



**LANCASTER
BIBLE COLLEGE**

YOUR JOURNEY. OUR FOCUS.

SELF-STUDY DESIGN

Spring 2024

I. INSTITUTIONAL OVERVIEW

Lancaster Bible College | Capital Seminary & Graduate School (LBC | Capital) is a private, nonprofit institution with a thriving student population of undergraduate, graduate, and doctoral learners. As a non-denominational Bible college also accredited by the Association for Biblical Higher Education (ABHE), LBC | Capital currently offers over 60 undergraduate, masters, and doctoral degree programs, delivered in-class in Lancaster, PA; Philadelphia, PA; Greenbelt, MD; and online. The main campus is in Lancaster, PA, about 40 miles east of Harrisburg and 70 miles west of Philadelphia. Serving over 2,400 full and part-time students, LBC | Capital's mission is *to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.*

Institutional History

Dr. Henry J. Heydt founded the School of the Bible in downtown Lancaster, Pennsylvania in September of 1933. The school relocated several times until 1957 when Mr. and Mrs. J. Martin Esbenschade presented the school with an 18-acre tract of land in Manheim Township, Lancaster County. Residence halls were constructed in the 1960s, an auditorium/gymnasium and dining hall in the 1970s, and by 1994 significant additional acreage was acquired. The main campus encompasses about 100 acres and includes academic and residential buildings constructed between 2012 and 2016 to accommodate the growing needs of all student populations.

Online and urban expansion began in 2007 and 2012 respectively with approval from MSCHE and ABHE. Urban teaching locations were added in Greenbelt, MD, and Philadelphia, PA. Online education has provided an avenue to foster partnerships nationally and globally. Today, LBC | Capital courses are utilized by similar institutions seeking to expand their educational offerings in the US and in countries including Uganda and Brazil.

Academic Programming

Until 1993 when LBC | Capital was granted approval to award the Bachelor of Science in Education degree, LBC | Capital awarded only the Bachelor of Science in Bible degree. From 1993 to 2012, academic program offerings expanded at the graduate level with Master of Arts degrees in Bible, Ministry, and Counseling; a Master of Education; and a PhD in Leadership. In 2012, the Pennsylvania Department of Education enacted legislation that

eliminated program approval requirements for some institutions, enabling LBC | Capital to add new degree programs at any level. Just 12 years later, LBC | Capital programs include Bible and Ministry degrees as well as Business, Criminal Justice, Bachelor of Fine Arts in Musical Theatre, and Social Work.

Mission & Goals

LBC| Capital embraces its mission of educating Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society, while defining a Bible college in the 21st century considering demographic and technological changes.

Environmental Factors

Externally, LBC| Capital, like other Bible colleges, is facing the challenges of the demographic cliff as well as the effects of church attendance decline. According to the latest reports, over the last 20 years 40 million Americans have stopped attending church. In addition, the church in the majority world is growing and many of the people in those countries seek theological training but have difficulty accessing and paying for it. Due in part to this shift, LBC| Capital has aggressively developed online program offerings that improve access and reduce costs.

Internally, LBC| Capital is reinventing what it means to be a Bible college by offering programs in the Arts, Business, and Criminal Justice that seek to integrate Bible and Theology courses with these majors. As an institution, we are training students to be engaged in culture rather than escaping culture. The faculty developed an academic vision statement that has served as a roadmap for curriculum revision. As part of this venture, we are seeking to become a multicultural institution. We conducted a diversity audit and are now taking concrete steps to develop a diverse experience and education for our students that will enable them to form cultural and emotional intelligence. Due to our expansion of online program offerings, today a class at LBC | Capital could include students from multiple time zones, cultures, and countries.

Strategic Plan 2023-2026 *Ready in Every Season*

In preparation for developing the strategic plan, *Ready in Every Season*, the Administration conducted an institutional SWOT analysis during the Spring 2023 semester. As a faith-based institution of higher education, LBC | Capital is attuned to the unique challenges and opportunities we face, the most significant of which include the demographic cliff and the decline in protestant church attendance. Thus, the strategic plan's primary focus is to strengthen the foundation that will enable LBC | Capital to be the leader in collaborative

contextualized biblical higher education in the US and abroad. As of the time of this writing, the strategic plan has been launched with the first set of goals to be completed in Fall 2024.

The strategic plan values that drive our actions and decisions are:

1. Biblical: We apply God’s Word to all of life.
2. Stewardship: We maximize and multiply God’s resources.
3. Collaboration: We work with others to accomplish our mission.
4. Innovation: We strive to continually improve to give God our best.
5. Servanthood: We serve others to bring out their best.

The strategic plan focuses on six areas of strategic effort:

1. Identity: Clarify our identity as a Bible college.
2. Culture: Nurture a community where faculty, staff, and students belong and thrive.
3. Structure: Design and build a nimble institution.
4. Education: Deliver an exceptional education that is biblically integrated with deep personal engagement.
5. Student Success: Ensure students flourish while growing enrollment for greater Kingdom impact.
6. Stewardship: Ensure the long-term viability of Lancaster Bible College.

Student Population and Trends

LBC | Capital serves students of all ages through traditional and hybrid programs at our Lancaster, Philadelphia, and Washington, DC-area campuses, as well as through fully online programs. LBC | Capital offers four doctoral programs, 19 master’s programs, and 38 undergraduate programs. In 2023, LBC | Capital served about 1,700 undergraduates and 700 graduate students.

Enrollment at both the undergraduate and graduate levels has increased. From 2020 to 2023, undergraduate enrollment rose by 10% and graduate-level enrollment increased by over 40% with the addition of several new online seminary and graduate programs.

Enrollment of minority students has fluctuated between 43% and 55% over the 2019-20 through 2023-24 academic years (based on IPEDS data).

The highest-enrollment undergraduate program is Biblical Studies. In 2023-24, the fastest-growing program was Business Administration. Other top undergraduate programs include Education, Psychology, and Communication. Also in 2023-24, the highest-enrollment graduate program was the Master of Divinity, and the PhD in Leadership was highest at the doctoral level.

Graduation rates of bachelor's-seeking students rose from 62% in 2022 to 71% in 2024, with a 4-year average of 68% (first-time, full-time students graduating within 150% of normal time, 2021-2024). In 2023, fall-to-fall retention rates were 65% for global (hybrid and online) students and 81% for traditional undergraduates.

As of this writing, LBC | Capital has 64 full-time faculty members, nine senior administrators, and a full-time and part-time staff of 182. The student-to-faculty ratio is 18 to 1.

Notable Changes since Last Review

Since the last self-study and evaluation team visit in 2017, the following significant changes have occurred:

- **Location Closure:** LBC | Capital closed the additional teaching location at Memphis Center for Urban & Theological Studies in Memphis, TN (2019). Additionally, hybrid undergraduate offerings were eliminated at the Lancaster location in spring 2023.
- **Leadership Transition:** Dr. Peter Teague retired in early 2020 after a 20-year tenure as president. Dr. Thomas L. Kiedis became president on February 1, 2020. Since then, the Cabinet's composition has changed due to turnover and the organization's changing needs.
- **National and Global Context:** Immediately after Dr. Kiedis started his tenure and a search for key members of the Cabinet began, COVID-19 and the murder of George Floyd caused our institution to evaluate our own progress in racial reconciliation. In response to racial tensions, LBC | Capital hired Cultured Enuf to conduct an institutional diversity audit that is now being utilized to inform efforts to enhance diversity and belonging at LBC | Capital.
- **Financial Benchmarking:** Financial challenges due to COVID combined with a decrease in enrollment of traditional undergraduate students prompted the administration to hire consultants to identify key metrics on financial health. Data, including target benchmarks for instructional costs, has been and continues to be systematically collected to inform decision-making related to resources and programming.
- **Online Expansion:** Just prior to the presidential transition in 2020, significant efforts were made to expand online programming. Challenges related to leadership transitions and COVID stalled those efforts until Summer 2021. Since then, 25 online programs have been added, most at the graduate level. As a result, the number of online students has increased rapidly, from 300 in 2020 to over 1000 students projected for Fall 2024.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF STUDY

The Self-Study priorities were developed through the evaluation of our most recent strategic plan and the Middle States Standards. Our intention is to use the Self-Study to assist us in discovering ways to affirm what we have been doing well and to best position ourselves for working out the strategic plan.

To develop priorities that will guide the study, the steering committee has held meetings with faculty and staff. We have also developed a survey for faculty, staff, and Board of Trustee members.

Stewardship

Lancaster Bible College | Capital Seminary & Graduate School seeks to ensure the long-term viability of the College by stewarding resources to maximize and multiply missional impact. Strategic lines of effort include enhancing the College's financial position by creating marginal revenue within the operating budget; strengthening and developing relationships with partner institutions, donors, and alumni; reforming our organizational structure; and implementing metrics to evaluate the financial viability of academic programming and collaborative partnerships. As an institution of biblical higher education, LBC desires to support faculty and staff development as well as assuring all efforts align with the school's mission and academic vision statement. Further, we are committed to seeking financial stability to safeguard academic excellence. To support these ends, the institution is committed to improving our data infrastructure so that we can provide more informed analytics and assessments to guide decision-making, with an eye to constructing a data asset management plan that would lead the institution with a data-informed culture. Considering the rapidly changing landscape of higher education, it is crucial that LBC | Capital leverages every advantage to remain nimble and effective.

Diversity & Belonging

Historically, LBC | Capital has been theologically and demographically monocultural. Today, the institution is committed to nurturing a diverse community that promotes belonging and human flourishing within the context of our core Christian beliefs and is reflective of the rural, suburban, urban, and global students whom we serve. We seek to grow as a multicultural institution and create space for students, faculty, staff, and partner organizations to feel welcomed and included in everything we do. Strategic lines of effort include recruiting efforts that reach a broader pool of candidates, empowering the

Diversity Council, developing a supportive student culture through the curriculum and co-curriculum, and developing a healthy workplace environment.

Collaborative & Contextual Biblical Higher Education

Over the course of the 20th century, the Church saw a reduction in members of European descent and an increase in members from the majority world. In keeping with our mission, LBC | Capital exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society. To this end, the institution is committed to serving the national and global Church in intentional ways. This initiative permeates every aspect of the institution from course delivery and program assessment to curriculum development and new partnerships. The institution remains committed to biblical higher education for academic, vocational, and professional careers at all degree levels while fostering collaborative relationships with employers and partner organizations. Contextualized delivery of educational programs ensures relevance and sensitivity to the needs of the communities whom we serve. Strategic lines of effort include refining institutional values, clarifying the value of biblical education, expanding (and contracting) academic programming to meet the changing needs of the market and the global Church, strengthening existing partnerships, and developing new ones.

This chart shows the alignment of institutional mission, strategic plan, and MSCHE Standards of Accreditation with institutional priorities.

Key Elements of the Institutional Mission Statement	Priority 1: Stewardship	Priority 2: Diversity & Belonging	Priority 3: Collaborative & Contextual
Educate Christian students	X	X	X
Think and live a biblical worldview		X	X
Proclaim Christ by serving him in the Church and society		X	X
Strategic Plan Lines of Effort			
Identity	X		X
Culture	X	X	
Structure	X		X
Education		X	X

Student Success		X	X
Stewardship	X		
Standards			
I: Mission and Goals			X
II: Ethics and Integrity		X	
III: Design and Delivery of the Student Learning Experience		X	X
IV: Support of the Student Experience		X	X
V: Educational Effectiveness Assessment		X	X
VI: Planning, Resources, and Institutional Improvement	X	X	
VII: Governance, Leadership, and Administration	X	X	

The following chart shows a draft line of inquiry for each related standard and institutional priority.

Standard	Institutional Priority	Example Line of Inquiry
I. Mission and Goals	Priority 3: Collaborative & Contextual	In what ways does LBC set clearly defined institutional and academic goals that are mission-aligned?
II. Ethics and Integrity	Priority 2: Diversity and Belonging	To what degree do LBC's policies and procedures transparently honor its commitments to faculty, staff, and students and foster a campus climate to achieve its mission?
III. Design and Delivery of Student Learning Experience	Priority 2: Diversity & Belonging Priority 3: Collaborative & Contextual	To what extent are all learning programs characterized by rigor and coherence, and consistent with higher ed expectations in alignment with our mission and vision for collaborative and

		contextualized biblical higher education?
IV. Support of the Student Experience	Priority 2: Diversity and Belonging	What evidences exist that the institution is offering mission-aligned athletic, student life, and extracurricular activities that support a thriving student experience and sense of belonging?
V. Education Effectiveness and Assessment	Priority 3: Collaborative and Contextual	To what degree are the institution's assessment structures and processes effective, sustainable, mission-aligned, sufficiently supported, and periodically evaluated for the improvement of educational effectiveness for all modalities and locations?
VI. Planning, Resources, and Institutional Improvement	Priority 1: Stewardship	What evidence exists that appropriate processes are utilized to prepare a mission-aligned multi-year budget for both operational and capital expenditures that points to the long-term stability of the college?
VII. Governance, Leadership and Administration	Priority 1: Stewardship Priority 2: Diversity and Belonging	To what extent does the governance structure advance the mission through clearly articulated roles, responsibilities, and accountability for inclusive decision-making across the institution?

III. INTENDED OUTCOMES OF THE SELF-STUDY

The intended outcomes of our Self-Study are:

1. **To reaffirm accreditation with MSCHE.** LBC | Capital will demonstrate alignment of our institutional mission, priorities, and strategic plan with MSCHE Standards

for Accreditation and Requirements of Affiliation utilizing substantial evidence as required by MSCHE.

2. **To build trust and transparency.** LBC | Capital will reflect institutional values of collaboration, stewardship, and servanthood to foster transparent discussions with all stakeholders. Such discussions are necessary to reflect the diverse needs of our student population, to achieve our mission in the 21st century, and to implement the current strategic plan.
3. **To strengthen assessment and planning across the institution.** LBC | Capital will examine the quality and effectiveness of our assessment and planning processes to ensure that they are focused on continuous improvement and are used to inform decision-making and achievement of the strategic plan.
4. **To improve administrative effectiveness and student learning and achievement.** LBC | Capital will leverage self-study to identify areas for continuous improvement and develop specific means by which we can advance administrative effectiveness in domains such as policy, procedure, and decision-making. Additionally, we will identify areas for continuous improvement of student success in and out of the classroom.

IV. SELF-STUDY APPROACH

LBC | Capital's Self-Study report will be organized using the Standards-Based approach, ensuring our ability to demonstrate alignment with the [*Standards for Accreditation and Requirements of Affiliation \(Fourteenth Edition\)*](#) and [*Evidence Expectations by Standard*](#).

The college's 2023-2026 strategic plan, [*Ready in Every Season*](#), lays the foundation for LBC | Capital to be the leader in collaborative contextualized biblical higher education in the US and around the world. The Standards-Based approach enables us to examine strategic plan lines of effort through the lens of all seven Standards of Accreditation and Requirements of Affiliation, ensuring our ability to uphold and maintain institutional integrity and the quality standards expected of all MSCHE member institutions. In this manner, a standards-based approach fosters transparency with all key constituency groups, instilling confidence in the operations of the institution and the excellence of the education we provide.

V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Steering Committee

LBC | Capital has organized a Self-Study Steering Committee to oversee and coordinate the self-study process. The Committee consists of the Core Team and Working Group Chairs. It is supported by consultants whose current roles and/or experience make them key assets. After completing the Self-Study Institute, the Provost (and Accreditation Liaison Officer) established the Core Team. The Core Team then identified individuals who might serve as Working Group Chairs: individuals who are deeply familiar with the College’s mission and goals, possess a broad institutional perspective, and have the capacity to commit to the self-study process and institutional priorities. These prospective members were recommended to the President and the President’s Leadership Group and approved without modification. The invitations were issued by the President’s Office and accepted by all invitees.

The Self-Study Steering Committee consists of the following individuals:

Core Team	
Tricia Wilson	Provost (Co-Chair/ALO)
Mark Draper	Director of Library Services (Co-Chair)
Dawn Brandt	Compliance Coordinator (Records & Evidence Manager)
Eric Brandt	Director of Digital Learning (Project & Communications Manager)
Working Group Chairs	
Robin Bronkema	Associate Professor of Education; Director of Graduate Programs
Gordon Gregory	Professor of Theology & Biblical Studies
Justin Harbin	Associate Professor of Education; Director of the Center for Teaching & Learning
Chris McNamara	Director of People & Culture; Title IX Coordinator
Tanya Solomon	Site Director, Philadelphia
David Spender	Chief Enterprise Architect & Security Officer

Consultants	
Judy Heckaman	Assistant to the President
Julia Hershey	Associate Provost for Academics
Dale Mort	Professor Emeritus (retired Associate Vice President for Institutional Effectiveness)

In the fall of 2023, Co-chair/ALO Provost Tricia Wilson, Dawn Brandt, and Dr. Julia Hershey attended the Self-Study Institute. Co-chair Mark Draper and Eric Brandt completed the Institute asynchronously in the spring of 2024.

The charge to the Steering Committee includes the following elements:

Collectively, the Steering Committee will:

1. Oversee preparation of the Self-Study Design document.
2. Facilitate a transparent and collaborative self-study process.
3. Ensure timely implementation of the self-study timelines.
4. Design and implement the self-study communication plan.
5. Oversee preparation of the final Self-Study Report.
6. Establish and charge the Working Groups.
7. Oversee, support, and manage information requests from Working Groups.
8. Identify and communicate about gaps in compliance.
9. Facilitate the Self-Study Evaluation Team during the site visit.
10. Oversee preparation of a response to the Evaluation Team Report.

The Steering Committee Co-Chairs will:

1. Lead the preparation of the Self-Study Design and Self-Study Report documents, including communication with leadership and campus constituencies.
2. Organize and lead Steering Committee meetings and cross-institution coordination and communication about the self-study process and institutional accreditation.
3. Serve as liaisons between the Steering Committee, institutional leaders, stakeholders, and representatives of MSCHE.
4. Edit and synthesize Working Group reports and other documents to create a coherent Self-Study Design and Self-Study Report that authentically represents input from institutional stakeholders.

Each Working Group Chair will:

1. Develop an understanding of the MSCHE Standards for Accreditation and of the criteria under the Standard assigned to their Working Group.
2. Lead their Working Group's investigation as outlined in the Self-Study Design.
3. Hold regular meetings and stay on the timeline defined by the Steering Committee.
4. Oversee the collection of documentation for the Evidence Inventory.
5. Synthesize and analyze evidence to evaluate compliance with the assigned Standard.
6. Ensure the completion of their Working Group's chapter.

Working Groups

LBC | Capital has organized six Working Groups to address MSCHE's seven Standards (one Working Group will address both Standards I and II). The Working Groups are tasked with identifying and analyzing evidence, drafting their chapter(s) of the Self-Study, and assembling the Evidence Inventory. Each Working Group will review college documents to determine the ways and extent to which LBC | Capital meets their assigned Standard(s) for Accreditation.

Each Working Group will consist of five to six members. Each member will assume one of the following roles within their group and execute its responsibilities:

- The **Administrator** (Chair) will lead and represent the group.
- The **Content Expert** will provide specialist knowledge in the Standard's area.
- The **Archivist** will manage the group's documents and evidence.
- The **Faculty Member** will represent the faculty voice.
- The **Writer** will compile and edit the group's chapter components.

All Working Group members will contribute to the investigation of the lines of inquiry associated with their group's Standard, collection and analysis of evidence, and preparation of their group's Chapter.

Working Group Chairs proposed members to the Steering Committee in spring 2024. The Steering Committee will ensure that each group's membership is appropriately qualified, informed, representative, and inclusive. Working Group membership will be finalized in summer 2024 (prior to July 1) and begin meeting that fall.

Each Working Group will be expected to meet at least three times per semester (roughly monthly) in fall 2024, spring 2025, and fall 2025. Each required meeting must result in a progress report, using a template provided, submitted by the Chair to the Steering Committee.

The Standards-based Working Groups consist of the following individuals:

Standard I: Mission and Goals & Standard II: Ethics and Integrity		
Gordon Gregory	Chair	Professor of Theology & Biblical Studies; Faculty Athletics Representative; Curriculum Development Committee
Brenda Spackman	Content Expert	HR Generalist
Eddie Owens	Content Expert	Director of Global Recruiting
Jeff Hoover	Archivist	Registrar
	Archivist	
Thom Scott	Faculty Member	Instructor, Communication & Media Arts
Amy Mongiovi	Writer	Writer, Editor, Adjunct Professor
Standard III: Design and Delivery of the Student Learning Experience		
Justin Harbin	Chair	Associate Professor of Education; Director of the Center for Teaching & Learning
Robin Jeffers	Content Expert	Manager of Instructional Design
Christie Werkheiser	Archivist	Accessibility & Learning Resources Coordinator
Matthew Lee	Faculty Member	Master of Divinity Program Director
Geoffrey Reiter	Writer	Associate Department Chair of Arts & Sciences; Associate Professor
Standard IV: Support of the Student Experience		
Tanya Solomon	Chair	Site Director, Philadelphia; Diversity Council
Beth Kachel	Content Expert	Associate Dean for Student Affairs
Tommy Ardt	Content Expert	Head Men's Soccer Coach
Kate Leonard	Archivist	Senior Admissions Counselor
Dan Carver	Faculty Member	Associate Professor of Old Testament
Rhonda McClenton	Writer	Associate Director of the Ally Center, Global Services
Standard V: Educational Effectiveness Assessment		

Robin Bronkema	Chair	Associate Professor of Education; Director of Graduate Programs (Education)
Sherry Bell	Content Expert	Manager of Faculty Support
Erin Quillen	Archivist	Executive Assistant to the President's Office
Tony Shetter	Faculty Member	Associate Department Chair of Bible & Theology; Associate Professor
Shanika Churchville	Writer	Director of the Ally Center
Standard VI: Planning, Resources, and Institutional Improvement		
David Spender	Chair	Chief Enterprise Architect Security Officer; Chair, Change Control Board
Alec Smith	Content Expert	Staff Accountant
Jocelyn Abel	Archivist	Head of Reference Services
Jevon Thompson	Faculty Member	Program Coordinator of Criminal Justice; Assistant Professor
Rila Hackett	Writer	Major Gifts Officer
Standard VII: Governance, Leadership, and Administration		
Chris McNamara	Chair	Director of People & Culture; Title IX Coordinator
Judy Heckaman	Content Expert	Assistant to the President
Dwight Shelly	Archivist	Director of Discipleship
Stacey Martin	Faculty Member	Academic Dean of Education and Counseling & Social Work
Clint Banz	Writer	Electronic Resources Librarian

VI. GUIDELINES FOR REPORTING

Each Working Group will provide the following by the dates indicated:

Period	Deliverable
October 2024	A table connecting the Standard and each criterion to the appropriate Institutional Priority(ies)
October 2024	A table linking the Standard and each criterion of the Standard to existing or potential evidence/data
December 2024	A review and update of the two tables described above and a preliminary Chapter outline
January 2025	<p>A Chapter outline including the following</p> <ul style="list-style-type: none"> • Lines of inquiry to be examined by the Working Group, connecting the assigned Standard to the Institutional Priorities • A description of how each item of evidence demonstrates LBC’s fulfillment of the Standard • As appropriate, an evaluation of how the evidence demonstrates adherence to the Requirement(s) of Affiliation • A narrative highlighting the specific programs, processes, and achievements that help communicate the LBC story in the context of the Working Group Standard
February 2025	First draft of Chapter
February 2025	First draft of List of Evidence for each aspect of the Evidence Inventory
March 2025	<p>Second draft of Chapter including gap analysis</p> <ul style="list-style-type: none"> • Findings to be presented to campus and BOT for comment
April 2025	Final draft of Evidence Inventory
April 2025	<p>Final draft of Chapter including:</p> <ul style="list-style-type: none"> • Analysis and reflection on Lines of Inquiry and evidence/data • Conclusions, including strengths and challenges, with references to appropriate Criteria • Opportunities for ongoing institutional improvement, including recommendations for addressing items identified in gap analysis

Guidelines for the Self-Study Narrative

Each chapter should be succinct but contain relevant details. A typical chapter will be approximately 10-12 pages in length.

Document Parameters:

- Document Type: MS Word
 - Font: Aptos, 12 point, black (as in the rest of this document)
- Margins: 1 inch all around; Header/Footer margins should be ½ inch
 - Page numbers: bottom right corner
 - Header/Footer - Arial, 10 point
- References format: As needed, use APA format for all in-text citations.
- Spacing: single-spaced with one space after sentences. Double-space between paragraphs with no indentation at start of paragraph
- Text justification: Left justified
- Tables and Figures: Numbering convention will be structured by chapters (e.g., second table in chapter 3 would be Table 3.2; first table from chapter 6 would be Table 6. Figures, if used, would work similarly).

General Capitalization Rules:

- Always capitalize the following:
 - Lancaster Bible College | Capital Seminary & Graduate School and LBC | Capital
 - Degree names - when listing full terms (Bachelor of Arts, Master of Science, etc.)
 - Department names (Arts & Sciences, Counseling & Social Work, Education)
 - Document/Self-Study specific roles and content (e.g., Steering Committee, Standard [#] Work Group, Chapter VI, Lancaster Bible College | Capital Seminary & Graduate School Self-Study Design, etc.)
 - Capitalize Self-Study when referring to the report. Do not capitalize self-study when referring to the general process.
 - Institutional documents (Undergraduate Catalog, Strategic Plan, etc.)
 - Institutional standing committees (e.g., Academic Council, Budget Committee, Diversity Council, etc.)
 - Titles - specific (Academic Dean)
 - College (when specifically referencing LBC | Capital) (e.g., “the College”)

- Do not capitalize the following:
 - Academic terms (fall, winter, spring, summer)
 - Degree names - when referenced partially (associate, bachelor’s, master’s, doctoral)
 - Discipline names that are not proper nouns - e.g., history, theology, counseling, etc. (English and Bible would be the exceptions as they are proper nouns.)
 - General department/division references (e.g., “academic support given to...,” “academic departments must...,” “college-level expectations...” etc.)
 - General title usage (e.g., deans, chairs, directors, etc.)

Style guidelines:

- Comma usage: Employ the Oxford comma (comma before “and”) in any series.
- Formality:
 - Do not use contractions.
 - Refer to positions, not individual names.
 - Write in the third person.
- Voice: Use the active voice as much as possible

Chapter organization:

1. Introduction: An overview of how the working group addressed criteria in connection with the institutional priorities being considered.
2. Narrative analysis: Provide narrative on how LBC fulfills each criterion of the Standard. Identify relevant evidence. Describe the data compiled and analyzed.
3. Strengths: Identify the strengths of the institution, as explained in the analysis.
4. Areas for Improvement: Briefly list the issues that need to be addressed by the Institution.
5. Recommendations: Offer suggestions for how LBC could address the improvement areas included in the chapter. Not every recommendation will be included in the final version of the Self-Study, but all recommendations will be compiled as outcomes of the Self-Study process and referred to existing processes or governance bodies for appropriate consideration.

VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

LBC | Capital’s Self-Study Report will be organized in chapters according to MSCHE’s Standards of Accreditation. Each Standard’s chapter will be guided by the line(s) of inquiry and relevant data will be utilized to support each criterion. The data collected will be housed in the Evidence Inventory; be guided by the Commission’s *Evidence Expectations*

by *Standard Guidelines*; and demonstrate compliance to MSCHE Standards, the Commission’s policies and procedures relevant to that Standard, and Federal regulations.

A draft of the Self-Study outline is below:

1. **Executive Summary**: A brief overview of the institution’s history, profile, and strategic plan. Also included is a description of LBC | Capital’s approach to the self-study, lines of inquiry, and organization of the Self-Study Report.
2. **Standard I: Mission and Goals**
 - a. Introduction
 - b. Narrative analysis
 - c. Strengths, areas of improvement, and recommendations
3. **Standard II: Ethics and Integrity**
 - a. Introduction
 - b. Narrative analysis
 - c. Strengths, areas of improvement, and recommendations
4. **Standard III: Design and Delivery of the Student Learning Experience**
 - a. Introduction
 - b. Narrative analysis
 - c. Strengths, areas of improvement, and recommendations
5. **Standard IV: Support of the Student Experience**
 - a. Introduction
 - b. Narrative analysis
 - c. Strengths, areas of improvement, and recommendations
6. **Standard V: Educational Effectiveness Assessment**
 - a. Introduction
 - b. Narrative analysis
 - c. Strengths, areas of improvement, and recommendations
7. **Standard VI: Planning, Resources, and Institutional Improvement**
 - a. Introduction
 - b. Narrative analysis
 - c. Strengths, areas of improvement, and recommendations
8. **Standard VII: Governance, Leadership, and Administration**
 - a. Introduction
 - b. Narrative analysis
 - c. Strengths, areas of improvement, and recommendations
9. **Conclusion**: A summary of the Self-Study findings, preliminary plans to address institutional areas of improvement, and a brief narrative analysis of how the self-study process helped to achieve the intended outcomes.

VIII. SELF-STUDY TIMELINE

The table below outlines the major activities and expected timeframes of completion for a spring 2026 self-study visit.

Date	Activity
September – November 2023	<ul style="list-style-type: none"> • Self-Study Institute (SSI) held
January – April 2024	<ul style="list-style-type: none"> • Assemble Steering Committee • Remote meeting with MSCHE VP Liaison (Jan 31) • Draft Self-Study Design (SSD)
May – June	<ul style="list-style-type: none"> • Assemble Working Groups
May 7	<ul style="list-style-type: none"> • Submit draft SSD (two weeks before visit)
May 21	<ul style="list-style-type: none"> • MSCHE VP Liaison Self-Study Preparation Visit (SSPV) to campus
July 1	<ul style="list-style-type: none"> • Submit final SSD for acceptance by MSCHE
September – December	<ul style="list-style-type: none"> • Working Groups gather/analyze data & submit progress reports to Steering Committee
January – May 2025	<ul style="list-style-type: none"> • Self-Study Evaluation Team Chair chosen • Evaluation Team Visit dates chosen • Accepted SSD sent to Evaluation Team Chair • Self-Study Report (SSR) drafted & shared with LBC Capital community
May – September	<ul style="list-style-type: none"> • SSR reviewed by LBC Capital community & revised
September – November	<ul style="list-style-type: none"> • SSR draft sent to Team Chair (2 weeks before visit) • Evaluation Team Chair’s preliminary visit
December – January 2026	<ul style="list-style-type: none"> • SSR finalized based on Evaluation Team Chair feedback & shared with LBC Capital community
February – March	<ul style="list-style-type: none"> • Final SSR & Evidence Inventory uploaded to MSCHE portal (6 weeks before team visit)

March – April	<ul style="list-style-type: none"> • Self-Study Evaluation Team visit • Evaluation Team Report • Institutional Response
June	<ul style="list-style-type: none"> • Commission meets to determine action
July	<ul style="list-style-type: none"> • Steering Committee transfers SSR suggestions to Cabinet & concludes work

IX. COMMUNICATION PLAN

In accordance with their charge, the Steering Committee will oversee and ensure that the LBC | Capital community is regularly educated and updated about the progress of the self-study process. These efforts will take place over several semesters and include a combination of broadcast updates, opportunities to collect community feedback, and forums to generate open dialogue and build trust and transparency.

Communication vehicles will include:

- A dedicated public website containing general information, Steering Committee and Working Group membership, finalized documents, calendar of process activities and events, and guidance to a dedicated email address for submitting comments and questions to the Steering Committee.
- An internal SharePoint site accessible from the Employee Portal.
- Broadcast email from the Provost’s Office and President’s Office.
- Learning management system (LMS) announcements to engage non-residential students and faculty.
- Presentations and updates at monthly all-employee meetings and faculty in-service events.
- Feedback mechanisms such as surveys and focus groups.

The table below is the communication plan for the self-study process.

Purpose	Audience(s)	Methods	Timing	Responsible Person/Group
Share data, documents, reports, and research results throughout the self-study process	Steering Committee, Working Groups	SharePoint site, Teams workspace	Spring 2023 – Fall 2025	Working Group Chairs
Educate about the Standards and Self-Study process, gather relevant information	Admin, faculty, staff, trustees, students	Webpage, meetings with relevant stake holding groups, broadcast email, LMS, feedback surveys	Spring 2024 – Fall 2025	Steering Committee
Disseminate information to ensure a transparent process	Faculty	Webpage, SharePoint site, town halls, in-service events, Academic Council updates	Spring 2024 – Summer 2026 (periodic)	Steering Committee, Provost’s Office
	Staff & Admin	Webpage, SharePoint site, all-employee meetings, mid-managers, Cabinet’s updates to President’s Leadership Group updates	Spring 2024 – Summer 2026 (periodic)	Steering Committee, President’s Office
	Students	Webpage, student leadership groups (i.e., SGA, MSA, Global, etc.)	Spring 2024 – Summer 2026 (periodic)	Steering Committee, Student Success Coaches

Purpose	Audience(s)	Methods	Timing	Responsible Person/Group
	Board of Trustees	Webpage, BOT presentations, BOT reports	Spring 2024 – Summer 2026 (periodic)	President’s Office, Steering Committee Co-chairs
	Alumni	Webpage, broadcast email, alumni magazine (ECHO)	Fall 2024 – Summer 2026 (periodic)	Steering Committee, President’s Office, Advancement Office

X. EVALUATION TEAM PROFILE

Lancaster Bible College | Capital Seminary & Graduate School is a Bible college that offers programs in Bible, ministry, and professional degrees. Degree offerings range from associate to doctoral degrees. Recently LBC has increased its online offerings with graduate programs primarily offered in that modality.

Team Chair: President or Provost from a peer institution with experience in both residential undergraduate and online graduate programs, who is familiar with church- and faith-based institutions and has experience leading an institution through demographic and enrollment trends. In particular, we seek someone who has experience with Christian worldview development, online education, and partnerships.

Team Members should be from peer institutions and include the following representatives:

- Provost
- CFO
- Executive Vice President
- Vice President of Student Experience
- Institutional Effectiveness

Peer Institutions

Cairn University

Eastern University

Houghton University

Aspirational Peer Institutions

Cedarville University

Grove City College

Liberty University

Messiah University

Pennsylvania State University, Harrisburg

Primary Competitor Institutions

Cairn University

Eastern University

Liberty University

Grove City College

Messiah University

XI. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

Working Groups will be provided with the Annual Institutional Update data submitted over the past five years. They will use this data to evaluate LBC | Capital's trends in Student Achievement, Annual Enrollment, Financial Health, and Federal Financial Responsibility in light of the institution's mission and self-study priorities of Stewardship, Diversity & Belonging, and Collaborative & Contextual Biblical Higher Education.

XII. EVIDENCE INVENTORY STRATEGY

The evidence inventory is a repository of the resources documenting compliance with the Standards and Requirements of Affiliation. The inventory developed by each Working Group will be refined to create the final evidence inventory, which will contain only documents used to support assertions made in the final report. The master inventory will also be used to identify areas lacking sufficient documentation and create a long-term resource for the College.

The master inventory will be housed in a SharePoint site linked to the Teams workspace. Steering Committee and Working Group members will have read-only access to the inventory, and the archivist for each Working Group will have write and delete access. Working Groups will be directed to share documents that could provide evidence to other Working Groups studying different Standards.

A multi-phase process will be used to populate and curate the evidence inventory:

Evidence Collection. Working Groups will gather all relevant resources and documents to support their assigned Standards and Requirements of Affiliation. As evidence is collected, members will populate their inventory. Groups are charged with completing their initial evidence collection by February 2025. Documents in the inventory will be labeled according to a standard naming convention [Standard#.Criterion#.Short title] and include a brief description of the document (Example: StandardV.2b.EDU Assessments; Comparison of EDU Capstone Project assessments 2022-2024), a link to the document, and the unit responsible for the data or enforcement of the policy.

Gap Analysis. After the initial evidence collection, Working Groups will be charged with identifying and addressing areas with insufficient evidence. Group members will document gaps and provide recommendations for addressing these gaps. The Working Group chair will review the gap analyses and determine how to address identified gaps, with assistance from the Steering Committee where required.

Development of Final Evidence Inventory. The final inventory will include only the documents referenced in the final Self-Study report. The items in this inventory will be uploaded to the MSCHE portal. Working Groups will retain any additional documentation they relied on for their work and make it available to the Evaluation Team and Commissioners upon request.

APPENDIX A

Organizational Chart

