

## **Introduction**

Lancaster Bible College|Capital Seminary and Graduate School (referred to collectively as LBC throughout this document) began in 1933 as Lancaster School of the Bible, with eight day students and 14 evening students. Today LBC comprises a 120-acre suburban campus, additional locations in Philadelphia, Maryland, and Tennessee, an instructional site in Florida, and has an online presence reaching students across the globe.

Incorporated in 1939 and approved to grant the BS in Bible degree in 1973, LBC now offers over 30 majors within nine undergraduate degrees, and 15 concentrations within 11 graduate degrees in various Arts and Sciences, Bible and Theology, Counseling and Social Work, Education, Health and Physical Education, Church and Ministry Leadership, and Worship and Performing Arts programs. LBC has been accredited by the Association for Biblical Higher Education (ABHE) since 1964, and by the Middle States Commission on Higher Education since 1982. LBC's most recent self-study reaffirmation of accreditation with both associations was in 2007, with a 2012 MSCHE periodic review reaffirmation.

LBC is a vastly different institution than it was during our last self-study. The college grew from primarily a regional college of fewer than 1,000 students with one physical location to a national institution with just under 2,000 students at seven locations in six states as well as online. Part of that growth was due to the acquisition of the academic programming of Washington Bible College |Capital Bible Seminary in Maryland. The undergraduate and graduate programming were merged directly into our existing programming.

While our traditional undergraduate population continues to grow, our greatest growth has been in the non-traditional areas. The following table provides more detail on the six new locations/sites

in existence at the beginning of our self-study. Each of these locations/sites serve(d) a primarily adult population. As will be explained in several places within this document, one location and one site were strategically closed prior to the submission of this document. In addition, at our main campus, we now offer a gap year program for high school graduates that doubled in enrollment after just one year.

<b>Name</b>	<b>Location</b>	<b>Academic Levels</b>
1. Capital Seminary & Graduate School	Greenbelt, MD	Adult Undergraduate, Graduate, Seminary
<del>2. Capital Seminary &amp; Graduate School</del>	<del>Springfield, VA</del>	<del>Graduate, Seminary</del>
3. Philadelphia Center for Urban & Theological Studies	Philadelphia, PA	Adult Undergraduate, Graduate
4. Memphis Center for Urban & Theological Studies	Memphis, TN	Adult Undergraduate, Graduate
<del>5. Crossroads Bible College</del>	<del>Indianapolis, IN</del>	<del>Graduate</del>
6. Spanish River Church	Boca Raton, FL	Graduate

Besides our rapid expansion and growth in programs and student population, other areas that have been flourishing include our online education department, information technology, services to our students, and our tracking of assessment data and its use in the planning process.

In May 2015, LBC created the Design & Format for this current self-study process using the 2012 second edition of *Self Study: Creating a Useful Process and Report*. Of the five suggested models found in that edition, LBC chose “The Comprehensive Report Reordering Standards to Reflect on Institution” (pages 24 & 25) and submitted our Design & Format, complete with key issues, based on that model. This model, which allows us to “reorder, combine, [and] group the standards to reflect on [our] culture” (page 23), was approved by our MSCHE liaison during his February 3, 2015 preliminary visit.

Each chapter of this final document begins with an Overview. For chapters one, two, three, and eight, the Overview includes the rationale for combining two or more standards in that chapter. Each chapter's Overview is followed by a Compliance Documented section. The Compliance Documented sections direct our readers to the accompanying Document Roadmap which shows evidence of compliance with the essential elements of each standard. Each chapter then concentrates on key issues we are facing as a college in relation to these standards.

LBC's 2017 self-study process started in the spring of 2014 with the standing eight-member Committee for Institutional Effectiveness (CIE) taking the initial steps. The CIE is chaired by the Associate Vice President for Institutional Effectiveness who was selected by the administration to serve as the chair of the Self-Study Steering Committee (SSSC). In consultation with the Provost and President, the Senior Associate Dean of the Seminary & Graduate School was selected as a co-chair and nine other individuals were added to the CIE membership to form the SSSC. With a total of 19 individuals, the steering committee represented a cross-section of the institution, both professionally as well as individually, with diverse backgrounds, perspectives, and ideas.

The 2017 SSSC officially met for the first time on September 9, 2014, and nine study groups were identified based on the grouping of the MSCHE standards. Each steering committee member served as a chair or co-chair of a study group. Over 60 individuals served in these study groups representing trustees, corporation members, administrators, faculty, staff, students, alumni, and outside experts.

In addition, a Capital Region Steering Committee (CRSC), led by the SSSC Co-Chair, was formed to ensure that the Capital Region programs, which include the seminary and graduate school, were fully and adequately represented in the Self-Study. Each member of the CRSC served on an

appropriate study group and kept the CRSC informed of the overall self-study process. They served as conduits for information flowing to and from the SSSC.

Of the options provided by MSCHE's *Self Study: Creating a Useful Process and Report*, the SSSC decided to allow the study groups to develop specific research questions since these groups are composed of individuals most closely associated with the outworking of the specific standards. The study groups were charged to focus on, but not be limited to, the following key issues identified by the SSSC.

### **Key Issues**

1. Rapid growth and expansion of
  - traditional on-campus at Lancaster
  - additional sites
  - online education
2. Capital Seminary & Graduate School
3. Leveraging the Teague Learning Commons
4. The changing face of the Bible college student
5. Move from a regional to a national institution
6. Administrative structural changes
7. Professional accreditations
8. Solution Center

The study groups first met in October of 2014 and submitted lists of potential research questions to the steering committee. The steering committee then reviewed the research questions and made minor modifications to assure the completeness and consistency of the overall self-study process.

Data collection to address the research questions took place during the 2014/2015 academic semesters. During the fall of 2015, the study groups discussed their findings and start preparing drafts of their paragraphs.

In the spring of 2016, the steering committee collected the draft paragraphs and begin the editing of the document, calling for additional data as appropriate. During the fall of 2016, community feedback was received and the final document prepared. The self-study reporting document consists of the following nine chapters.

Chapter One: Institutional Identity includes LBC's mission, goals, objectives, and institutional integrity. We feel that our integrity as a Bible college is best displayed in the accomplishment of our mission, goals, and objectives; therefore we have chosen to address Standards One and Six in the same chapter.

Chapter Two: Institutional Effectiveness covers LBC's institutional planning, resource allocation, and institutional assessment, (addressing MSCHE's Standards Two, Three, and Seven) which are so closely related that one cannot be mentioned without needing to tie it to the others.

Chapter Three: Governance & Administration addresses LBC's leadership, governance, and administrative structure (Standards Four and Five).

Chapter Four: Educational Offerings gives an overview of our educational programs and resources (Standard Eleven) including the library and other learning resources.

Chapter Five: General Education addresses our curriculum offerings that develop our students in the liberal arts (Standard Twelve).

Chapter Six: Faculty covers all aspects of faculty development including hiring, training, evaluation, and support (Standard Ten).

Chapter Seven: Student Learning focuses on the assessment of student learning from the course level up (Standard Fourteen).

Chapter Eight: Student Development includes sections on both student admissions and retention (Standard Eight) and student support services (Standard Nine).

Chapter Nine: Related Educational Activities highlights several areas that have risen in prominence for our college, including distant locations, distance education, contractual relations, basic skills, and certificate programs (Standard Thirteen).

Chapter Ten: Summary of Suggestions and Conclusions

Each of the chapters reflects the culminating work of not only the 60+ individual members of the nine study groups, but also countless others contributing data as needed. This final product includes over 30 strengths found, 34 suggestions made for ourselves, and 11 recommendations which are summarized in Chapter Ten.