

FOCUSED VISIT – 2016  
ASSURANCE ARGUMENT

CENTRAL CHRISTIAN COLLEGE OF KANSAS

Submitted to the Higher Learning Commission

August 2016

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## INTRODUCTION

As a result of the 2013 Comprehensive Visit, on June 23, 2014 the Board of Trustees of the Higher Learning Commission, required Central Christian College of Kansas (the College) to host a Focused Visit no later than the fall of 2016. This report is submitted to the Commission in response to this request and is provided to support the on-site visit, which should follow.

This focused visit report, along with the supporting documents provided in the electronic resource room, serve as evidence of substantial institutional attention and progress in the areas identified via a *formal notification of action* by the Higher Learning Commission Board of Trustees, following the ruling of the Institutional Actions Council and Comprehensive Visit (Fall of 2013). Specifically, the Board has requested specific documentation and a focused report on the following:

1. A five-year strategic plan that is focused, aspirational, yet attainable, with measurable goals and timelines and stated areas of responsibility;
2. An enrollment plan that identifies specific targets for the number of new students and continuing students in both the residential and the non-traditional programs, with timelines and evidence that the plan is implemented and goals are being attained;
3. Financial plans that work in concert with the strategic plan;
4. Continuous improvement on the trends of all financial ratios along with documentation of work that has been done to improve the financial health of the institution;
5. Documented review and implementation of policy that acknowledge the board's fiduciary responsibility and role in fundraising efforts.

The Board of Trustees, President Hal Hoxie, and the entire College community look forward to the Commission's critical review of our progress and look forward to celebrating our achievements with the evaluation team, as well as receiving further direction and guidance from the Commission. The pages that follow substantiate the College's dedication to uphold the values and outcomes articulated by the Commission.

## REQUESTED DOCUMENTATION

This section of the report will focus on the required documentation, requested by the Institutional Actions Council. Where appropriate an assurance argument is provided, as well as linkages to appropriate documents.

### FIVE-YEAR STRATEGIC PLAN

A review of the responses received from the IAC Hearing Committee, concerning the planning documents supplied during the last comprehensive visit, demonstrated both proficiencies and concerns:

#### Proficiencies

1. *“The institution’s long-term plan includes some manageable and attainable goals that affect its educational programming, delivery and assessment and has enabled the college to meet its 2013-14 enrollment target of 730 FTE. (Core Components 4B, 5A, and 5C)”* [IAC Hearing Committee Report, p. 3]
2. *“The Central Christian College of Kansas (CCKK) has strong, focused leadership in place. This leadership is evident in the institution’s improving financial state, its clear governance structure and its commitment to planning. (Core Components 5A, 5B, and 5C)”* [IAC Hearing Committee Report, p. 3]
3. *“Under current leadership, decision-making is mission and learning focused, which has resulted in greater emphasis on learning outcomes assessment and institutional planning related to educational goals. (Core Components 5A and 5C). [IAC Hearing Report, p. 3.]*

#### Concerns

1. *Some strategic initiatives may be too ambitious to be obtainable, although the ambitious initiatives have not been used to create the budget...it could be prudent to be clear in strategic planning the distinction between expectations and desires. (Core Component 5A)* [IAC Hearing Report, p. 4]
2. *The institution should work towards the creation of written policies that will allow the improvements to continue if the current personnel leave. (Core Component 5A)* [IAC Hearing Report, p. 4]
3. *Long-term financial plans are not aligned with strategic vision. The institution needs to consider ways to link the strategic plan with the budgeting process so that the vision has a hope of becoming the reality. (Criterion 5)* [IAC Hearing, p. 5]

In response to the suggestions articulated by the Commission, the leadership has made a number of modifications to the Strategic Plan [[2016-2017 Strategic Plan \[28\]](#)] that clearly provides:

1. Linkages between long-term aspirations (desires) and short-term operational initiatives (expectations).
2. Precise outcomes that inform operational policy and procedures, which are maintained in each office.
3. Short-term achievable goals that directly inform budgeting, personnel, and operational planning.

These modifications further allowed the leadership to rethink and restructure the Strategic Plan in order to capture the organic reality related to this time of significant transformation in the life of the College. A static five-year plan was insufficient to address the advancements being made, since many of these enhancements required immediate strategic responses and the establishment of new goals to support past goal achievement. The College needed a strategic plan that was flexible and provided reference points for assessment, but also could keep pace with the rapidity of its advancement. The result was a five-year plan that evolves annually.

In order to operationalize such an approach, the leadership team consistently reviews the Strategic Plan. At a minimum, past and current goals are assessed, modifications made, and emerging goals are added annually. This ensures that the Strategic Plan balances its historical integrity with its tactical outlook. However, the focus of the Strategic Plan remains attainable in that it encapsulates current planning within an achievable timeframe. An

outcome of the 2013 Commission Visit, was a concern that “*there are too many cultural/political/educational/financial variables in play for projections of more than five years...*” (PEAQ Comprehensive Evaluation Report, 5A, p. 18). The College concurs and while it does maintain a long-term strategic vision (2035 Vision), it is the five-year focus of the Strategic Plan that informs operational decision making, budgeting, and assessment. **This ensures that the goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities [Criterion 5A].**

As part of the Strategic Planning process, the President seeks input from different stakeholders to ensure that the College **considers the perspectives of internal and external constituent groups [Criterion 5C.3]**. To make certain that input represents a wide and varied perspective, the President uses multiple mediums through which individuals or groups can participate. This has included open town hall meetings, alumni publications, constituent meetings, and electronic surveys.

Besides meeting with donors, alum, faculty, staff, and friends of the College, the President serves on a number of external boards and commissions. Additionally, the chief-officers/vice presidents also serve on specialized commissions, attend appropriate events, and review related resources. The information gleaned from such interactions is used to inform the Strategic Planning process, ensuring that **institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization [Criterion 5C.5]**. Examples of engagement include:

- Attendance at the HLC Annual Convention
- Involvement in the Kansas Independent College Association, Kansas Association of Collegiate Registrars and Admissions Officers, National Independent College Association, Association of Business Administrators of Christian Colleges
- Participation with the Counsel for Christian Colleges and Universities, Association of Christians and Student Development, Association of Free Methodist Educational Institutions
- Engagement in the National Association of Intercollegiate Athletics and the National Christian College Athletic Association
- Membership in American Research Institutes
- Subscriptions to periodicals like The Chronicle of Higher Education, Dean and Provost, Inside Higher ED, Higher Ed Hot Topics

In all of these ways and with all of these resources, the College has modified its Strategic Plan and has produced a document that is focused, aspirational, yet attainable, with measurable goals, timelines, and stated areas of responsibility.

## ENROLLMENT PLAN

Embedded in the [Strategic Plan](#) is an Enrollment Plan that identifies specific targets for the number of new students and continuing students in both the residential and the non-traditional programs, with timelines and measures to assess that the plan is being implemented and goals are being attained.

During the 2013 Comprehensive Visit, an enrollment plan was provided, but was focused on goals and plans for traditional students only. This was largely due to the fact that the non-traditional program was still in its infancy and data to inform planning was still being collected for analysis. Since that time, the College has benefitted from multiple years of data and an increased sample size through which to support strategic planning. The current Enrollment Plan (Stage II) provides the following elements for traditional and non-traditional programs:

1. Specific enrollment targets

2. Specific retention & persistence targets
3. Specific strategic initiatives, with illustrated applicable progress
4. Assessment of past initiatives

Specific data on enrollment can be found in the Data Book, with the most recent data made available through the Office of Institutional Research (<http://www.centralchristian.edu/oir>).

## FINANCIAL PLANS

One of the main reasons that the College anticipates this Focused Visit is to provide evidence of the College's effective use of strategic planning and financial management. During the last Comprehensive Visit the team determination of *Not Met* on Criterion Five was based on the acknowledgement that "...it is too early to assess their effectiveness in the short or long term. The institution continues to have financial issues and the monies dedicated to the continuation of existing programs and program growth may not be adequate. This suggests that the team's determination of *Not Met* was not necessarily due to the presence of evidence suggesting that the College was negligible concerning Criterion Five, but that the strategic efforts of the College needed more time to demonstrate effectiveness. Since that time, the College has continued to aggressively address personnel, policy, and procedure related to fiscal management.

Examples include:

- Hired a CFO
- Contracted an Executive Leadership consultant for the President [CREDO]
- Contracted a financial consultant [[CFO Colleague](#)]
- Contracted a financial aid consulting firm [[Attain Financial Aid management Services](#)]
- Contracted an advancement consultant [CAC Consulting]
- Contracted a campus planner [[Woolpert](#)]
- Adjusted the budgeting cycle to align with the strategic planning review process and allowed for timely Board approval, prior to the beginning of the fiscal year.
- Contracted with DJA Financial Aid Services [[DJA](#)]

Of particular note, the President of the College, with Board approval, secured the assistance of CFO Colleague to assist the College in identifying some strategic response areas. These areas have been the focus of the College's leadership since the 2013 Comprehensive Visit, and are briefly summarized below. The full report is available in the Resource File [[CFO Colleague – Findings and Recommendations](#)].

1. **Benefits:** The consultant identified that salaries are low, but they have a benefit rate of 38.9% and this appears to be not adequately planned for in budgeting. In response, the College added a benefit allocation in the budgeting process to account for these compensation costs.
2. **Advancement Costs:** The consultant recognized that CCC was spending up to 50% more than other colleges to raise money. As a result, the consultant provided several tested ways to lower costs and secure the annual fund. The College cut spending 50% for the 2015-2016 fiscal year.
3. **Net Revenue per Student:** The College has been tracking net revenue per student for a number of years and has begun addressing this much more aggressively during the current enrollment cycle. The consultant made several practical suggestions to improve the discount rate and the result was a reduction in discount rate for 2015-2016 and a planned >4.00% decrease in 2016-2017.

Additionally, the College has worked to stabilize the admissions work force. The current interim director has built a plan around the goal of 127 new students for the 2016-2017, while decreasing the discount rate an additional 4.7%. The admissions team has engaged a number of strategic marketing tools (e.g. meta tagging

on the web, controlling discounts for current students, strategic name buys, and limited traditional marketing) to increase brand. Current metrics indicate that responses are on target. Additional training and development is scheduled for the next year.

4. **Improved Forecasting:** The consultant provided the College with a forecasting model (COMP4cast) for institutional planning. The College has received training with the tool and has adopted the forecasting model. The tool includes:
  - a. Population—tracks past enrollment data and projects enrollment.
  - b. Aid by Class—detailed data measuring discount rate. Note: The College’s current plan is to lower discount rate by 4.7% (reflected in model)
  - c. Budg CY—compares actual income/spending from last fiscal year and the current year budget.
  - d. Student Rev—allows the College to monitor revenue performance vs budget throughout the current year
  - e. Proj CY—allows the College to monitor overall spending performance vs budget throughout the current fiscal year
  - f. Next Yr—Budget tool to project additional spending outside the budget for the next fiscal year. For example, the College projects new personnel hires to manage growth.
  - g. Strategic—Designed as a supplemental way to track strategic initiatives. Note: The College is inputting these figures directly into the Capital spreadsheet
  - h. Non Student—Budget tool to calculate how much non-student income and expense will be part of the overall budget for the College. This section also includes income and expense from business ventures.
  - i. Capital—Budget tool to insert strategic plans for capital improvements. Note: current strategic plan calls for more daycare building renovations, one new roof per year, the purchase of Light Cap Park (baseball and softball facility), replacement of a gym floor and a new track and field surface.
  - j. Fcast 5yr—The actual budget forecast in the current year plus the next five years.
  - k. Bal Sheet—Based on budget inputs, this is a summary of the current year and next five years balance sheets.
  - l. DOE Ratios—Based on inputs, this is a summary of projected financial ratios.
5. **CFI:** *See narrative below.*
6. **Expanding Positive Ventures:** The College has quantified a successful launch of a number of business ventures (discussed later). These ventures have provided additional revenues and have stimulated job opportunities for students.
7. **Accounts Receivable Management:** The consultant recommended the College immediately implement the best practice used by other colleges to improve the student account relationship and allow the college to better manage accounts receivable. As early as this fall, the College instituted an aggressive payment plan program for all students and has modified account balance processing.

To ensure that the College is making wise and informed decisions, the team working with fiscal management has secured input from several key stakeholders. These team, including stakeholders, includes the College President, Chief Financial Officer, Consultant (CFO Colleague), Chairman of the Board of Trustees, the Free Methodist Foundation (<http://fmfoundation.org/>), the Butterfield Foundation (<http://www.butterfieldfoundation.org/>), and Board Representatives. In cooperation with these stakeholders, the President of the College has hosted a series of monthly teleconferences designed to review all financial activity and evaluate financial health at the micro and macro level. These meetings have provided significant accountability concerning cash flow and have afforded the College with additional insight concerning financial management and budget oversight.

Specific data concerning Financial Management, Cash Flow, CFI calculations, etc., can be viewed through the following documents:

- [Comp4Cast](#) – Budget Planner/CFI Calculator
- [Annual Audit – 2015](#) – Preliminary audit for 2016 will be available during visit.
- [Pre-Audit Financials - 2016](#) – Post audit will be available during visit.
- [2015 Cash Flow Report](#)

### COMPOSITE FINANCIAL INDEX (CFI)

Of primary concern to the Commission, and the College, is the Composite Financial Index. Improving the ratio has been a focus of strategic initiatives approved by the Board and operationalized by College leadership. Much attention has been invested to understanding how CFI is affected by decision making and operations. This has resulted in the College’s ability to stabilize its CFI illustrated in Figure 1.1, which demonstrates stabilizing peaks and valleys; as well as an obvious upward trend line toward improvement, resulting in higher highs and higher lows.

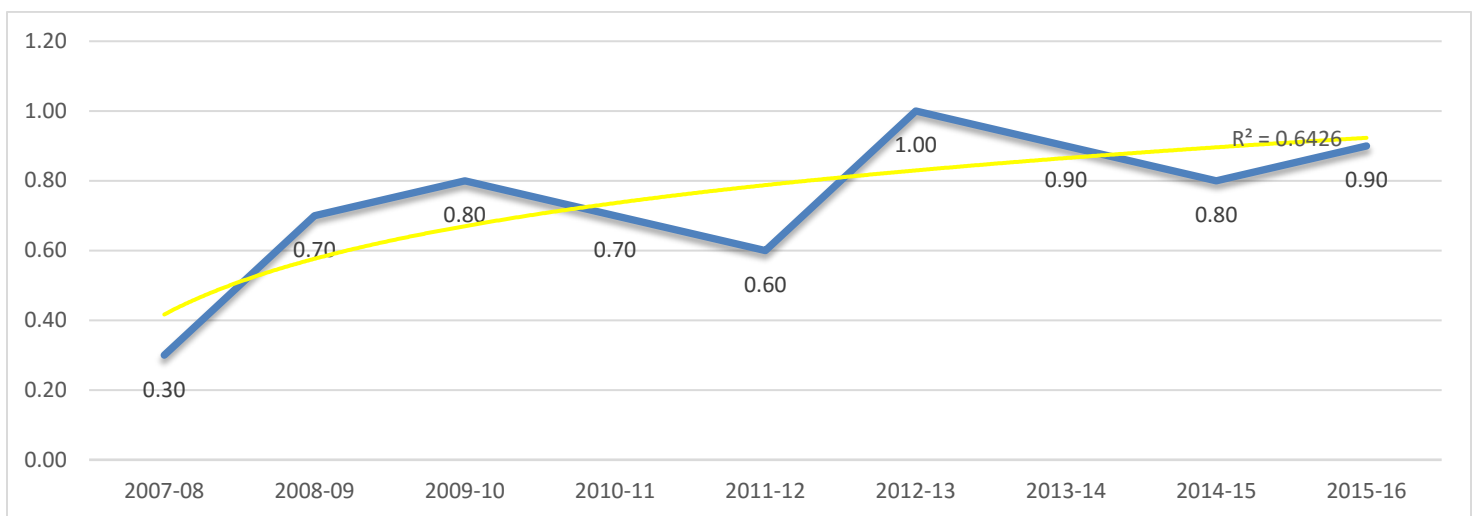


Figure 1.1. Historical Trend: Composite Financial Index

Prior to 2012, modifications in unrestricted net assets (Net Income Ratio) have been the primary negative affect on the CFI. In turn, the Primary Reserve Ratio was also affected due to decreases in unrestricted net assets. Since 2012, the College has been able to record a positive change in unrestricted net assets, providing a stronger basis for computing the CFI. This is illustrated in Figure 1.2.

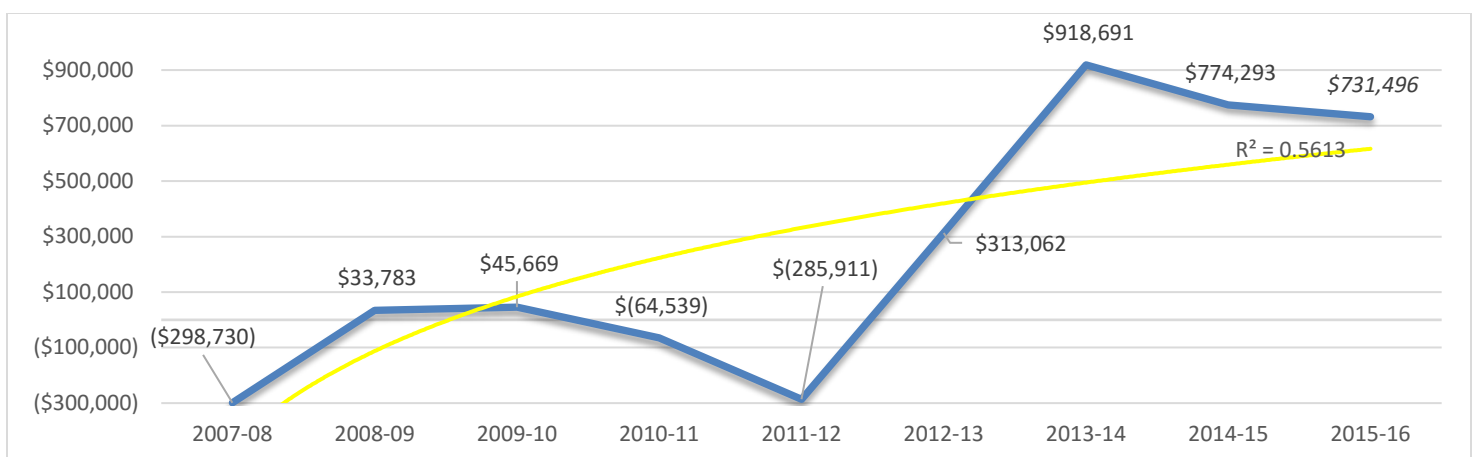


Figure 1.2: Change in Unrestricted Net Assets



A review of other individual data points further provides evidence of the College's progress toward improving its financial position and ultimate financial responsibility. The Primary Reserve ratio illustrated a negative trend from 2006 until 2012. College leadership has been able to change this trend with a projected \$3,182,967 improvement in Unrestricted Net Assets from 2012 until now (Figure 1.3). Based on forecasting models derived from CFO Colleague, the College is projecting that this number turns positive in 2017.

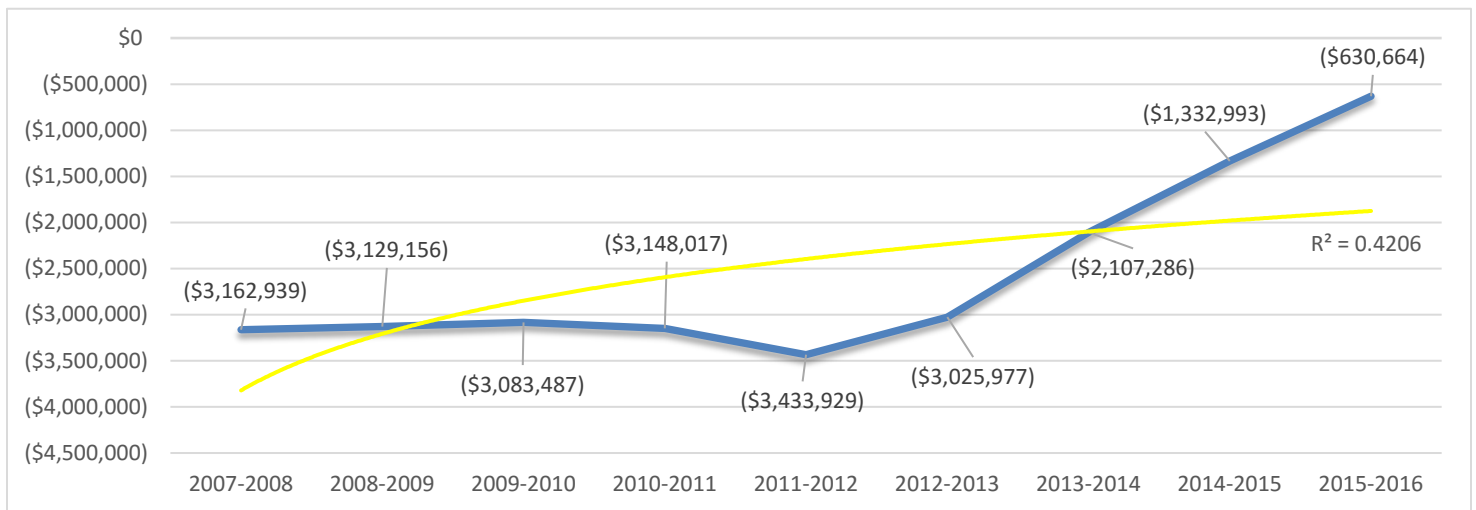


Figure 1.3: Unrestricted Net Assets

A negative pressure on the CFI has been a declining equity ratio. This is largely due to the accounting of intangible assets over the past two years. A portion of these assets will become permanent and will begin to have a positive effect on the equity ratio in future years. To strategically effect the equity ratio, the College is working to balance physical assets and financial assets. In the immediate, this is best illustrated in the current renovation of the Industrial Arts building, which was a physical asset with no realized financial revenue. In repurposing that building (Day Care Center), the College was able to leverage a physical asset and produce a revenue generating asset. This type of strategy will have a positive effect on the CFI. Long-term the College is committed to shifting reliance on property, plant, and equipment to strategic financial investments, which will provide monetary reserves not encumbered by a physical structure. This will provide greater flexibility when unanticipated capital needs demand a response; without compromising credit or reallocating resources currently allocated to other initiatives.

In conclusion, the College has stabilized its budgeting process, increased enrollment, and followed advice from an external financial consultant. While much has gone to improving current financial management, there is more to be done. The College is committed to demonstrating financial responsibility as defined by the Department of Education. The Board is holding the administrative team accountable to attaining a 1.0 by the end of FY16 and making regular improvements, as articulated in the Strategic Plan.

## BOARD OWNERSHIP

### BOARD TRAINING

In the IAC Hearing Committee Report, the members of the committee exhorted the Board to receive enhanced training in higher education best practices (p. 7). In response to this request the Board has intentionally engaged a number of processes to enhance its role. These include:

- Inclusion of a report from a different chief officer/vice president, as part of each Board Meeting. These formal reports, delivered to the Board from members of the College's leadership team, allow for the professionals

involved with the work of higher education to provide data, information, and training relative to his or her specific work area. Training has included:

- Title IX
- Composite Financial Index
- Retention & Persistence
- Athletics
- Accreditation Standards & Relationships
- Stakeholder Update: At each Board Meeting a representative from a specific stakeholder's group is identified and asked to provide perspective on the work of the College. At the conclusion of each presentation the Board poses questions to the stakeholder. Stakeholders have included:
  - Auditor
  - Student
  - Staff
  - First Lady
  - McPherson Businessperson
  - Alum
- Two Board Members have attended the Annual Conference in order to better ascertain the state of higher education and best practices associated with its operation.
- Financial Responsibility: The Chairmen of the Board and the Chair of the Audit Committee have engaged with the management consultant and financial analysts on a monthly basis.

#### *FIDUCIARY RESPONSIBILITY & FUNDRAISING*

Besides those actions noted above, on November 6, 2015, the Board of Trustees took another major step to further provide fiduciary oversight. Recent Board of Trustee action established the creation of the CCK Foundation [CCC Board Minutes 724, p. 3]. This action moves restricted giving management to a Foundation, rather than maintaining restricted giving management in the hands of Business Office operations, providing a separation of duties will between operational assets management and restricted asset management. The directive was a strategic effort on the part of the Board to create a body specifically dedicated to oversee the development efforts of the College and provide oversight for its auxiliary operations. This 501 (c)(3) will also be an LLC umbrella to provide critical expertise to keep the enterprises, noted below, viable and earn income for the college. The foundation will also assume the primary responsibility to ensure that the corpus of the endowment is managed in a way that supports the aspirations of the College. This modification allows the Board of Trustees, through the work of the Audit and Monitoring Committee, to retain oversight of the endowment, auxiliary enterprises, and fundraising efforts.

A summary of actions taken to date, designed to protect restricted gifting and the balance of the corpus, include:

- President Hal Hoxie, controlled and constrained the use of Restricted and Endowed cash for any other use other than intended by the donor (2014).
- A review of restricted funds was completed to determine classification and intended use. This process included contacting donors and a obtaining a final determination from the Attorney General, in compliance with the Uniform Prudent Management of Institutional Funds Act (UPMIFA). This action resulted in a significant reclassification of funds (2015).
- Establishment of a Foundation (Board action) to administrate endowment corpus, auxiliary enterprises, and fundraising efforts.
- A modified restricted fund policy has been initiated to help provide further controls to the process (2016).

Currently, the College is operating several auxiliary enterprises Kids Kampus Daycare, Two Tigers and a Truck, SkyCentral (Drone Training), and the Kansas Certification Testing Center [[LLC's Financial Summary](#)].

## ASSURANCE ARGUMENTS IN BRIEF

*The institution's resource, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.*

### CORE COMPONENT 5A (NOT MET)

*The institutions resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

According to the 2013 Comprehensive Report this is the one component under Criterion Five that was not met. In the PEAQ Comprehensive Evaluation Report, associated with the 2013 comprehensive report, highlights a number of positive aspects related to Core Component 5A. These include:

1. *The physical resources of the college adequately provide for the administrative, educational, and residential needs (p. 18)*
2. *Significant improvements in campus IT services have been made (p. 18)*
3. *The college's Strategic Plan is [the] cornerstone document for the school's future (p. 18)*
4. *The College's most valuable resources are the men and women that sacrificially serve as administrators, faculty and staff...their dedication to the school's mission and helping to fulfill its purpose (p. 18)*

Of specific concern, which may have motivated the ruling of Not Met:

1. *...no reports indicating the Development Office reorganization is yielding the desired result in an increase of unrestricted funds to date.*
2. *The desired results [increase in unrestricted net assets] have not been realized.*
3. *...there are too many cultural/political/educational/financial variables in play for projections of more than five years into the future to provide viable potentialities.*

Much of this document has already been dedicated to providing evidences that the institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future (Core Component 5A).

Data confirms that in addition to strategic initiatives to enhance income through traditional enrollment, the College has realized significant increases in income related to:

- **Online Enrollment:** In 2011, the College realized \$61,748 in net income due to the online program. Current projections place net income for 2015 -2016 at approximately \$2,000,000.
- **Auxiliary Operations:** In 2013, when the auxiliary operations first were initiated, net income was \$45,051. Net income for fiscal year 2016 is approximately \$325,000, and is budgeted to increase another \$100,000 in the 2017 fiscal year.

In specific response to the concern about Advancement (Development) and its fundraising efforts, the College provides the following data (Figure 3.1). Financial statements demonstrate that the Advancement Office has been on target for goals set annually'



Figure 3.1: Advancement Goals vs. Actual (From Post-Audit Reports)

This evidence further illustrates that the College is increasing its **resource base to support its educational programs and its plans for maintaining and strengthening their quality in the future.**

#### CORE COMPONENT 5B (MET WITH CONCERNS)

*The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

A review of the comments submitted by the Comprehensive Evaluation Team seems primarily concerned with the governance perspective of the Board and the scope of the academic review process. Most of the comments concerning Board governance seemed focused on the relevance and effectiveness of the current Board structure and governance model. However, no specific issue or action was cited. Therefore, the College offers the following evidences to demonstrate that *governance and administrative structures promote effective leadership and support collaborative processes*

- [Governance Manual](#)
- [Board Minutes](#)
- [Board Audit Committee Minutes](#)
- [Director Meeting Slides](#)
- [Director KPI Slides](#)

While it remains unclear why the Comprehensive Team cited the assessment process as a concern related to *promoting effective leadership and supporting collaborative processes*, the College did review the Triennial Assessment Process to ensure that it focused on academic assessment of the program's respective courses and learning outcomes. The following are provided as evidence of these enhancements.

- Data Book – Department Data Sheets– (<http://www.centralchristian.edu/oir>)
- [Institutional Assessment Plan](#)
- [Triennial Rubric](#)

## CORE COMPONENT 5C (MET WITH CONCERNS)

*The institution engages in systematic and integrated planning.*

A review of the comments submitted by the Comprehensive Evaluation Team indicate a number of strengths related to Core Component 5C:

- *Both functions [budgeting and fundraising] are informed by the mission and strategic plan, therefore ensuring that any procurement and relative allocation of a resource is directly aligned with the priorities of the College. (p. 19)*
- *The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. (p. 19)*
- *The articulation of an Institutional Assessment Plan has obliged the leadership of the College to respond to data appropriately. This process...shows promise as the school implements the new guidelines. (p. 19)*
- *CCC has made strides in considering the perspectives and needs of internal and external constituents in its planning...the school's latest attempts in redirecting the planning process show promise. (p. 20).*
- *With the calling and installation of a new president, the college has increasing an intentionally positioned itself to learn more and learn better about what it means to become an effective institution of higher learning in balance of the 21<sup>st</sup> century. (p. 20)*

The points that seem to have led the team to designate this Core Component as *Met with Concerns* include:

- *It is not possible to know whether the decisions made and goals set will be attained, or what the resulting trajectory will be for the years to come. (p. 20)*
- *The lessons are too recently learned and the response too lately ensconced to assess their long-term impact on CCCK's future. (p. 20)*
- *As the College advances its mission, particular attention will need to be spent on staffing and funding further technological advancements. (p. 20)*

As evidence that the institution is engaging in systematic and integrated planning, the College would offer the following:

- [Strategic Plan](#)
- [Director Meeting Slides](#)

## CORE COMPONENT 5D (MET)

*The institution works systematically to improve its performance*

According to the 2013 Comprehensive Evaluation Report, the Comprehensive Team affirmed that institution works systematically to improve its performance. This continues to be evidenced through the following:

- [Strategic Plan](#)
- [Director Meeting Slides](#)
- [Director KPI Slides](#)
- Data Book – Department Data Sheets– (<http://www.centralchristian.edu/oir>)
- Triennial Reports – Departmental (<http://www.centralchristian.edu/oir>)
- [Institutional Assessment Plan](#)

## CONCLUSION

The College looks forward to hosting the Focused Team in 2016, which will confirm the progress summarized here. The team will find a College steadily improving its financial strength. Specifically, the team will observe a College that has improved its debt management, restructured its endowment, secured external expert advice, streamlined fundraising to better target an evolving philanthropic market, enhanced Board responsibility related to fiscal management, and created alternative income streams.

In summary, the Commission can be confident that the College remains committed to maintaining the highest standards. Over the past few years, the College has taken steps to build a strong management team, implement best practices, and think creatively and strategically. Now, due to the College's execution of the Strategic Plan and commitment to follow the leadership of the Board of Trustees, the College has stabilized finances and provided a new foundation upon which the College can grow stronger and further its mission.

## EXTERNAL LINKS:

Other than the links embedded in this document, the reader may be able to access additional documents through the institutional website: [www.centralchristian.edu](http://www.centralchristian.edu). Specific links include:

- [Office of Institutional Research](#)
- [Catalog](#)
- [Policy & Procedures Manual](#)
- [Student Handbook](#)