaction with academic services. The students were asked to "[Rate your Visit](#)" (Appendix 9A) with 51% rating the services *Exceptional*, 21% *Helpful*, 27% *Good*, and less than 1% *Poor*.

A focus group of experienced faculty members, including two faculty members with primary responsibilities in these support services, discussed this growth and its impact on teaching. Two comments are particularly applicable to how growth is impacting the servicing of students: “. . . some of the sites LBC has taken on were already heading in the wrong direction. This issue applies to both faculty and students who may be unprepared.” Unprepared students require more remedial work and further use of the services mentioned in this section. A related commenter observed, “Departments [including AMS] now must serve seven [locations], some with the same number of staff.”

Another reality for this team is the expansion of services to AUD, seminary/graduate level students, and students who are at a distance. Since 2012, LBC has maintained three additional undergraduate locations in Philadelphia, PA (fall 2012), Greenbelt, MD (spring 2013), and Memphis, TN (fall 2014). This expansion yielded varying student demographics, with differing Basic Skills needs and levels of at-risk status. [Evidence](#) (Appendix 7G) demonstrates that our ability to serve the Basic Skills needs of our academically at-risk students has remained highly effective.

## **Online Education**

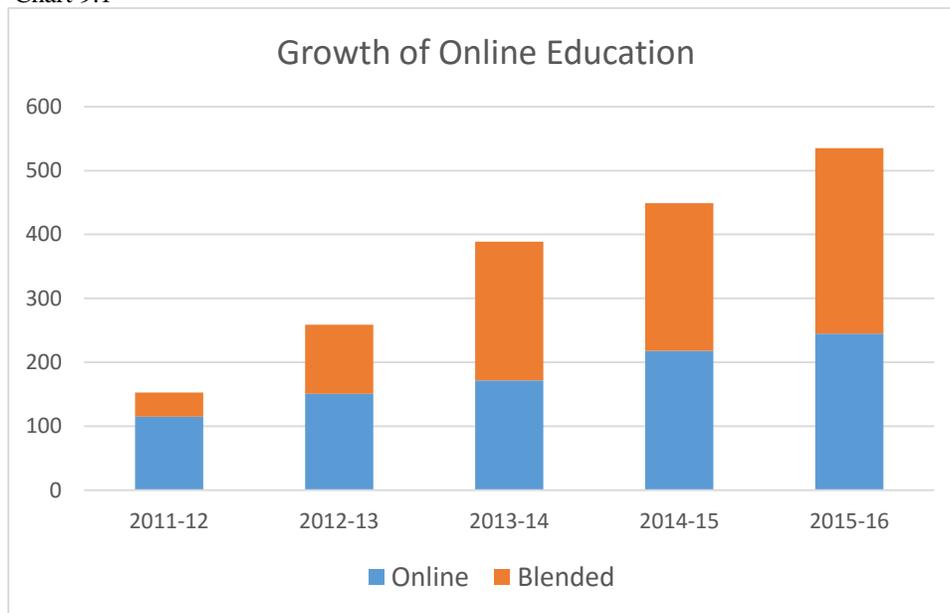
Online education has become a cornerstone of our academic programs. With the rapid growth of our non-traditional student population, our Office of Digital Learning has assisted in meeting the needs of students while holding to the student learning outcomes for courses and curriculum.

More than half of all faculty are including online elements in their courses with fully online, blended, and supplemental formats. Nearly all students have at least one course with online elements. The appropriate academic program oversees all online courses and programs. The

faculty of each program is charged with ensuring online versions of their respective courses have similar “articulated expectations of student learning, academic rigor, and educational effectiveness” in order to maintain “program coherence” (*Characteristics of Excellence*, 2006, p. 58). Evidence of this can be found within each program’s Taskstream planning and assessment workspace. See an [Early Childhood Education](#) (Appendix 4B) as an example.

A February 2015 [report](#) (Appendix 9D) shows that our Office of Digital Learning, has grown significantly over the past five years. This report also includes projections for the future of online education.

Chart 9.1



The chart illustrates the number of online and blended courses developed from 2011 through 2016. Blended courses are primarily offered in graduate programs.

Our own studies from the blind grading study referenced below, as well as many [national studies](#) (Appendix 9E), show online education is effective and comparable to learning in the classroom. A [blind study](#) (Appendix 4O) comparing final projects from an online Biblical Hermeneutics course and its on-campus counterpart were studied. After doing an ANOVA analysis, no statistical differences were found in student achievement between the delivery formats.

An endeavor such as this requires “adequate technical and physical plant facilities, including appropriate staffing and technical assistance” (*Characteristics of Excellent*, 2006, pg. 59). As our academic programs have become more dependent on online elements, related areas of concern have been addressed: instructional design demands, the need for additional faculty training, and inconsistent access to the Learning Management System (LMS). In response to a [six-year formal departmental evaluation](#) (Appendix 9F), to serve faculty better, and to keep up with the demand of our growing program, the department hired a second Online Instructional Design Specialist in June 2011. Faculty training opportunities were increased and a new online faculty orientation was developed to better train distance faculty, especially adjunct instructors. This course is available through our eCampus learning management system. Our Summer Institute offers in-person and streaming webinar training on topics such as Creating Multimedia with Office Mix, Creating Community of Inquiry, and PowerPoint2016 for the Modern Classroom. We also provide a monthly emailed newsletter with tips and training from our Office of Digital Learning. We are currently Beta testing (beginning in July 2016) a special 1-hour training module we developed on creating instructor presence in online courses. Further evaluations are necessary to ensure continuing faculty support.

Inconsistent access to the Learning Management System was a concern. As a result, a new host was contracted in June of 2011. To date, LBC has received excellent service with over 99.95% uptime, allowing further access for our non-traditional students.

### ***Online Education and State Authorization***

Offering our educational programs across various states and territories, as well as globally, creates the necessity of following the “applicable legal and regulatory requirements” of over 50

entities (*Characteristics of Excellence*, 2006, p. 58). At one time LBC was authorized or exempt in all but six states. However, new regulations enacted by many states have reduced LBC's ability to offer online education. Many more states are reevaluating their policies; some exemptions are being revoked and the costs of authorization are escalating. Since our current online programs are limited and attract a relatively small number of students from any one state, the required fees and time investment needed to keep abreast of all the individual sets of regulations, and to make application to all the different entities is challenging the resources of a college of our size. Therefore, at the time of this writing LBC was in the process of becoming a member of the State Authorization Reciprocity Agreement (SARA). [Editor's Note: In December of 2016 LBC was approved for membership in SARA.]

The responsibility for state authorizations currently falls within the Office for Institutional Effectiveness, which consists of a full-time Associate Vice President and a part-time administrative assistant. Due to the increasing workload that state authorization is requiring, proposals to make the part-time assistant full-time and to create a new position of Institutional Research and Compliance Officer were funded in the 2016-2017 budget.

### ***Massive Open Online Courses and Continuing Education***

A specific focus of this study group with regards to online offerings was to examine the question, "Can Massive Open Online Courses (MOOCs) and/or Continuing Education Units (CEU) courses (LBC's non-credit Biblical Enrichment and EQUIP programs), contribute further to the expansion of online education? How do they fit our mission and vision?"

The concept of both MOOCs and non-credit CEU courses seem to be congruent with the college mission and specifically its vision to "be a premier learning community that intentionally

develops the head, heart, and hands of servant ministry leaders for global impact.” Both MOOCs and non-credit CEU courses are educational channels, and are potentially among the many employed by LBC to fulfill our mission to “educate Christian students to think and live a biblical worldview.” It would therefore fall on the *content* of these courses and *the student learning outcomes* of each to determine the contribution to our mission.

While MOOCs and non-credit CEU courses may fit LBC’s mission and vision, the question is whether they are a viable option, since they will generate modest revenue. There is no definitive answer to the question of how much it “costs” to produce an online course. Depending on many variables, costs could exceed \$100,000 when factoring in video production and curriculum development. This is a significant investment when the return is non-existent, as in the case of a MOOC. However, there are many ways an institution can produce a high quality course, including multimedia, for significantly less than \$100,000. Plus, institutions can and do charge for CEUs, as well as certifications for those who complete a MOOC and wish to pay for a verified certificate of completion. There are means by which MOOCs and non-credit CEU courses can be produced and delivered to yield fiscal viability and contribute to the sustainability of LBC’s growing online offerings.

This leaves the question of vitality. Some point to the fact that 2012 was dubbed the “Year of the MOOC” with marginal attention since. However, student enrollments in MOOCs doubled in 2015, compared to 2014. “In fact, more people signed up for MOOCs in 2015 than they did in the first three years of the ‘modern’ MOOC movement when Stanford’s initial MOOCs offering

took off in 2011.”<sup>1</sup> The numbers continue to support the use of the descriptor “massive” in Massive Open Online Courses. According to data collected by Class Central, in 2015, 35 million students signed up for at least one course, though completion rates are significantly lower.

Recent statistics from the Georgetown University Center on Education and the Workforce show 65% of jobs in the U.S. will require some form of post-secondary education by 2020. However, only 40% of working adults currently hold a minimum two-year degree. The conclusion is obvious; this nation is simply not producing enough degree-holders to support our future economy. CEUs are one means among many to address such degree shortfalls immediately with specialized training, and LBC may be able to offer subject areas to address some of this gap; subject areas that are strengths for LBC.

MOOCs and online non-credit CEU courses are both viable and can contribute to the expansion of online education. Therefore, the College should consider where MOOCs and non-credit online CEU courses fit into the overall goal of advancing our mission to train students to live a biblical worldview and to work in the Church and society.

## **Certificate Programs**

LBC offers certificates at both the undergraduate and graduate levels. At the undergraduate level we offer the Concentrated Bible Course Certificate both on-campus and online through the Bible & Theology Department. This certificate program offers students a year of concentrated study in Bible and theology courses from an accredited Bible college. This certificate is ideal for:

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<sup>1</sup>Shah, Dhawal. “MOOCs in 2015 - Breaking Down the Numbers.” *EdSurge*, December 28, 2015, <https://www.edsurge.com/news/2015-12-28-moocs-in-2015-breaking-down-the-numbers>. Accessed February 28, 2016.

- A student anticipating a career other than full-time Christian ministry but is seeking biblical knowledge
- A missionary candidate who needs a concentration of Bible
- Anyone who wants to get in-depth Bible training in a short period of time

The courses in the certificate program are part of a roster taken by students pursuing a degree. Therefore, these courses have the same articulated student learning outcomes, and are “designed, approved, administered, and periodically evaluated under established institutional procedures” by the Bible & Theology department (*Characteristics of Excellence*, 2006, p. 53). The courses in this certificate are transferable to an associate or bachelor’s degree in Bible. The gainful employment data for this certificate can be found on our Student Consumer Information web page, a copy of which can be found [here](#) (Appendix 9G).

At the graduate level, LBC offers six different certificates. Each graduate certificate is a 24-credit program for individuals who do not wish to obtain a Master’s degree. The programs are focused on specific areas designed to enrich and enlarge the ministries of local church and ministry leaders, Bible teachers, and local church lay leadership. The courses are regular seminary/graduate courses taught by Seminary and graduate school faculty, and are part of degree programs with credits transferable into a degree program. Graduate Certificates are monitored under their corresponding department. Therefore, these courses have the same articulated student learning outcomes, and are “designed, approved, administered, and periodically evaluated under established institutional procedures” by each department (*Characteristics of Excellence*, 2006, p. 53). Seminary/graduate certificates offered by the college in Bible, Formational Children and Family Ministry, Church Planting, Leadership Studies, Pastoral Studies, and Student Ministry. Evidence of the effectiveness of our certificate

programs can be found within the Taskstream planning and assessment workspaces of those programs offering these certificates.

## **Experiential Learning**

“Experiential learning generally refers to knowledge or skills obtained outside of a higher education institution” (*Characteristics of Excellence*, 2006, p. 53). With that definition in mind, this section will not cover any experiential learning associated with our academic programs, such as internships, practica, study abroad programs, or Christian service projects. Currently the only formal experiential learning assessment employed at LBC is for adult students enrolling in our Accelerated Undergraduate Degrees programs. We call this our Credit for Prior Learning assessment.

LBC follows the MSCHE Policy Statement on Assessing Prior Learning for Credit. LBC also follows the General Principles of the [MSCHE Policy on Transfer Credit, Prior Learning, and Articulation](#) (Appendix 9H). LBC presents information on credit for prior learning to students on our website and keeps up to date with the latest discussions on prior learning through organizations like the American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL).

There are two primary documents that detail the exact procedures used by LBC for our Credit for Prior Learning (CPL) process: LBC’s [Assessing Prior Learning Policies & Procedures Handbook](#) (Appendix 9I), and LBC’s [Assessing Prior Learning Student & Evaluator Handbook](#) (Appendix 9J). A summary of our Experiential Learning Guidelines can be found in [Appendix 9K](#).

## **Non-credit Offerings**

LBC offers non-credit courses in two geographic regions. Our Biblical Enrichment program is offered in multiple locations in the Lancaster area. Similarly, the EQUIP Institute, which LBC inherited with the acquisition of the academic programs of Washington Bible College, is offered in a dozen locations in the Capital Region, including our Greenbelt, Maryland location. In keeping with our institutional mission and goals (*Characteristics of Excellence*, 2006, p. 55), both programs are committed to equip men and women to impact their world for Christ. Our program offers an opportunity for continuing education through non-credit courses designed to equip the church and its leaders. Each course is designed to provide students with personal, vocational, and spiritual enrichment. The EQUIP program is the oldest program of the institution and has assisted Christians with a program of systematic Bible study for over one hundred years.

Both programs offer students the opportunity to earn nationally recognized, non-college credits (CEUs) for their academic study and provide an opportunity to complete Continuing Education Certificates. As such, each of the certificates have “clearly articulated . . . goals, objectives and expectations of student learning that are designed, approved, and administered, and periodically evaluated” (*Characteristics of Excellence*, 2006, p. 55) by the appropriate department, either Bible & Theology, Counseling & Social Work, or Accelerated Undergraduate Degrees.

## **Additional Locations and Instructional Sites**

LBC currently maintains three additional locations and one instructional sites. All courses and programs at these sites fall under the oversight of the corresponding academic programs. Hence, the faculty of each program is charged with making sure that the courses and programs offered at these sites “meet standards for quality of instruction, academic rigor, and educational

effectiveness comparable to those” offered on our main campus (*Characteristics of Excellence*, 2006, p. 58). Evidence of this can be found within each program’s Taskstream planning and assessment workspace. A full report on each of these four sites and two previous ones can be found in [Appendix 9L](#). In addition, a description of how these sites are provided with library services can be found in Chapter 4.

## **Contractual Relationships - MCUTS**

The Memphis Center for Urban Theological Studies (MCUTS) was founded in 2000 to offer biblical education for pastors and other church leaders in an affordable, accessible, and relevant urban context. MCUTS operated previously as an extension site of Creighton College (now closed) and later Belhaven University. The partnership between MCUTS and LBC was formalized in February, 2014 but actual LBC degree programs were not offered at the Memphis campus until September, 2014.

LBC provides administrative oversight through the guidelines enumerated in the [Contract for Educational Services](#) (Appendix 9M). The academic programs offered at the MCUTS site are identical to the programs offered at the originating site in Lancaster, PA and are overseen by the corresponding academic programs to ensure that they “meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those” offered on our main campus (*Characteristics of Excellence*, 2006, p. 58).

A review of mission alignment, faculty approval, training and evaluation, comparable syllabi and other course requirements, academic and student support services, facilities, and enrollment management can be found in [Appendix 9N](#). MCUTS has a clearly defined mission; competent, committed staff; qualified, credentialed faculty; attractive, functional facilities; a strong financial

base; and a well-served student body. There are just two areas that will need to be monitored: academic rigor and assessment of student learning.

It is the goal to maintain the same academic rigor at the MCUTS location as exists at our main campus. During an October, 2015 faculty focus group discussion, several faculty members noted that syllabi from the two remote CUTS sites are not academically up to standard and are not representative of LBC's Core Value & Goal #6, which reads "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."

In the past there has been some basic assessment of institutional effectiveness at the MCUTS location related to employee and student satisfaction. However, there is a need to extend systematic and organized assessment of student learning realized beyond current student evaluations of faculty. LBC needs to replicate some of its current assessment procedures at the MCUTS location. Since the programs offered at MCUTS mirror the programs offered at the Lancaster site, the primary procedures for assessment of student learning will be program-driven. As of this writing, the appropriate programs are in the process of incorporating MCUTS and other additional locations into their assessment procedures.

### **Key Strengths Noted in This Section**

1. During the years since our last self-study, LBC has greatly enhanced its basic skills services to all students at all locations.
2. LBC has worked to maintain appropriate rigor and contact hours of our online courses, so that they are comparable to our on-campus offerings.

3. LBC has put significant resources into maintaining, supporting, and growing our contractual relationship partnership with MCUTS.

## **Suggestions**

1. A challenge to be addressed is maintaining a sufficient staff to accommodate the growth in students served.
2. Another challenge facing support services is expansion of their reach to AUD and seminary/graduate-level students, plus servicing students who are at a distance.
3. LBC must examine the return on investment for each state, territory, and foreign entity while tracking changes as implemented.
4. The College should consider where MOOCs and non-credit online CEU courses fit into the overall goal of advancing our mission to train students to live a biblical worldview and to work in church and society.
5. Ally Center personnel should closely monitor and report to the Provost the increased need for their services on a yearly basis, especially at additional locations and for online students.

## **Recommendations for Growth and Improvement**

None [Two recommendations made by this study group were incorporated into other sections of the document.]