

God's Bible School & College

EVALUATION TEAM REPORT

September 25-27, 2006

INTRODUCTION

An ABHE Evaluation Team Visit was made to God's Bible School & College, located in Cincinnati, Ohio. Deeply steeped in the Methodist piety and conviction of its founder, the Rev. Martin Wells Knapp, God's Bible School & College was founded in 1900. It was to be a "drill school for Christian soldiers."

The purpose of this visit was to evaluate the College for a ten-year reaffirmation of accreditation. The ABHE Evaluation Team visit took place September 25-27, 2006. The team was comprised of Dr. Charles Bethel, Appalachian Bible College, Dr. James Estep, Lincoln Christian College & Seminary, Mr. Robert Schriek, Somerset Christian College, Mr. Tom Sass, Free Will Baptist Bible College, and Mr. Steven Witter, Emmaus Bible College.

The self-study report prepared by God's Bible School & College showed evidence of wide participation by faculty, staff, students, administration and board. The report was an appropriate self-study for an accredited institution of higher education. The self-study was comprehensive and accurate in description, and evaluative in that it did identify areas of strengths and weaknesses. The document itself was well organized and noted the appropriate evidence. In some cases statements of compliance were made that were unsubstantiated and ambiguous.

Preparation by the College for the team visit was well done. The team appreciated the cooperation of the God's Bible School & College community throughout the team visit. The administration, faculty, staff, and students demonstrated a positive attitude toward the accreditation process including the self-study and team visit. The team appreciated the excellent hospitality and warm reception provided. It was a pleasure serving ABHE at this institution.

STANDARD 1. MISSION, GOALS AND OBJECTIVES

The college is in compliance with a clear mission statement that is published in the catalog and college documents, posted in conspicuous places around campus, and posted on the website.

Based on the Compliance Document, and interviews with Board members, administration, faculty, staff and students, **the Team Commends GBSC for its passionate commitment to and deep understanding of its mission. (Standard 1)** Class offerings and academic majors as listed in the college catalog are consistent with the college's mission statement in adherence to ABHE standards. The college catalog clearly defines the institutional goals and objectives for each educational program and these objectives appear to be in keeping with the mission.

STANDARD 2. ASSESSMENT AND PLANNING

The school is in embryonic stages of developing an institution-wide, vibrant assessment document that encompasses a continuous, structured process. While the faculty assessment is further along, the complete college family is not scheduled to be fully involved until 2007.

A number of valuable assessment data are presently captured by various methods. However, not all collected assessment statistics are distributed back to the various affected departments. As a result this information is not available for input into some of the planning functions, thereby disallowing use of results for the purpose of improvement.

While the school is fulfilling its mission and achieving its goals and objectives, there is not sufficient evidence that the assessment process is being fully utilized. The STAND plan that was approved by the Board of Trustees in May 2005 lends itself to a good beginning. It is noteworthy that much attention has been recently given to further the improvement of assessment and planning at the institution. This plan needs further development to encompass use of results that impact strategic planning. Further, comprehensive funding for items included in strategic planning should be quantified and tied to future budgeting.

Assessment and planning at the college has been attempted over the past several years, but still continues to be a work in progress. There is a real need to bring maturity and finality to the process that will result in meaningful analysis and use of data in the planning and budgeting

processes. **The Team recommends that the college give full attention to and demonstrate proof of a well-defined, comprehensive planning and assessment document which provides data for utilization in future strategic planning and budgeting. (Standard 2)**

STANDARD 3. INSTITUTIONAL INTEGRITY

The college's publications, statements and advertising are well done and accurately describe the institutions programs and objectives. The college has one handbook, an Employee Handbook, that covers both staff and faculty, and while it is comprehensive and well thought out for staff issues, it lacks some of the specificity in procedures and processes needed for the faculty. For example, the stated requirements for rank and the procedures specified for evaluation for promotion are minimal and need clarification. They do have an adequate biblical grievance procedure. The college documents make it clear that all races and both genders are equally welcome. The college has clearly stated policies regarding the treatment of students, and appropriate procedures to address their problems. Policies are in place, though the process is not as clearly defined, as stated above in the Employee Handbook, for faculty promotion, review and compensation.

The college has also made great progress in addressing the past financial crises. In sum, the college operates in an ethical manner in full compliance with ABHE criteria.

STANDARD 4. AUTHORITY AND GOVERNANCE

The college's documents, articles of incorporation and local, state and federal licenses are all in order and properly filed. The college is operating legally in adherence to ABHE criteria. The Constitution and By-Laws are readily available and in proper order and appropriately filed. The governance of the college is in satisfactory compliance with ABHE criteria. Presently, the Board of Trustees is comprised of 11 men and 1 woman who come from several states and is representative of the college's constituency. The only college employee that is a member of the board is the president, and board policy prevents the president from being an officer of the board. The board

members demonstrate an understanding of the institutions mission and objectives, and come from a wide variety of occupations, including a Physician, a Physician's Assistant, an executives from large corporations, Pastors, and a nurse. Other professions represented include business and ministry. Members write letters, visit donors, serve on Strategic Planning Committees and give to the college for its capital campaign.

While the College Board does not have a conflict of interest policy, it is in the process of developing one, however, no evidence of a conflict of interest was found. The full board meets twice a year, along with the appropriate board committees, and attendance at these meetings has been healthy. An executive committee of the board is comprised of the Chair, Vice-Chair, President, and two members-at-large elected by the Board from its membership. The executive committee is authorized to act on behalf of the full board on matters arising between meetings to the extent authorized by the Board. The board is autonomous, and members display a deep commitment to the institution.

With regard to assessment of effectiveness and orienting and developing new board members, the college satisfies the ABHE criteria, however the Board Development Committee is developing new assessment instruments and process. The Board of Trustees Manual has a clear job description by which board members' effectiveness is judged.

In compliance with ABHE criteria, the board has appointed a chief executive officer that provides administrative leadership for the college. The present president is a clear strength of this institution, and has done a remarkable work in rebuilding a sense of community among the staff, faculty and alumni.

According to the bylaws, the board hires the president and the president manages the institution. The board sets the policy, and the president enforces policy. Members serve a four year

term, and there is no process of rotation off of the Board of Trustees. **It is suggested that the Board of Trustees develop a board rotation policy. (Standard 4)**

STANDARD 5. ADMINISTRATION

The chief executive officer is the president who is responsible to the board in leading the institution toward the accomplishment of its mission as evident in board policy, reports, minutes and interviews with Board members. **The Team commends the president and chief administrative staff for their leadership in significantly advancing the institution to accomplish its mission. (Standard 5)**

While the president does not have the academic credentials for this office, he is currently completing a MA in Pastoral Leadership from Cincinnati Christian University, with the fall of 2007 being a projected completion date. There is a clear organizational chart that defines positions and roles appropriate for an ABHE institution. The staff is qualified with the appropriate education, skills, and resources to discharge their duties. The present administrators are well qualified, and demonstrate a high level of commitment to the institution and its work. In relation to documents, the college is in healthy compliance with ABHE criteria. There is some process for review and enhancement of administrator's performance, but it does not appear to be formal or systematic. **It is suggested that GBSC establish an annual formal appraisal review program for all administrators. (Standard 5)** Administrative records are secure, orderly, appropriately filed, and easily retrieved.

STANDARD 6. INSTITUTIONAL RESOURCES

6a. Human Resources

The college has an adequate number of employees to provide basic services in fulfilling its mission. It is evident that a great deal of effort has been made to attract highly dedicated and motivated personnel in every area of service. Further, each employee exhibits attention to

excellence in his or her area of college ministry. These qualities are moving the collegiate experience into a new level of excellence that will no doubt positively affect those who receive their training at the institution.

An employee handbook exists that contains written policies for hiring, promoting and dismissal of institutional personnel. The handbook encompasses both faculty and staff personnel. Consideration should be given to separating the handbook for the two classes of employees as each has their own unique distinctive.

The area of salaries is a concern. While most employees have housing and a substantial amount of meals provided by the college, remuneration is still considered inadequate as pointed out in the self study. The ability to attract and maintain future high-quality employees will be enhanced as attention is given to this matter. **The Team recommends that the increase of salaries be given heightened attention in the strategic plan and budgeting processes. (Standard 6a)**

Professional growth and development has been funded at a greater level in the recent past. Many faculty and staff are taking advantage of this benefit by furthering their formal education and attending professional seminars in their respective areas of ministry.

While there seems to be little diversity in the makeup of the workforce, it also appears in keeping with the cultural context of the overall constituency and therefore is suitable and representative.

The organizational structure is such that it encourages job satisfaction, collegiality and respect among personnel. This was evident in all meetings with the administration, faculty and staff during the interview process. The college family enjoys an unusual bond and sense of camaraderie that is certainly apparent in every department. As a result, the student body is afforded a superb example of a harmonious workforce dedicated to the common good of the organization.

6b. Financial Resources

The college has enjoyed an increase in giving as a result of capital campaigns and the release of temporarily restricted assets to net assets released from restrictions. However, the campaigns have resulted in some shifts in giving from unrestricted to restricted gifts in the past few years. Even so, audits reveal increases in net assets (surpluses) in unrestricted funds amounting to an aggregate total of \$1,051,727 for fiscal years 2004 and 2005. Embedded within that number is \$1,686,558 of net assets released from restrictions.

The budgeting process serves as an effective instrument of financial control. Budgets are submitted by various department heads with input and review by the Director of Finance. After further input and review by the President and board's Finance Committee, the Board of Trustees is presented the final draft for approval.

The institution has a relatively good mix of various revenue streams to enable the realization of their goals. But as previously mentioned slippage of unrestricted gifts has taken place as a few donors redirected gifts for restricted or temporarily restricted use. Also, the decline of the student body experienced in 2005 over 2004 is an area of concern. Further, the K – 12th grade Aldersgate academy is partially subsidized by the college. Even so, the college has an adequate amount of resources to ensure achievement of educational goals. Both the advancement office and the enrollment management office are addressing their respective areas to enhance revenue in the future. **The Team recommends that increased efforts be put forth to bolster unrestricted fund giving, increase enrollments and boost revenue streams from the K-12 program in order to assure proper levels of revenue for the future. (Standard 6b)**

Risk management policies and procedures sufficient to safeguard assets are in place. The Board of Trustees Development Committee reviews investment performance. Adequate insurance

coverage is carried on the physical plant, equipment and college vehicles. Coverage is also provided for officers and directors, along with workers compensation coverage.

The Board of Trustees has appropriate oversight of financial management to meet public accountability obligations. Financial reports are provided monthly to the Board along with written explanations from the financial personnel. Through interviews with a representative sample of the board it is apparent that they fully understand their fiduciary responsibilities.

The college has sufficient financial reserves to enable an effective response to unforeseen crises. A reserve fund of \$1,160,000 has been created in the recent past. Of that amount, \$695,000 was borrowed internally to help acquire new college properties and assist in operational cash flow. The college is budgeting to repay the reserve fund.

Adequate internal controls are in place to safeguard assets and protect personnel from accusations of wrongdoing. The college is a member of the Evangelical Council of Accountability. Internal controls and a check and balance system is in place in all business office functions. A part-time in-house internal auditor systematically reviews various business office functions and processes to assure control.

Institutional planning is related to the budgeting process for next-year budgets, but not for strategic planning, as previously mentioned under STANDARD 2. ASSESSMENT AND PLANNING.

6c. Physical Resources

Both the STAND plan and the Faith in the Future capital campaign show evidence that physical resource needs are addressed in the planning process. A personal tour of the campus revealed that, although the school has many older structures the overall condition of both the buildings and equipment are in exceptional condition. The same could be said about the care of the grounds and condition of the vehicle fleet. **The Team commends the college for maintaining and**

improving its campus physical plant in light of the age of the buildings and budget restraints.

(Standard 6b) While additional personnel could easily be justified the college has sufficient employees and procedures in place to provide a well maintained and clean physical plant. Also, facilities are operated in compliance with applicable health, safety and disability access codes. Systematic inspections are conducted by appropriate governmental inspectors. The college currently has bids out to begin a comprehensive updating of disability access. Appropriate provisions for the protection of facilities and personnel from threat of harm or loss by maintaining sufficient security and insurance coverage are in place. All buildings are owned by the college.

6d. Technological Resources

It is obvious that sufficient technology and use of that technology to enhance the college's educational and operational effectiveness are in place. Use of the internet in both wired and wireless formats is readily available. Electronic classrooms are already in place in some areas with more planned in the future. Enhancements include use of Smart boards and podiums equipped with a computer, video and DVD players that are wired to classroom projectors. The allocation of resources to maintain and expand technology is also present. Ongoing training for technical personnel and users of information systems along with clearly stated policies and procedures regarding technological resources, services and security are in place. Both the employee and student handbooks address these issues. **The Team commends the college on the advancement of technological resources throughout the entire campus. (Standard 6d)**

STANDARD 7. ENROLLMENT MANAGEMENT

7a. Recruitment

The college has a clear vision of the profile of a good prospect for GBSC. Efforts are made to recruit in venues where such students are likely to be found. These venues would include churches, Christian schools, camp meetings, and Christian youth camps. Prospective students are

supplied with literature that accurately describes the institution. Students are encouraged to visit the campus on VIP days, or to schedule an individual visit at a more convenient time. The application fee is waived for students who actually visit the campus, thus ensuring that the student has the best information possible with which to make an informed decision. Interviews with students confirm that they are afforded every opportunity to get to know GBSC prior to enrolling.

The college reports a down turn in enrollment in the Fall 2005 and Spring 2006 semesters. In response to the downturn, the college has responded by hiring a fulltime staff member to serve as the Director of Student Recruitment in the Spring of 2006. **In addition, the team wishes to commend the commitment of GBSC personnel to assist in the recruitment of new students.**

(Standard 7a)

7b. Admissions

The admissions requirements are clearly described in the literature that is provided to students. An admissions committee functions to evaluate each student's application, thus ensuring that policies are applied consistently. Interviews suggest that this committee functions as needed during the fall and spring, and on a weekly basis in the summer months, ensuring prompt responses to applicants.

The college uses the application process, high school or college transcripts, the SAT or ACT, as well as entrance tests ensure that students meet the academic and spiritual expectations of the institution. Students who are under-prepared for college level work are placed in remedial courses, and assigned hours in the Student Learning Center.

7c. Financial Aid

Many of the students attending GBSC receive financial aid of some type. The availability of aid is introduced in a limited way on the web-site, and more clearly in printed materials provided to prospective students. The Financial Aid office is operated within the legal and regulatory

requirements of the government as evidenced by the examination of the auditor each year.

Approximately 30% of FAFSA applications are flagged for verifications. Financial Aid personnel do an excellent job in FA counseling as evidenced by the low loan default rate of 3.3%.

While it would appear that financial aid decision are made and communicated in a timely manner for returning students, there appears to be a delay in communication with new students. Interviews with personnel suggest that students who make inquiries about their aid are fully informed, but the college does not intentionally communicate aid amounts to new students until registration day. **The team suggests that the college become more proactive in communicating financial aid awards to new students as early as reasonably possible. (Standard 7c)**

7d. Retention

Interviews with students at GBSC indicate a high level of satisfaction with the institution. Resources have been devoted to serving under prepared students, and personnel are committed to exploring avenues to increase the resources designated for at risk students. The Cross-Functional Retention Team (CFRT) is committed to retention efforts. Anecdotal evidence would suggest that the college is doing a good job in the area of retention; however, assessment data is not sufficient to be used to inform the planning process. Data from a fully implemented assessment program needs to be gathered and analyzed for the benefit of retention efforts **[see recommendation concerning assessment from Standard 2.]**

STANDARD 8. STUDENT SERVICES

The GBSC vision statement is “To develop a spiritually vibrant institution that is academically excellent, growth oriented, student centered, and financially sound.” The self-study accurately reflects the commitment of GBSC to place students at the forefront of institutional practices. The college has clearly defined objectives for each graduate of GBSC, and these

objectives are embraced campus wide. Interviews with student affairs personnel resonated with their “passion” to help student grow holistically.

As is to be expected, it is easier for resident students to avail themselves of student services, but measurable efforts are made by college personnel to provide a high level of service to non-resident and to distance education students. The compliance document suggests that students in the ADEP program have sought counseling from student services personnel as an example of services provided regardless of the instructional system. Interviews with students confirmed that the college is committed to delivering quality student services to all students, at all times. Several students were particularly impressed that this care carries over even in the summer months.

Similarly, students report that college personnel know them as individuals. While the student services department carries the burden for holistic development and care of students, it is a shared responsibility. Discipleship and mentoring are not just buzz words, these things are actually happening in students’ lives. Students develop as leaders through ministry opportunities, traveling on PR teams, Christian service opportunities, and other opportunities.

The students communicate genuine appreciation for the student services personnel. Personnel in Student Services are appropriately credentialed and experienced. Likewise, students appreciate the town meetings held by the president, and report that their voices are heard.

The student handbook clearly delineates community expectations at GBSC. It is the intention of student services personnel to fully communicate and lovingly apply the guidelines of the handbook. Discussions with randomly selected students, as well as students attending the student meeting affirm that the Student Services department is achieving this goal. Disciplinary policies as well as procedures for handling grievances that students may have are clearly delineated in the handbook, which students are required to read.

New Student Orientation was also cited as beneficial for students in making a rapid adjustment to life at GBSC is really. Unfortunately, in large part, due to limited numbers, new students coming in the spring are not afforded comprehensive orientation. **The team suggests that the student services team continue to explore options to strengthen spring NSO. (Standard 8)**

The student services department is moving forward with a program of assessment, but the program is not mature enough to provide data to assist in planning and decision making. The assessment of student services has not been done regularly. Therefore, attention needs be given to the assessment of needs, experiences and levels of student satisfaction in the student affairs area.

[Refer to the Standard 2 recommendation re: assessment.]

STANDARD 9. FACULTY RESOURCES

In its Compliance Document, Employee Handbook, Mission Statement, and School Catalog, GBSC conveys its commitment to providing a faculty to its students that is composed of spiritually mature and devout Christians that help shape its students into Christian maturity.

In the general goals of the Institution, among other things, the Institution is called to provide Christian role models, provide personnel assistance to church and schools, create programs to prepare students for Christian leadership, and uphold and spread the ideas of Wesleyan-Arminian theology. Faculty publications demonstrate the Wesleyan concerns for spiritual growth and biblical studies, uniting both scholarly concerns with biblical truth and spiritual formation.

As far as the adequacy of faculty to student size, the GBSC ratio of 14.70 compares slightly favorable to the ABHE mean of 15.0 for the 200-399 range. Of its full-time faculty twelve out of thirteen teachers possess at least an accredited master's degree with six holding doctorates from accredited institutions. Of the eleven part-time faculty, six have master's degrees from accredited institutions. Of the remaining five, four indicate the pursuit of graduate degrees from accredited

institutions. In respect to its adjunct faculty, of eighteen teachers in the catalog, seventeen have at least a master's degree from an accredited institution.

This advancement in faculty credentials demonstrates a rather impressive turnaround. In 1995 only 8% of the faculty held doctorates: by 2006 92% of full-time faculty holds doctorates.

There is not a separate faculty handbook and so the employee handbook describes the criteria for recruitment, appointment, teaching loads, promotion, grievance and termination of faculty. The employee handbook lacks some of the specificity in procedures and processes needed for the faculty. For example, the stated requirements for rank and the procedures specified for evaluation for promotion are minimal and need clarification. There is currently no definition of teaching loads or salary levels. **The Team suggests that a separate faculty handbook be published and maintained by the college. (Standard 9)**

The faculty does play an active role in the hiring of new faculty. Faculty members, as representatives on the Academic Committee, also have oversight over curriculum matters. All substantive changes to the curriculum go through the Academic Committee, and are then reviewed by the general faculty before going to the Board of Trustees for final approval. Members of the faculty have been particularly active in the design of the Education core courses.

The Compliance Document also indicates that there is considerable faculty input in the revision of student objectives and ongoing revision of the school catalog. The faculty is involved in admissions and graduation decisions through the Academic Committee; in addition, all divisions approve and certify the graduates in their programs.

It is reported that of the GBSC faculty, 29% are female, 71% male. There is one Latino and two African American professors amongst the adjunct instructors. It can be said that the faculty is roughly representative of its student body as far as ethnicity is concerned. As for the gender composition of the GBSC student body, the statistics break down as follows: for the current year,

there are 52.4% female, 47.2% male students. For the previous year, the breakdown was 48.8% female, and 51.2% male. While the faculty is not as reflective of the gender distribution of its students, they are aware of this and are committed to making advances in that area. Much of the homogeneity of the student and teacher populations relates to their roots in the Wesleyan holiness churches.

There are a number of measures in place for evaluating teaching effectiveness. Each course each semester has a student evaluation process. These student evaluations include written comments by students as well as numerical evaluations. Student evaluations are sent to the individual faculty members as well as used by division chairs and the Vice-President of Academic Affairs for faculty development. There are also in place peer evaluations performed every year, annual division chair evaluations of faculty members, and Board of Trustee reviews by contract renewals.

Each division chair is also evaluated by the Vice-President for Academic Affairs. The college has also started a peer consultation program which links experienced teachers with new faculty to provide mentoring and advice. Mentors provide classroom observation, syllabi review, and written reports by both the veteran teachers and the new faculty.

As mentioned earlier, many of the GBSC teachers preach and exercise teaching ministries in local churches, schools, parachurch organizations, and at special religious services. Conversations with students highlight the effectiveness of GBSC faculty in aiding the spiritual growth of their students.

One particular area of strength in faculty contributions is their publication record. A list published in the Compliance Document, highlights publications of monographs, articles in major journals and reference works. A glance at the titles of these publications indicates fidelity on the part of the authors to Wesleyan concerns for spiritual transformation while engaged in academic

investigations. **The Institution and faculty are to be commended for the scholarship, publication record, student ministry, and community ministry of the faculty. (Standard 9)**

God's Bible School and College has demonstrated considerable commitment and support for the advancement and development of its faculty, particularly in reference to the attainment of terminal degrees. It is noted that 71% of full or part-time faculty have received or are currently receiving financial assistance or release time to pursue graduate work. The College has also arranged with two nearby universities (Cincinnati Christian University and Liberty University) for arrangement to either waive tuition or significantly waive tuition for GBSC faculty.

The college has also been involved in providing institutional support either financially or through release time for professional memberships and conferences. **The Institution is to be commended for displaying consistent and strong support for the development of its faculty in the pursuit of terminal degrees. (Standard 9)**

While there is a statement of academic freedom and a freedom of inquiry statement, it is not published in any of the major college publications. **The Team suggests that the academic freedom and inquiry freedom statements be published in one of the official documents of the college. (Standard 9)**

STANDARD 10. LIBRARY AND OTHER LEARNING RESOURCES

The R. G. Flexon Library has a mission statement found in the Library Handbook. Its stated mission is to: 1. provide a variety of materials to meet the current and anticipated needs of its constituents; 2. to assist patrons in the use of these on-site materials, as well as to aid in the location of information from other sources; 3. to maintain "a facility that is conducive to research and study." While the library's mission statement does not seem to be closely tailored to the College's Mission Statement, it can be considered consistent with the mission's intention to provide higher education, glorify God, and serve His Church.

In assessing their progress in meeting the objectives of the library mission, the college makes use of student library surveys. These surveys indicate a quite high degree of user satisfaction with the helpfulness of library staff in the use of the library, along with a high degree of satisfaction with the physical environment of the library. A comparison between the two student library surveys attests to an increase in visitor usage. While the questions relating to library materials in the collection indicate adequate satisfaction, they were not as high particularly in the evaluation of academic study and the reference collection. This may indicate some need for further development of materials in those areas. During the last three years, the number of patron users and circulation items has increased by 40%. This demonstrates considerable achievement in the areas of all three objectives. **The Team commends the school for the high level of patron service and satisfaction provided by the library staff, by both the professional librarian and her student assistants.**

(Standard 10) The Assessment Document does indicate that the library should include more data collection analysis, but does not specify this observation.

In addition to the mission statement, the Library also has a procedures and policies manual that is currently undergoing revision. The revision started in the spring of 2006. A quick inspection indicated that the manual is comprehensive and covers opening and closing procedures, employee duties, job descriptions, collection development and gift policies, as well as other routine matters of day to day library operation.

In determining the sufficiency of library funding and staffing, we can look to the averages of comparable ABHE schools, as well as the assessments offered in the compliance document and in student surveys. In the area of public service hours offered, GBSC lists 68 hours in its 2005 annual report to the ABHE. This is equivalent to the ABHE reported mean of 69 hours reported by schools in the F.T.E. enrollment category of 200-399.

The library has added three new computers for student use this past December, and a conversation with the Information Technology professional indicated that there is an eighth computer for student use. As for database access, while the library does not subscribe to any electronic periodical or reference databases, students do have access to databases through a local library consortium. It is not clear how well this is working to meet student needs. It appears that some of the databases can only be accessed on-site at other libraries. This arrangement is reported by faculty as working quite well for student needs; however, a meeting with students indicated a lack of familiarity with electronic sources.

In its Compliance Document, the committee relates that outside of the librarian, there is no qualified non-student support staffing for the library. While the overall helpfulness and excellence of the student staff has been noted, this does represent a problem of continuity, and would seem to require a considerable amount of retraining. The Library Committee has encouraged the school administration to consider hiring a full-time assistant for the head librarian. This person would not require retraining and could provide stability in the performance of tasks.

The Compliance Document also points out that faculty members have expressed concern that resources are not being processed in a timely manner, and that cataloging has lagged with the current offsite arrangement. A visit confirmed that there is a significant backup in the cataloging of materials. This lack of access to any bibliographic utility is truly a handicap to the efficient processing of materials: access to copy cataloging would allow efficiency in productivity. The current automated system is corrupted in part: certain needed functions (such as the timely production of overdue notices) are no longer working. The system is no longer supported by the company. In addition, as mentioned earlier, the student survey did not rate the collection or reference sources as highly as the service or environment of the library. In light of the technology and staffing concerns expressed in the compliance document and most recent student survey, **the**

Team recommends that the college add an integrated library system to the Flexon Library, and address any staffing needs, particularly in the area of cataloging. (Standard 10)

The Head Librarian holds an MLS from Clarion University, and has been at GBSC since 2005. She has over nine years experience in academic and public libraries. She holds faculty status, reports to the Vice-President of Academic Affairs and also teaches a course on Library Methods for students in the education program. As an attending member at the faculty meeting, she participates in the final voting on any curriculum decisions. The Librarian has performed a great deal of work in revising the library procedurals manual and in the original cataloging of materials. Her credentials and experience make her very qualified to provide effective leadership for the college library; this is underscored by the high ratings given in the Library Student Survey.

The librarian does provide an overview of library skills at the new student orientation in the fall. The Compliance Document also reports a considerable devotion of time by the librarian and student assistants in training students individually. As mentioned earlier, the librarian teaches a course on Library Methods to education students. There is no other reference to any scheduled information literacy instruction in any courses required of all students. Information literacy skills are addressed in the Introduction to Collegiate Studies course. This course, however, is attended only by students in need of orientation in study skills. The librarian may wish to consult with the faculty as to whether additional information literacy is needed within the curriculum. There is evidently no written information literacy plan outlining the goals, curricular instruction, or measurement methods for information literacy skills. There are Institutional Objectives that relate to some student learning goals, listed in the Assessment Document. **The Team suggests that the librarian and faculty draft an information literacy plan that addresses goals, measurements, curricular and library instruction for its students. (Standard 10)**

As for cooperative arrangements allowing the use of outside resources, the Flexon Library takes part in a consortium that is being reorganized as the SouthWest Ohio and Neighboring Libraries (SWON) Consortium. This allows the college's faculty and students inter-library loan, borrowing, and usage privileges at over 44 nearby libraries, and access to over 10.6 million books, and over 50,000 periodical titles. Many of the local major universities are members in this network along with the Public Library of Cincinnati. This enhances considerably the college's access to information and research sources, and benefits its students and faculty. There is no mention of any other cooperative arrangements entered in by the college; it seems that participation in the SWON Consortium is sufficient for outside resource needs.

There is considerable evidence for faculty involvement in collection development and library policy. There is a functioning Library Committee in place. On it, there are two faculty division chairs and faculty representation from all five academic divisions. The college's Employment Handbook states that the collection development of the library "is considered a joint faculty-librarian effort." (III-13) While the faculty do not "directly assess the library," their "input is essential to determining the quality of holdings." (Compliance Document, p.121) To aid the library in collection development, several times a year the division chairs submit resource requests to the library for purchase. All faculty members of the division are involved in making recommendations for each division.

Faculty members have also been engaged in a library-wide weeding project over the 2005-2006 academic year. Division chairs were asked to make weeding recommendations in their areas of expertise. They also reviewed the weeding lists to catch any possible errors. **The Institution is to be commended for the high level of faculty involvement in the selection of materials and shaping of library policy. (Standard 10)**

The college's information technology staff has been involved in plans to being an online catalog to the library. A few systems have been identified as possible selections, and there are expectations to install this new system before the end of the current school year. With a new online system arriving at the college, there should be some investigation into the possibility of securing electronic periodical or reference sources for student and faculty use. The addition of electronic databases as well as online access to the catalog would greatly enhance the student research capabilities.

STANDARD 11. ACADEMIC PROGRAMS

Standard 11a. Curriculum

The Team Commends GBSC for its endeavor to advance a biblical worldview through the practice of biblical integration and the Cross-Curriculum Concerns component of their curriculum. (Standard 11a) Their curriculum, in regard to subject matter of instruction, academic rigor, practicums/internships, and credit requirements, is consistent with the mission of the institution and the requirements of the ABHE, as reflected in the catalog and review of syllabi. A comparison of the 2004-2006 catalog with the 2006-2008 catalog notes the inclusion of three changes: Inclusion of the "Educated Christian Statement", adding a diversity requirement in General Education area, and revision to the objectives in the Ministerial Education Division. The campus is indeed sensitive to diversity issues, and is relevant to the cultural-community context in which they serve.

Standard 11b. Ministry Formation Program

In regard to ministry formation, they do have a culture that promotes servant leadership, particularly as reflected in the Educated Christian document. The Christian service program is not only faculty led, but directly involves the faculty in Christian service along side of students. Students are expected to complete 10 components of Christian Service, each consisting of 2-4 hours of service, typically served at one of several college-sponsored chapels and missions throughout the

city of Cincinnati. As such their Christian service directly involves students in their ministry professions. The Christian Service program is adequately funded and is led by a professor with a paid assistant and one volunteer assistant, and hence has sufficient institutional support. However, GBSC should continue on the course or assessment and revision of the Christian Service program as described in the compliance document.

Standard 11c. Academic Patterns and Procedures

GBSC provides sufficient attention to student advising, publication and faculty approval of graduation requirements, academic structures for an institution with their mission and size, academic calendar, as well as secure and accurate record keeping. However, faculty approval of graduating students is done by their division chairs, and hence is a representative approval of the faculty.

Standard 11d. Alternative Academic Patterns

The Aldersgate Distance Education Program (ADEP) is not a complete degree program, but simply several courses offered through distance methods. Courses in the ADEP use the same syllabi and instructor as traditional, on-campus courses; with taped lectures (audio or video) delivering the content. As such, it does not fall under the matter of an Alternative Academic Pattern and is no issue for this institution. However, its description in the self-study as well as absence from other key documents, such as the *Catalog*, creates a nebulous view of the program. **It is suggested that more documentation regarding the Aldersgate Program be included in the catalog. (Standard 11d)**

STANDARD 12. ASSESSMENT OF STUDENT LEARNING AND DEVELOPMENT

The Plan for Assessment, as reflected in both the Assessment Document and the Compliance Document, is newborn in nature. While their idea of assessment is correct, as reflected on the chart in the Compliance Document, the interconnectedness of the various objectives is not

readily evident. While assessment has been a campus wide endeavor for GBSC, it is still in need of enculturation, becoming part of the culture of the campus. GBSC does use a variety of evaluation methods, both qualitative and quantitative measures, as well as standardized and institutionally produced inventories; but it is not completely clear as to how they align themselves with the various levels of objectives (institutional, program, course, etc.) in a systemic fashion. Perhaps GBSC could engage in a curriculum mapping exercise so as to better chart and track the relationship of the various levels of objectives, and continue their endeavor to review curricular objectives in light of institutional mission and learning objectives as a process of continual renewal. Perhaps the greatest concern in this area would be the bridge between evaluation, assessment, and ultimately strategic planning. However, GBSC acknowledges that while they have endeavored to comply with ABHE Standard 12 they are not yet fully in compliance; denoting a self awareness of the current status of their assessment plan and procedure. They describe their Assessment Plan as “young and still developing” (Compliance Document, pp. 154-155) and “does not fully comply” with Standard 12 (Compliance Document, p. 156). One faculty member commented “We are becoming a culture of assessment,” noting it is still a new endeavor for some. While faculty were able to identify instances of assessment yielding course or some curricular changes, they did not raise institutional or strategic planning issues; nor is there any documentation to identify the link of any changes to assessment. It is this lack of documentation in this regard that makes endeavor’s in this area difficult to gauge. As with any young assessment system, it will grow and mature given time and the necessary resources. **The Team suggests that Learning Objectives be stated in terms of student outcomes. (Standard 12)**

SUMMARY OF COMMENDATIONS, RECOMMENDATIONS, SUGGESTIONS

Commendations

1. The Team commends GBSC for its passionate commitment and deep understanding of its mission. (Standard 1)
2. The Team commends the president and chief administrative staff for their leadership in significantly advancing the institution to accomplish its mission. (Standard 5)
3. The Team commends the college for maintaining and improving its campus physical plant in light of the age of the buildings and budget restraints. (Standard 6c)
4. The Team commends the college on the advancement of technological resources throughout the entire campus. (Standard 6d)
5. The Team commends the commitment of GBSC personnel to assist in the recruitment of new students. (Standard 7a)
6. The Team commends the Institution and faculty for the scholarship, publication record, student ministry, and community ministry of the faculty. (Standard 9)
7. The Team commends the Institution for displaying consistent and strong support for the development of its faculty in the pursuit of terminal degrees. (Standard 9)
8. The Team commends the school for the high level of patron service and satisfaction provided by the library staff, by both the professional librarian and her student assistants. (Standard 10)
9. The Team commends the Institution for the high level of faculty involvement in the selection of materials and shaping of library policy. (Standard 10)
10. The Team Commends GBSC for its endeavor to advance a biblical worldview through the practice of biblical integration and the Cross-Curriculum Concerns component of their curriculum. (Standard 11a)

Recommendations

1. The Team recommends that the college give full attention to and demonstrate proof of a well-defined, comprehensive planning and assessment document which provides use of data for utilization in future strategic planning and budgeting. (Standard 2)

2. The Team recommends that the increase of salaries be given heightened attention in the strategic plan and budgeting processes. (Standard 6a)
3. The Team recommends that increased efforts be put forth to bolster unrestricted fund giving, increase enrollments and boost revenue streams from the K-12 program in order to assure proper levels of revenue for the future. (Standard 6b)
4. The Team recommends that the college add an integrated library system to the Flexon Library, and address any staffing needs, particularly in the area of cataloging. (Standard 10)

Suggestions

1. It is suggested that the Board of Trustees develop a board rotation policy. (Standard 4)
2. It is suggested that GBSC establish an annual formal appraisal review program for all administrators. (Standard 5)
3. The team suggests that the college becomes more proactive in communicating financial aid awards to new students as early as reasonably possible. (Standard 7c)
4. The team suggests that the student services team continue to explore options to strengthen spring NSO. (Standard 8)
5. The Team suggests that a separate faculty handbook be published and maintained by the college. (Standard 9)
6. The Team suggests that the academic freedom and inquiry freedom statements be published in one of the official documents of the college. (Standard 9)
7. The Team suggests that the librarian and faculty draft an information literacy plan that addresses goals, measurements, curricular and library instruction for its students. (Standard 10)
8. It is suggested that more documentation regarding the Aldersgate Program be included in the catalog. (Standard 11d)
9. It is suggested that Learning Objectives be stated in terms of student outcomes. (Standard 12)