LANCASTER BIBLE COLLEGE

Planning and Assessment
at
Lancaster Bible College

Cabinet Approved
November 14, 2011

REVISED June, 2016
PLT APPROVED August, 2016

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Planning & Assessment at LBC

Lancaster Bible College exists for the purpose of educating Christian students to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society. Our vision is to be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact. Planning and assessment at LBC ensure we accomplish our **Mission** and stay true to our **Vision**.

As a direct outgrowth of our mission and vision, LBC has established a set of **Core Values and Goals**. Whereas our Mission and Vision delineate who we are, our Core Values and Goals focus on what we as an institution want to achieve. Likewise, we have a set of **Core Knowledge and Skills** and a set of **Student Success Outcomes**, both of which focus on what we want our students to achieve. These five; Mission, Vision, Core Values & Goals, Core Knowledge & Skills, and Student Success Outcomes, provide a foundation for all that we are and all that we do.

Planning goals are derived from these essential elements. Planning goals provide general policy direction for the College. These goals, in turn, lend themselves to **measureable planning objectives** that guide our assessment of progress in meeting those planning goals and thereby achieving our essential elements.

Institutional effectiveness and renewal are the ultimate goals of our planning and assessment. As stated in Standard 2 of the Middles States Commission on Higher Education, *"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"* (Characteristics of Excellence in Higher Education, 2006).

This document sets forth guidelines and procedures which will assist LBC in implementing effective planning and assessment with the goal of institutional renewal. This document is divided into the following sections

- Planning Philosophy
- Essential Elements
- Planning Process
- Assessment Plan

Planning Philosophy

Recognizing the important role of planning, Lancaster Bible College is committed to a planning process that is cyclical, consistent, comprehensive, and current. The purpose of planning is to help LBC remain grounded in her mission and effective in its implementation, all the while being prepared to respond to her internal and external environments. LBC's planning is global in scope, readily absorbed, intentional, outcome-based, and continuously articulated to her constituencies.

Planning is an important management tool assisting the College in creating her future by establishing a direction consistent with her mission while fulfilling her institutional and student goals, and responding to the ministry leadership needs of both the Church and the society in which she serves.

Planning at Lancaster Bible College focuses on what should or could be in the future. The Academic Council and student support departments have the responsibility of establishing a clear vision and target for their respective areas. Their plans also include a rationale of how the vision or target fulfills the mission of the college, and how it fits within the College's institutional and student goals. Each department is charged with developing a rolling five-year plan that will enable the College to meet the vision and target, thus contributing to fulfilling the College mission.

Lancaster Bible College is committed to the planning process put forth in this document, realizing there are occasions when issues or opportunities arise needing to be addressed outside of the planning process. The President, along with his leadership team, has the authority to modify, adapt, or circumvent the planning process if it is deemed necessary and important to the future of the College.

A planning activity, as defined by LBC, is a future vision and/or target and any component needed to fulfill that vision and/or target. Planning initiatives often have financial ramifications although not all initiatives are financial in nature.

In their effort to develop a plan, a wide variety of stakeholders are engaged in initiatives through their departments, which in turn submit prioritized initiatives to the President's Leadership Team (PLT). The PLT is responsible to provide consistent, deliberate, and comprehensive attention to the critical issue of institutional effectiveness. Specifically, the PLT coordinates the three essential pieces of institutional effectiveness, namely, institutional data, outcome assessment, and planning. Further, the PLT prioritizes all planning initiatives, maintains a rolling five-year planning schedule, allocates sufficient funding, and, when appropriate, recommends to the Board of Trustees adoption of the initiatives and planning schedule.

Essential Elements

LBC has built its planning process and procedures around eight Essential Elements: its Mission, Vision, Institutional Core Values & Goals, Academic Core Knowledge & Skills, Student Success Outcomes, Strategic Goals, Measurable Planning Objectives, and Assessment. The following describes each component:

Mission

The anchor for all of LBC's planning decisions is its mission statement. *Lancaster Bible College exists for the purpose of educating Christian students to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society.* It is through this filter that all decisions must flow.

Vision

Our Vision goes hand-in-hand with our Mission. *Lancaster Bible College will be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact.* To be a premier learning community is an ongoing aspiration for which we constantly strive.
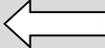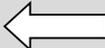
Core Values & Goals

LBC has established a set of Institutional Core Values & Goals to serve as the compass for fulfilling its mission and vision. Each Core Value ("LBC is committed to…") is directly related to a measureable Goal ("…as evidenced by…"). The following are LBC's Core Values & Goals. Table 1 illustrates how these Values & Goals are directly derived from LBC's Mission and Vision.

1. Committed to premier biblical education as evidenced by the encouragement of a Christ-centered learning community.

2. Committed to institutional excellence as evidenced by providing and maintaining God-honoring resources.

3. Committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future of the college.

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.

5. Committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth.

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.

7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.

Table 1
Core Values & Goals Based Upon our Vision & Mission Statements
[approved 9/26/11]

Each Core Value ("LBC is committed to...") is directly related to a measureable Goal ("...as evidenced by...")

Vision: LBC will be...	Seven Core Values & Goals: LBC is . . .	Mission: LBC exists to ...
...a premier learning community...	1. Committed to premier biblical education as evidenced by the encouragement of a Christ-centered learning community. 2. Committed to institutional excellence as evidenced by providing and maintaining God-honoring resources. 3. Committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future of the college.	...educate Christian students...
... that intentionally develops the head, heart and hands...	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. 5. Committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth.	... to think and live a biblical worldview and ...
... of servant ministry leaders for global impact.	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. 7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.	... to proclaim Christ by serving Him in the Church and society.

Core Knowledge & Skills

LBC has also established a set of Core Knowledge & Skills Goals to serve as a means of measuring the individual student's accomplishment of LBC's mission. Each Core Knowledge and Skill addresses an area of education which is essential in preparing a Christian student to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society. The following are LBC's Core Knowledge & Skills:

1. Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.

2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.

3. Develop an understanding and appreciation of and compassion toward cultures of the world.

4. Develop the principles necessary for a biblical worldview resulting in a dynamic understanding of one's role in relation to God, self, and the world.

5. Demonstrate an understanding and application of the knowledge and skills necessary for serving Christ in the Church and society.

Student Success Outcomes

1. Pursue Relationship with God: Students will resolve to strive for and seek a deeper relationship with God.

2. Servant Leadership: Students will practice servant leadership in a local church, the community, and the LBC campus.

3. Develop and Display Appreciation: Students will display mutual appreciation for peers, mentors, and spiritual leaders/teachers.

4. Lifelong Learning: Students will formulate an initial career plan for the pursuit of being a lifelong learner.

5. Identify Support and Resources: Students will identify support services and resources available for a successful LBC experience.

Strategic Goals

Strategic goals are statements of what LBC wishes to achieve over a designated period of time. These goals impact the campus as a whole, or major sections of it, and have direct ties to the accomplishment of our higher-level goals of Mission, Vision, Values & Goals, Core Knowledge & Skills, and Student Success Outcomes. Strategic Goals are considered institutional-level and the President's Leadership Team is directly responsible in assuring that these goals are met and is the driving force behind their accomplishment.

Measureable Planning Objectives

Measurable Planning Objectives are specific measureable outcomes that contribute to the achievement of our strategic goals. These objectives are set and monitored at the departmental level. While all planning objectives have some link to higher-level goals of Mission, Vision, Values & Goals, Core Knowledge & Skills, and Student Success Outcomes, the link may be indirect and department-specific.

The impetus for the setting of Strategic Goals and Measurable Planning Objectives may come from a variety of sources.

1. President's Leadership Team (PLT): Strategic Goals are often established by the PLT as a response to current assessment of Mission, Vision, Values & Goals, Core Knowledge & Skills
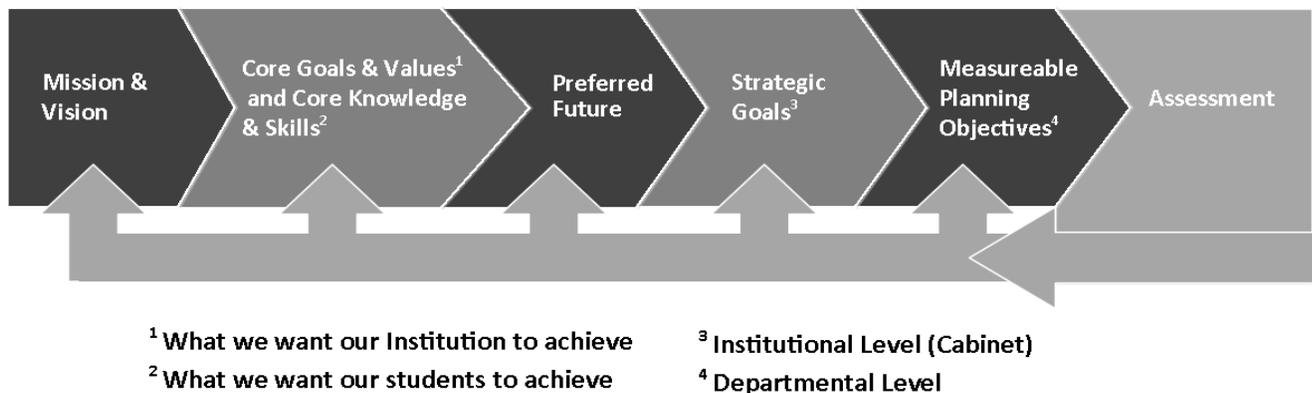
or Student Success Outcomes. The PLT would then task the appropriate departments to create Measureable Planning Objectives that would address and assess these goals.

2. Administrators: Individual administrators may establish Strategic Goals for their specific areas of responsibility. The appropriate departments would then be tasked with the creation of a Measureable Planning Objective that would address and assess these goals.

3. Committees: A standing committee may make recommendations to the appropriate member of the PLT or administrator or the establishment of a Strategic Goal. If accepted, the appropriate department would then be tasked with the creation of a Measureable Planning Objective that would address and assess these goals.

4. Departments: Individual departments may put in place Measurable Planning Objectives which are then incorporated into a Strategic Goal for the College. However, not all departmental-level objectives will need to be tied to a strategic goal. Often times departmental-level objectives address very specific lower-level goals that do not impact the College as a whole.

Assessment

Assessment is an integral part of the planning process. It is considered one of the pillars of the process as it has the vital task of measuring the accomplishment of the other pillars. As Figure 1 attempts to illustrate, assessment is both formative and summative. At the end of any planning cycle (one-year, three-year, five-year), evaluation takes place to assess how well we accomplished our goals and objectives. At the same time, evaluation takes place as we go along to ensure the planning process is progressing. (See the portion of this document which outlines LBC's Assessment Plan for a detailed description of LBC's evaluation process.)

Figure 1
Planning & Assessment Links

| Mission & Vision | Core Goals & Values[1] and Core Knowledge & Skills[2] | Preferred Future | Strategic Goals[3] | Measureable Planning Objectives[4] | Assessment |

[1] What we want our Institution to achieve

[2] What we want our students to achieve

[3] Institutional Level (Cabinet)

[4] Departmental Level

Planning Process

The College President guides LBC's planning process in consultation with his leadership team. The President's Leadership Team (PLT) brings together the critical elements of institutional effectiveness, which are institutional data collection, outcomes assessment, planning, budgeting, and evaluation of the entire process.

Figure 2 is a model of Lancaster Bible College's planning process. The foundational work of the planning process is generated by the academic and student support departments across campus. Specific committees have been established to assist in the planning process. These committees include, but are not limited to: 1) Academic Council, 2) Enrollment Management Strategic Planning Committee, 3) Student Services Committee, 4) People Development & Human Resources Committee, 5) Facilities Committee, and 5) Fiscal Committee.

Figure 2
Lancaster Bible College Planning Process
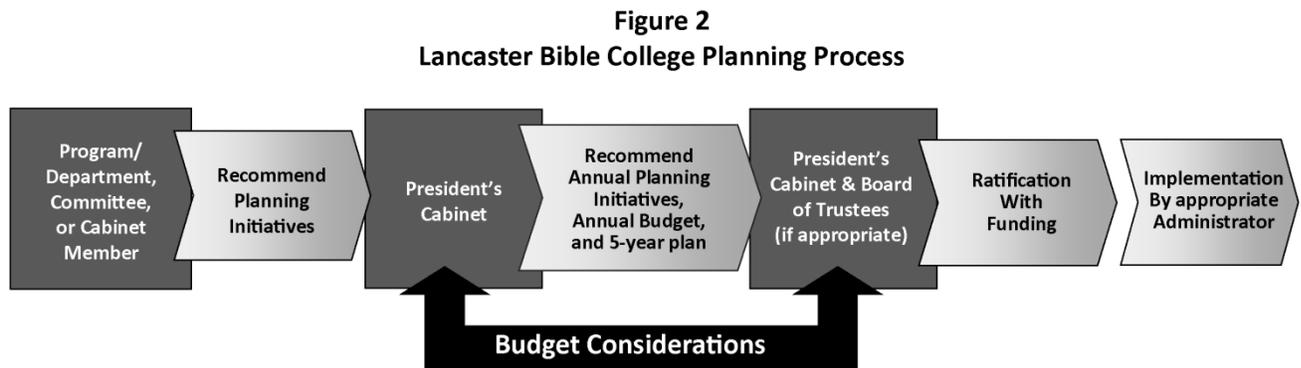
Planning initiatives are developed and accepted throughout the year and can be generated from a variety of sources: academic programs, academic departments, student support departments, committees, or even PLT members themselves. Planning initiatives are developed and based on several important elements, including: 1) departmental mission, 2) self-study analysis based on institutional data, 3) outcomes analysis, 4) anticipated needs and desires for the future, and 5) external requirements.

Both the preliminary and full proposals may take any form appropriate but both must contain the following information:

- Description of the planning initiative
- Rationale for the planning initiative including its relationship to and fit with one or more of the College's planning pillars
- Estimated budget proposal, including personnel needs, space needs, and other projected expenditures and revenues
- Proposed timeline for implementation

All initiatives are submitted as preliminary proposals through the appropriate PLT member for consideration. Each PLT member determines if the proposal fits within the overall plan of the College and where it fits within the budget. The PLT member then presents the planning initiatives to the PLT for discussion.

The PLT will review all submitted planning initiatives and may ask for additional information for a formal proposal, make no recommendation, or table any action until a later time. The PLT may ask the originator of the initiative to meet with the PLT for further explanation. Once a planning initiative is approved by the PLT, the Vice President of Finance will include the planning initiative within the appropriate budget. The appropriate administrator will be notified, empowered, and charged with the responsibility to implement the plan.

If the preliminary proposal is accepted by the PLT for ratification, every effort will be made in the budgeting process to include resource allocation for the initiative. However, a balanced budget requires sufficient revenue to cover all expenses. Revenue sources, such as gifting and tuition, fluctuate with enrollments and donors' interest and ability to give. Therefore, new planning initiatives that require funding will be funded when there are sufficient resources available.

Once the preliminary proposal is approved by the PLT, the appropriate PLT member will inform the administrator that the planning initiative has been tentatively approved, and the administrator will be asked to develop a full proposal which will be submitted to the PLT. Following final approval, the administrator will be asked to implement the initiative. Final approvals may rest with the Board of Trustees, which ultimately approves the annual budget.

Once approved, planning initiatives are implemented in the following ways: 1) the Vice President of Finance is informed of the approved initiatives by the PLT and is instructed to include the initiatives in the construction of future budget planning, 2) the PLT notifies the appropriate administrator that the initiative is funded for a specific time and amount and he/she is empowered to begin the process of implementation, 3) the administrator engages the appropriate staff members to implement the plan, 4) the administrator continues to monitor the process and evaluate the effectiveness of the implementation and the impact of the planning initiative, 5) the administrator reports his/her implementation progress to the appropriate PLT member and 6) the administrator reports the outcomes through the outcomes assessment process. Planning initiatives are tracked at both the departmental and PLT levels using LBC's Accountability Management System provided through Taskstream.

LBC's planning is part of an overall institutional effectiveness plan and occurs in a coordinated manner with other relevant components. Figure 3 attempts to illustrate how LBC's planning and assessment process fits within the LBC's designed plan for institutional effectiveness.

Our fiduciary responsibility as an institution is tied to our mission. In order to accomplish our mission as stated, and make forward progress on the areas identified in our current strategic plan, the fiscal and managerial health of LBC must be strong, and consistent. It is also incumbent on leadership to provide the tools indexed to strategy to adequately accomplish these realities.

Some of the underlying assumptions are determined by the percentage of dependency on tuition revenue, historical growth trajectories, and adequate gift income in terms of scholarship assistance, endowment revenue and capital contributions. These aspects are reviewed regularly in specific meeting settings and reports including but not limited to President's Leadership Team, monthly budget distribution to budget managers college-wide, addressing line item inconsistencies as close to real-time as we can achieve, weekly report monitoring of recruitment target success and corresponding tracking of discount rates, including departmental enrollments and retention figures.

In addition, the result of these evidences helps the college to plan forward progress indexed to its strategic plan. From the analysis new programs and initiatives are funded, capital projects achieved, and other resources, human and capital, are reallocated from declining programs to initiatives that are growing. All of these decisions are put through the filter of our mission which helps assure that even with a dramatic success in an area that may not be overtly core to LBC, we continue to be mission-driven. Inherent in this process is the availability of a pool of funding that allows the college to engage in appropriate, educated risk in such efforts as strategic partnerships or program acquisition.

The annual audit provides affirmation of the college's success in these areas by assessing it debt to worth and indebtedness ratios, along with liquidity.

Nearly two decades of balanced budgets with modest margins in a growth-oriented institution point to a process that is serving the college well, regularly evaluated and adjusted by those using it with the input of various constituencies.

Figure 3
Model for
Institutional Effectiveness at LBC
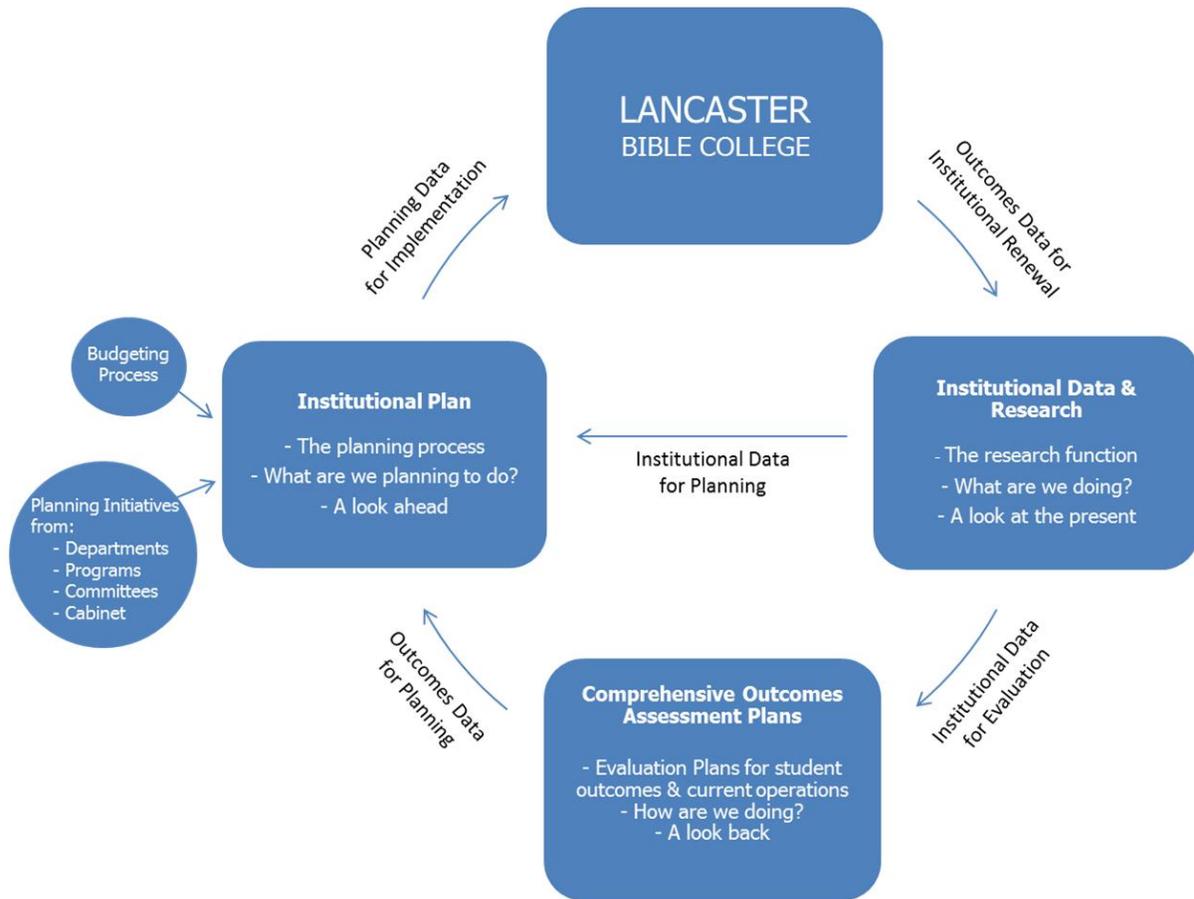
Assessment Plan

Lancaster Bible College exists for the purpose of educating Christian students to think and live according to a biblical worldview and to proclaim Christ by serving Him in the Church and society. Our vision is to be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact. Both mission and vision are integrated through the general Institutional Values & Goals, Core Knowledge & Skills, and Student Success Outcomes as well as the more specific department objectives, program objectives, and course objectives. Our Philosophy of Education, then, unites the academic community in function and direction to fulfill our mission and vision at all levels.

In order to ensure we are meeting these goals, LBC assesses student outcomes at four different levels as indicated in Figure 4. At each level, the goals are assessed using direct and indirect means and, wherever appropriate, formative as well as summative assessment. Multiple measures are taken to ensure a greater reliability of the findings. Student support units, whether in Enrollment Management, Student Services, Institutional Advancement, or Academic Affairs Support areas, assist in the accomplishment of student learning outcomes at all levels of the educational process, either directly or indirectly.

Assessment occurs in not only academic units but student support units as well (see Appendix A, Overview of College-Wide Assessment). The assessment processes at all levels and in all units are monitored continuously using LBC's Accountability Management System provided through Taskstream. At the academic department level and in all student support units, the Assessment Plans are monitored according to a six-year evaluation cycle. The assessment of each unit's outcome or objective is documented at least twice during that six-year period. In addition, as part of this evaluation cycle, all units, both academic and support, conduct a formal evaluation every six years. Appendix B outlines the major assessment instruments being used during this six-year cycle and how they relate to the different levels or areas being assessed.

Training in assessment is provided through a variety of means for those conducting and overseeing assessment.

Figure 4 attempts to visualize the key components of the assessment process at LBC at the different levels or layers. The pages following describe in detail the assessment goals, procedures, monitoring systems, use of results, and assessment training at each of these different layers. These procedures apply to all academic levels (undergraduate, graduate, and seminary) as well as to all campuses and delivery formats.
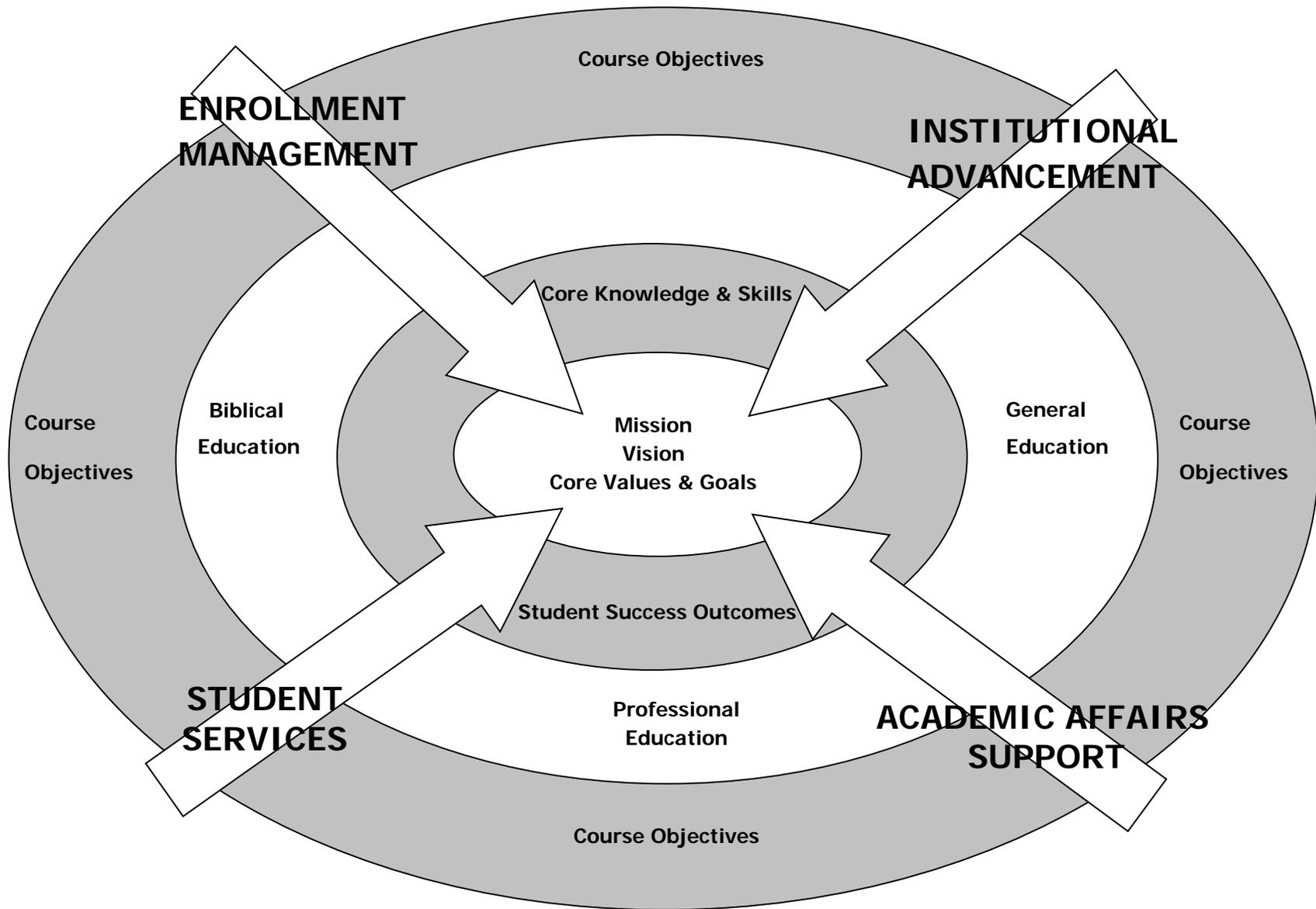
Course Objectives

ENROLLMENT
MANAGEMENT

INSTITUTIONAL
ADVANCEMENT

Core Knowledge & Skills

Course
Objectives

Biblical
Education

Mission
Vision
Core Values & Goals

General
Education

Course
Objectives

Student Success Outcomes

STUDENT
SERVICES

Professional
Education

ACADEMIC AFFAIRS
SUPPORT

Course Objectives

Figure 4

Layer 1: Course Objectives

A. Assessment Goals
- See individual syllabi for student learning outcomes for each course.

B. Assessment Procedures

1. Direct Methods
- Course and homework assignments (formative[1])
- Class discussion participation (formative)
- Case study analysis (formative)
- Research projects (formative)
- Term papers and reports (formative/summative)
- Rubrics (summative/formative)
- Observations / Performances (summative/formative)
- Quizzes (summative/formative)
- Examinations with item analysis (summative)
- Standardized tests with item analysis (summative)
- Grades based on explicit criteria related to learning goals (summative)

2. Indirect Methods
- Percent of class time spent in active learning (formative)
- Number of student hours spent on homework, service learning, at intellectual or cultural activities related to the course, etc. (formative)
- Course evaluations (summative)
- Other student surveys and focus groups (summative/formative)
- Grades not based on explicit criteria related to learning goals (summative)

C. Assessment Monitoring, Use of Results, & Training

1. The Academic Council approves all new syllabi looking for the inclusion of appropriate assessment methods.
2. Department Chairs and Program Coordinators monitor existing syllabi to ensure the inclusion of appropriate assessment methods.
3. Department Chairs and Program Coordinators work with instructors in using formative and summative feedback for the improvement of courses. Assessment Annotations document a sampling of course-embedded assessment activities being conducted by instructors.
4. The Faculty Evaluation Portfolio system includes assessment as a key indicator of quality instruction. Each portfolio is reviewed by the Department Chair.
5. Training takes place through periodic faculty workshop sessions, through the Office for Institutional Effectiveness working with the departments individually, and through Faculty Resources available on the Institutional Effectiveness web pages.

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[1] Throughout this plan, methods of assessment will be described as either formative or summative. Depending on the context, formative assessment is ongoing assessment intended to improve student performance, to make changes to the course in progress, or to improve services to students. Summative assessment normally occurs at the end of a specific time period (unit, course, program) to determine whether or not outcomes have been achieved. Summative assessment is used to make improvements for the future. Generally speaking, when a method of assessment is described as both formative and summative, the primary function of that method appears first.

Layer 2: Biblical Education Objectives
While biblical education occurs throughout all areas of curricular and non-curricular activities, the Bible &
Theology Department is the primary source of biblical education and is responsible for its assessment.

A. Assessment Goals
- For LBC's Biblical Education Objectives, see the Bible & Theology Department mission statement and objectives as outlined in the current catalog.

B. Assessment Procedures

1. Direct Methods
   - Course-embedded assessments (formative)
     [See those Direct Methods listed in Level 1: Course Objectives.]
   - Pre (formative) and Post (summative) LBC Biblical Knowledge Exams
   - Capstone courses (summative)
   - Employer ratings/evaluations and focus groups (summative)

2. Indirect Methods (formative/summative)
   - Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
   - Aggregate course evaluation data (summative)
   - Other student surveys and focus groups (formative)
   - Graduating Student Exit Interviews and Survey (summative)
   - Alumni Surveys (summative)
   - Job placement and graduate school placement as determined through alumni surveys (summative)

C. Assessment Monitoring, Use of Results, & Training

1. The Bible & Theology Department maintains an Assessment Plan (AP) within its Accountability Management System (AMS). Ongoing and short-term assessment goals and measurements are set by the department.
2. The department's AMS is continuously updated as assessment takes place. Reflections and Recommendations on the measurements are recorded and Action Plans are created and monitored.
3. Every two years, the department discusses their AP with the Provost. The Provost then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, the department conducts a formal evaluation.
5. The Department Chair works with instructors in using formative and summative feedback for the improvement of courses. Assessment Annotations document a sampling of course-embedded assessment activities being conducted by instructors.
6. The department chair is involved in the training which takes place through periodic faculty workshop sessions, through the Office for Institutional Effectiveness (OIE) working with the departments individually, and through Faculty Resources available on the Institutional Effectiveness web pages. The OIE conducts individual training with the department chair as needed.

Layer 2: General Education Objectives
While general education occurs throughout all areas of curricular and non-curricular activities, the Arts & Sciences Department is the primary source of general education and is responsible for its assessment.

   A. Assessment Goals
   - For LBC's General Education Objectives, see the Arts & Sciences Department mission statement and objectives as outlined in the current catalog.

   B. Assessment Procedures

   1. Direct Methods
   - Course embedded assessments (formative)
     [See those Direct Methods listed in Level 1: Course Objectives.]
   - Three administrations of the ETS Proficiency Profile (1st semester freshmen, formative; 2nd semester sophomores, formative and summative for AA graduates; 2nd semester seniors, summative)

   2. Indirect Methods
   - Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
   - Aggregate course evaluation data (summative)
   - Other student surveys and focus groups (formative)
   - National Survey of Student Engagement (formative)
   - Job placement and graduate school placement as determined through alumni surveys (summative)
   - Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc. (summative/formative)

   C. Assessment Monitoring, Use of Results, & Training
   1. The Arts & Sciences Department maintains an Assessment Plan (AP) within its Accountability Management System (AMS). Ongoing and short-term assessment goals and measurements are set by the department.
   2. The department's AMS is continuously updated as assessment takes place. Reflections and Recommendations on the measurements are recorded and Action Plans are created and monitored.
   3. Every two years, the department discusses their AP with the Provost. The Provost then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
   4. Every six years, the department conducts a formal evaluation.
   5. The Department Chair works with instructors in using formative and summative feedback for the improvement of courses. Assessment Annotations document a sampling of course embedded assessment activities being conducted by instructors.
   6. The department chair is involved in the training which takes place through periodic faculty workshop sessions, through the Office for Institutional Effectiveness (OIE) working with the departments individually, and through Faculty Resources available on the Institutional Effectiveness web pages. The OIE conducts individual training with the department chair as needed.

Layer 2: Professional Education Objectives
While professional education occurs throughout all areas of curricular and non-curricular activities, the departments and programs with a professional focus are the primary sources of professional education at both the undergraduate and graduate/seminary levels and are responsible for its assessment.

A. Assessment Goals
- See the mission statement and objectives for each professional department and program as outlined in the current college catalogs.

B. Assessment Procedures

1. Direct Methods
- Course embedded assessments (formative)
  [See those Direct Methods listed in Level 1: Course Objectives.]
- Field experiences; internships, practica, field service, student teaching (formative/summative)
- Master theses and doctoral dissertations (summative)
- Praxis I & II
- Recitals and other performances (summative)
- Capstone courses (summative)
- Employer ratings/evaluations and focus groups (summative)

2. Indirect Methods
- Registration and course enrollment information (summative)
- Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
- Priorities Survey for Online Learners (formative/summative)
- Adult Student Priorities Survey (formative/summative)
- Aggregate course evaluation data (summative)
- Other student surveys and focus groups (formative)
- Graduating Student Exit Interviews and Survey (summative)
- Alumni Surveys (summative)
- Job placement and graduate school placement as determined through alumni surveys (summative)

C. Assessment Monitoring, Use of Results, & Training

1. Each program coordinator and department chair maintains an Assessment Plan (AP) within its Accountability Management System (AMS). Ongoing and short-term assessment goals are set by each program.
2. The program's AMS is continuously updated as assessment takes place. Reflections and Recommendations on the measurements are recorded and Action Plans are created and monitored.
3. Every two years, program coordinators discuss their APs with their immediate supervisor (i.e. department chair or Provost). The Provost then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, each program conducts a formal evaluation.
5. The Program Coordinators work with instructors in using formative and summative feedback for the improvement of courses. Assessment Annotations document a sampling of course-embedded assessment activities being conducted by instructors.

6. Program coordinators are involved in the training that takes place through periodic faculty workshop sessions, through the Office for Institutional Effectiveness (OIE) working with the departments and programs individually, and through Faculty Resources available on the Institutional Effectiveness web pages. The OIE conducts individual training with department and program chairs as needed.

Layer 3: Core Knowledge & Skills

A. Assessment Goals

1. Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.
2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.
3. Develop an understanding and appreciation of and compassion toward cultures of the world.
4. Develop the principles necessary for a biblical worldview resulting in a dynamic understanding of one's role in relation to God, self, and the world.
5. Demonstrate an understanding and application of the knowledge and skills necessary for serving Christ in the Church and society.

B. Assessment Procedures

1. Direct Methods
   - Pre (formative) and Post (summative) LBC Biblical Knowledge Exams
   - Pre (formative) and post (summative) administrations of the LBC Christian Formation Inventory (summative) [proposed]
   - Three administrations of the ETS Proficiency Profile (1st semester freshmen, formative; 2nd semester sophomores, formative and summative for AA graduates; 2nd semester seniors, summative)
   - Field experiences; internships, practica, field service, student teaching (formative/summative)
   - SoJourn and eMerge assignments and projects (formative)
   - eMerge interview (formative/summative)
   - Foundation (formative) and Capstone (summative) assignments and projects
   - Employer and community surveys and focus groups (summative) [proposed]
   - Master theses and doctoral dissertations (summative)
   - Employer ratings/evaluations and focus groups (summative)

2. Indirect Methods
   - Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
   - Participation in Journey Teams (formative/summative)
   - Participation in community outreach activities (formative/summative)
   - Ministry involvement in local churches (formative/summative)
   - Number of students serving in leadership positions on campus (summative)
   - Number of students and graduates involved in the community (summative)
   - Graduating Student Exit Interviews and Survey (summative)
   - Alumni Surveys (summative)
   - Job placement and graduate school placement as determined through alumni surveys (summative)
   - National Survey of Student Engagement (formative)

C. Assessment Monitoring, Use of Results, & Training
1. The Office for Institutional Effectiveness (OIE) maintains an Assessment Plan (AP) within its Accountability Management System (AMS) which includes the monitoring of Core Knowledge & Skills assessment. Ongoing and short-term assessment goals and measurements are set by the OIE.

2. The OIE's AMS is continuously updated as assessment takes place. Reflections and Recommendations on the measurements are recorded and Action Plans are created and monitored.
3. Every two years, the OIE discusses their AP with the Provost. The Provost receives a copy of the review. The VPAA then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, the OIE conducts a formal evaluation.
5. OIE personnel engage in continuous training and professional development in the area of institutional effectiveness including best practices in planning and assessment.

Layer 3: Student Success Outcomes

A. Assessment Goals
1. Pursue Relationship with God: Students will resolve to strive for and seek a deeper relationship with God.
2. Servant Leadership: Students will practice servant leadership in a local church, the community, and the LBC campus.
3. Develop and Display Appreciation: Students will display mutual appreciation for peers, mentors, and spiritual leaders/teachers.
4. Lifelong Learning: Students will formulate an initial career plan for the pursuit of being a lifelong learner.
5. Identify Support and Resources: Students will identify support services and resources available for a successful LBC experience.

B. Assessment Procedures

1. Direct Methods
- Pre (formative) and Post (summative) LBC Biblical Knowledge Exams
- Pre (formative) and post (summative) administrations of the LBC Christian Formation Inventory (summative) [proposed]
- Field experiences; internships, practica, field service, student teaching (formative/summative)
- SoJourn and eMerge assignments and projects (formative)
- eMerge interview (formative/summative)
- Foundation (formative) and Capstone (summative) assignments and projects
- Employer and community surveys and focus groups (summative) [proposed]
- Master theses and doctoral dissertations (summative)
- Employer ratings/evaluations and focus groups (summative)

2. Indirect Methods
- Participation in Journey Teams (formative/summative)
- Participation in community outreach activities (formative/summative)
- Ministry involvement in local churches (formative/summative)
- Number of students serving in leadership positions on campus (summative)
- Number of students and graduates involved in the community (summative)
- Graduating Student Exit Interviews and Survey (summative)
- Alumni Surveys (summative)
- Job placement and graduate school placement as determined through alumni surveys (summative)
- National Survey of Student Engagement (formative)

C. Assessment Monitoring, Use of Results, & Training
1. The Student Success Office (SSO) maintains an Assessment Plan (AP) within its Accountability Management System (AMS) which includes the monitoring of Student Success Outcomes. Ongoing and short-term assessment goals and measurements are set by the Office for Institutional Effectiveness (OIE).
2. The SSO's AMS is continuously updated as assessment takes place. Reflections and Recommendations on the measurements are recorded and Action Plans are created and monitored.

3. Every two years, the SSO discusses their AP with the VP of Enrollment Management/Student Services. The VP receives a copy of the review. The VP then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, each support unit conducts a formal evaluation.
5. OIE personnel engage in continuous training and professional development in the area of institutional effectiveness including best practices in planning and assessment.

Layer 4: Mission, Vision, Core Values & Goals

A. Assessment Goals

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.

Vision Statement
- Lancaster Bible College will be a premier learning community that intentionally develops the head, heart, and hands of servant ministry leaders for global impact.

Core Values & Goals

1. Committed to premier biblical education as evidenced by the encouragement of a Christ-centered learning community.
2. Committed to institutional excellence as evidenced by providing and maintaining God-honoring resources.
3. Committed to institutional distinctiveness as evidenced by preserving the integrity of our mission and legacy while planning for the future of the college.
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.
5. Committed to a spiritual foundation as evidenced by providing an environment which encourages spiritual life and growth.
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.
7. Committed to exemplifying a ministry and service mindset as evidenced by exerting a positive Christian influence both locally and globally.

B. Assessment Procedures

1. Direct Methods
   - Pre (formative) and Post (summative) LBC Biblical Knowledge Exams
   - Pre (formative) and post (summative) administrations of the LBC Christian Formation Inventory (summative) [proposed]
   - SoJourn and eMerge assignments and projects (formative)
   - eMerge interview (formative/summative)
   - Field experiences; internships, practica, field service, student teaching (formative/summative)
   - Foundation (formative) and Capstone (summative) assignments and projects
   - Master theses and doctoral dissertations (summative)
   - Course outreach projects (summative)
   - Employer ratings/evaluations and focus groups (summative) [proposed]
   - Participation in Journey Teams (formative/summative)
   - Participation in community outreach activities (formative/summative)
   - Ministry involvement in local churches (formative/summative)
   - Number of students and graduates involved in community organizations (summative)
   - Employer and community surveys and focus groups (summative) [proposed]

- Job placement and graduate school placement, especially placement in ministries and seminaries/theological graduate schools as determined through alumni surveys (summative)

2. Indirect Methods
- Graduating Student Exit Interviews and Survey (summative)
- Alumni Surveys (summative)
- Best Christian Workplace Survey (summative)
- Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative) [proposed]
- Other student surveys and focus groups (summative/formative)
- Retention rate of faculty and staff (formative)
- Best Christian Workplace Survey (summative)
- National Survey of Student Engagement (formative)
- Job placement and graduate school placement, especially placement in ministries and seminaries/theological graduate schools as determined through alumni surveys (summative)

C. Assessment Monitoring, Use of Results, & Training

1. The Office for Institutional Effectiveness (OIE) maintains an Assessment Plan (AP) within its Accountability Management System (AMS) which includes the monitoring of the Mission, Vision, and Core Values & Goals assessment. Ongoing and short-term assessment goals and measurements are set by the OIE.
2. The OIE's AMS is continuously updated as assessment takes place. Reflections and Recommendations on the measurements are recorded and Action Plans are created and monitored.
3. Every two years, the OIE discusses their AP with the Provost. The Provost receives a copy of the review. The Provost then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, the OIE conducts a formal evaluation.
5. OIE personnel engage in continuous training and professional development in the area of institutional effectiveness including best practices in planning and assessment.

Student Support Unit Objectives

A. Assessment Goals
- The mission statement and objectives for all student support units are found in their individual assessment plans.

B. Assessment Procedures

1. Direct Methods
Each student support unit has specific direct methods of assessment outlined in their **assessment plan**. Likewise, **formal evaluations** are conducted by each unit every six years with an emphasis on assessing the meeting of unit objectives. The results of these direct assessments are usually found in reports including, but not limited to, the following:
- President's Report / Annual Report (summative)
- Enrollment Reports (summative)
- Marketing and Recruiting Reports (summative)
- Registrar's Internal Reports (summative)
- Registrar's External Reports and Surveys to MSCHE, ABHE, AICUP, IPEDS, etc. (summative)
- Compliance documents (summative)
- Cost Ratio Report (summative)

2. Indirect Methods
- Two administrations of the Student Satisfaction Inventory (2nd semester sophomores, formative; 2nd semester seniors, summative)
- Graduating Student Exit Interviews and Survey (summative)
- Alumni Surveys (summative)
- Best Christian Workplace Survey (summative)

In addition, each support unit has specific indirect methods of assessment outlined in their assessment plan.

C. Assessment Monitoring, Use of Results, & Training

1. Each student support unit sets in place an Assessment Plan (AP) within its Accountability Management System (AMS). Ongoing and short-term assessment goals are to be set by each support unit.
2. Each unit's AMS is continuously updated as assessment takes place. Reflections and Recommendations on the measurements are recorded and Action Plans are created and monitored.
3. Every two years, the support unit discusses their AP with their immediate supervisor. The appropriate VP/PLT member receives a copy of the review. The VP/PLT member then forwards a copy of the AP to the Committee for Institutional Effectiveness (CIE) for discussion and suggestions.
4. Every six years, each support unit conducts a formal evaluation.
5. Support unit supervisors are involved in periodic workshop sessions on assessment. The Office for Institutional Effectiveness conducts individual training with support unit supervisors as needed.

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Appendix A
Lancaster Bible College's
OVERVIEW OF COLLEGE-WIDE ASSESSMENT

Institutional Level Assessment	**Scope** **Main Emphasis** **Primary Means**	S = **College-Wide**						
		E = Mission and Vision Statements, Core Values & Goals						
		M = Office for Institutional Effectiveness Assessment Plan						
Administrative Level Assessment	**Scope** **Main Emphasis** **Primary Means**	S = **Academic Affairs - Undergraduate Education**				S = **Student Services**	S =**Enrollment Management**	S = **Institutional Advancement**
		E = Core Knowledge and Skills, Information Literacy Goals				E = Lifestyle Goals	E = E.M. Goals	E = I.A. Goals
		M = Assessment Plans				M = Assessment Plans	M = Assessment Plans	M = Assessment Plans
Program Level Assessment	**Scope**	S = **Professional Programs**	S = **Bible & Theology Programs**	S = **Arts & Sciences Programs**	S = **A.A. Support Departments**	S = **S.S. Departments**	S = **E.M. Departments**	S = **I.A. Departments**
	Main Emphasis	E = Purpose & Objectives	E = Purpose & Objectives	E = Purpose & Objectives	E = Purpose & Objectives	E = Mission & Objectives	E = Mission & Objectives	E = Mission & Objectives
	Primary Means	M = Assessment Plans & 6-year review	M = Assessment Plans & 6-year review	M = Assessment Plans & 6-year review	M = Assessment Plans & 6-year review	M = Assessment Plans & 6-year review	M = Assessment Plans & 6-year review	M = Assessment Plans & 6-year review
Course Level Assessment	**Scope** **Main Emphasis** **Primary Means**	S = Professional Courses	S = B&T Courses	S = A&S Courses	**Seminary and Graduate Programs are evaluated at the program and course levels.**			
		E = Student Learning Outcomes (tied to higher level objectives & goals)						
		M = Assessment Activities (tied to Student Learning Outcomes)						

Appendix B
Timeline for Major Assessment Instruments

While many of the assessment methods listed below provide information that address multiple levels of assessment, they have been categorized according to their primary focus.

	2016-2017 [Year 1 Cycle]	2017-2018 [Year 2 Cycle]	2018-2019 [Year 3 Cycle]	2019-2020 [Year 1 Cycle]	2020-2021 [Year 2 Cycle]	2021-2022 [Year 3 Cycle]
Mission & Vision, Core Values, Institutional Goals	• Senior Interviews & Survey • Alumni Survey/ Interviews/ Focus Groups	• Best Christian Workplace Survey • Senior Interviews & Survey	• Senior Interviews & Survey • AICUP's Baccalaureate Outcomes Survey • Employer/Graduate School Survey	• Best Christian Workplace Survey • Senior Interviews & Survey	• Senior Interviews & Survey • AICUP's Baccalaureate Outcomes Survey	• Best Christian Workplace Survey • Senior Interviews & Survey
Core Knowledge & Skills	• Measurements noted in Institutional Effectiveness Assessment workspace	• Measurements noted in Institutional Effectiveness Assessment workspace • AICUP's First Year Student Survey • National Survey of Student Engagement	• Measurements noted in Institutional Effectiveness Assessment & Planning workspace	• Measurements noted in Institutional Effectiveness Assessment workspace • AICUP's First Year Student Survey	• Measurements noted in Institutional Effectiveness Assessment workspace • AICUP's First Year Student Survey	• Measurements noted in Institutional Effectiveness Assessment workspace • National Survey of Student Engagement
General Education Objectives **Information Literacy Objectives**	• Measurements noted in Arts & Sciences Assessment workspace • Standardized Assessment of Info. Literacy Skills	• Measurements noted in Arts & Sciences Assessment workspace	• Measurements noted in Arts & Sciences Assessment workspace • Standardized Assessment of Info. Literacy Skills	• Measurements noted in Arts & Sciences Assessment workspace	• Measurements noted in Arts & Sciences Assessment workspace • Standardized Assessment of Info. Literacy Skills	• Measurements noted in Arts & Sciences Assessment & Planning workspace • iSkills Info. Literacy Assessment
Lifestyle Goals	• ABHE's Furnishing the Soul Inventory • AICUP's Campus Diversity Survey	• LBC Christian Formation Inventory [proposed]	• LBC Christian Formation Inventory [proposed] • AICUP's Campus Diversity Survey	• ABHE's Furnishing the Soul Inventory	• LBC Christian Formation Inventory [proposed] • AICUP's Campus Diversity Survey	• LBC Christian Formation Inventory [proposed]
Biblical & Professional Objectives	• LBC Biblical Knowledge Exam	• LBC Biblical Knowledge Exam	• LBC Biblical Knowledge Exam	• LBC Biblical Knowledge Exam	• LBC Biblical Knowledge Exam • Employer Ratings/ Interviews/Focus Groups	• LBC Biblical Knowledge Exam
Support Unit Objectives	• LBC Student Survey/ Interviews/Focus Groups	• Student Satisfaction Inventory • LBC Faculty & Staff Survey/Interviews/ Focus Groups	• LBC Student Survey/ Interviews/Focus Groups • Priority Survey of Online Learners / Adult Students Priority Survey	• Student Satisfaction Inventory • LBC Faculty & Staff Survey/Interviews/ Focus Groups	• LBC Student Survey/ Interviews/Focus Groups	• Student Satisfaction Inventory • LBC Faculty & Staff Survey/Interviews/ Focus Groups