

Data Book 2013-2014



About the Data Book

The Central Christian College of Kansas Data Book is produced on an annual basis in order to record and support the strategic assessment initiatives of the College. It is produced by the Office of the Provost, through the work of the Institutional Research Office. Its intent is to provide accurate data concerning the people, programming, and services of the College. It is not the intent of this document to provide an exhaustive analysis of the data included, nor is all the data of the College housed herein. Requests for analysis and access to more exhaustive sets of data (even additional data not included) can be requested through the Office of Institutional Research.

Data Collection

The data referenced through this document are derived from a variety of sources, including the Office of Institutional Research, Office of Student Affairs, Office of the Registrar, Office of Admissions, Business Office, Development Office, Office of the President, Academic Office, as well as from documents produced and collected by the College. Commonly, this data reflects a snapshot of figures available at the time in which individual sections were being investigated. Therefore, data may differ slightly from section to section and from year to year. From time to time, the way data is derived or calculated may change and therefore reflect dramatic conversions when compared to the year prior. Where this is true, the editors have attempted to provide notes. Additionally, the editors have attempted to narrate how data was derived so that the historical record may contain both data and the ways through which data was derived.

The Data Book began as a collection of various headcounts with some derived data and financial history. More recent iterations of the publication have expanded the specificity of the data included, elaborating on the diversity of the student population, presenting additional pieces of financial data, as well as incorporating changes and additions in academic structure and offerings. Turnover in staffing in 2010, however, led to some difficulties in preserving the methodology involved in calculating various elements of the data book. Without detailed records or notes as to how certain elements of data were calculated in the past, some comparability was lost.

With this most recent edition of the Data Book, the Provost and the Office of Institutional Research have attempted to align sets of data (where possible) to IPEDS definitions and measurements. This provides a common frame of reference for most data sets. Additionally, because constituent agencies such as KICA or KBOR also use IPEDS definitions and points of reference, adapting the reporting format of the Data Book to more closely resemble areas of IPEDS inquiry will reduce the amount of time required to submit reports to these institutions.

Because the function of this product is to report data, rather than interpret it, commentary is limited to a descriptive role within this document.

Publication Information

Date of Publication

Contributors

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Central Christian College of Kansas

Fall 2013 – Quick Facts



Mission Christ Centered Education for Character

Accreditation Higher Learning Commission of the North Central Association of College and School

The College operates with two distinct Schools: The School of Liberal Arts and Sciences (SAS) and the School of Professional and Distance Education (SPE). Through these two Schools, the College is able to offer a comprehensive range of program opportunities in a number of different learning modalities.

Unduplicated Enrollment

Concurrent	268
SAS (w/ NDS)	295
SPE (w/ NDS)	389
Total	952

2013 Student Profile

<u>Gender</u>		<u>Ethnicity</u>		<u>Residential Student Load</u>	
Female	48.47%	Asian/Pacific Islander	2.94%	Full-Time (12+)	92.81%
Male	51.53%	African American	11.97%	¾ Time (7-11)	3.77%
<u>Age</u>		Hispanic/Latino	6.30%	Half-Time (6)	1.03%
		Caucasian	63.76%	Part-Time (<6)	2.40%
Under 18	24.16%	Other	15.02%	<u>Institutional Enrollment</u>	
18-19	19.96%	<u>Campus</u>			
20-24	17.96%	Dual-Credit	28.15%	Concurrent	28.15%
25-29	6.09%	Online	38.55%	First Time FT Freshman	15.86%
30-39	12.92%	EXCEL	2.31%	Transfer	24.47%
>40	18.91%	Main Campus	30.99%	Continuing	30.88%
				Returning	0.32%

Outcomes

<u>Degrees Awarded</u>		<u>Sr. 2013 Fit-Four Outcomes</u>	
Associate of Arts	11	CCTST Critical Thinking	72.9 (-2.60)
Associate of General Studies	2	Lifeway SGI Excerpt	3.26 (-0.74)
Bachelor of Science	32	M-GUDS-S	3.20 (-0.80)
Bachelor of Science in Criminal Justice	56	Ryff Scales of Psych. Well-being	3.18 (-0.82)
Bachelor of Science in Healthcare Admin.	1		
Bachelor of Science in Business	11		
Bachelor of Science in Ministry	3		
Bachelor of Science in Psychology	0		
Bachelor of Business Administration	0		

Faculty and Staff

<u>Degrees Awarded</u>	
Administration	
Faculty	
Adjunct	
Staff	

Central Christian College

Central Christian College opens its doors to all students of any religious persuasion, economic status, place of origin, ethnic background, racial heritage, or physical disability. Central is primarily a residential institution with adult degree completion programs serving McPherson, Wichita, and Hutchinson. Central offers a dual credit program through Christian high schools, allowing juniors and seniors to take freshman-level courses for transcript credit. Finally, Central Christian is offering online degree programs in which students can start classes every five to six weeks.

The school is committed to creating an atmosphere conducive to the intellectual, spiritual, social, and physical maturation of the entire college community. Integral to its purpose is the formulation of a personal Christian faith, which augments intellectual pursuits and prepares one to impact the world as a Christian servant leader.

The campus community is made up of students, faculty, and staff, all of whom are involved in the educational process. Close, personal relationships between students, faculty, and staff members are seen as vital to the maturing of the whole person

The Mission

The mission statement for Central Christian College of Kansas, as adopted by the Board of Trustees (Fall 2010) is:

Christ-centered education for character.

Since its earliest days, Central Academy, Central College and now Central Christian College has always been dedicated to the task of raising up men and women of character in order to impact the world for Christ. This mission statement is a reaffirmation of our essential mission. It is an uncomplicated and clear-cut reminder of the ethos that has inspired this institution since its inception. Today, this same mission drives us forward to higher and higher levels of excellence and distinction. Whether it is through our residential program centrally located in McPherson, Kansas, or through our global online learning environment, Central Christian College is dedicated to providing a Christ-centered education for character.

Vision Statement

Ephesians 4:12-13 provides the challenge that beats at the heart of our mission. It reads, "...prepare God's people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ." In order to do this, Central Christian of Kansas has dedicated itself to the following Vision Statement: To be a premier educational center, providing a distinctive Christian educational experience resulting in the development of personal character, public service, and global impact.

Core Values

Truth	Acknowledging that God is the source of All Truth, we emphasize a balanced application of Scripture, reason, tradition and experience as the measure through which to test and approve truth as we explore, study, and appreciate His creation.
Spiritual Formation	Granting that God has called every individual to full devotion to Christ, we are committed to providing an environment through which each individual can develop and sustain a maturing relationship with God.
Comprehensive Education	Realizing that character is a reflection of the whole individual (spiritual, emotional, intellectual, physical, social, environmental, and vocational), we are dedicated to providing a personalized and balanced liberal arts education.
Excellence	Appreciating that excellence provides an opportunity to honor God and inspire people, we promote an environment of innovation, where people are equipped and encouraged to serve with distinction.
Prayer	Recognizing God's invitation, we continually and consistently utilize prayer as the primary means through which we seek guidance and counsel, articulate our praise and thanksgiving, and ask for His action and intervention.
Community	Understanding that God has uniquely created every individual, we seek to provide an environment where each person is treated with respect and dignity.
Integrity	Believing that our actions reflect on the character of Christ, we adhere to the highest moral and professional standards for all personal and corporate interactions.
Service	Knowing that God has challenged every individual to active service, we foster an environment where we can develop our expertise in order to effectively minister.
Leadership/Followership	Trusting that effective leadership/followership is an outcome of humble service and spiritual gifting, we strategically sustain an environment where each person can excel in response to God's gifting and leading for their lives.

Fit-Four Model

The Fit-Four Model represents the outcomes Central Christian College uses as a gauge relative to the fulfillment of its mission. Each outcome signifies a distinct quality that can be used to quantify institutional progress and are useful in the evaluative process. Subordinate measures can be used as performance Indicators¹.

Character can be described as the summative qualities that define an individual. The etymology of the word demonstrates that it signified the manner of life and encompassed the internal disposition and nature of the individual, as approved by external actions and behaviors². The distinct merits and virtues are not necessarily identified, since character itself was defined through the observation of the individual, not necessarily by a comparison to an outside standard.

In Luke 2:52 we find a description of the development outcomes associated with Jesus. The gospel writer asserts Jesus “grew in wisdom and stature and in favour with God and man.” This description captures the holistic reality of humanity, recognizing both our horizontal relationship within creation and our vertical relationship with the Creator. Jesus further provides a glimpse of developmental outcomes when questioned about the greatest commandment. He responded, “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength” (Mark 12:28-30).

In essence, these four criteria present terminal values representing the highest ideals of human functioning. Each criterion represents an essential element of character, which allows the individual to grow in wisdom, stature and favour. These same ideals serve as the basis through which Central Christian College has chosen to measure the effectiveness of its mission. It is important to note that there is no hierarchical structure to these four elements. One is not necessarily more important than another and no one element can be viewed in isolation from the others, since the four operate in relation to one another.

These four character outcomes serve as the virtues toward which the College presumes every student should demonstrate progress during his or her residency and beyond. Each performance outcome has three distinct criteria that can be used to ascertain mission effectiveness.



¹ Possible measures include entry/exit exams, capstone projects, comprehensive residential responses (personal growth reflection), as well as other tools.

² Liddell, H. G. & Scott, R. (1867). *Greek-English Lexicon based on the German work of Francis Passow*. New York, NY: Harper & Brothers



FIT BODIES

(Professionally Astute: physical & vocational)

We believe students graduating from Central Christian College should demonstrate a commitment to a responsible and healthy lifestyle.



FIT HEARTS

(Socially Responsible: cultural & relational)

We believe students graduating from Central Christian College should demonstrate an ability to engage and connect with others.



FIT MINDS

(Academically/Emotionally Competent: intellectual & psychological)

We believe students graduating from Central Christian College should demonstrate intellectual and psychological health.



FIT SOULS

(Spiritually Responsive: spiritual & environmental)

We believe students graduating from Central Christian College should demonstrate an appreciation for the Lordship of Jesus Christ.

History: Significant Turning Points

- 1884 Founded, as Orleans Seminary in Orleans, Nebraska by the West Kansas Conference of the Free Methodist Church
- 1914 Moved location to McPherson, Kansas and changed name to Central Academy and College
- 1918 Recognized and accredited by the Kansas State Department of Education
- 1940 Changed name to Central College
- 1965 Academy closed
- 1968 Wessington Springs Academy (South Dakota) integrated into Central College
- 1971 Academe of Achievers Award instituted
- 1975 Initial accreditation granted by North Central Association of Colleges and Schools
- 1980 Continued NCA accreditation for a seven-year period
- 1982 Centennial Development Campaign initiated
- 1984 Over \$3,000,000 raised for construction of facilities in the Centennial Campaign
- 1987 Continued NCA accreditation for a seven-year period
- 1989 Four-Year Bachelor of Science in Ministry Degree initiated
- 1994 Continued NCA accreditation for a ten-year period
- 1995 Four-year Bachelor of Science in Business Degree initiated
- 1999 Changed name to Central Christian College of Kansas; Four-year athletic competition initiated in NAIA and NCCAA
- 2000 Bachelor of Science - Liberal Studies major - approved by the NCA
- 2001 Adult Education Degree Completion program began
- 2003 Completion of the "Campaign for the 21st Century." Goal: \$4.8 million; realized: \$5.8 million
- 2004 Continued Higher Learning Commission (NCA) accreditation for 10 years; launching seven new majors and a teacher education department
- 2005 Launched dual credit program for Christian high schools
- 2006 BS in Ministry through Adult Education department
- 2006 First online courses offered to Free Methodist pastors
- 2006 350 students
- 2007 Submitted application to the KSDE for approval of our Education Program Certification
- 2007 Women's basketball team - second in the NCCAA - First time as a four-year college
- 2008 Teacher Education Certification (Elementary Education, Secondary History/Government Education, and PreK-12 Physical Education) approved
- 2011 Criminal Justice degree completion program approved
- 2011 Healthcare degree completion programs approved
- 2012 Completion of the "Maple Street Project" Goal: \$800,000; realized: \$800,000
- 2014 Online Psychology program launched, Initial approval of Music Education program from the state of Kansas.

Accreditations and Special Relationships

Akademos, Inc.
Alpha Sigma Iota – Broadcasting Society
Alpha Sigma Lambda Honor Society – Scholastic Leadership Society
Association for Institutional Research
Association of Christian Schools International
Association of Free Methodist Educational Institutions (annually awards Alpha Kappa Sigma)
CANN Communications
Center for Urban Studies
Chi Alpha Sigma – National College Athlete Honor Society
Council for Christian Colleges and Universities (Affiliate)
Creative Design Services
Focus on the Family Institute, Colorado Springs, Colorado
Free Methodist Church of North America
GlobalHealth Education
Higher Learning Commission (North Central Association of Colleges and Schools)
Jerusalem University College: The Institute of Holy Land Studies
Kansas Association of Collegiate Registrars and Admissions Officers
Kansas Chapter – Phi Beta Lambda
Kansas State Department of Education
Kansas Independent College Association (KICA)
McPherson Chamber of Commerce
National Alliance of Concurrent Enrollment Partnerships (NACEP)
National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics (NAIA)
National Christian College Athletic Association (NCCAA)
National Research Center for College and University Admissions (NRCCUA)
National Student Clearinghouse
Partnership: McPherson Airport, McPherson, Kansas
Partnership: McPherson, Tabor, and Bethany College
Partnership: Dual Credit with sixteen Christian high schools/academies
Phi Beta Lambda – American Career-Oriented Club
Pi Gamma Mu – International Honor Society in Social Sciences
Savant Learning Systems
Sigma Tau Delta – International English Honor Society
SurveyGizmo.com
The Kansas Independent College Fund
United States Office of Education for Administering Federal Programs

Administrative Personnel History

Table 1.1

Personnel History of the Administrative Staff

President			
L. Glen Lewis	1914 - 1919	Dorsey Brause	1981 - 1987
Charles A. Stoll	1919 - 1939	Harvey Ludwick	1987 - 1990
Orville S. Walters	1939 - 1944	John A. Martin	1990 - 1996
Charles V. Fairbairn*	1944 - 1945	Donald L. Mason	1996 - 2005
Mendall B. Miller	1945 - 1953	Dwight B. Reimer	2005 - 2009
G. Edgar Whiteman	1953 - 1955	Jerry Alexander*	2009 - 2010
Elmer E. Parsons	1955 - 1964	Hal Hoxie	2010 -
Bruce L. Kline	1964 - 1980		
Academic Dean/Vice President of Academics			
Charles A. Stoll	1915 - 1925	Russell J. Anderson	1945 - 1954
Ray E. Miller	1925 - 1927	Howard Krober*	1954 - 1956
Charles A. Stoll	1927 - 1929	Howard Krober	1956-1957
Ortto M. Miller	1929 - 1937	Henry M. Flowers	1957 - 1960
Chester A. Ward	1937 - 1939	Bruce L. Kline	1960 - 1962
None	1939 - 1940	Bob R. Green	1962 - 1967
Alvin A. Ahern	1940 - 1941	Howard Perkins	1967 - 1973
Leonard H. Randall	1941 - 1942	Wesley L. Knapp*	1973 - 1974
Burton Martin	1942 - 1943	Jerry E. Alexander	1974 - 2011
Warren McMullen	1943 - 1945	Leonard Favara †	2011 -
Provost			
Jerry Alexander	2009 - 2011	Leonard Favara	2012 -
Vice President of Advancement/Director of Development			
Charles A. Stoll	1915 - 1918	Michael Green	1994 - 1996
G. Martin Cottrill	1942 - 1953	Calvin Hawkins	1996 - 2012
Merle S. Olson	1966 - 1969	David Jeffery	2012 - 2013

John F. Ferrell	1969 - 1992	David Jeffery	2012 -
Stuart Cook	1992 - 1994		

Director of Business Operations/Outreach

David Jeffery	2012-
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Vice President of Finance/Business Manager

Paul R. Helsel	1920 - 1923	Bryan Blankenship	2000 - 2004
Martin Brandt	1955 - 1959	Chris Lewis	2004 - 2005
Marvin Sellberg	1959 - 1961	Dale Burge	2006 - 2009
Richard Walters	1961 - 1965	David Ferrell	2009 - 2012
Roger Pounds	1965 - 1968	Phil Nelson	2013 -
Ellis Odermann	1968 - 2000		

Dean of Students/Chief Student Affairs Officer

Hubert Wash	1957 - 1959	James Garrison	1991 - 1992
Eugene Stewart/ Bruce L. Kline	1959 - 1960	Michael Green	1992 - 1994
John Ferrell	1960 - 1968	Patty Shorb*	1994 - 1995
Calvin Hawkins	1968 - 1972	Jon Kulaga	1995 - 1997
Jay Dargan	1972 - 1974	Don Mason	1997 - 1998
Don Scott	1974 - 1985	Jerry Malone	1998 - 2007
Don Munce	1985 - 1987	Chris Smith [†]	2008-
Ed McDowell	1987 - 1991		

Director of Admissions

Eugene Stewart	1955 - 1965	Gary Turner	1985 - 1986
John Ferrell	1965 - 1968	Jim Jackson	1986 - 1990
Ron Olsen	1968 - 1970	Greg Gossell	1990 - 1996
Mike Saxton	1970 - 1972	Marty Carver	1996 - 1998
Jerry Malone	1972 - 1975	David Ferrell	1998 - 2009
John Ferrell	1975 - 1977	Rick Wyatt	2009 - 2012
Don Munce	1977 - 1985	Patrick Masar	2012 - 2013

Dean of Professional Education

Everett Campbell	2001 - 2002	Dean Kroeker	2008 - 2013
Dwight B. Reimer	2002 - 2005	Cheyenne Kroeker	2013 -
Cyril Russell	2005 - 2008		

Registrar/Lead Registrar

C. Hoyt Watson	1914 - 1916	Bob R. Green	1962 - 1967
Walter E. Bagley	1916 - 1919	Mary Eunice Crown	1967 - 1989
Emma Stoll	1919 - 1939	Marie Alexander	1989 - 2011
John Ferrell	1956 - 1959	Bev Kelley	2011 - 2013
Henry M. Flowers	1959 - 1960	Ruth Ong (Parry)	2013 -
Bruce L. Kline	1960 - 1962		

Director of Maintenance

A. A. Armstrong	1914 - 1925	Norman Winslow	1971 - 1984
C. R. Armstrong	1925 - 1932	John Ewalt	1984 - 1985
Daniel J. Helm	1932 - 1938	Larry Neely	1985 - 1999
Lyle W. Martin	1938 - 1941	Rich Edwards*	1999
Alfred J. Maddox	1942 - 1943	Don Rose	1999 - 2004
Lloyd S. Alleman	1943 - 1949	Mervyn Quastad	2004 - 2005
Alfred J. Maddox	1949 - 1953	Rich Edwards	2005 - 2013
Clifford E. Cook	1953 - 1957	Arden Seldon	2013
John O. Hoke	1957 - 1971		

*Denotes Interim Responsibilities

Institutional Data

Faculty and Staff Full-Time Equivalents

Residential Adjunct Faculty FTE calculated by Credit Hours Taught per Adjunct/12; SPE Faculty FTE calculated by Credit Hours Taught per instructor (during the IPEDS Fall Enrollment Window)/15; DC FTE is calculated by Credit Hours Taught per instructor/15. Staff FTEs are also added to this total number for the Dean of Professional Development section, which includes the Dual Credit Liaison.

Table 2.1

Faculty and Staff Full-Time Equivalents

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
President	6.75	6.62	7.25	7.00	6.00	8.00
Vice President of Academics (Teaching Faculty)	22.38	23.79	24.51	24.39	26.22	30.64
Vice President of Academics (Library, Registrar and Office)	4.45	4.52	4.16	5.66	5.66	6.74
Vice President of Advancement	3.40	3.40	3.40	3.40	3.40	7.5
Vice President of Finance (Facilities, Food Service, IT, Bookstore)	18.21	18.71	17.63	19.97	18.62	10.25
Director of Admissions (Financial Aid, Admissions, Mail Room)	9.47	9.65	8.87	7.79	9.09	10.5
Dean of Students	5.54	5.64	6.31	5.97	6.22	7.15
Athletic Director	3.63	4.12	3.90	5.95	6.59	10.75
Dean of Professional Development (Faculty, Recruiters, Registrar, etc.)	4.56	4.56	5.20	14.46	26.27	32.78
GRAND TOTALS	78.39	81.01	81.23	94.59	108.07	124.31
Dual Credit					7.72	16.93

FTE Faculty/Student Ratios

Fac/Staff Head Count includes adjunct faculty. SPE numbers reflect instructors who taught a class that began during the IPEDS-defined Fall Enrollment window (August 1st – October 31st).

2.2

FTE and Student Ratios (SAS, SPE, Dual)

School of Arts and Sciences						
Year Fall	FTE Trad Student	Fac/Staff Head Count	FTE Staff/Fac	FTE Staff	FTE Fac	FTE Fac/FTE Stu Ratio
2013-2014	286.89	113	91.53	60.89	30.64	1/9.36
2012-2013	265	129	83.40	57.18	26.22	1/10.11
2011-2012	326	104	80.13	55.74	24.39	1/13.37
2010-2011	303	105	76.03	51.52	24.51	1/12.36
2009-2010	349	101	76.45	52.66	23.79	1/14.67
2008-2009	329	101	73.83	51.45	22.38	1/14.70
School of Professional and Distance Education (SPE)						
2013-2014	383.93	63	32.78	10.38	22.4	1/17.14
2012-2013	225.86	67	26.27	12.00	14.27	1/15.83
2011-2012	58	26	14.46	7.10	7.36	1/7.88
2010-2011	18	2	5.20	1.10	4.10	1/4.39
2009-2010	17	2	4.56	1.40	3.16	1/5.38
2008-2009	13	2	4.56	1.40	3.16	1/4.11
Dual Credit						
2013-2014	97.82	57	16.93	(Counts as SPE Staff)	16.93	1/5.78
2012-2013	114.43	58	8.22	0.50	7.72	1/14.82

Full-Time and Part-Time Teaching Faculty by Degree

Table 2.3

Full-Time and Part-Time Teaching Faculty by Degree

Degree	Doctorate			Master's			Bachelor			Totals		
	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
GENDER	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
FULL-TIME	0	2	2	4	10	14	1	1	2	5	13	18
PART-TIME	0	2	2	2	6	8	5	4	9	7	12	19
2005-2006	0	4	4	6	16	22	6	5	11	12	25	37
FULL-TIME	0	2	2	4	12	16	0	1	1	4	15	19
PART-TIME	0	2	2	1	6	7	6	3	9	7	11	18
2006-2007	0	4	4	5	18	23	6	4	10	11	26	37
FULL-TIME	0	2	2	5	10	15	2	1	3	7	13	20
PART-TIME	0	1	1	4	9	13	4	3	7	8	13	21
2007-2008	0	3	3	9	19	28	6	4	10	15	26	41
FULL-TIME	0	2	2	6	9	15	0	2	2	6	13	19
PART-TIME	0	2	2	5	6	11	4	10	15	9	18	28
2008-2009	0	4	4	11	15	26	5	12	17	15	31	47
FULL-TIME	0	4	4	6	8	14	0	0	0	6	12	18
PART-TIME	0	2	2	10	6	16	4	8	12	14	16	30
2009-2010	0	6	6	16	14	30	4	8	12	20	28	48
FULL-TIME	1	5	6	7	11	18	0	3	3	8	19	27
PART-TIME	0	1	1	5	3	8	3	6	9	8	10	18
2010-2011	1	6	7	12	14	26	3	9	12	16	29	45
EXCEL	2	9	11	8	24	32	0	0	0	10	33	43
FULL-TIME	1	3	4	5	13	18	0	1	1	6	17	23
PART-TIME	0	2	2	7	3	10	3	3	6	10	8	18
2011-2012	3	14	17	20	40	60	3	4	7	26	58	84
DUAL CREDIT	2	4	6	22	25	47	5	2	7	32	28	60
SPE	5	16	21	20	33	53	0	0	0	25	49	74
FULL-TIME	1	3	4	3	10	13	1	0	1	5	13	18
PART-TIME	0	1	1	8	5	13	1	4	5	9	10	19
2012-2013	8	24	32	53	73	126	7	6	13	71	133	171
DUAL CREDIT	2	1	3	25	28	53	4	2	6	31	31	62
SPE	8	20	28	24	31	55	0	0	0	32	51	83
FULL-TIME	1	6	7	4	8	12	1	0	1	6	14	20
PART-TIME	0	2	2	9	4	13	0	6	6	9	13	22
2013-2014	11	29	40	62	71	133	5	8	13	78	109	187

SPE instructor numbers in 2013 reflect all those scheduled for teaching during the 13-14 academic year.

FTE Faculty-Student Ratio by Department

Table 2.4 displays data according to how it was categorized in past editions of the Data Book. Table 2.5 illustrates data by update department titles. Additionally, the method of calculation in table 2.4 is unknown.

Table 2.4

Faculty FTE & Faculty/Student Ratio by Department (Prior to 2013)

Department	Year											
	Fall 2009			Fall 2010			Fall 2011			Fall 2012		
	FTE Fac	FTE Stu	RATIO	FTE Fac	FTE Stu	RATIO	FTE Fac	FTE Stu	RATIO	FTE Fac	FTE Stu	RATIO
Art	1.00	9.40	10.60	1.00	9.86	9.86	1.00	10.00	10.00	0.86	6.00	7.00
Aviation	0.21	0.86	4.10	0.21	0.86	4.00	0.43	1.29	3.00	0.64	0.86	1.33
Biology	0.93	15.20	16.30	1.14	13.64	11.94	0.79	9.79	12.45	0.57	9.36	16.38
Business	1.90	23.40	12.30	2.14	32.14	15.00	2.14	21.86	10.20	1.93	25.07	12.99
Communication	2.10	16.20	7.70	3.29	20.21	6.15	3.14	18.71	5.95	1.86	10.07	5.42
Education	2.60	10.20	3.90	2.79	17.21	6.18	2.57	15.36	5.97	2.79	9.29	3.33
English	1.20	27.80	23.10	1.71	22.79	13.29	2.14	25.43	11.87	1.64	18.79	11.43
Foreign Language	0.30	1.10	3.70	0.29	2.29	8.00	0.29	2.00	7.00	0.50	4.57	9.14
General Studies	0.04	12.90	32.30	0.36	12.93	36.20	0.21	10.79	50.33	0.36	7.64	21.40
Math / Science	2.80	4.07	14.50	2.43	33.29	13.71	2.14	28.93	13.50	1.86	19.00	10.23
Ministry & Theology	3.10	63.20	20.40	2.93	58.93	20.46	2.21	55.21	24.94	1.93	45.50	23.59
Music	2.50	20.50	8.20	3.21	17.91	5.57	4.00	20.21	5.05	3.36	15.07	4.49
Social Science	2.10	48.90	23.30	2.14	41.14	19.20	2.64	51.43	19.46	3.14	38.50	12.25
Sports Science	2.80	41.80	14.90	3.36	49.00	14.60	4.21	20.21	4.80	3.00	35.00	11.67
OVERALL	1-14.00			1-12.36			1-11.79			1-10.01		

See next page for Fall 2013 data

FTE Faculty-Student Ratio by Department – 2013 Department Divisions

Because SPE Healthcare and Organizational Leadership courses feature instructors that teach for both programs, and students from different programs enroll in the same course, making any meaningful distinction between the two populations is impracticable (or, at the very least, not particularly useful). For this reason, the two online populations are reported combined. Faculty FTE is calculated based on the total of full-time instructors and adjunct FTE for each department. Student FTE is: (Course Enrollment * Course Credit Hours)/12 for all courses affiliated with a department.

Table 2.5

Faculty FTE & Faculty/Student Ratio by Department (2013)

SAS DEPT	FTE Faculty	FTE Students	Ratio
Aviation	0.50	1.50	1:3
Business	3.75	29.92	1:8
Communicative Arts	4.08	27.42	1:7
Education	4.42	44.58	1:10
English	3.17	31.75	1:10
Ministry & Theology	3.58	55.25	1:15
Music	4.92	19.58	1:4
Natural Science	5.75	40.42	1:7
Social Science	3.67	46.92	1:13
Sport Science & Health	5.58	56.50	1:10
Residential Avg.	3.94	35.38	1:9
SPE DEPT	FTE Faculty	FTE Students	Ratio
Criminal Justice	9.20	104.00	1:11
Global (HC & OL)	7.00	115.75	1:17
Min. Lead.	1.60	3.50	1:2
Min. Lead. (Excel)	-	-	-
Org. Lead. (Excel)	1.60	9.00	1:6
SPE Avg.	4.85	58.06	1:12
Overall Avg.	4.40	46.72	1:11

Assumptions Concerning Calculation Methods

Cross-listed courses count for their respective departments, depending on the course code used.

Faculty FTE is calculated by the number of credit hours taught by a faculty member per course divided by 12 for SAS courses and 15 for SPE courses.

The ratio is calculated by dividing the FTE Students by FTE Faculty, rounded to the nearest whole number.

Averages were calculated using the individual FTEs in each section; the overall average used each section's average FTE.

Exclusions Induced by New Arrangement

This table was revised to reflect extant and formal academic departments. For this reason, General Studies was excluded from the calculations, Foreign Language was subsumed into English, Communication and Art were combined, and Math/Science and Biology were combined.

Aviation remains separate (instead of being subsumed by Natural Science) for assessment purposes.

Teaching Faculty Retention and Salaries

Table 2.6

Annual Rate of retention of Full-Time Teaching Faculty as % of the Previous Year's Totals

	Year						
	2007	2008	2009	2010	2011	2012	2013
%	91%	95%	95%	100%	94%	96%	94%

List of full-time teaching faculty in one academic year compared to the next to determine how many matriculated.

Table 2.7

Average Full-Time Salary and Fringe Benefits

	Year						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Salary average	\$29,152	\$30,598	\$31,643	\$31,495	\$30,360	\$28,950	\$29,984
Fringe benefit*	12,356	10,513	12,559	12,453	12,548	\$8,427	\$9,606
TOTAL	\$41,508	\$41,111	\$44,202	\$43,948	\$42,908	\$37,377	\$39,590
Fringe benefit as % of total salary	29.77%	25.57%	28.41%	28.34%	29.24%	22.55%	24.26%
Fringe benefit as % of average salary	42.38%	34.36%	39.69%	39.54%	41.33%	29.11%	32.04%

Fringe Benefits include Social Security, Retirement, Life Insurance, Tuition Discount, and Medical Insurance.

Average Course Size

Course size average calculated by taking the total of all course rosters divided by the number of courses offered that year (excluding course codes beginning with AV-AF, MU-AP, MU-EN, MU-MP, SP-VS, as well as all projects, directed studies, and theatre performance courses). Outlier SPE terms averaging 1 student were excluded from the overall SPE average.

Table 2.8

Average Size (Headcount/Enrollment) According to School/Division

	Year			
	2010-2011	2011-2012	2012-2013	2013-2014
SAS Residential – Fall	11.44	14.00	12.07	12.74
SPE – Overall	—	6.19	5.69	5.24

Enrollment

Overall Enrollment

Enrollment in the College's residential programs, dual credit offerings, and EXCEL courses remained comparable to the activity of previous years. Enrollment growth in the online portion of the School of Professional Education, however, expanded its student population by 54% compared to the previous year's fall headcount of active students. Data represented in the tables and figures below reflect numbers derived on the fall 2013 census date, September 13, 2013.

Table 3.1

Degree-Seeking SAS Headcount (Grade Level)

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Freshman	109	124	123	104	125	126	99	134	90	123
Sophomore	79	73	91	75	68	85	81	68	68	74
Junior	49	48	49	57	55	53	74	67	47	47
Senior	39	49	42	42	52	50	51	64	64	48
Residential Headcount	276	294	305	278	300	314	305	333	269	292

Table 3.2

Degree-Seeking SAS Headcount (Enrollment Status)

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
First-time Full-time Freshmen	102	118	114	100	97	102	84	109	78	105
Other Degree-seeking non-transfer New Students	0	0	0	0	0	0	1	2	0	0
Transfer Headcount	9	15	9	7	31	23	28	35	15	37
Readmits	7	3	4	5	0	3	7	4	13	3
Returning	158	158	178	166	172	186	185	183	163	147
Degree-seeking Residential Headcount	276	294	305	278	300	314	305	333	269	292

Data behind the dashed line comes from previous editions of the data book and may be incongruous with other elements of data.

Table 3.3

Institutional Headcount (by student load)

Overall Headcount	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
Full-time: SAS						314	296	326	262	281	
Part-time: SAS							9	7	7	11	
Part-time: NDS (Traditional)	22	22	24	24	16	10	3	5	3	3	
Part-time: NDS (EXCEL)							1				
Part-time: NDS (Online)	Online Learning Not Yet Established										
Full-time: SPE (EXCEL)	26	20	20	13	13	14	17	19	25	19	
Full-time: SPE (Online)	Online Learning Not Yet Established							39	240	360	
Part-time: SPE (EXCEL)										3	
Part-time: SPE (Online)	Online Learning Not Yet Established									7	
Dual Credit (NDS)	0	0	0	47	70	128	192	257	282	268	
Total Headcounts (SAS, SPE, DC)	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
SAS Headcount (F, P, & NDS)	22	22	24	24	16	324	308	338	272	295	
SPE Headcount (EXCEL & Online)	26	20	20	13	13	14	18	58	265	389	
Dual Credit (NDS) Headcount	0	0	0	47	70	128	192	257	282	268	
Total Students (Overall)	924	959	918	999	1408	1433	518	653	819	952	

Data behind the dashed line comes from previous editions of the data book and may be incongruous with other elements of data.

Table 3.4

Credits and FTE

Credits	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Full time Credits	3951	4233	4366	4151	4228	4421	4162	4592	3679	4016
Part-time Credits	81	107	93	81	79	54	73	63	62	99
Total Credits (Traditional)	4032	4340	4459	4232	4307	4475	4235	4655	3741	4115
Dual Credit Credits	0	0	0	222	305	417	781	1396	1602	1301
Professional Ed. (Ground) Credits	0	0	0	0	0	0	0	228	291	228
Professional Ed. (Online) Credits	0	0	0	0	0	0	0	468	2853	4353
PT - SPE (Ground) Credits										24
PT - SPE (Online) Credits										57
Total Professional Education (Credits)	364	280	280	159	182	196	228	696	3144	4662
Total Credits (Overall)	4396	4620	4739	4613	4794	5088	5244	6747	8487	10078
Full-time Equivalency (FTE)										
Level	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total FTE (Overall)	314	330	339	330	342	363	375	482	606	772
Traditional FTE	288	310	319	302	308	320	303	333	267	286
Traditional/Dual Credit FTE	288	310	319	318	329	349	358	432	382	392
SAS Full-time FTE	282	302	312	297	302	316	297	328	263	281
SAS Part-time FTE (ALL)	6	8	7	6	6	4	5	5	4	5
Dual-Credit FTE	0	0	0	16	22	30	56	100	114	105
SPE(EXCEL) FTE	0	0	0	0	0	0	0	16	21	19
SPE (ONLINE) FTE	0	0	0	0	0	0	0	33	204	360
SPE FTE	26	20	20	11	13	14	16	50	225	380

Table 3.5

Fall Enrollment by Program – SAS

Major	CIP Code	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Associate of General Studies	24.0102	4	2	0	2	0	1	0	0	0	0
Associate of Arts	24.0101	10	13	24	15	15	8	8	11	16	19
BSB: Aviation Management	49.0199	0	0	0	0	0	0	0	0	0	1
BSB: Accounting	52.0301	6	5	4	5	4	5	5	1	3	3
BSB: Management	52.0201	25	17	16	14	20	12	12	27	22	17
BSB: Entrepreneurship	52.0703	2	6	2	5	8	5	8	4	6	5
BSB: Organizational Leadership	52.0213	0	0	5	4	5	6	6	5	5	2
BSB: Risk Management	52.1701	0	0	0	0	0	0	0	0	0	0
BSM: General/Applied	39.9999	33	29	27	21	19	12	7	11	9	7
BSM: Pastoral	39.0701	0	3	4	0	3	5	5	1	4	2
BSM: Worship Arts	39.0501	0	0	0	3	4	7	4	5	2	1
BSM: Youth/Student	39.0702	10	15	9	11	12	14	11	10	8	8
Contemporary Christian Music	50.0903	5	6	11	8	8	6	7	4	4	5
Communication: Mass Media	09.0102	5	16	13	13	11	7	8	5	5	4
Communication: ORG COM	09.0901	0	0	0	0	0	0	0	1	0	1
Communication: Public Relations	09.0900	0	0	0	0	0	0	0	1	0	0
Communication: Speech/Theatre	50.0501	1	2	14	0	0	2	1	2	4	3
Education: Elementary	13.1202	0	0	8	5	17	26	22	22	14	13
Education: English	13.1305	0	0	0	0	0	0	0	4	3	1
Education: History	13.1328	0	0	0	0	0	0	1	4	6	9
Education: Math	13.1311	0	0	0	0	0	0	0	0	3	5
Education: PE	13.1314	1	1	0	0	6	8	6	8	5	7
English	23.0101	0	0	4	8	10	11	14	12	7	5
Exercise Science	31.0505	0	8	7	9	20	22	24	31	18	28
History	54.0101	0	0	0	2	3	6	2	4	5	2
Liberal Studies	24.0101	156	104	77	70	53	60	43	43	28	25
Music	50.0901	2	6	7	5	2	2	1	12	7	6
Music: Performance	50.0903	0	2	1	1	1	2	2	0	0	0
Music: Vocal Performance	50.0903	0	0	0	0	0	0	1	2	0	0
Natural Science: Biology	26.0101	2	7	7	11	15	17	11	13	13	23
Natural Science: Chemistry	40.0501	1	2	1	2	1	4	4	6	3	2
Natural Science: Health	51.9999	2	7	9	5	8	8	6	9	9	8
Natural Science: Math	27.0101	0	3	1	4	4	3	5	2	4	1
Psychology	42.0101	5	15	20	20	13	16	17	16	6	13
Pre-Law	22.0001	0	0	0	0	0	0	0	2	0	0
Social Science	45.0101	3	9	1	14	9	13	11	17	12	12
Sport Management	31.0504	3	16	33	21	29	26	37	38	31	36
Undecided	24.0102	0	0	0	0	0	0	16	0	7	18
NDS - Non-Degree-seeking, part-time	-	22	22	24	24	16	10	3	5	3	3
NDS - Dual Credit	-	0	0	0	47	70	128	192	257	282	268

Table 3.6

Enrollment by Program - SPE

	CIP Code	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
SPE: Ministry Leadership (EXCEL)	39.0701	0	0	6	10	5	4	5	4	6	4
SPE: Organizational Leadership (EXCEL)	52.0213	26	20	14	7	8	10	12	15	19	18
SPE: Criminal Justice	43.0103	0	0	0	0	0	0	0	14	105	139
SPE: Ministry Leadership	39.0701	0	0	0	0	0	0	0	0	6	20
SPE: Healthcare Administration (BBA)	51.0701	0	0	0	0	0	0	0	0	0	34
SPE: Healthcare Management (BSHA)	51.0701	0	0	0	0	0	0	0	0	42	41
SPE: Organizational Leadership	52.0213	0	0	0	0	0	0	0	25	87	133
SPE: NDS - Non-degree-seeking		0	0	0	0	0	0	1	0	0	0

Table 3.7

Enrollment by Degree Program

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Associate of General Studies	4	2	0	2	0	1	0	0	0	0
Associate of Arts	10	13	24	15	15	8	8	11	16	19
Bachelor of Science	186	204	214	198	210	239	239	258	194	227
Bachelor of Science in Ministry	43	47	46	45	43	42	32	31	35	42
Bachelor of Science in Business	59	48	41	35	45	38	43	77	142	179
Bachelor of Science in Criminal Justice	0	0	0	0	0	0	0	14	105	139
Bachelor of Science in Healthcare Administration	0	0	0	0	0	0	0	0	42	41
Bachelor of Business Administration	0	0	0	0	0	0	0	0	0	34
NDS	22	22	24	71	86	138	196	262	285	271
Total	324	336	349	366	399	466	518	653	819	952

Enrollment Demographics – Dual Credit 2013

Table 3.8

Ethnicity by Gender – Dual Credit

Female	Year			
	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013
Am. Indian/ AK Native	3	3	-	1
Asian	3	-	4	4
Black or African American	-	1	1	4
Hispanic	2	2	6	3
Nat. Hawaiian/ Other Pac. Islander	2	-	1	-
Not Specified	-	-	1	1
Two or more races	1	-	4	2
White	91	130	137	141
Total Female	102	136	154	156
Male	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013
Am. Indian/ AK Native	2	-	-	-
Asian	-	3	6	4
Black or African American	-	-	-	2
Hispanic	-	5	5	4
Nat. Hawaiian/ Other Pac. Islander	-	-	-	-
Not Specified	2	-	-	2
Two or more races	3	3	1	1
White	83	110	116	99
Total Male	90	121	128	112
Total Students	192	257	282	268

Enrollment Demographics – School of Arts and Sciences 2013

Student Body Profile – SAS

Table 3.9

Ethnicity by Gender - School of Arts and Sciences (Degree-seeking & NDS)

Female	Year			
	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013
Am. Indian/ AK Native	1	3	1	2
Asian	-	1	6	13
Black or African American	16	10	10	7
Hispanic	7	11	12	10
Nat. Hawaiian/ Other Pac. Islander	-	-	-	2
Not Specified	3	2	2	1
Two or more races	4	1	1	1
White	106	115	95	94
Total Female	137	143	127	130
Male	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013
Am. Indian/ AK Native	4	5	-	1
Asian	-	1	4	6
Black or African American	32	37	27	22
Hispanic	7	16	11	22
Nat. Hawaiian/ Other Pac. Islander	-	-	-	-
Not Specified	1	8	3	2
Two or more races	11	1	3	3
White	116	127	97	109
Total Male	171	195	145	165
Total Students	308	338	272	295

State of Origin – SAS

As in past years, Kansas and Texas contribute the most to the SAS student population (together comprising approximately 55.48% of the FA2013 headcount). Compared to the previous year, these percentages represent an overall decrease in the proportion of Kansan students compared to the overall population, and an increase in proportion of Texan students.

Table 3.10

SAS Student State of Origin

State	Year			
	2010	2011	2012	2013
AR	0	0	0	2
AZ	4	7	6	6
CA	1	1	4	9
CO	12	20	12	18
CT	0	1	0	0
DC	0	1	1	1
FL	2	3	7	11
GA	0	1	1	1
IA	1	2	3	1
ID	3	3	1	1
IL	4	5	3	2
IN	2	2	2	4
KS	129	129	110	96
KY	1	1	0	0
LA	1	3	2	1
MD	2	2	2	2
ME	1	3	1	1
MI	2	0	0	1
MN	2	1	2	2
MO	19	14	9	4
MS	1	1	2	0
MT	0	1	1	1
ND	0	0	0	0
NE	9	13	10	10
NJ	1	0	0	0
NV	1	2	1	2
NY	2	0	0	0
OH	1	1	0	1
OK	19	26	15	16
OR	1	0	0	2
PA	0	0	1	1
SD	1	0	2	1
TN	1	1	0	0
TX	63	72	52	66
UT	0	2	1	1
VA	1	1	2	1
WA	2	3	7	9
WI	2	1	0	1
WY	0	0	1	1
Non-US/Other	5	10	11	16

Enrollment Demographics – SPE 2013

Table 3.11

Ethnicity by Gender - SPE Online

Female	Year			
	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
Am. Indian/ AK Native	-	-	1	
Asian	-	1	-	
Black or African American	-	38	51	
Hispanic	1	4	7	
Nat. Hawaiian/ Other Pac. Islander	-	-	2	
Not Specified	12	55	49	
Two or more races	-	-	-	
White	2	7	56	
Total Female	15	105	166	
Male	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
Am. Indian/ AK Native	-	-	3	
Asian	-	-	-	
Black or African American	-	2	28	
Hispanic	-	2	13	
Nat. Hawaiian/ Other Pac. Islander	1	1	2	
Not Specified	12	83	59	
Two or more races	-	-	3	
White	11	47	93	
Total Male	24	135	201	
Total Students	39	240	367	

Table 3.12

Ethnicity by Gender - SPE EXCEL

Female	Year			
	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013
Am. Indian/ AK Native	-	1	1	-
Asian	-	-	1	1
Black or African American	-	1	1	-
Hispanic	-	-	-	-
Nat. Hawaiian/ Other Pac. Islander	-	-	-	-
Not Specified	-	-	1	1
Two or more races	-	-	-	-
White	8	7	8	8
Total Female	8	9	12	10
Male	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013
Am. Indian/ AK Native	-	-	-	-
Asian	-	-	-	-
Black or African American	2	2	-	-
Hispanic	1	-	-	1
Nat. Hawaiian/ Other Pac. Islander	-	-	-	-
Not Specified	1	-	1	4
Two or more races	-	-	-	-
White	6	8	12	7
Total Male	10	10	13	12
Total Students	18	19	25	22

State of Origin – SPE

More than 40 states are represented by the SPE student population. Since its inception in 2011, the online student population has continued to gain enrollment from students outside of Kansas, leading to the increased diversification of the CCK online student population.

Table 3.13

SPE State of Origin

State	2011	2012	2013
AL	0	7	12
AR	0	7	13
AZ	0	4	4
CA	2	14	17
CO	0	1	14
CT	1	1	5
FL	0	7	22
GA	3	14	20
IA	0	0	2
ID	0	1	7
IL	1	9	13
IN	1	3	7
KS	29	115	77
KY	0	2	5
LA	0	1	7
MA	0	2	1
MD	0	2	8
ME	1	2	2
MI	3	6	8
MN	1	6	4
MO	3	9	17
MS	0	4	4
MT	0	1	1
NC	0	3	5
NE	0	3	7
NJ	1	0	4
NM	0	0	3
NV	1	1	1
NY	0	2	10
OH	3	5	11
OK	0	7	9
OR	0	0	2
PA	1	4	13
RI	0	0	1
SC	2	5	8
SD	1	0	1
TN	0	0	4
TX	0	1	13
VA	0	7	9
VT	0	1	1
WA	1	5	7
WI	2	3	8
WY	0	0	1
Non-US/Other	0	0	2

Retention, Persistence, & Graduation

Retention, Persistence & Graduation

Many diverse populations exist within the CCK Academic family. Within SPE, each program has its own radically different retention rate. As such, retention rates for SAS and SPE are reported separately.

Retention, Persistence & Graduation – School of Arts and Sciences

Retention

Table 4.1 <i>Headcount Retention Figures</i>										
Population Retention: SAS	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Fall to Fall Population Retention	70.17%	71.73%	74.29%	66.16%	74.15%	75.81%	78.03%	78.35%	66.54%	81.95%
Retention Rates (Fall to Spring)							88.51%	75.08%	89.22%	88.01%
Freshman - Sophomore Population Retention	66.95%	66.97%	73.39%	60.98%	65.38%	68.00%	64.29%	68.69%	50.75%	80.00%
Sophomore - Junior Population Retention	61.25%	60.76%	67.12%	62.64%	73.33%	77.94%	87.06%	82.72%	69.12%	72.06%
Junior to Senior Population Retention	97.50%	100.00%	87.50%	85.71%	91.23%	90.91%	96.23%	86.49%	95.52%	100.00%
Fr-Sr Class Persistence				38.53%	41.94%	40.65%	49.04%	51.20%	50.79%	47.47%
Population Retention: SPE	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
EXCEL	-	-	-	-	60.00%	91.00%	80.00%	80.00%	76.00%	
Criminal Justice	-	-	-	-	-	-	-	93.00%	86.32%	
Healthcare	-	-	-	-	-	-	-	-	67.21%	
Ministry	-	-	-	-	-	-	-	-	75.00%	
Organizational Leadership	-	-	-	-	-	-	-	46.00%	49.45%	

Table 4.2				
<i>Head-to-head Retention: SAS</i>				
	2010	2011	2012	2013
Freshman-Sophomore				
Fall to Spring	81.44%	70.90%	83.33%	85.37%
Fall to Fall	56.70%	49.25%	60.00%	-
Sophomore-Junior				
Fall to Spring	91.14%	76.92%	89.71%	89.19%
Fall to Fall	64.56%	64.62%	58.82%	-
Junior-Senior				
Fall to Spring	94.52%	81.82%	97.87%	97.87%
Fall to Fall	73.97%	75.76%	76.60%	-
Senior-Graduate				
Fall to Spring	93.62%	77.78%	90.63%	83.33%
Fall to Graduation	89.36%	79.37%	89.06%	64.58%

Graduation Rates

What follows are the graduation rates of our institution, concerning the fall cohorts of first-time, full-time freshmen. A degree's Normal Time is the length of time generally associated with the degree's completion. For Associate's degrees, this is two years; for Bachelor's degrees, this is four years. This is considered 100% Normal Time. IPEDS and other organizations often collect information regarding 150% Normal Time graduation rates (3 years for Associate's degrees, 6 for Bachelor's degrees) in addition to 100% Normal Time.

Table 4.3		
<i>Cohort Graduation Rates</i>		
Fall Cohort	100% Normal Time	150% Normal Time
2005	36.08%	45.36%
2006	33.65%	41.35%
2007	36.47%	49.41%
2008	28.87%	39.18%
<u>Average:</u>	<u>33.77%</u>	<u>43.83%</u>

Table 4.4
Cohort Graduation by Degree

Cohort	Cohort Size	Degree Size*	Grads (100%NT)	Grads (101%-150%NT)	100% Rate	150% Rate	Degree Rate
2005 AA	97	18	12	2	36%	45%	78%
2005 BS		79	23	7			38%
2006 AA	104	14	10	1	34%	41%	79%
2006 BS		90	25	7			36%
2007 AA	85	16	9	2	36%	49%	69%
2007 BS		69	22	9			45%
2008 AA	97	15	5	2	29%	39%	47%
2008 BS		82	23	8			38%

*Degree size is the total number of degree-seekers within the cohort who pursue the same level of degree (AA or BS) and is calculated based off our data regarding a student's choice of major when entering the institution. Degree size for AA includes Undecided majors as well as those who switched to and graduated with an AA degree.

This data indicates that, on average, approximately 44% of the students who began their college career at the College as first-time, full-time freshmen complete their degree at this institution within 150% of their degree's Normal Time.

The College anticipates having a lower reported graduation rate average in the future once the SPE online cohorts are analyzed, due to the high amount of attrition within those programs.

Active Cohorts

These cohorts have at least one student enrolled in the College.

Table 4.5			
<i>Active Cohorts</i>			
Cohort	Graduated	Enrolled	Transferred or Withdrawn
2009	38	1	63
2010	25	4	55
2011	12	35	62
2012	9	38	31
2013	0	65	40

Table 4.6

Degrees Conferred by CIP Code – Traditional/SAS

SAS Major	CIP Code	Year								
		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Associate of General Studies	24.0102	0	0	0	1	1	1	0	0	0
Associate of Arts	24.0101	22	18	28	13	12	9	13	11	16
BSB: Aviation Management	49.0199	0	0	0	0	0	0	0	0	0
BSB: Accounting	52.0301	0	0	1	1	2	2	0	0	1
BSB: Management	52.0201	14	7	17	13	14	3	1	4	5
BSB: Entrepreneurship	52.0703	0	0	0	0	2	1	2	0	0
BSB: Organizational Leadership	52.0213	0	0	0	1	0	3	2	3	11
BSB: Risk Management	52.1701	0	0	0	0	0	0	0	0	0
BSM: General/Applied	39.9999	6	7	3	4	5	3	2	0	3
BSM: Pastoral	39.0701	3	0	2	0	1	1	2	0	2
BSM: Worship Arts	39.0501	0	0	0	0	2	1	1	1	1
BSM: Youth/Student	39.0702	2	1	3	2	1	4	1	2	4
Contemporary Christian Music	50.0903	0	0	2	1	1	0	0	0	1
Communication: Mass Media	09.0102	0	3	2	1	1	1	0	0	1
Communication: ORG COM	09.0901	0	0	0	0	0	0	0	0	0
Communication: Public Relations	09.0900	0	0	0	0	0	0	0	0	0
Communication: Speech/Theatre	50.0501	1	1	0	0	1	0	0	0	0
Education: Elementary	13.1202	0	0	0	0	0	1	1	2	2
Education: English	13.1305	0	0	0	0	0	0	0	0	0

Education: History	13.1328	0	0	0	0	0	0	1	0	0
Education: Math	13.1311	0	0	0	0	0	0	0	0	0
Education: PE	13.1314	0	0	0	0	0	1	0	1	0
English	23.0101	0	0	0	2	3	1	3	3	3
Exercise Science	31.0505	0	0	1	1	2	1	4	3	5
History	54.0101	0	0	0	0	1	1	1	0	2
Liberal Studies	24.0101	19	14	8	11	9	8	8	7	4
Music	50.0901	0	0	0	0	0	0	0	0	0
Music: Performance	50.0903	0	0	0	0	1	0	0	0	0
Music: Vocal Performance	50.0903	0	0	0	0	0	0	0	0	0
Natural Science: Biology	26.0101	0	1	1	1	3	4	3	1	2
Natural Science: Chemistry	40.0501	0	1	1	0	0	2	0	0	2
Natural Science: Health	51.9999	1	0	1	2	0	2	1	0	0
Natural Science: Math	27.0101	0	0	0	0	1	0	1	1	1
Psychology	42.0101	0	5	5	6	4	1	4	2	4
Pre-Law	22.0001	0	0	0	1	0	0	0	0	1
Social Science	45.0101	0	3	3	3	1	2	2	2	1
Sport Management	31.0504	0	0	2	3	2	2	5	3	5

Caveat: The numbers reported here are slightly lower than the actual amount of graduates. In CAMS, some students are listed (erroneously) as not having earned a degree when, in fact, they have. This appears to be an impact of the data conversion, affecting crossover students. Numbers listed reflect degrees conferred within an Academic Year (e.g. July 1, 2012-June 30, 2013).

Table 4.7

Degrees Conferred by CIP Code – Non-Traditional/SPE

SPE Major	CIP Code	Year								
		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
SPE: Ministry Leadership (EXCEL)	39.0701	0	0	0	6	4	3	3	0	1
SPE: Organizational Leadership (EXCEL)	52.0213	1	1	0	1	1	0	6	11	0
SPE: Criminal Justice	43.0103	0	0	0	0	0	0	0	0	16
SPE: Ministry Leadership	39.0701	0	0	0	0	0	0	0	0	0
SPE: Healthcare Administration (BBA)	51.0701	0	0	0	0	0	0	0	0	0
SPE: Healthcare Management (BSHA)	51.0701	0	0	0	0	0	0	0	0	0
SPE: Organizational Leadership	52.0213	0	0	0	0	0	0	0	0	0

Table 4.8

Degrees Conferred - Institutional

Degree	Year						
	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Associate in General Studies		1	1	1			
Associate of Arts	28	13	12	9	13	11	16
Bachelor of Science	28	33	30	28	34	25	33
Bachelor of Science in Business	18	16	19	8	11	18	18
Bachelor of Science in Criminal Justice							16
Bachelor of Science in Ministry	8	12	13	12	9	3	11
Bachelor of Science in Healthcare Admin.							
Bachelor of Business Administration							
Bachelor of Science in Psychology							
Grand Total	82	75	75	58	67	57	94

Retention, Persistence & Graduation – School of Professional Education

Because SPE programs offer continuous enrollment throughout the year, allowing students to enter a program as soon as a new class begins, a 2-Term Persistence (2TP) rate is also provided for cohorts in order to provide data to better inform budgeting projections. This rate represents the percentage of students in a given IPEDS academic year persist through at least two terms (280 days in the Criminal Justice program, or 360 days for the Healthcare, Ministry Leadership, or Organizational Leadership programs) of their schooling. For this reason, 2TP rates are limited to cohorts that have had two terms' worth of days pass before the analysis. Additionally, because of the relatively young age of the SPE online programs, very few cohorts have achieved maturity³, which introduces a level of possible variance to retention-based calculations.

The overall retention of each program is also listed, in order to provide information that represents the overall health and strength of the respective programs. The information below is current as of 6 March 2014.

Criminal Justice

The College first offered this degree in 2011, after both the Ministry Leadership and Organizational Leadership had been started. Since that time, the program has been one of the strongest within SPE's program offerings.

Table 4.9 <i>Criminal Justice Persistence and Retention</i>		
Rate	2011-2012	2012-2013
Academic Year 2TP	80.95%	77.32%
Ret. – Academic Year	60.71%	72.55%
Ret. – Overall	60.71%	67.20%

³ "Maturity" of a cohort is reached when all the students within the cohort have either withdrawn or graduated.

Healthcare Administration

Table 4.10

Healthcare Administration Persistence and Retention

Rate	2011-2012	2012-2013
Academic Year 2TP	60.00%	54.29%
Ret. – Academic Year	43.64%	54.17%
Ret. – Overall	43.64%	48.54%

Ministry Leadership (EXCEL)

The data in this table is rather misleading. Although these rates reflect actual numbers, the low enrollment in the program has led to very unstable percentages. For this reason, additional data is presented for the sake of specificity (see Table 4.13). Two-term persistence was estimated by summing all students within an academic year that persisted at least two terms through their program, rather than calculating and averaging persistence rates for each start.

Table 4.11

EXCEL Ministry Leadership Persistence and Retention

Rate	2010-2011	2011-2012	2012-2013
Academic Year 2TP	100.00%	100.00%	100.00%
Ret. – Academic Year	100.00%	75.00%	50.00%

Table 4.12			
<i>EXCEL Ministry Leadership Start Activity and Student Status</i>			
Status as of 6 March 2014:			
Academic Year and Student Start Date	Active	Graduate	WD
AY 2010-2011			
09/01/2010		1	
03/10/2011		1	
AY 2011-2012			
09/01/2011			1
05/24/2012	2		
06/28/2012		1	
AY 2012-2013			
08/26/2013	1		
07/16/2013			1

Ministry Leadership (Online)

Table 4.13	
<i>Online Ministry Leadership Persistence and Retention</i>	
Rate	2012-2013
Academic Year 2TP	51.85%
Ret. – Academic Year	48.15%
Ret. – Overall	48.15%

Organizational Leadership (EXCEL)

As with the Excel Ministry Leadership program, two-term persistence was estimated by summing all students within an academic year that persisted at least two terms through their program, rather than calculating and averaging persistence rates for each start. Again, the complete enrollment details are listed below.

Table 4.14				
<i>EXCEL Organizational Leadership Persistence and Retention</i>				
Rate	2010-2011	2011-2012	2012-2013	2013-2014
Academic Year 2TP	93.33%	92.86%	100.00%	88.24%
Ret. – Academic Year	60.00%	71.43%	100.00%	88.24%

Table 4.15				
<i>EXCEL Organizational Leadership Start Activity and Student Status</i>				
	Status as of 6 March 2014			
Start Date	Active	Complete	Graduate	Withdraw
AY 2010-2011				
08/02/2010				1
03/15/2011			2	1
04/14/2011				2
04/19/2011			1	1
05/02/2011			2	1
05/24/2011			1	
06/06/2011			1	
06/13/2011			1	
06/23/2011	1			
AY 2011-2012				
06/28/2011				1
07/05/2011			2	
08/09/2011			1	
09/13/2011				1
11/22/2011				1
04/23/2012	1	4	1	1
06/04/2012			1	
AY 2012-2013				
08/13/2012	1			
10/16/2012	2			
05/28/2013	1			
AY 2013-2014				
07/02/2013	1			1
08/26/2013		1		
12/16/2013	6			1
01/30/2014	7			

Organizational Leadership (Online)

Table 4.16

Online Organizational Leadership Persistence and Retention

Rate	2011-2012	2012-2013
Academic Year 2TP	35.98%	41.30%
Ret. – Academic Year	27.44%	33.63%
Ret. – Overall	27.44%	29.96%

Enrollment

(Admissions & Aid)

Admissions

Table 5.1

Admission Funnel [Inquiry to Enrolled] – Traditional/SAS

	Year							
	2006	2007	2008	2009	2010	2011	2012	2013
Inquiries	13,949	13,224	13,042	12,703	11,099	13,953	9,635	11,810
Applications	656	648	719	801	925	865	538	661
Offered	283	307	444	440	430	401	233	332
Admission								
Enrolled	131	113	131	129	117	151	99	146
New Students								
Admitted / Enrolled	46.29%	36.81%	29.50%	29.32%	27.21%	37.66%	42.49%	43.98%
Applied / Enrolled	20.00%	17.00%	18.00%	16.00%	13.00%	21.00%	18.00%	22.09%

Application and Admissions data may not correlate to final headcount numbers for new students, as some students may have withdrawn before the actual census date.

Table

First-time, Full-time Freshmen Entry Scores

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Average ACT	22.00	21.00	20.90	20.90	20.60	20.10	20.30	20.00	21.82
Average HS GPA	3.44	3.28	3.27	3.27	3.27	3.08	3.24	3.30	3.33
FTFT Fr. Cohort Size	118	114	100	97	102	84	109	78	105
ACT Score									
30+	9	8	8	3	3	1	5	0	4
24-29	30	21	21	21	25	12	13	11	32
18-23	48	45	45	57	55	45	42	43	46
12-17	16	25	25	18	21	20	19	16	17
6-11	0	0	0	0	0	0	2	0	0

Table 5.2

Student Charges – Traditional/SAS

Classifications	Year				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Tuition	16,800	16,800	18,100	18,700	19,800
Fees	200	200	300	350	350
Room & Board	5,900	5,900	6,200	6,300	6,500
Total	22,900	22,900	24,600	25,350	26,650

Financial Aid

Table 5.3

Aid Awarded

Type of Aid	Year				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Federal PELL Grant	643,454	808,801	1,060,590	1,220,000	2,902,410
Federal SEOG	69,814	62,085	58,700	62,085	62,085
ACG Grant	47,450	39,787	-	-	-
Smart Grant	10,000	12,000	-	-	-
Federal Perkins Loan (Formally NDSL)	99,205	120,000	137,987	122,281	160,000
Federal Stafford Loan	1,830,618	1,913,207	2,745,619	3,000,000	4,571,537
Federal Parents=Loan (PLUS)	352,315	385,988	442,293	300,000	309,480
Outside Loan (Alternative)	190,550	181,174	139,176	182,000	171,627*
Federal Work Study	58,725	58,725	58,725	58,725	58,725
Outside Scholarship	172,928	161,207	125,618	130,000	56,105*
Institutional	2,192,125	2,139,073	2,531,967	2,126,224	2,686,910
Kansas Comprehensive Grant	166,100	213,195	198,000	128,950	154,400
Other Kansas State Aid	-	2,000	3,000	3,000	3,000*
	5,833,284	6,097,241	7,501,675	7,333,265	11,136,279

* Reflects CAMS estimates

Institutional Aid as a Percentage of Tuition (Traditional-SAS)

Table 5.4

Institutional Aid as a Percentage of Tuition (Traditional/SAS) – Tuition Discount

Year	Tuition Income	CCC Aid	CCC Aid as a % of Tuition	Staff Discount	CCC Aid + Staff Discount as a % of Tuition	FTE	Average CCC Aid/FTE
2000-01	\$2,586,675	\$849,404	32.80%	\$67,741	35.50%	258	\$3,292
2001-02	\$2,710,810	\$931,170	34.40%	\$78,299	37.20%	271	\$3,436
2002-03	\$3,004,720	\$964,652	32.10%	\$95,274	35.30%	273	\$3,534
2003-04	\$3,290,371	\$1,141,853	34.70%	\$104,199	37.90%	286	\$3,992
2004-05	\$3,384,818	\$1,333,965	36.10%	\$75,947	38.40%	288	\$4,246
2005-06	\$3,909,682	\$1,632,771	41.80%	\$75,915	43.70%	310	\$5,267
2006-07	\$4,214,483	\$1,796,651	42.60%	\$82,055	44.60%	318	\$5,650
2007-08	\$4,182,724	\$1,790,595	42.80%	\$94,278	45.10%	302	\$5,929
2008-09	\$4,622,220	\$2,068,538	44.80%	\$78,465	46.40%	329	\$6,673
2009-10	\$5,140,820	\$2,135,662	41.50%	\$98,975	43.50%	317	\$6,737
2010-11	\$5,133,698	\$2,146,093	41.80%	\$90,000	43.60%	303	\$7,083
2011-12	\$5,699,304	\$2,446,833	42.90%	\$174,075	46.0%	333	\$7,348
2012-13	\$4,894,327	\$2,108,214	43.08%	\$102,920	45.18%	267	\$7,896
2013-14	\$5,429,355	\$2,628,371	48.41%	\$189,001	51.89%	286	\$9,190

Mandatory fees added in tuition starting 1995-96, including facilities, technology, and activity (current fund portion)

* Projected numbers from proposed budget

Finances

Table 6.1

Financial Summary from Audit

	2008	2009	2010	2011	2012	2013
Operating Revenues						
Student Tuition & Fees	\$4,492,556	\$4,806,354	\$5,450,531	\$5,581,224	\$7,620,763	\$8,689,911
Scholarship and Grants	(\$2,055,303)	(\$2,324,115)	(\$2,459,507)	(\$2,476,377)	(\$2,575,938)	(\$2,191,562)
Net Tuition	\$2,437,253	\$2,482,239	\$2,991,024	\$3,104,847	\$5,044,825	\$6,498,349
Private Gifts and Grants	\$715,132	\$1,484,535	\$505,206	\$768,116	\$1,052,075	\$1,398,241
Government Grants	\$343,036	\$331,834	\$363,940	\$351,622	\$195,852	\$138,674
Investment Income (Endowments)	\$50,275	\$28,479	\$25,353	\$16,878	\$24,479	\$28,732
Investment Income	\$38,272	\$46,015	\$39,148	\$24,547	\$22,843	\$21,092
Other Income	\$87,154	\$135,951	\$162,834	\$151,729	\$219,475	\$125,653
Net Realized/Unrealized Gains (Losses)	(\$63,563)	(\$286,695)	\$236,372	\$205,804	(\$18,325)	\$74,510
Net Gains (Losses) - Disposal of Fixed Assets	\$23	(\$408)	\$1,300	\$4,070	\$1,550	
Auxiliary Enterprises	\$1,471,145	\$1,626,435	\$1,732,665	\$1,620,268	\$1,727,868	\$1,564,863
Total Operating Revenues	\$5,078,727	\$5,848,385	\$6,057,842	\$6,247,881	\$8,270,642	\$9,850,114
Operating Expenses						
Instruction	\$1,600,088	\$1,680,575	\$1,747,481	\$1,899,206	\$3,328,562	\$5,177,296
Academic Support	\$241,979	\$222,554	\$240,014	\$231,741	\$268,517	\$254,433
Student Services	\$1,231,700	\$1,327,291	\$1,446,710	\$1,475,859	\$1,593,154	\$1,553,654
Institutional Support	\$1,045,770	\$1,167,804	\$1,238,542	\$1,249,983	\$1,616,903	\$1,543,441
Auxiliary Expenses	\$1,464,745	\$1,501,821	\$1,361,570	\$1,380,950	\$1,440,021	\$1,398,725
Total Operating Expenses	\$5,584,282	\$5,900,045	\$6,034,317	\$6,237,739	\$8,247,157	\$9,927,549
Results From Operations	(\$505,555)	(\$51,660)	\$23,525	\$10,142	\$23,485	(\$77,435)

	2008	2009	2010	2011	2012	2013
Other Changes						
Private Gifts/Grants for Endowments	\$547,935	\$131,098	\$82,580	\$69,689	\$366,270	\$38,197
Gain(Loss) - Perpetual Trusts	(\$31,726)	(\$119,056)	\$37,762	\$78,038	(\$26,087)	\$39,239
Changes in Split-Interest Agreements	(\$62,890)	\$7,397	(\$3,589)	\$12,943	(\$36,593)	\$27,400
Change in Assets	(\$52,236)	(\$32,221)	\$140,278	\$170,812	\$327,075	\$27,401
Assets: Unrestricted	(\$3,162,939)	(\$3,129,156)	(\$3,083,487)	(\$3,148,017)	(\$3,433,929)	(\$3,120,867)
Assets: Temporarily Restricted	\$350,834	\$260,571	\$217,810	\$287,295	\$550,008	\$173,972
Assets: Permanently Restricted	\$6,262,066	\$6,286,325	\$6,423,695	\$6,589,552	\$6,939,826	\$7,030,201
Net Assets	\$3,449,961	\$3,417,740	\$3,558,018	\$3,728,830	\$4,055,905	\$4,083,306
Debt						
Accounts Payable (Carry Over)	\$363,872	\$238,065	\$146,392	\$158,756	\$382,082	\$931,384
Notes Payable	\$2,458,867	\$1,496,812	\$1,634,845	\$1,520,758	\$1,199,674	\$1,969,188
Long-term Debt	\$1,343,545	\$2,579,369	\$2,009,848	\$2,243,449	\$2,050,156	\$2,186,120
Total	\$4,166,284	\$4,314,246	\$3,791,085	\$3,922,963	\$3,631,912	\$5,086,692
Endowment						
Investment Income						\$28,732
Net Appreciation/(losses)						\$56,948
New Gifts						\$38,197
Appropriation of Endowment						\$28,416
Change in Value (Split-interest Agreements)						\$39,239
Gain (loss) on Perpetual Trusts						\$0
Transfers (Board Designated Funds)						(\$854,718)
Released from Restriction						\$0
Net Assets (Endowment)					\$7,742,275	\$7,079,089

Fit Four Assessment

Board Outcomes

Fit Heart & Fit Soul

The College utilizes three scales in its entrance and exit surveys in order to gather data regarding the institution's impact on students' worldviews. The sets of questions are derivation or direct implementation of already-existing surveys. The College's Spiritual Growth Inventory (SGI) contains a selection of questions from Lifeway's Spiritual Growth Inventory; the College also uses the Miville-Guzman Universality-Diversity Scale – Short form (M-GUDS-S); for measuring a student's psychological well-being, CCK uses the Ryff scales of Psychological Well-Being (RPWB).

	SP 2013 Exit	FA 2013 Entry	SP 2014 Exit	Target Average
SGI	3.20	2.97	3.24	3.5
M-GUDS-S	3.26	3.11	3.13	3.5
RPWB	3.18	3.07	3.18	3.5

Fit Body

Job Placement

Alumni Graduate Survey Responses

	2011	2012	2013
Full-time	40	10	8
Part-time	15	5	3
Unemployed, seeking	0	4	0
Unemployed, not seeking	2	2	2
Percent of respondents employed	96.5%	71.4%	84.6%

A noted downward trend in alumni survey participation stands out as readily apparent. It remains to be seen whether this effect has developed as a result of societal and cultural changes, greater selectivity in the alumni surveyed, or if the method of survey implementation is at fault. Future methods of data-collection may entail the integration of social media as an additional means of survey distribution, rather than relying on students to respond to email queries.

Senior Exit Survey Responses

Table 7.3 <i>Senior Exit Survey Employment Responses</i>		
	2013 Exit	2014 Exit
Not seeking employment	2	0
Haven't looked yet	7	3
Looking, no offers yet	11	11
Have offers, still looking	13	0
Accepted offer, working soon	7	8
Already have a job lined up	11	9
Percentage with of respondents with at least a job offer	60.8%	54.8%

Fit Mind

Critical Thinking

The College initially implemented the critical thinking module of the CAAP test (Collegiate Assessment of Academic Proficiency) to begin measuring students' critical-thinking ability in Spring 2013; the exiting seniors were tested. The participants of the Freshman Seminar course in Fall 2013 also took the test. However, the metric was changed from the CAAP to the CCTST (California Critical Thinking Skills Test) in Spring 2014 because the latter test offered a method of online implementation (thus allowing for the possibility to survey both SAS and SPE students). However, as of yet, the CCTST has not been administered to SPE Students.

Table 7.4 <i>Entry/Exit CT Metrics</i>			
	2013 Exit	2014 Entry	2014 Exit
CAAP Senior Exit	61.5 Nat Avg (59.9)*	55.3 Nat Avg (59.8)	-
CCTST Senior Exit	-	-	72.9 Nat Avg (75.5)

Academics – Departmental Assessment

Academic Programs – School of Arts and Sciences

General Education

Beyond the objectives outlined in the Institutional Assessment Plan and the course map, this section of the data book seeks to quantify the correlation between the eight stated general outcomes and the Fit Four model through specific evaluative metrics, as listed herein.

Table 8.1 <i>General Education Assessment Data</i>							
	Year						Goal
	2013	2014	2015	2016	2017	2018	
Fit Mind							
CAAP Senior Exit	61.5 Nat Avg (59.9)*	-					Score > Nat Avg
CCTST Senior Exit	-	72.9 Nat Avg (75.5)					Score > Nat Avg
Exit Survey - Psychological Well-Being⁴	3.18	3.18					3.5+
Fit Body							
Writing Portfolio	-	-					
Fit Heart							
Exit Survey: Diversity⁵	3.2	3.13					3.5+
Fit Soul							
Exit Survey: Spiritual Growth Assessment⁶	3.26	3.25					3.5+
*30 of 51 respondents scored above the national average.							

SmarterMeasure serves as the placement test for the College’s writing program. It will also serve as a comparative metric enabling the assessment of incoming freshmen and exiting graduates.

⁴ Scale based off the Ryff Scales of Psychological Well-Being.

⁵ Scale based off of the Miville-Guzman Universality-Diversity Scale (M-GUDS-S).

⁶ Scale based off the Spiritual Growth Assessment developed by Lifeway.

Table 8.2

SmarterMeasure Entry Scores

	Measure	2013 Entry	Exit
	<i>Entry SmarterMeasure: Math</i>	87%	
<u>SAS 2014</u>	<i>Entry SmarterMeasure: Reading</i>	73%	
	<i>Entry SmarterMeasure: Writing</i>	65%	

Table 8.3

Alumni Survey Data (Sport Science Majors)

	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
The level of challenge associated with your program	81%	19%
The quality of instruction received	90%	10%
The quality of academic advising	100%	--
Interactions with faculty related to your program of study	90%	10%
Interactions with other students in your program of study	70%	30%
Adequacy of library resources	64%	36%

Table 8.4

Alumni Survey – Advanced Study & Employment

	Percentage	Goal
Did not apply to graduate school	36%	--
Did apply to graduate school	55%	--
% of those accepted	86%	85%
Working Full-Time	37%	80%
Working Part-Time	55%	--
Unemployed – Seeking Employment	10%	--
Unemployed – Not Seeking Employment	--	--

Table 8.5

Helpfulness of Education in Relation to Employment and Continued Education

	Very Well/ Well Very	Adequate/ Somewhat	Poor/Very Poor/ Not At All
Major/Employment Relatedness	--	20%	80%
Major/Employment Helpfulness	20%	40%	40%
Major/Academic Preparation	100%	--	--
Overall Education/Employment	40%	30%	30%

Course Assessment – TIGERS

Transition from TIGERS 20 to TIGERS 26

Starting with the TIGERS issued at the end of the fall 2013 semester, CCK discontinued its use of the 20-item TIGERS in favor of a revised 26-item TIGERS. The change was adopted in order to maintain a single metric across SAS and SPE TIGERS (at the time, SPE online TIGERS had been revised to contain 26 items).

Not all of the items from TIGERS 20 had comparable items in TIGERS 26. TIGERS 20 question items that recorded the same or similar information as question items in TIGER 26 were noted for the purpose of comparison to past scores where possible (see Table 1.1 below for comparison).

Table 8.6

TIGERS Item Comparison

TIGERS 20	TIGERS 26
Q2	Q1
Q3	Q2
Q4	Q3
Q5	Q4
Q10	Q8
Q11	Q13
Q12	Q16
Q16	Q14
Q17	Q24
Q18	Q23
Q19	Q25
Q20	Q26

Spring 2014 TIGERS Analysis

Overall, average TIGERS scores remain high. None of the question item averages fall below 4.0, and nearly 1/3 of the average scores are at or above the ideal level (4.5). The spring faculty average score for the majority of items were higher than or equal to the fall 2013 scores (19/26 question items).

Highs

- My instructor encouraged excellence (4.59)
- My instructor shared Christian perspectives (4.59)
- My instructor was enthusiastic about the subject (4.58)

Lows

- The course text or readings were helpful and enhanced my learning experience (4.31)
- The lectures were helpful and enhanced my learning experience (4.32)
- I look forward to taking another course taught by this instructor (4.34)

Interterm Scores

Academic year 2013-2014 marked the start of the Office of Institutional Research's Interterm TIGERS scores. While no comparative data yet exists, it does provide a base of analysis for future analysis. Additionally, Chart 1.2 provides quantitative data for something which interterm instructors may have already intuitively qualified: students, on average, appear to rate interterm courses higher than courses that take place within a semester.

However, a number of variables have not yet been factored into this cursory observation. For instance, students take fewer courses, which leads to fewer responses. The best method of evaluating the interterm format would be to compare the TIGERS scores for an interterm course against its semester counterpart.

Average TIGERS Student Scores

Question Content	Quest	FA10	SP11	FA11	SP12	FA12	SP13	FA13	IN14	SP14
My instructor explained the subject matter	Q01	4.43	4.34	4.37	4.36	4.44	4.52	4.3	4.57	4.48
My instructor answered all of my questions	Q02	4.48	4.37	4.39	4.41	4.49	4.56	4.42	4.66	4.49
My instructor discussed current developments	Q03	4.34	4.26	4.3	4.28	4.43	4.6	4.52	4.72	4.42
My instructor promoted discussion	Q04	4.35	4.26	4.33	4.35	4.5	4.6	4.53	4.72	4.48
My instructor helped me engage with the subject	Q05							4.2	4.43	4.37
My instructor allowed freedom of expression	Q06							4.47	4.72	4.52
My instructor was courteous to students	Q07							4.37	4.62	4.57
My instructor was accessible to me	Q08	4.45	4.35	4.39	4.4	4.5	4.55	4.42	4.63	4.5
My instructor graded my work fairly	Q09							4.3	4.57	4.55
My instructor engaged students in the course	Q10							4.23	4.6	4.48
My instructor was enthusiastic about the subject	Q11							4.3	4.6	4.58
My instructor provided timely feedback on assignments	Q12							4.2	4.55	4.35
My instructor provided adequate feedback on assignments	Q13	4.38	4.18	4.26	4.24	4.43	4.5	4.47	4.66	4.42
My instructor shared Christian perspectives	Q14	4.59	4.51	4.44	4.46	4.57	4.57	4.44	4.66	4.59
My instructor encouraged excellence	Q15							4.41	4.64	4.59
Course assessments corresponded to the material covered in the course	Q16	4.44	4.28	4.45	4.42	4.58	4.58	4.53	4.71	4.51
The syllabus and course expectations were clear	Q17							4.48	4.64	4.45
The course enhanced my vocational or educational goals	Q18							4.4	4.7	4.34
The course text or readings were helpful and enhanced my learning experience	Q19							4.22	4.58	4.31
The lectures were helpful and enhanced my learning experience	Q20							4.22	4.57	4.32
The course was sufficiently challenging	Q21							4.19	4.49	4.39
Directions provided for assignments and activities were clear	Q22							4.42	4.59	4.42
Overall, I rate this course as excellent	Q23	4.25	4.19	4.25	4.17	4.31	4.45	4.29	4.51	4.34
Overall, I rate this instructor as excellent	Q24	4.54	4.41	4.47	4.47	4.55	4.71	4.54	4.64	4.49
Overall, I learned a great deal in this course	Q25	4.28	4.15	4.21	4.16	4.32	4.47	4.31	4.57	4.34
I look forward to taking another course taught by this instructor	Q26	4.32	4.15	4.21	4.28	4.37	4.58	4.23	4.65	4.34

Business Department

The business world is in need of strong Christian business men and women who are grounded in their faith, who possess the knowledge and skills needed to be successful in their respective business ventures, and who have a high regard for ethical issues and principles. The Business Department's philosophy is to integrate and articulate Christian values into the department's courses while developing strong business acumen and understanding among students. The business department will regularly gather data to assess their ability to meet their goals. The 2013-2014 school year is the first year of using the Major Field Test in business and has established a baseline from which to show improvement. In addition, membership in a national organization (PBL) provides opportunity to assess our students against students from other colleges.

Departmental Assessment

Table 8.8

Business Department Assessment Data

	Goal	Academic Year						
		07-08	08-09	09-10	10-11	11-12	12-13	13-14
Av. Strategic Mgmt. Project GPA	3.30	4.00	NA	NA	2.25	2.72	3.07	3.00
Av. Strategic Mgmt. Class GPA	3.00	3.50	3.71	3.75	2.5	2.29	2.86	2.20
PBL Membership/Senior Business Majors	50%	50%	88%	50%	75%	33%	36%	67%
Internship or Practicum/Senior Business Majors	50%	25%	75%	0%	13%	14%	36%	17%
Average Major GPA	3.00	3.47	3.66	3.06	3.20	2.52	3.30	3.06
Career Entry @ Graduation	80%	20%	90%	82%	100%	63%	50%	83%
PBL State — students attending/events placed	20:40	12:43	17:44	9:26	11:26	12:18	13:26	16:38
PBL National Attendance	6	1	—	2	2	1	5	4
PBL National Events Placed	5	1	—	0	0	1	4	4
MFT Individual Mean	150							144
MFT Individual Percentile	43							26
MFT Institutional Percentile	43							18

Alumni

Table 8.9

Alumni Survey Data (Business Majors, 2000-2011)

Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
The level of challenge associated with your program of study	71%	29%
The quality of instruction received	59%	41%
The quality of academic advising	65%	35%
Interactions with faculty related to your program of study	76%	24%
Interactions with other students in your program of study	100%	—
Adequacy of Library Resources	77%	12%

Table 8.10

Alumni Survey – Advanced Study & Employment

Dimension	Percentage	Goal
Did not apply to graduate school	88%	
Did apply to graduate school	12%	25%
% of those accepted	100%	80%
Working Full-Time	82%	85%
Working Part-Time	18%	15%
Unemployed – Seeking Employment	0%	
Unemployed – Not Seeking Employment	0%	

Table 8.11

Helpfulness of Education in Relation to Employment and Continued Education

Dimension	Very Well/Well Very	Adequate/ Somewhat	Poor/ Very Poor Not At All
Major/Employment Relatedness	41%	53%	6%
Major/Employment Helpfulness	35%	47%	18%
Overall Education/Employment	35%	59%	6%

Table 8.12

Perceptions Concerning the Program

Dimension	Yes/Likely	No/Unlikely
Would you attend CCC again	82%	18%
Likelihood of Recommending Major	65%	35%
Would you Pursue the Same Major	71%	29%
Interested in Graduate Program	47%	53%

Clubs, Awards, & Achievements

Table 8.13

Phi Beta Lambda State & National Results

	Academic Year						
	07-08	08-09	09-10	10-11	11-12	12-13	13-14
State Attendance	12	17	9	11	12	13	16
First Place	16	17	9	11	8	12	14
Second Place	16	16	9	9	5	10	10
Third Place	11	11	8	6	5	4	14
Total	43	44	26	26	18	26	38
National Attendance	1	0	2	3	1	5	4
National Placements	8 th , 2 nd	--	--	--	10 th	8 th , 4 th , 3 rd	10 th , 4 th , 2 nd

As an additional level of assessment of academic achievement the department tracks placement and placement levels associated with state and national Phi Beta Lambda competitions.

Education Department

The Education Department participates in multiple levels of program assessment. Besides those assessments required by the College, the department maintains accreditation through the Kansas State Department of Education. The data contained in this report is a summative report used to determine the over health of the program concerning its ability to meet its Learning Outcomes. Amplified data is available in the assessment report submitted to the Kansas State Department of Education, which serves as the fulfillment of the triennial report, required by the College.

Table 8.14

Education Program Assessment Data

Assessment Tool	Year					
	Goal	8-10	9-10	10-11	11-12	12-13
GPA: Incoming	4.00	4.00	3.38	3.32	3.51	3.58
GPA: Outgoing	4.00	4.00	3.30	3.54	3.45	3.58
GPA: Ed Core	3.50	--	3.50	3.73	3.57	3.48
PPST	172	--	179.3	172	174.4	172
PLT	163	191	172	177	180	
Content	158	178	161	180	180	
CTE Admit	12	3	1	9	4	7
Completion	12	--	3	1	9	3
Licensure Rate	100%	--	100%	100%	100%	
KPTP	2.5	2.5	1.73	2.49	2.43	2.36

Alumni

Table 8.15

Alumni Survey Data (Education Majors)

Dimension	(Very) Satisfied	(Very) Dissatisfied
The level of challenge associated with your program of study	75%	25%
The quality of instruction received	87%	13%
The quality of academic advising	75%	13%
Interactions with faculty related to your program of study	75%	25%
Interactions with other students in your program of study	87%	13%
Adequacy of Library Resources	50%	37%
	Yes/Likely	No/Unlikely
Would you attend CCC again	100%	--
Likelihood of Recommending Major	100%	--
Would you Pursue the Same Major	87%	13%
Interested in Graduate Program	87%	13%

N/A responses not record in percentages

Table 8.16

Alumni Survey – Advanced Study & Employment

Dimension	Percentage	Goal
Did not apply to graduate school	87%	--
Did apply to graduate school	12% (100%)	(90%)
Working Full-Time (Part-time)	88% (12%)	85%
Unemployed – Seeking Employment	18%	--
Unemployed – Not Seeking Employment	9%	--

Table 8.17

Helpfulness of Education in Relation to Employment and Continued Education

Dimension	Very Well/Well Very	Adequate/ Somewhat	Poor/Very Poor Not At All
Major/Employment Relatedness	87%	--	13%
Major/Employment Helpfulness	62%	38%	--
Major/Academic Preparation	--	100%	--
Overall Education/Employment	75%	25%	--

English

Purpose: The English Department sees Central Christian College of Kansas as a premier educational center that offers a distinctive Christian educational experience resulting in the development of personal character, public service, and global impact. The English Department wishes to stay in touch with society and leave something of value—tangible and Godly value—for posterity while educating students to be academically competent (fit mind), professionally astute (fit body), socially responsible (fit heart), and spiritually mature (fit soul) as regards studies in English.

Specific learning outcomes, which are adapted from the Kansas State Department of Education, are assessed through the curriculum and are addressed in the triennial review process. As a program, the following points of data are collected in order to provide data concerning overall program health. These points of assessment represent comprehensive elements of evaluation.

Table 8.18

English Program Assessment Data

Assessment Tool	Goal	Year					
		2008	2009	2010	2011	2012	2013
Senior Exit Exam	80%	100%*	100%*	--	75%*	100%*	94%
Senior Research Project	80%	--	95%	--	91%	90%	93%
Sophomore Entrance Exam		--	100%	--	100%	100%	25%
GPA Data	3.00						3.49

*These scores represent Pass/Fail Rates. The test was updated in 2013 and now requires recording the actual score.

Alumni

Table 8.19

2013 Graduate Survey Data

Dimension		Yes	No	Maybe
Do you intend to seek further education in a field related to your program of study? If so, where?				
	2012	--	77%	33%
	2013	--	60%	40%
Do you intend to seek employment in a field related to your program of study? If so, what?				
	2012	100%	--	--
	2013	80%	--	20%
Did our department's technology meet your needs?				
	2012	77%		33%
	2013	80%	--	20%
Did our department's other resources (library collections, classroom spaces, office hours) meet your needs?				
	2012	77%	33%	--
	2013	80%	20%	--

Table 8.20

Alumni Survey Data

Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
The level of challenge associated with your program of study	80%	20%
The quality of instruction received	50%	50%
The quality of academic advising	40%	60%
Interactions with faculty related to your program of study	70%	30%
Interactions with other students in your program of study	90%	10%
Adequacy of Library Resources	70%	30%

Table 8.21

Alumni Survey – Advanced Study & Employment

Dimension	Percentage	Goal
Did not apply to graduate school	80%	--
Did apply to graduate school	20%	--
% of those accepted	100%	90%
Working Full-Time	40%	85%
Working Part-Time	50%	--
Unemployed – Seeking Employment	10%	--
Unemployed – Not Seeking Employment		--

Table 8.22

Helpfulness of Education in Relation to Employment and Continued Education

Dimension	Very Well/Well	Adequate/ Somewhat	Poor/Very Poor
	Very		Not At All
Major/Employment Relatedness	--	--	100%
Major/Employment Helpfulness	44%	56%	--
Major/Academic Preparation	100%		
Overall Education/Employment	55%	33%	11%

Table 8.23

Perceptions Concerning the Program

Dimension	Yes/Likely	No/Unlikely
Would you attend CCC again	70%	30%
Likelihood of Recommending Major	80%	20%
Would you Pursue the Same Major	90%	10%
Interested in Graduate Program	40%	50%

Ministry & Theology

Learning Objectives of Ministry Majors

The Department of Ministry & Theology currently collects a defined series of assignments and inventories relative to each graduate. It also collects program data through an Alumni Survey and TIGER surveys. As a part of the triennial review process, the data that is currently being collected is analyzed and reviewed annually by the department in an effort to spot trends and make any appropriate adjustments between major reviews.

Table 8.24

<i>Ministry & Theology Program Assessment Data</i>							
Assessment Tool	Goal	Year					
		11-12	12-13	13-14	14-15	15-16	16-17
Sophomore Ministry Knowledge Test	--	--	715				
Senior Ministry Knowledge Test	80%	--	74% (-6)				
Sophomore Self-Assessment: Call/Vocation	--	--	*				
Senior Self-Assessment of Call/Vocation	80%	--	*				
Sophomore Spiritual Formation Report	--	--					
Senior Spiritual Formation Report	4.0**	--	3.5				
Internship Supervisor Evaluations	9.0	--	9.01 (+.01)				
GPA: Major	3.0	3.18 (+.18)	3.35 (+.35)				
GPA: Overall	2.7	3.20 (+.5)	3.40 (+.7)				

*Data was collected, but the rubric for scoring had not been developed and/or communicated to the student. This data will serve as a qualitative baseline for the sophomore class and will assist in the development of the rubric.

**Mean of Likert scale on practices per individual creates a Spiritual Formation score. The score here represents the average of the graduating class in relation to the practices score (Never=0, Daily=5). For qualitative data, see the reverse side of the Spiritual Formation report.

Table 8.25

<i>General Education Courses – Class Averages</i>							
Course	Goal	Academic Year					
		10-11	11-12	12-13	13-14	14-15	15-16
Introduction to Biblical Literature (MT-BI 100)	2.5			2.78			
Survey of the Old Testament (MT-BI 101)	2.5			3.33			
Survey of the New Testament (MT-BI 102)	2.5			2.05			
Contemporary Culture & Worldview (MT-PH 364)	2.5			3.85			
Introduction to Philosophy (MT-PH 261)	2.5			3.23			
				3.54			
				3.44			
				3.25			
				3.54			

Table 8.26

<i>Persistence & Ministry Employment</i>							
Dimension	Goal	Year					
		08-09	09-10	10-11	11-12	12-13	13-14
Sophomore Applications Accepted	10				6	5	
Number of Graduating Seniors		10	11	7	3	9	
Non-graduating Four-Year Students					1	0	
Persistence rate (graduating ÷ entering)	2.5						
Employment Following Graduation	80%			(58%) (-22)	(25%) (-55)	(78%) (-2)	

Table 8.27

<i>Alumni Survey Data (Ministry Majors)</i>		
Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
The level of challenge associated with program major	86%%	14%
The quality of instruction received	83%%	7%
The adequacy library resources	66%	33%
The quality of academic advising	68%	18%
Interactions with Faculty	89%	11%
Interactions with other students	100%	0%

Non-applicable scores not included in analysis

Table 8.28

<i>Helpfulness of Education in Relation to Employment and Continued Education</i>			
Dimension	Very Well/Well	Adequate/ Somewhat	Poor/Very Poor
	Very		Not At All
Major/Employment Relatedness	0%	22%	48%
Major/Employment Helpfulness	35%	48%	17%
Major/Academic Preparation	45%	44%	11%

Table 8.29

<i>Perceptions Concerning the Program</i>		
Dimension	Yes/Likely	No/Unlikely
Would you attend CCC again	86%	14%
Likelihood of Recommending Major	93%	7%
Would you Pursue the Same Major	54%	46%
Interested in Graduate Program	61%	25%

Table 8.30

<i>Assessment-based Modifications Made by the Ministry and Theology Department</i>		
Assessment Tool	Finding(s)	Response
TIGER Survey	Continued poor performance of an adjunct	Adjunct was not provided an invitation to return.
Departmental Analysis	In the Fall of 2010 a new department chair discovered that the data book data didn't provide a 360° measure of the program.	A new assessment plan has been emerging over the last two years.
Spiritual Formation Report	The qualitative responses suggest that students don't understand the centrality of discipline in their spiritual lives.	Watch this trend for another year. Possible adjustment to the Spiritual Formation class and the graded seminar curriculum may enhance these results.

Music Department

Learning Objectives of the Music Major

This program is aligned with the institutional strategy to enhance character by focusing on the four character dispositions outlined in the Fit-Four Model; these include Fit Minds, Fit Hearts, Fit Bodies, and Fit Spirits. In addition, the following objectives have been articulated to harmonize with the directives from the nine national standards for music which comes from National Association for Music Education, a best practices for undergraduate studies in music.

The Music program's mission is as follows: The music program of Central Christian College encompasses the development of 1) music skills (practical), 2) music knowledge (theoretical) and 3) music appreciation (historical) 4) while embracing a Christian worldview for dynamic engagement with community and culture (convergence). The overarching goal is to develop excellent Christ-like musicians who, with servant attitudes, fulfill all academic requirements and obtain a college degree. The music faculty endeavor to be role models who teach, inspire, drill, and cultivate students in order to prepare them for a life of service in the multi-faceted world of music.

Table 8.31
Music Program Learning Outcomes Assessment Data

Assessment Tool	Year						Goal
	11-12	12-13	13-14	14-15	15-16	17-17	
Junior Recital (Average Grade)	100%	--	100%				90%
Senior Recital (Average Grade)	93%	92%	--				90%
Major Field Test	31%	--	31%				80%
MU-MS Pre Test Scores	46%	29%	35%				--
MU-MS Post Test Scores	77%	75%	79%				80%
T.I.G.E.R. (Art) Scores	4.48	4.51	4.63				4.50
Concerts (MU-EN)	42	40	37				40
Project/Recordings	34	62	46				50

*Assessment criterion/dimensions were revised in 2011-2012.

Table 8.32

Percentage of Respondents Indicating Very Satisfied or Satisfied

Level of Satisfaction	Year					Goal
	11-12	12-13	13-14	14-15	15-16	Goal
Program Fulfilled its Mission	88%	88%	85%			>80%
Overall Perception of the Program	82%	88%	82%			>80%
Music Faculty	77%	82%	85%			>80%
Music Theory/Ear Training	64%	70%	73%			>80%
Ensemble	63%	64%	85%			>80%
Performance Group	80%	79%	80%			>80%
Music History	78%	40%	100%			>80%
Music Technology	81%	79%	100%			>80%
Private Lessons	75%	77%	83%			>80%
Philosophy of Music	43%	100%	60%			>80%
Conducting & Pedagogy	63%	--	86%			>80%
Total	72%	77%	83%			>80%

Table 8.33

Alumni Survey Data (Music Majors 2012-14)

Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
The level of challenge associated with program major	67%	33%
The quality of instruction received	67%	33%
The quality of academic advising	67%	33%
Interactions with Faculty	100%	--
Interactions with Students	100%	--
The adequacy library resources	33%	67%

Table 8.34

Alumni Survey – Advanced Study & Employment

Dimension	Percentage	Goal
Did not apply to graduate school	100%	--
Did apply to graduate school	--	--
% of those accepted	--	90%
Working Full-Time	33%	85%
Working Part-Time	--	
Unemployed - Seeking	33%	
Unemployed – Not Seeking	33%	--

Table 8.35

Helpfulness of Education in Relation to Employment and Continued Education

Dimension	Very Well/Well Very	Adequate/ Somewhat	Poor/Very Poor Not At All
Major/Employment Relatedness	--	--	100%
Major/Employment Helpfulness	--	100%	100%
Major/Academic Preparation	--	--	--

Table 8.36

Perceptions Concerning the Program

Dimension	Yes/Likely	No/Unlikely
Would you attend CCC again	67%	33%
Likelihood of Recommending Major	67%	33%
Would you Pursue the Same Major	100%	--
Interested in Graduate Program	--	100%

Natural Science Department

Program review of the Natural Science/Math department is done formally (annually) and informally. The summative data included here is submitted in accordance with the Institutional Research Office. The department retains amplified data sets for each dimension. This data is utilized as part of the annual and triennial review process.

Table 8.37

Natural Science Program Assessment Data

Assessment Tool	Year						
	Goal	2008	2009	2010	2011	2012*	2013
Pass Rate: Natural Science Seminar	100%	100%	88%	100%	89%	100%	89%
Pass Rate: Senior Seminar	100%	100%	86%	95%	67%	100%	89%
Scientific Method Comprehension	100%	68%	95%	75%	90%	100%	100%
Natural Science Pre/Post Assessment							
Satisfaction with Course Work	85%	100%	100%	100%	83%	100%	--
Perceived Readiness for Upper Level	100%	77%	86%	60%	80%	90%	--
Satisfaction with Overall Experience	100%	100%	100%	100%	100%	100%	90%

*Courses covered by multiple adjunct faculty.

Alumni

Departmental analysis of alumni demonstrates that from 2005 to the present, the department has had an 85.6% employment/graduation rate (within two-years of graduation) in their field of study. If figures are corrected for graduates who did not seek employment/education in a science-related area the figure increases to 96.8%. Both figures exceed the departmental goal of 75%.

Student persistence in the Natural Science/Math Department is 86% (data from 2006 to present). This figure is the percent of Natural Science students who took Natural Science Seminar NS-SM 291 (sophomore level required course) and went on to complete Senior Science Seminar NS-SM 491 (senior level required course). Those that graduated with Associate Degrees and transferred were not included in the numbers.

Table 8.38

Alumni Survey Data

Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dis- satisfied
The level of challenge associated with your program of study	100%	--
The quality of instruction received	100%	--
The quality of academic advising	94%	--
Interactions with faculty related to your program of study	100%	--
Interactions with other students in your program of study	100%	--
Adequacy of Library Resources	87%	13%
	Yes/Likely	No/Unlikely
Would you attend CCC again	88%%	12%
Likelihood of Recommending Major	94%%	6%
Would you Pursue the Same Major	81%	19%
Interested in Graduate Program	87%	13%

Non-applicable responses are not recorded here.

Table 8.39

Alumni Survey – Advanced Study & Employment

Dimension	%	Goal
Did not apply to graduate school	75%	--
Did apply to graduate school	25%	--
% of those accepted	75%	85%
Working Full-Time	81%	85%
Working Part-Time	--	--
Unemployed – Seeking Employment	13%	--
Unemployed – Not Seeking Employment	6%	--

Table 8.40

Helpfulness of Education in Relation to Employment and Continued Education

Dimension	Very Well/Well	Adequate/ Somewhat	Poor/Very Poor
	Very		Not At All
Major/Employment Relatedness	54%	31%	16%
Major/Employment Helpfulness	61%	23%	15%
Major/Academic Preparation	75%	25%	--
Overall Education/Employment	37%	23%	--

Psychology

Psychology Program

This program is aligned with the institutional strategy to enhance character by focusing on the four character dispositions outlined in the Fit-Four Model, these include Fit Minds (academic competence), Fit Hearts (socially responsibility), Fit Bodies (service oriented), and Fit Spirits (spiritually mature). In addition, the following objectives have been articulated to harmonize with the directives from the American Psychological Association concerning best practices for undergraduate studies in psychology.

Specific Learning Outcomes are assessed through the curriculum and are addressed in the triennial review process. As a program, the following points of data are collected in order to provide data concerning overall program health. These points of assessment represent comprehensive elements of evaluation.

Table 8.41

Psychology Program Assessment Data

Assessment Tool	Year						Goal
	2008	2009	2010	2011	2012*	2013	
Senior Research Project	88 (+3)	95 (+10)	76 (-9)	82 (-3)	72 (-13)	83 (-2)	85%
APA Final		60 (-15)	85 (=)	74 (-11)	64 (-24)	86 (+1)	85%
Major Field Test			161 (+2)		146 (-12)	150 (-8)	158
Sophomore Seminar Notebook	91% (+6)	84% (-1)	88% (+3)	82% (-3)	76% (-9)	75% (-10)	85%

*Courses covered by multiple adjunct faculty.

Social Science

The Social Science Department oversees three distinct programs (Social Science, History, and Psychology). This report summarizes data used in the analysis of each program.

The mission of the Social Science Department is to provide a Christ centered education for character, focusing on the two profound influences on human behavior: human nature as designed by God and nurture encountered through society. We are committed to an integration of faith and learning in the Social Sciences after the Wesleyan model, recognizing the influence and value of scripture (and Christianity), reason (with science methodologies), tradition (history), and experience (personal, social and cultural).

Departmental Objectives

1. To support the General Education requirements of the College.
2. To enhance the objectives and curriculum of other departments.
3. To provide courses needed for students to pursue graduate studies or a vocation related to the Social Sciences.

Table 8.42

Alumni Survey Data (Social Science Majors)

Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
The level of challenge associated with your program of study	100%	--
The quality of instruction received	100%	--
The quality of academic advising	100%	--
Interactions with faculty related to your program of study	100%	--
Interactions with other students in your program of study	100%	--
Adequacy of Library Resources	55%	45%

Table 8.43

Alumni Survey – Advanced Study & Employment

Dimension	%	Goal
Did not apply to graduate school	40%	--
Did apply to graduate school	60%	--
% of those accepted	100%	90%
Working Full-Time	73%	85%
Working Part-Time	--	--
Unemployed – Seeking Employment	18%	--
Unemployed – Not Seeking Employment	9%	--

Table 8.44

Helpfulness of Education in Relation to Employment and Continued Education

Dimension	Very Well/Well	Adequate/ Somewhat	Poor/Very Poor
	Very		Not At All
Major/Employment Relatedness	0%	50%	50%
Major/Employment Helpfulness	50%	25%	25%
Major/Academic Preparation	100%	--	--
Overall Education/Employment	75%	25%	--

Table 8.45

Perceptions Concerning the Program

Dimension	Yes/Likely	No/Unlikely
Would you attend CCC again	91%	9%
Likelihood of Recommending Major	100%	--
Would you Pursue the Same Major	91%	9%
Interested in Graduate Program	89%	11%

Sport Science Department

Assessment Plan: The objective of this department is twofold: first, to instill in the heart of students an attitude of excellence regarding the importance of pursuing and maintaining a healthy lifestyle; second, to help students who are pursuing a career in sport science master the skills to organize, administer, and facilitate teaching, coaching, exercise, recreation and sport programs at the corporate, agency, non-profit, amateur and professional levels. Educational goals and objectives have been created in order to develop qualified professionals for the multiple vocations in the industry of sport science, exercise science, physical education, and recreation management. Each student in the program will:

- Learn concepts that will lead to a lifetime of wellness through formal instruction and lab practice (Fit Body).
- Utilize written and verbal communication skills to demonstrate effectiveness in communication (Fit Mind).
- Develop recreational skills for the enjoyment of sports and games through classes and organized intramural activities (Fit Body).
- Coordinate sport science services (exercise testing, teaching, coaching, etc) for individuals of different races, abilities, and genders (Fit Heart).
- Identify the basic cognitive precepts in foundational and investigative studies (Fit Mind).
- Determine how the basic cognitive concepts and principles learned in the foundational and investigative studies apply to sport science (Fit Mind).
- Design measurement tools for the assessment of performance and/or health indicators of a student, patient, client, team, or group (Fit Mind).
- Establish risk management procedures based on ethos, liability issues, constitutional, state, and local laws (Fit Mind/Fit Heart).
- Participate in both didactic and clinical experiences that provide the opportunity to develop as a professional in the sport sciences (Fit Mind/Body).
- Identify with ethical boundaries and Christian philosophies to determine how they apply to the sport science and health fields (Fit Soul).
- Articulate a clear personal philosophy regarding their field of interest within sport science (Fit Heart/Mind/Body/Soul).

It is therefore essential to the department that we operate to provide faculty, equipment and facilities that will facilitate each student achieving these objectives.

Each major in the department therefore is aligned with these learning objectives and it is a part of the department's review process to collect data related to these objectives and review that data to indicate the overall health and success of the department. The benchmarks that provide this data are as follows: personal philosophy of sport (SP-SH 202), major-related project (SP-SH 310 or SP-SH 250), portfolio (SP-SH 491), practicum (SP-SH 395 or SP-SM 395), internship (SP-SH 495 or SP-SM 495), and the departmental alumni data survey.

In addition to the review of student benchmarks to assess the success of the programs offered, the department also collects and review data relevant to the quality of the programs. This data is accrued through the admin-

istration of TIGER surveys at the conclusion of each course offered in the department, departmental alumni data survey distributed and collected in October each fall, annual faculty course review as required by the dean, and data-driven concerns expressed during regular department meetings.

Lastly, the department has developed goals relevant to the quality of the product that is produced. This data reflects the employment rate of recent graduates, their employment within the field of study, as well as the application and acceptance into postgraduate work. This data is collected as part of the alumni data survey and is analyzed annually as part of the assimilation of this data into the collection.

The following tables are representative of the previously mentioned data.

Table 8.46

Sport Science & Health Student Assessment Data

Assessment Tool	Year						Goal
	2008	2009	2010	2011	2012	2013	
Philosophy							85%
Project							80%
Portfolio							94%
Practicum							85%
Internship							90%

Table 8.47

Sport Science & Health Program Assessment Data

T.I.G.E.R. Survey	Year						Goal
	2008	2009	2010	2011	2012	2013	
Average							80%
Question 17							80%
Question 19							94%

Table 8.48

Alumni Survey Data (Sport Science Majors)

Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
The level of challenge associated with your program	81%	19%
The quality of instruction received	90%	10%
The quality of academic advising	100%	--
Interactions with faculty related to your program of study	90%	10%
Interactions with other students in your program of study	70%	30%
Adequacy of library resources	64%	36%

Table 8.49

Alumni Survey – Advanced Study & Employment

Dimension	%	Goal
Did not apply to graduate school	36%	
Did apply to graduate school	55%	
% of those accepted	86%	85%
Working Full-Time	37%	80%
Working Part-Time	55%	--
Unemployed – Seeking Employment	10%	--
Unemployed – Not Seeking Employment	--	--

Table 8.50

Helpfulness of Education in Relation to Employment and Continued Education

Dimension	Very Well/Well	Adequate/ Somewhat	Poor/ Very Poor
	Very		Not At All
Major/Employment Relatedness	--	20%	80%
Major/Employment Helpfulness	20%	40%	40%
Major/Academic Preparation	100%	--	--
Overall Education/Employment	40%	30%	30%

Academic Programs – School of Professional Education

One special note: because of SPE’s practice of continuous enrollment, academic years have been aligned with IPEDS in order to give a common frame of reference. Fall Headcounts are reflections of the population on a given “census day.”

SPE Program Review

Program review of the School of Professional Education is done formally (annually) and informally. The summative data included here is submitted in accordance with the Institutional Research Office. The department retains amplified data sets for each dimension. This data is utilized as part of the annual and triennial review process.

Table 8.51

School of Professional Education Program Assessment Data

Assessment Tool	Goal	Year					
		2008	2009	2010	2011	2012	2013
EXCEL	100%	100%	88%	100%	89%	100%	89%
Students Enrolled		5	12	5	15	19	17
Pass Rate: Overall GPA Average	100%	100%	86%	95%	67%	100%	89%
Applied Research Completed	100%	--	N/A	N/A	1	13	0
Applied Research Average Grade	100%	68%	95%	75%	90%	100%	N/A

Table 8.52

SPE Pre-Post Test Data (2011-2012)

Program	Pre-Test	Post-Test	Increase(Decrease)	Post-Test Goal	Difference From Goal	2011
HCA: HIM	59.5	71.8	12.27	70%	+1.8	
HCA: HRM	55.3	61.3	6.04	70%	-8.7	
HCA: MPM	58.4	70.0	11.60	70%	--	
HCM	59.4	62.9	3.43	70%	-7.1	
OL	48.8	60.2	11.31	70%	-9.8	
CJ	--	--	--	70%		
Overall Average	51.2	61.6	10.44	--	--	

Criminal Justice is beginning Pre/Post Testing in the Summer of 2013

Table 8.53

SPE: Historical Persistence

Program	Goal	Year					
		2008	2009	2010	2011	2012	2013
EXCEL	75%	60%	91%	80%	80%	76%	87%
Criminal Justice	80%	--	--	--	93%	86%	92%
Organizational Leadership	50%	--	--	--	46%	51%	85%
Healthcare	60%	--	--	--	--	65%	63%
Ministry	80%	--	--	--	--	78%	91%
Overall	70%	60%	91%	80%	73%	71%	69%

Table 8.54

Alumni Survey Data-All SPE Programs

Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dis- satisfied
The level of challenge associated with your program of study	95%	4.6%
The quality of instruction received	99%	1%
The quality of academic advising	47%	4.6%
Interactions with faculty related to your program of study	95.4%	4.6%
Interactions with other students in your program of study	96.6%	0%
Adequacy of Library Resources	50%	0%
<i>Alumni Survey Data-EXCEL ONLY</i>	<i>Yes/Likely</i>	<i>No/Unlikely</i>
Would you attend CCC again	88%	12%
Likelihood of Recommending Major	94%	6%
Would you Pursue the Same Major	81%	19%
Interested in Graduate Program	87%	13%

Non-applicable responses are not recorded here.

Table 8.55

Alumni Survey – Advanced Study & Employment- EXCEL ONLY

Dimension	%	Goal
Did not apply to graduate school	75%	--
Did apply to graduate school	25%	--
% of those accepted	75%	85%
Working Full-Time	81%	85%
Working Part-Time	N/A	--
Unemployed – Seeking Employment	13%	--
Unemployed – Not Seeking Employment	6%	--

Table 8.56

Helpfulness of Education in Relation to Employment and Continued Education-EXCEL ONLY

Dimension	Very Well/Well	Adequate/ Somewhat	Poor/Very Poor
	Very		Not At All
Major/Employment Relatedness	54%	31%	16%
Major/Employment Helpfulness	61%	23%	15%
Major/Academic Preparation	75%	25%	N/A
Overall Education/Employment	37%	23%	N/A

Table 8.57

School of Professional Education Program Assessment Data

Assessment Tool	Year						
	Goal	2008	2009	2010	2011	2012	2013
	100%	100%	88%	100%	89%	100%	89%
EXCEL							
Students Enrolled		5	12	5	15	19	17
Pass Rate: Overall GPA Average	100%	100%	86%	95%	67%	100%	89%