Central Christian College of Kansas

Fall 2016 - Quick Facts

Mission: Christ-centered Education for Character
Accreditation   Higher Learning Commission/Kansas State Department of Education

The college operates with two distinct Schools: The School of Liberal Arts and Sciences (SAS) and the School of Professional and Distance Education (SPE), which also houses a high-school concurrent program.

Enrollment Demographics

Ethnicity

American Indian/Native	3%
Asian/Pasicifc Islander	2%
African American	19%
Hispanic/Latino	11%
White	57%
Other	8%

Campus Population

	N	%
Concurrent	183	18%
Excel	31	3%
Residential	318	31%
Online	481	47%
Total	**1013**	**100%**

Enrollment By Degree

Associate of Arts	8
Associate of Criminal Justice	0
Associate of General Studies	1
Bachelor of Arts	0
BA in Music	0
BBA	33
Bachelor of Education	0
Bachelor of Elem. Education	0
Bachelor of Music	0
Bachleor of Physical Education	0
Bachelor of Science	231
Bachelor of Science in Business	247
BSCJ	174
BSHA	55
BIS	1
BAM	26
BS in Psychology	51
Bachelor of Sports Science	0
NDS	186
Dual-Degrees	0
Total	**1013**

Retention/Persistence (3YR Avg)

1st Year Retention	58%
Four Year Grad Rate	47%
Four Year Persistance Rate	88%

Gender

Female	67%
Male	33%

CFI

Composite Index	**0.88**

Degrees Awarded (2017)

Associate	17
Bachelor	163
Total	**180**

Outcomes

Fit-Four

Fit Heart: M-GUDS-S Diversity Scale	↘	3.02	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Heart: STI Connecting with Community	↗	3.97	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Soul: STI Connecting with God	↗	4.14	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Soul: STI Connecting with Spiritual Practices	↗	4.43	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Mind: CCTST	↗	70.78	≥ 50% (Proficient); ≥75% (Ideal)
Fit Mind: STI Self & Others	↗	4.24	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Body: God's Kingdom	↗	4.34	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Body: Portfolio Completion	↓	89.86%	≥ 100% Completion
Fit Body: Fitness Assessment	⇒	92.75%	≥ 100% Completion
Fit Body: Placement Ratio	↗	83.58%	Placement Scores ≥ 85%

Legend/Glossary

SPE   School of Professional and Distance Education
SAS   School of Liberal Arts and Sciences
FTE   Full-time Equivalent (Fulltime Headcount*(Part-time Headcount * .392857))
Cohort   A specified group, most commonly associated with the enrollment start date
Retention   Percentage of a given cohort that is retained from one point to another
Persistence Percentage of a given cohort that continues toward educational goal
Attrition   Percentage of decrease asscoaited with any cohort
DNR   **D**id **N**ot **R**eport

A glossary of Data Terms is available at the National Center for Education Statistics: https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx?

Starting with Fall 2013, Student FTE was calculated according to IPEDS standards, as outlined on their website. This meant multiplying part-time credit by 0.392857 and then adding it to the Full-Time student headcount (in accordance with the value outlined for private nonprofit and for-profit 4-year institutions).

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, programing, 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 the Integrated Postsecondary Education Data System (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.

Historical & 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.
2015	Enrollment of full-time students exceeded 1,000 for the first time in the history of the institution.

Administrative Staff

Presidents

L. Glen Lewis	1914 - 1919
Charles A. Stoll	1919 - 1939
Orville S. Walters	1939 - 1944
Charles V. Fairbairn*	1944 - 1945
Mendall B. Miller	1945 - 1953
G. Edgar Whiteman	1953 - 1955
Elmer E. Parsons	1955 - 1964
Bruce L. Kline	1964 - 1980
Dorsey Brause	1981 - 1987
Harvey Ludwick	1987 - 1990
John A. Martin	1990 - 1996
Donald L. Mason	1996 - 2005
Dwight B. Reimer	2005 - 2009
Jerry Alexander*	2009 - 2010
Hal Hoxie	2010 -

Interim President

Chief Development Officers

Charles A. Stoll	1915 - 1918
G. Martin Cottrill	1942 - 1953
Merle S. Olson	1966 - 1969
John F. Ferrell	1969 - 1992
Stuart Cook	1992 - 1994
Michael Green	1994 - 1996
Calvin Hawkins	1996 - 2012
David Jeffery	2012 - 2013
David Jeffery	2012 – 2014
Robert Legg	2014 – 2015
Dean Kroeker	2015 -

Chief Financial Officer

Paul R. Helsel	1920 - 1923
Martin Brandt	1955 - 1959
Marvin Sellberg	1959 - 1961
Richard Walters	1961 - 1965
Roger Pounds	1965 - 1968
Ellis Odermann	1968 - 2000
Bryan Blankenship	2000 - 2004
Chris Lewis	2004 - 2005
Dale Burge	2006 - 2009
David Ferrell	2009 - 2012
Phil Nelson	2013 - 2016
Chris Stocklin	2016 -

Chief Academic Officers

Charles A. Stoll	1915 - 1925
Ray E. Miller	1925 - 1927
Charles A. Stoll	1927 - 1929
Ortto M. Miller	1929 - 1937
Chester A. Ward	1937 - 1939
Alvin A. Ahern	1940 - 1941
Leonard H. Randall	1941 - 1942
Burton Martin	1942 - 1943
Warren McMullen	1943 - 1945
Russell J. Anderson	1945 - 1954
Howard Krober*	1954 - 1957
Henry M. Flowers	1957 - 1960
Bruce L. Kline	1960 - 1962
Bob R. Green	1962 - 1967
Howard Perkins	1967 - 1973
Wesley L. Knapp	1973 - 1974
Jerry E. Alexander+	1974 - 2011
Leonard Favara+	2011 -

Officer also served as Provost

Chief Student Affairs Officer

Hubert Wash	1957 - 1959
Eugene Stewart/	
Bruce L. Kline	1959 - 1960
John Ferrell	1960 - 1968
Calvin Hawkins	1968 - 1972
Jay Dargan	1972 - 1974
Don Scott	1974 - 1985
Don Munce	1985 - 1987
Ed McDowell	1987 - 1991
James Garrison	1991 - 1992
Michael Green	1992 - 1994
Patty Shorb	1994 - 1995
Jon Kulaga	1995 - 1997
Don Mason	1997 - 1998
Jerry Malone	1998 - 2007
Chris Smith	2008 - 2017
Joel Figgs	2017 -

Legend/Glossary

SPE	School of Professional and Distance Education
SAS	School of Liberal Arts and Sciences
FTE	Full-time Equivalent (Fulltime Headcount*(Part-time Headcount * .392857))
Cohort	A specified group, most commonly associated with the enrollment start date
Retention	Percentage of a given cohort that is retained from one point to another
Persistence	Percentage of a given cohort that continues toward educational goal
Attrition	Percentage of decrease associated with any cohort
DNR	**D**id **N**ot **R**eport

A glossary of Data Terms is available at the National Center for Education Statistics

Starting with Fall 2013, Student FTE was calculated according to IPEDS standards, as outlined on their website. This meant multiplying part-time credit by 0.392857 and then adding it to the Full-Time student headcount (in accordance with the value outlined for private nonprofit and for-profit 4-year institutions).

Fall Enrollment Data

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016

Fall Enrollment Data

Overall Headcount

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Full-time: SAS	281	295	275	312
Part-time: SAS	11	7	11	3
Part-time: NDS (SAS)	3	7	4	3
Part-time: NDS (EXCEL)		0	0	0
Part-time: NDS (Online)		0	1	0
Full-time: SPE (EXCEL)	19	34	46	28
Full-time: SPE (Online)	360	633	798	451
Part-time: SPE (EXCEL)	3	0	3	3
Part-time: SPE (Online)	7	16	15	30
Dual Credit (NDS)	268	180	216	183
Traditional Headcount (F, P, & NDS)	295	309	290	318
Professional Ed. Headcount	389	683	863	512
Dual Credit (NDS) Headcount	268	180	216	183
Total Students (Overall)	**952**	**1172**	**1369**	**1013**

Full-time Equivalency (FTE)

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
SAS Full-time FTE	281.00	295.00	275.00	312.00
SAS Part-time FTE (ALL)	5.50	5.50	5.89	2.36
SAS FTE	286.50	300.50	280.89	314.36
Dual-Credit FTE	105.29	70.71	84.86	71.89
SPE Full-time (EXCEL) FTE	20.18	34.00	46.00	28.00
SPE Full-time (ONLINE) FTE	362.75	633.00	798.00	451.00
SPE Part-time (EXCEL) FTE		0.00	1.18	1.18
SPE Part-time (ONLINE) FTE		6.29	6.29	11.79
SPE FTE	382.93	673.29	851.46	491.96
Total FTE (Overall)	**774.71**	**1044.50**	**1217.21**	**878.21**

Credits

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
SAS Full time Credits	4016	4269	3961	4440
SAS Part-time Credits	99	60	83	22
SAS Total Credits	**4115**	**4329**	**4044**	**4462**
Dual Credit Credits	1301	1027	1116	927
SPE Full-time (EXCEL) Credits	228	396	564	336
SPE Full-time (Online) Credits	4353	8004	9588	5412
SPE Part-time (EXCEL) Credits	24	18	15	24
SPE Part-time (Online) Credits	57	117	96	231
Professional Education (Credits)	**4662**	**8535**	**10263**	**6003**
Total Credits (Overall)	**10078**	**13891**	**15423**	**11392**

Fall Enrollment Data

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016

Overall Degree Seeking Headcount

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
First-time Full-time Freshman				106
Degree-Seeking First-Time, Part-Time Freshman				0
Transfer Headcount				179
Readmits				56
Continuing				489
Concurrent/NDS				183

Degree-Seeking SAS Headcount (Enrollment Status)

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
First-time Full-time Freshman	105	90	80	96
Degree-Seeking First-Time, Part-Time Freshman	0	3	0	0
Transfer Headcount	37	25	23	31
Readmits	3	4	3	7
Continuing	147	180	180	181
Degree-seeking Residential Headcount	**292**	**302**	**286**	**315**
Res. HC = FT+PT	TRUE	TRUE	TRUE	TRUE

Degree Seeking SPE Headcount (Enrollment Status)

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
First-time Full-time Freshman				10
Degree-Seeking First-Time, Part-Time Freshman				0
Transfer Headcount				148
Readmits				49
Continuing				308
Degree-seeking Residential Headcount	**0**	**0**	**0**	**515**

Degree-Seeking SAS Headcount (Grade Level)

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Freshman	123	113	89	108
Sophomore	74	90	80	66
Junior	47	48	68	72
Senior	48	51	49	69
Residential Headcount	**292**	**302**	**286**	**315**

Faculty Ratios

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Faculty/Student Ratio (SAS)	1:9.35	1:13.07	1:11.7	1:12.59
Faculty/Student Ratio (SPE)		1:28.49	1:33.19	1:24.63
Faculty/Student Ratio (Overall)		1:21.12	1:23.06	1:18.14
Staff/Student Ratio (Overall)	1:6.3	1:17.41	1:22.82	1:14.42

Enrollment Demographics

Ethnicity - Overall (SPE & SAS)

Fall Enrollment Data

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Am. Indian/ AK Native	1%	2%	2%	3%
Asian	3%	1%	1%	2%
Black or African American	12%	18%	24%	19%
Hispanic	6%	8%	10%	11%
Nat. Hawaiian/ Other Pac. Islander	1%	0%	0%	0%
Nonresident Alien	0%	1%	0%	1%
Not Specified/Unknown	13%	22%	9%	6%
Two or more races	1%	2%	2%	1%
White	64%	47%	52%	57%

Ethnicity by Gender - Dual Credit

Female

Am. Indian/ AK Native	1	2	4	5
Asian	4	-	1	4
Black or African American	4	2	1	2
Hispanic	3	-	7	4
Nat. Hawaiian/ Other Pac. Islander	-	-	1	0
Nonresident Alien	-	-	-	2
Not Specified/Unknown	1	29	19	21
Two or more races	2	-	2	0
White	141	62	89	84
Total Female	**156**	**95**	**124**	**122**

Male

Am. Indian/ AK Native	-	2	2	1
Asian	4	-	1	3
Black or African American	2	3	-	1
Hispanic	4	3	7	1
Nat. Hawaiian/ Other Pac. Islander	-	1	1	0
Nonresident Alien		-	-	0
Not Specified/Unknown	2	25	18	9
Two or more races	1	-	2	1
White	99	51	61	45
Total Male	**112**	**85**	**92**	**61**
Total Students	**268**	**180**	**216**	**183**
	TRUE	TRUE	TRUE	TRUE

Ethnicity by Gender - School of Arts and Sciences

Female

Am. Indian/ AK Native	2	1	5	7
Asian	13	4	2	2
Black or African American	7	7	2	2
Hispanic	10	6	20	28
Nat. Hawaiian/ Other Pac. Islander	2	-	-	0
Nonresident Alien		6	2	2
Not Specified/Unknown	1	2	-	1

Fall Enrollment Data

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Two or more races	1	6	4	4
White	94	100	104	95
Total Female	**130**	**132**	**139**	**141**

Male

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Am. Indian/ AK Native	1	4	1	1
Asian	6	4	-	0
Black or African American	22	22	23	29
Hispanic	22	22	35	43
Nat. Hawaiian/ Other Pac. Islander	-	-	-	0
Nonresident Alien		9	1	5
Not Specified/Unknown	2	1	1	0
Two or more races	3	11	8	6
White	109	104	82	93
Total Male	**165**	**177**	**151**	**177**
Total Students	**295**	**309**	**290**	**318**
	TRUE	TRUE	TRUE	TRUE

Ethnicity by Gender - School of Professional Education

Female

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Am. Indian/ AK Native	1	6	7	6
Asian	1	2	4	4
Black or African American	51	110	198	101
Hispanic	7	26	29	11
Nat. Hawaiian/ Other Pac. Islander	2	3	3	1
Nonresident Alien		-	-	0
Not Specified/Unknown	50	99	43	19
Two or more races	-	4	4	1
White	64	103	167	109
Total Female	**176**	**353**	**455**	**252**

Male

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Am. Indian/ AK Native	3	5	8	7
Asian	-	2	3	3
Black or African American	28	67	102	55
Hispanic	14	31	38	24
Nat. Hawaiian/ Other Pac. Islander	2	1	-	0
Nonresident Alien		-	-	1
Not Specified/Unknown	63	96	36	11
Two or more races	3	-	6	3
White	100	128	215	156
Total Male	**213**	**330**	**408**	**260**
Total Students	**389**	**683**	**863**	**512**
	TRUE	TRUE	TRUE	TRUE

Fall Enrollment Data

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Ethnicity by Gender - Overall				
Female				
Am. Indian/ AK Native	4	9	16	18
Asian	18	6	7	10
Black or African American	62	119	201	105
Hispanic	20	32	56	43
Nat. Hawaiian/ Other Pac. Islander	4	3	4	1
Nonresident Alien	0	6	2	4
Not Specified/Unknown	52	130	62	41
Two or more races	3	10	10	5
White	299	265	360	288
Total Female	**462**	**580**	**718**	**515**
Male				
Am. Indian/ AK Native	4	11	11	9
Asian	10	6	4	6
Black or African American	52	92	125	85
Hispanic	40	56	80	68
Nat. Hawaiian/ Other Pac. Islander	2	2	1	0
Nonresident Alien	0	9	1	6
Not Specified/Unknown	67	122	55	20
Two or more races	7	11	16	10
White	308	283	358	294
Total Male	**490**	**592**	**651**	**498**
Total Students	**952**	**1172**	**1369**	**1013**
	TRUE	TRUE	TRUE	TRUE

Age

Under 18	158
18-19	163
20-24	196
25-29	73
30-39	183
>40	240
	1013

Enrollment by Program - SAS

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Associate of General Studies	0	2	0	1
Associate of Arts	19	8	7	4
BSB: Aviation Management	1	2	3	2
BSB: Accounting	3	8	8	12
BSB: Management	17	21	33	27
BSB: Marketing				5
BSB: Entrepreneurship	5	2	4	1
BSB: Organizational Leadership	2	6	6	8

Fall Enrollment Data

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
BSB: Risk Management	0	0	3	4
BSM: General/Applied	7	8	3	2
BSM: Pastoral	2	5	5	4
BSM: Worship Arts	1	5	4	5
BSM: Youth/Student	8	9	8	9
Contemporary Christian Music	5	7	6	7
Communication: Mass Media	4	4	4	7
Communication: ORG COM	1	1	0	0
Communication: Public Relations	0	1	2	4
Communication: Speech/Theatre	3	2	0	0
Criminal Justice		3	7	13
Education: Elementary	13	15	15	21
Education: English	1	1	2	2
Education: History	9	3	4	5
Education: Math	5	3	2	2
Education: Music			3	3
Education: PE	7	3	7	8
English	5	4	2	2
Exercise Science	28	34	42	41
History	2	2	2	4
Liberal Studies	25	24	18	13
Music	6	2	1	1
Music: Performance	0	1	0	0
Music: Vocal Performance	0	0	0	0
Natural Science: Biology	23	11	11	11
Natural Science: Chemistry	2	6	2	5
Natural Science: Health	8	5	5	11
Natural Science: Math	1	3	5	1
Psychology	13	22	30	37
Pre-Law	0	1	0	3
Social Science	12	8	1	0
Sport Management	36	29	30	23
Undecided	18	31	1	7
NDS - Non-Degree-seeking, part-time	3	7	4	3
NDS - Dual Credit	268	180	216	183
Dual Majors				
Total	**563**	**489**	**506**	**501**
Audit	TRUE	TRUE	TRUE	TRUE

Enrollment by Program - SPE	2013	2014	2015	2016
Associate of Arts				4
Associate of Criminal Justice				
SPE: Ministry Leadership (EXCEL)	4	0	0	
SPE: Organizational Leadership (EXCEL)	18	34	49	31
SPE: Criminal Justice	139	192	219	174

Fall Enrollment Data

	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
SPE: Ministry Leadership	20	17	8	6
SPE: Healthcare Administration - General	34	111	109	20
SPE: Healthcare Administration - HIM				20
SPE: Healthcare Administration - HRM				6
SPE: Healthcare Administration - MPM				7
SPE: Healthcare Administration - BSMG				1
SPE: Healthcare Administration - HUMAN				1
SPE: Accounting (BBA)				1
SPE: Marketing (BBA)				1
SPE: Management (BBA)				1
SPE: Human Resource (BBA)				
SPE: Healthcare Management (BBA)	41	62	59	30
SPE: Interdisciplinary Studies: Healthcare			3	1
SPE: Organizational Leadership	133	245	318	157
SPE: Psychology		22	97	51
SPE: NDS - Non-degree-seeking		0	1	
Dual-Degree				
Total	**389**	**683**	**863**	**512**
Enrollment Numbers Match	TRUE	TRUE	TRUE	TRUE

Enrollment by Degree

	2013	2014	2015	2016
Associate of Arts	19	8	7	8
Associate of Criminal Justice				
Associate of General Studies	0	2	0	1
Bachelor of Arts				
Bachelor of Arts in Music				
Bachelor of Business Administration	34	111	109	33
Bachelor of Education				
Bachelor of Elementary Education				
Bachelor of Music				
Bachelor of Physical Education				
Bachelor of Science	227	226	202	231
Bachelor of Science in Business	179	318	424	247
Bachelor of Science in Criminal Justice	139	192	219	174
Bachelor of Science in Healthcare Administration	41	62	59	55
Bachelor of Science in Interdisciplinary Studies	0	0	3	1
Bachelor of Arts in Ministry	42	44	28	26
Bachelor of Science in Psychology	0	22	97	51
Bachelor of Sports Science				
NDS	271	187	221	186
Dual-Degrees				
Total	**952**	**1172**	**1369**	**1013**
Audit	TRUE	TRUE	TRUE	TRUE

Retention Data

Overall	2013	2014	2015	2016
IPED's Outcome Measures (Award Rate)				
IPED's Fall Enrollment (Retention)	54%	56%	48%	53%
SAM (Student Achievement Measure) First-Time				
SAM (Student Achievement Measure)/w Transfers				
College Scorecard Retention			56% [68%]	
College Scorecard Graduation Rate			40% [42%]	

Head-to-Head Retention: SAS	2013	2014	2015	2016
First-time, Full-time Freshman Cohort (entered anytime during cohort year)				
Retention Rate (1st Year) (Fr to So)	69%	65%	63%	57%
Retention Rate (2nd Year) (So to Jr)	85%	81%	84%	74%
Retention Rate (3rd Year) (Jr to Sr)	92%	96%	92%	
Graduation Rate (4-Yr)	51%	43%		
Graduation Rate (6-Yr)				
Graduation Rate (8-Yr)				
* Graduation Rates include all degree completers associated with the cohort				
Total Persistence to Senior Yr - Graduate in 4 years	92%	84%		

Athletics

Athlete 1st Year Retention Rate (FT-FT)			63%	60%
Athlete Graduation Rate			46%	53%
Athlete Retention By Sport				
Baseball			55%	40%
Basketball			44%	54%
Cross Country			33%	50%
Cheer				33%
Golf			0%	57%
Soccer			70%	59%
Softball			75%	100%
Tennis			50%	100%
Track			75%	100%
Volleyball			80%	60%
Wrestling				

Athlete by FA - Cohort	2014	2015	2016
Pell Persistence	58%	38%	50%
Subsidized Loan - No Pell Persistence	ND	50%	44%
No Pell - No Subsidized Loan	ND	50%	53%

Special Population (FTF Only)	2013	2014	2015	2016
Male Persistence	55%	35%	44%	44%
Female Persistence	54%	64%	64%	54%
Transfer 1st Year Retention Rate	82%	78%	66%	72%
Transfer Persistence Rate	71%	56%	84%	66%
Minority Retention Rate	82%	51%	54%	57%

Retention Data

Minority Persistence	50%	31%	39%	57%
Asian	100%	33%	0%	100%
Black	20%	43%	38%	40%
Hispanic	50%	30%	35%	47%
White	81%	60%	47%	52%
Other	10%	33%	50%	80%
Pell Persistence	54%	57%	33%	62%
Subsidized Loan - No Pell Persistence	*ND*	*ND*	48%	52%
No Pell - No Subsidized Loan	50%	39%	50%	41%

* Persistence captures current and graduated students, keep base #

SPE: Average of Annual Cohorts	2013	2014	2015	2016
T1 to T2 Retention (Average of Annual Cohort)		87%	63%	63%
Persistence		38%	26%	40%
Graduation Rate		26%		

Goals							
Overall (Year-to-Year) Retention >75%	🚩	77% 🚩	83% 🚩	79% 🚩	79%
Persistence/Graduation >55%	🚩	51% 🚩	43%		
Freshman Retention >65%	🚩	69% 🚩	65% 🚩	63% 🚩	57%

Spring Enrollment Data

SP-2014   SP-2015   SP-2016   SP-2017

Spring Enrollment Data

Degree Seeking SAS Headcount (Grade Level)

	SP-2014	SP-2015	SP-2016	SP-2017
Freshman	89	66	68	77
Sophomore	70	87	60	54
Junior	52	64	74	52
Senior	63	55	73	100
Residential Headcount (SAS)	**274**	**272**	**275**	**283**

Fall to Spring Retention (SAS)

	SP-2014	SP-2015	SP-2016	SP-2017
			93.1%	88.1%

Overall Headcount

	SP-2014	SP-2015	SP-2016	SP-2017
Full-time: SAS	264	262	264	281
Part-time: SAS	10	10	11	11
Part-time: NDS (SAS)	6	4	3	5
Part-time : NDS (EXCEL)			0	0
Part-time: NDS (Online)			0	0
Full-Time - SPE (EXCEL)	18	44	38	19
Full-Time - SPE (Online)	376	573	556	434
Part-time SPE: (EXCEL)		1	0	5
Part-time SPE: (Online)	25	43	11	26
Dual Credit (NDS)	171	90	93	94
Traditional Headcount (F & P)	280	276	278	297
Professional Ed. Headcount (Overall)	419	661	605	484
Dual Credit (NDS)	171	90	93	94
Total Students	870	1027	976	875

Credits

	SP-2014	SP-2015	SP-2016	SP-2017
Full time Credits	3771	3739	3774	3968
Part-Time Credits	85	98	87	103

Spring Enrollment Data

Total Credits (Traditional)	**3856**	**3837**	**3861**	**4071**
Dual Credit Credits	641	315	345	357
SPE Full-time (EXCEL) Credits	222	540	456	180
SPE Full-time (Online) Credits	4575	6804	6672	3135
SPE Part-time (EXCEL) Credits	25	9	0	45
SPE Part-time (Online) Credits	147	435	71	153
Professional Education (Credits)	**4969**	**7788**	**7199**	**3513**
Total Credits (Overall)	**9466**	**11940**	**11405**	**7941**

Full-time Equivalency (FTE)

Total FTE (Overall)	741.29	937.14	904.36	789.39
SAS Full-time FTE	264.00	262.00	264.00	281.00
SAS Part-time FTE	6.29	5.50	5.50	6.29
SAS FTE	270.29	267.50	269.50	287.29
Dual-Credit FTE	67.18	35.36	36.54	36.93
SPE Full-time (Ground) FTE	18.00	44.00	38.00	19.00
SPE Full-time (Online) FTE	376.00	573.00	556.00	434.00
SPE Part-time (Ground) FTE	0.00	0.39	0.00	1.96
SPE Part-time (Online) FTE	9.82	16.89	4.32	10.21
SPE FTE	403.82	634.29	598.32	465.18

Professional FTE	**354.93**	**556.29**	**514.21**	**250.93**

Enrollment Projection Analysis - Strategic Plan

SAS Enrollment Projection Calculator

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Freshmen	90	105	120	124	139	143
Sophomore	68	56	63	80	79	83
Junior	47	47	43	54	67	66
Senior	64	39	36	37	51	63
Calculated Projections	**269**	**246**	**263**	**294**	**336**	**354**
Strategic Plan			302	285	304	325
Actual	269	292	302	286	315	341
Freshmen	0	18	-7	-35	-31	9
Sophomores	0	18	27	0	-13	-22
Juniors	0	0	5	14	5	-7
Seniors	0	9	15	12	18	6
Overall Enrollment	0	46	39	-8	-21	-13
Projected Rate of Increase (Goal 3%)	*3%*		*-5.63%*	*6.67%*	*6.91%*	*-0.92%*
Actual	**3.64%**		3.31%	-5.59%	9.21%	7.62%
			294.58	324.45	351.23

SPE Enrollment Projections Compared to Actuals

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Strategic Plan Projections (12%)						631
Calculated FA-FA Projections (12%)	*240*	*390*	*660*	*930*	*563*	573
SPE Actuals (Fall Headcount)	265	389	683	863	512	427
		25	-1	23	-67	-51	-146
Projected Rate of Increase (Goal 12%)	63%	69%	41%	-39%	2%	-17%
Average Rate of Increase (Cumulative)	**18%**	47%	76%	26%	-41%	-17%

In the winter of 2015, SPE redirected its recruiting efforts by partnering with KeyPath. During the transition, there was an approximate 300 student dro

SAS Enrollment Projection uses the Five-Year Population Retention Rate Based on the last five years, applying those rates to future enrollment Figures annual growth rate.

Financial - Indicators

		2012-13	2013-14	2014-15

Financial Statement of Activities - Audit Report

Operating Revenues

	2012-13	2013-14	2014-15
Student Tuition & Fees	$ 8,689,911	$ 10,244,451	$ 12,471,177
Scholarship and Grants	$ (2,191,562)	$ (2,734,627)	$ (3,713,447)
Net Tuition	**$ 6,498,349**	**$ 7,509,824**	**$ 8,757,730**
Private Gifts and Grants	$ 1,398,241	$ 1,778,863	$ 1,152,732
Government Grants	$ 138,674	$ 141,846	$ 127,356
Investment Income (Endowments)	$ 28,732	$ 50,212	$ 35,011
Investment Income	$ 21,092	$ 20,659	$ 9,510
Other Income	$ 125,653	$ 149,344	$ 93,334
Net Realized/Unrealized Gains (Losses)	$ 74,510	$ 196,071	$ (30,283)
Auxiliary Enterprises	$ 1,564,863	$ 1,817,101	$ 2,006,090
Coffee Shop Income		$ 178,380	$ 178,170
Day Care Income		$ 257,062	$ 831,151
Two Tigers and a Truck Income		$ 5,766	$ 61,047
KCTC Income			
Net assets released from restrictions			
Net Gains (Losses) - Disposal of Fixed Assets			
Total Operating Revenues	**$ 9,850,114**	**$ 12,105,128**	**$ 13,221,848**

Operating Expenses

	2012-13	2013-14	2014-15
Instruction	$ 5,082,406	$ 5,934,292	$ 6,434,387
Academic Support	$ 254,433	$ 297,076	$ 322,112
Student Services	$ 1,553,654	$ 1,814,076	$ 1,966,952
Institutional Support	$ 1,543,441	$ 1,802,147	$ 1,954,018
Auxiliary Expenses	$ 1,398,725	$ 1,633,173	$ 1,770,804
Coffee Shop Expenses		$ 217,631	$ 267,051
Day Care Expenses		$ 225,747	$ 648,285
KCTC Expenses			
Two Tigers and a Truck Expenses		$ 11,056	$ 57,286
Total Operating Expenses	$ 9,832,659	$ 11,935,198	$ 13,420,895
Results From Operations	**$ 17,455**	**$ 169,930**	**$ (199,047)**

Financial - Indicators

	2012-13	2013-14	2014-15
Other Changes			
Private Gifts/Grants for Endowments	$ 38,197.0		
Gain(Loss) - Perpetual Trusts	$ 39,239.0		
Changes in Split-Interest Agreements	$ 27,400.0	$ 19,945.0	
Change in Assets	**$ 122,291.0**	**$ 189,875.0**	**$ (199,047.0)**
Assets: Unrestricted	$ (3,025,977)	$ (2,107,286)	$ (1,332,993)
Assets: Temporarily Restricted	$ 173,972	$ 1,151,081	$ 153,908
Assets: Permanently Restricted	$ 7,030,201	$ 5,414,758	$ 5,427,575
Net Assets	**$ 4,178,196**	**$ 4,458,553**	**$ 4,248,490**

Financial - Indicators

	2012-13	2013-14	2014-15
Debt			
Accounts Payable (Carry Over)	$ 1,168,994.0	$ 1,318,020.0	$ 1,419,371.0
Notes Payable	$ -	$ -	$ -
Long-term Debt	$ 4,155,308.0	$ 5,536,883.0	$ 7,801,933.0
	$ 5,324,302.0	$ 6,854,903.0	$ 9,221,304.0
Endowment			
Investment Income	$ 28,732	$ 50,212	$ 35,011
Net Appreciation/(losses)	$ 56,948	$ 148,231	
New Gifts	$ 38,197	$ 23,844	$ 12,518
Appropriation of Endowment	$ 28,416		
Change in Value (Split-interest Agreements)	$ 39,239	$ 8,607	$ 27,347
Gain (loss) on Perpetual Trusts	$ -	$ 58,031	$ (27,048)
Transfers (Board Designated Funds)	$ (854,718)		
Released from Restriction	$ -	$ (1,768,562)	$ (134,482)
Net Assets (Endowment)	$ 7,079,089	$ 5,599,452	$ 5,512,798

Financial - Indicators

	2012-13	2013-14	2014-15
Cost & Aid Figures			
SPE Tuition (AVG)			
SAS Tuition (AVG)			
SPE Fees (AVG)			
SAS Fees (AVG)			
Overall Tuition (AVG)			
Average Fees			
SAS Room (AVG)			
Board (AVG)			
Discount Rate			
Overall	25%	27%	30%
SAS - Residential	43%	48%	62%
SPE - Online			
Cost & Aid (SAS)			
Average Net Revenue (FTE)	$ 15,897	$ 15,037	$ 13,781
Tuition Revenue (01-010-0049-000)	$ 4,894,327	$ 5,429,355	$ 5,963,956
Room Revenue (01-020-0045-000)	$ 625,007	$ 706,285	$ 809,163
Tuition Revenue (Tuition & Fees Total)	$ 5,025,446	$ 5,463,508	$ 6,001,808
Board Revenue (01-022-0048-000)	$ 755,717	$ 867,902	$ 972,584
T/B/R/Revenue	$ 6,406,169	$ 7,037,694	$ 7,783,556
Institutional Aid (SAS)			
(Page 8: Post Audit)	$ 2,108,214	$ 2,628,371	$ 3,695,309
Staff Discount			
(Page 7 - "Tuition Discount": Post-Audit)	$ 102,920	$ 189,001	$ 136,690
Tuition & Fees Revenue (SPE)			
Institutional Aid (SPE)			
Net Revenue			
Net Tuition (SAS)	$ 2,683,193	$ 2,611,984	$ 2,131,958

Financial - Indicators

	2012-13	2013-14	2014-15
Net Tuition Revenue (Tuition/FTE) (SAS)	$ 10,496	$ 9,382	$ 7,507
Net Revenue (T/B/R) (SAS)	$ 16,410	$ 15,160	$ 13,914
Average Institutional Aid/FTE (SAS)	$ 8,247	$ 9,441	$ 13,012

Fiscal Resources & Programs

	2012-13	2013-14	2014-15
Educational Expenses/Student FTE	$9,037	$8,221	$6,819
Educational Expenses/Total Expenditures	54.28%	52.21%	50.34%

Endowment

	2012-13	2013-14	2014-15
Endowment Growth Rate (Annual Rate)	-9.37%	-26.42%	-1.57%
Endowment Growth Rate (3-Year Rate)	⬆ 0.01% ⬇	-8.94% ⬇	-10.70%
Endowment/FTE	$11,677.54	$7,227.76	$5,277.93
Contributions		$ 1,778,863	$ 1,152,732
Internal Debt (Due to Other Funds)	$ 4,777,249	$ 4,480,054	$ 4,576,940
Health Insurance Expense	$ 565,179	$ 806,136	$ 500,156
Ratio of Endowment to Long-Term Debt	59%	99%	142%

Faculty Support

	2012-13	2013-14	2014-15
Faculty Retention	96%	94%	94%
Salary average	$ 28,950.00	$ 29,984.00	$ 30,370.00
Fringe benefit*	$ 8,427.00	$ 9,606.00	$ 13,615.00
TOTAL	**$ 37,377.00**	**$ 39,590.00**	**$ 43,985.00**
Fringe benefit as % of total salary	22.55%	24.26%	30.95%
Fringe benefit as % of average salary	29.11%	32.04%	44.83%

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

Financial - Indicators

Financial Statement of Activities - Audit Report

	2015-16	2016-2017
Operating Revenues		
Student Tuition & Fees	$ 12,558,097	$ 12,642,003
Scholarship and Grants	$ (4,126,082)	$ (4,635,768)
Net Tuition	**$ 8,432,015**	**$ 8,006,235**
Private Gifts and Grants	$ 1,514,210	$ 659,508
Government Grants	$ 123,741	$ 236,029
Investment Income (Endowments)	$ 36,480	$ 36,967
Investment Income	$ 11,498	$ 2,252
Other Income	$ 158,383	$ 64,818
Net Realized/Unrealized Gains (Losses)	$ (51,420)	$ 182,123
Auxiliary Enterprises	$ 2,133,987	$ 2,353,104
Coffee Shop Income	$ 70,136	$ -
Day Care Income	$ 1,163,580	$ 1,272,371
Two Tigers and a Truck Income	$ 130,890	$ 145,175
KCTC Income	$ 41,833	$ 38,471
Net assets released from restrictions		$ -
Net Gains (Losses) - Disposal of Fixed Assets		
Total Operating Revenues	**$ 13,765,333**	**$ 12,997,053**

	2015-16	2016-2017
Operating Expenses		
Instruction	$ 6,146,964	$ 5,978,975
Academic Support	$ 309,475	$ 299,313
Student Services	$ 1,889,787	$ 1,827,735
Institutional Support	$ 1,877,360	$ 1,815,717
Auxiliary Expenses	$ 1,701,334	$ 1,645,471
Coffee Shop Expenses	$ 130,453	$ 170
Day Care Expenses	$ 861,348	$ 973,098
KCTC Expenses	$ 36,481	$ 36,545
Two Tigers and a Truck Expenses	$ 113,174	$ 189,243
Total Operating Expenses	$ 13,066,376	$ 12,766,267
Results From Operations	**$ 698,957**	**$ 230,786**

Financial - Indicators

	2015-16	2016-2017
Other Changes		
Private Gifts/Grants for Endowments	$ 11,649.0	$ 134,986.0
Gain(Loss) - Perpetual Trusts	$ (25,233.0)	$ 39,546.0
Changes in Split-Interest Agreements	$ 601,679.0	$ 75,097.0
Change in Assets	$ 1,287,052.0	$ 480,415.0
Assets: Unrestricted	$ (630,664)	$ (410,389)
Assets: Temporarily Restricted	$ 201,396	$ 287,004
Assets: Permanently Restricted	$ 5,964,810	$ 6,139,342
Net Assets	$ 5,535,542	$ 6,015,957

Financial - Indicators

	2015-16	2016-2017
Debt		
Accounts Payable (Carry Over)	$ 965,949.0	$ 559,970.0
Notes Payable	$ 480,780.0	$ 450,418.0
Long-term Debt	$ 7,783,974.0	$ 8,376,229.0
	$ 9,230,703.0	**$ 9,386,617.0**
Endowment		
Investment Income	$ 36,480	$ 36,967
Net Appreciation/(losses)		
New Gifts	$ 11,649	$ 134,986
Appropriation of Endowment		
Change in Value (Split-interest Agreements)	$ 550,819	
Gain (loss) on Perpetual Trusts	$ (25,233)	$ 39,546
Transfers (Board Designated Funds)		
Released from Restriction		
Net Assets (Endowment)	**$ 6,086,513**	**$ 6,298,012**

Financial - Indicators

	2015-16	2016-2017
Cost & Aid Figures		
SPE Tuition (AVG)	$ 9,552.00	$ 10,200.00
SAS Tuition (AVG)	$ 21,496.00	$ 25,040.00
SPE Fees (AVG)	$ 400.00	$ 1,000.00
SAS Fees (AVG)	$ 350.00	
Overall Tuition (AVG)	$ 15,524.00	$ 17,620.00
Average Fees	$ 375.00	$ 1,000.00
SAS Room (AVG)	$ 3,297.00	$ 3,570.00
Board (AVG)	$ 4,027.00	$ 4,382.00
Discount Rate		
Overall	33%	37%
SAS - Residential	64%	66%
SPE - Online	1%	0%
Cost & Aid (SAS)		
Average Net Revenue (FTE)	$ 13,830	$ 15,917
Tuition Revenue (01-010-0049-000)	$ 6,188,607	$ 7,433,303
Room Revenue (01-020-0045-000)	$ 824,832	$ 966,178
Tuition Revenue (Tuition & Fees Total)	$ 6,284,281	$ 7,056,774
Board Revenue (01-022-0048-000)	$ 1,025,792	$ 1,218,699
T/B/R/Revenue	$ 8,134,904	$ 9,241,652
Institutional Aid (SAS) (Page 8: Post Audit)	$ 4,026,366	$ 4,625,407
Staff Discount (Page 7 - "Tuition Discount": Post-Audit)	$ 206,791	$ 204,601
Tuition & Fees Revenue (SPE)	$ 6,127,536	$ 4,053,985
Institutional Aid (SPE)	$ 37,761	$ 12,340
Net Revenue		
Net Tuition (SAS)	$ 1,955,450	$ 2,603,295

Financial - Indicators

	2015-16	2016-2017
Net Tuition Revenue (Tuition/FTE) (SAS)	$ 7,106	$ 8,654
Net Revenue (T/B/R) (SAS)	$ 14,178	$ 14,665
Average Institutional Aid/FTE (SAS)	$ 14,631	$ 15,376

Fiscal Resources & Programs

Educational Expenses/Student FTE	$6,086	$7,530
Educational Expenses/Total Expenditures	49.41%	49.18%

Endowment

Endowment Growth Rate (Annual Rate)	9.43%	3.36%
Endowment Growth Rate (3-Year Rate)	-4.91%	4.00%
Endowment/FTE	$5,000.36	$7,171.38
Contributions	$ 1,514,210.00	$ 1,169,607.00
Internal Debt (Due to Other Funds)	$ 4,783,974.00	$ 4,370,501.10
Health Insurance Expense	$ 470,030.10	$ 514,325.00
Ratio of Endowment to Long-Term Debt	128%	133%

Faculty Support

Faculty Retention	94%	84%
Salary average	$ 32,049.00	$ 36,092.00
Fringe benefit*	$ 13,167.00	$ 10,144.91
TOTAL	**$ 45,216.00**	**$ 46,236.91**
Fringe benefit as % of total salary	29.12%	21.94%
Fringe benefit as % of average salary	41.08%	28.11%

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

Financial Ratios

	2014-15	2015-16	2016-2017
DOE Composite (CapinCrouse)	1.2	1.6	1.6
DOE Composite (NACUBO)	0.9	1.0	1.0
DOE Composite (Auditor)	0.8	0.9	0.8
DOE Composite (HLC)	0.8	0.9	0.9
CFI (CCCU)	-0.1	2.6	1.6
CFI - Unrestricted Model (NACUBO)	-0.5	2.4	0.7
CFI - Operating Measure Model (NACUBO)	-0.1	2.8	0.9

	2014-15	2015-16	2016-2017
DOE Composite Ratios (CapinCrouse)			
Primary Reserve Ratio	0.0	0.2	0.4
Net Operating Revenues Ratio	0.6	0.6	0.4
Equity Ratio	0.6	0.8	0.8
DOE Composite Ratios (NACUBO)			
Primary Reserve Ratio	-0.4	-0.3	-0.2
Net Income Ratio	0.6	0.6	0.4
Equity Ratio	0.6	0.7	0.8
CCCU/CAPINCROUSE			
Primary Reserve Ratio	0.0	0.1	0.2
Net Operating Revenues	0.4	0.4	0.1
Return on Net Assets	-0.5	2.0	1.1
Viability Factor	0.0	0.1	0.1
NACUBO Calculations			
Primary Reserve Ratio	-0.25	-0.18	-0.12
Net Income Ratio	0.42	0.39	0.13
Return on Net Assets Ratio	-0.49	2.33	0.80
Viability Ratio	-0.16	-0.11	-0.07
Auditor			
Primary Reserve Ratio	-0.4	-0.4	-0.3
Equity Ratio	0.6	0.7	0.7
Net Income Ratio	0.6	0.6	0.4
Higher Learning Commission			
Primary Reserve Ratio	-0.4	-0.4	-0.3
Equity Ratio	0.6	0.7	0.8
Net Income Ratio	0.6	0.6	0.4

CFI Data	2014-15	2015-16	2016-2017
Unrestricted Net Assets	$ (1,332,993)	$ (630,664)	$ (410,389)
Temporarily Restricted Net Assets	$ 153,908	$ 201,396	$ 287,004
Permanently Restricted Net Assets	$ 5,427,575	$ 5,964,810	$ 6,139,342
Split Interest Agreements	$ 328,029	$ 343,288	$ 325,878
Intangible Assets	$ 354,167	$ 398,575	$ 277,622
Net Property and Equipment	$ 6,850,288	$ 6,727,578	$ 7,135,088
Goodwill	$ 348,800	$ 348,800	$ 348,800

Long Term Debt	$	7,975,513	$	7,783,974	$	8,376,229
Annuities (Temporarily Restricted)			$	80,027		
Post Employment & Retirement			$	-	$	-
Unsecured Related-Party Receivables	$	77,762	$	465,100	$	437,566
Total Unrestricted Expenses	$	13,420,895	$	13,101,374	$	12,766,267
Total Unrestricted Expenses (Change in Split)	$	13,444,728	$	13,181,961	$	12,803,114
Total Liabilities			$	11,352,215	$	11,234,787
Net Assets (un+temp+perm)	$	4,248,490	$	5,535,542	$	6,015,957
Total Assets	$	15,750,224	$	16,887,757	$	17,250,744
Change in Unrestricted Net Assets	$	774,293	$	702,329	$	220,275
Change in Temporarily Restricted Assets	$	(997,173)	$	47,488	$	85,608
Change in Permanently Restricted Assets	$	12,817	$	537,235	$	174,532
Change in Net Assets (Overall)	$	(210,063)	$	1,287,053	$	480,415
Total Revenue	$	13,221,848	$	13,765,333	$	12,997,053
Total Unrestricted Revenue	$	14,219,021	$	13,832,870	$	13,023,389
Debt Adjustment	$	6,850,288	$	6,727,578	$	7,135,088
Expendable Net Assets	$	(2,210,081)	$	(1,519,931)	$	(1,075,685)
Modified Net Assets	$	3,467,761	$	4,323,067	$	4,951,969
Modified Assets	$	14,969,495	$	15,675,282	$	16,186,756
Expendable Net Assets (Austen)	$	(1,611,014)	$	162,028	$	(838,573)
CCCU Expendable Net Assets	$	(1,256,847)	$	(974,395)	$	(560,951)
CCCU Modified Net Assets	$	4,170,728	$	5,070,442	$	5,578,391
CCCU Modified Assets	$	15,672,462	$	16,422,657	$	16,813,178
NACUBO Expendable Net Assets	$	(1,283,527)	$	(921,048)	$	(587,631)

Admissions Aid

Admissions Funnel	2011	2012	2013	2014	2015	2016
Prospects	13953	9635	11810	ND	8485	17098
Applications	865	538	661	454	713	734
Admitted	401	233	332	192	298	318
Enrolled	151	99	146	94	103	121
Applied/Admitted	46.36%	43.31%	50.23%	42.29%	41.80%	43.32%
Admitted/Enrolled	37.66%	42.49%	43.98%	48.96%	34.56%	38.05%
Applied/Enrolled	17.46%	18.40%	22.09%	20.70%	14.45%	16.49%

College Scorecard (Socio-Economic Diversity)

Financial Aid (Totals)	2011	2012	2013	2014	2015	2016
Federal PELL Grant	$1,060,590	$1,220,000	$2,902,410	$1,979,146	$2,822,979	$2,154,691
Federal SEOG	$58,700	$62,085	$62,085	$56,900	$61,050	$96,080
ACG Grant	-	-	-		$0	$0
Smart Grant	-	-	-		$0	$0
Federal Perkins Loan (Formally NDSL)	$137,987	$122,281	$160,000	$169,268	$76,116	$15,500
Federal Stafford Loan	$2,745,619	$3,000,000	$4,571,537	$4,598,894	$6,869,200	$4,550,323
Federal Parents Loan (PLUS)	$442,293	$300,000	$309,480	$323,632	$394,318	$546,865
Outside Loan (Alternative)	$139,176	$182,000	$171,627	$169,514	$222,224	$257,547
Federal Work Study	$58,725	$58,725	$58,725	$77,267	$58,725	$72,594
Outside Scholarship	$125,618	$130,000	$56,105	$111,047	$91,436	$896
Institutional	$2,531,967	$2,126,224	$2,686,910	$2,814,486	$3,989,226	$4,707,504
Kansas Comprehensive Grant	$198,000	$128,950	$154,400	$155,300	$111,000	$129,000
Faculty/Staff Discount					$211,166	$134,410
Other Kansas State Aid	$3,000	$3,000	$3,000		$2,500	$0
Total	**$7,501,675**	**$7,333,265**	**$11,136,279**	**$10,455,454**	**$14,909,940**	**$12,665,410**

Admissions Aid

Financial Aid/FTE		2011		2012		2013		2014		2015		2016
Total Students										1100		1013
Federal PELL Grant						60%		43%		71%		48%
Federal SEOG						20%		20%		18%		17%
ACG Grant						-				0%		0%
Smart Grant						-				0%		0%
Federal Perkins Loan (Formally NDSL)						8%		8%		2%		1%
Federal Stafford Loan						74%		68%		81%		51%
Federal Parents Loan (PLUS)						4%		4%		4%		6%
Outside Loan (Alternative)						3%		3%		2%		3%
Federal Work Study						7%		10%		4%		7%
Outside Scholarship						11%		11%		5%		3%
Institutional						43%		43%		27%		28%
Kansas Comprehensive Grant						10%		7%		4%		4%
Faculty/Staff Discount										2%		1%
Other Kansas State Aid						-				0.09%		0%
Percent of Students Receiving Aid						91.06%						70.68%
Overall Student Loan Average	$	9,693	$	9,533	$	10,439			$	8,468	$	6,070
Residential Loan Average	$	10,557	$	9,955	$	11,165	$	10,439	$	8,457		$6,192
SPE Loan Average	$	8,764	$	8,674	$	9,823			$	8,681		$5,998

Admissions Aid

IPEDS Admission Tables	2011	2012	2013	2014	2015	2016
SAS Admissions Funnel						
Applications (Male)				241	328	308
Admitted (Male)				113	139	162
Enrolled (Male)				61	51	49
Applications (Female)				213	380	324
Admitted (Female)				79	157	177
Enrolled (Female)				33	51	42

Human Resources

Human Resource Data - IPEDS

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
11-0000 Management Occupations	9	9			5	12	14
13-0000 Business and Financial Operations					2	2	3
15-0000 Computer and Mathematical Occupations					2	1	1
21/23/27 Community, Social Service, Sports and Media Occupations (21+23+27)					13.327	10	14.64
25-0000 Education, Training and Library Occupations (SAS)	21.995	24.328			23	24	24.97
25-0000 Education, Training and Library Occupations (SPE)					23.976	26	20.79
25-0000 Student and Academic Affairs and Other Education Service Occupations	27.995	30.995			25.332	18	18.32
25-4020 Librarians					1	1	1
25-4030 Library Technician					0.666	1	1
29-0000 Healthcare Practitioners and Tech Occupations						1	1
31/33/35/37/39 Service Occupations	1	1			0.666	1	1.33
43-0000 Office and Administrative Support	8.665	7.998			13.665	12	13.32
45/47/49-0000 Maintenance Occupations	17.659	16.325			3.666	1	1.32
53-0000 Transportation and Material Moving Occupations						0	0.33
Totals	**86**	**90**	**0**		**114**	**110**	**116**

Each employee is reported only once. In those cases where an employee could be coded in more than one occupation, the employee is recorded in the occupation requiring the highest skill or in case of equal skill, the job requiring the most time.

Staffing Headcount - By Office

President (Administrative Staff)	7.25	7.00	6.00	8.00	3.33	2.00	2
Academic Support (Library, Registrar, etc.)	4.16	5.66	5.66	6.74	7.33	8.00	5.00
Development	3.40	3.40	3.40	7.50	6.33	2.33	4
Operations (IT, Maint, Bookstore)	17.63	19.97	18.62	10.25	9.67	8.67	3
Admissions & Financial Aid	8.87	7.79	9.09	10.05	8.67	7.00	7
Student Services	6.31	5.97	6.22	7.15	5.33	8.33	7
Athletics	3.90	5.95	6.59	10.75	16.00	14.33	16
STAFF	**51.52**	**55.74**	**55.58**	**60.44**	**56.66**	**50.67**	**44.00**

Human Resources

Teaching Faculty (SAS) (25-1000)	24.51	24.39	26.22	30.64	27.33	22.33	24.8333
STAFF & FACULTY	**76.03**	**80.13**	**81.8**	**91.08**	**83.99**	**73.00**	**68.83**
SPE Staff	1.10	7.10	12.00	10.38	7.00	13.00	3.00
Teaching Faculty (SPE) - FTE	5.20	14.46	26.27	32.78	19.00	24.67	18.3333
Teaching Faculty (DUAL) - FTE			7.72	16.93	15.33	15.33	14.25
GRAND TOTALS	**82.33**	**101.69**	**127.79**	**151.17**	**125.33**	**126.00**	**104.42**

Outcome-Ends Data

Fit Four Outcomes

	Goal	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Fit Heart: M-GUDS-S Diversity Scale	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)		3.26	3.13	3.33	3.13	3.02
Fit Heart: STI Connecting with Community	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)						3.97
Fit Soul: STI Connecting with God	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)		3.20	3.24	3.21	2.97	4.14
Fit Soul: STI Connecting with Spiritual Practices	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)						4.43
Fit Mind: CCTST	≥ 50% (Proficient); ≥75% (Ideal)		61.5	72.9	70.915	71.28	70.78
Fit Mind: STI Self & Others	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)		3.18	3.18	3.23	3.05	4.24
Fit Body: God's Kingdom	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)						4.34
Fit Body: Portfolio Completion	≥ 100% Completion						90%
Fit Body: Fitness Assessment	≥ 100% Completion						93%
Fit Body: Placement Ratio	Placement Scores ≥ 85%	96%	71%	85%	94%	86%	84%

	Goal	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CCST National Average			*59.8*	*75.5*	*76.3*	*75.5*	*75.5*
Fit Mind: California Critical Thinking Skills Test (SAS)			61.5	72.90	70.03	72.61	72.24
Fit Mind: California Critical Thinking Skills Test (SPE)					71.8	69.95	69.32

	2016-2017
College Scorecard (Salary After Attending] - CCCK	$30,500
College Scorecard (Salary After Attending] - National	$34,100

Alumni Data Points (Within 6-Months)

	2013-2014	2014-2015	2015-2016	2016-2017
Likelihood to Recommend CCCK	86%	84%	88%	79%
Entered Graduate School	17%	9%	9%	24%
Feel Adequately Prepared for Graduate Study	100%	100%	100%	100%
Employed	78%	80%	86%	84%
Making above $30,000	75%	69%	42%	58%
Degree Related Employment	72%	61%	72%	69%
Degree Applicability	64%	71%	78%	83%
Cultural and Relational Quality of Degree	74%	86%	95%	93%
Spiritual & Environmental Quality of Degree	86%	90%	88%	87%
Intellectual & Psychological Quality of Degree	91%	84%	95%	90%
Physical & Vocational Quality of Degree	60%	73%	85%	83%

Outcome-Ends Data

CCCK Student Satisfaction Survey Results (Student Development-SAS)

Residence Space	3.59	3.77	3.77	3.75	3.82	3.78
Residence Staff	3.59	3.77	3.89	3.59	3.87	3.64
Student Development Staff	3.89	3.95	3.96	3.99	4.19	4.02
Spiritual Formation	3.7	3.75	3.85	3.94	4.14	3.92
Student Activities	3.46	3.6	3.67	3.66	3.88	3.63
Overall	**3.65**	**3.77**	**3.83**	**3.79**	**3.98**	**3.8**

Exit Survey Results (SAS)

General Education Courses	3.18	3.04	3.29	3.19
Library	3.27	3.33	3.35	3.26
Internet Access	2.31	1.92	1.97	2.13
Tutoring/Student Success	3	2.91	3.36	2.13
Residence Hall	2.94	2.63	3.13	2.69
Financial Aid Package	3.24	3.13	3.06	2.97
Student Activities				
Intramurals	3.03	2.91	2.62	1.89
Chapel	3.12	3.21	3.19	3.37
Christ-Centered Education	3.41	3.29	3.47	3.43
Internship/Practicum	3.44	2.9		2.67
Capstone Course/Senior Project	3.13	3.38	3.24	3.06
Athletics	3.19			
Student Union				
Lecture Capture				
Class Size	3.41	3.42	3.45	3.41
Interactions with Fellow Students	3.42	3.38	3.39	3.34
Quality of Instruction	3.44	3.22	3.28	3.17
Sense of Community	3.28	3.08	3.3	3.33
Social Activities	3.03	3.04	3.34	3.09
Respect for Diversity	3.18	3.38	3.35	3.17
Interactions with Faculty	3.67	3.38	3.6	3.49
Recreational Facilities	2.61	2.71	2.97	2.5
Academic Services	2.85	3.25	3.13	2.99

Outcome-Ends Data

Textbook Services				
Career Counseling	2.85	3	2.8	2.49
Academic Advising	3.36	3.17	3.07	3.09
Dining Services	2.31	2.22	2.42	2.49
Campus Portal	2.88	3	2.87	3.06
Spiritual Formation/Opportunities				
provides a quality education academically	3.18	3	3.19	3.07
provides a quality education socially	3.22	2.92	3.12	3.09
provides a quality education spiritually	3.29	3.42	3.25	3.24
provides a quality education physically	3.06	2.96	3.13	2.91
cares for me as an individual	3.48	3.29	3.32	3.19
provided me support during my education	3.48	3.25	3.2	3.01
helped me develop better character	3.52	3.21	3.14	3.16
is a good place to get an education	3.42	2.88	3.14	2.73

Outcome-Ends Data

M-GUDS Discrete Scores

I would like to join an organization that emphasizes getting to know people from different countries.			3.03	2.73
Persons with disabilities can teach me things I could not learn elsewhere.			3.19	3.19
Getting to know someone of another race is generally an uncomfortable experience for me.	3.59		3.34	1.79
I would like to go to dances that feature music from other countries.			2.69	2.54
I can best understand someone after I get to know how he/she is both similar to and different from me.			3.13	3.11
I am only at ease with people of my race.	3.03	3.58	3.33	2.36
I often listen to music of other countries.			2.63	1.65
Knowing how a person differs from me greatly enhances our friendship.			3.03	3.03
It's really hard for me to feel close to a person from another race.			3.61	1.63
I am interested in learning about the many cultures that have existed in this world.			3.33	2.99
In getting to know someone, I like knowing both how he/she differs from me and is similar to me.			3.39	3.19
It is very important that a friend agrees with me on most issues.			2.73	2.16
I attend events where I might get to know people from different racial backgrounds.			2.83	2.79
Knowing about the different experiences of other people helps me understand my own problems better.			3.27	3.09
I often feel irritated by persons of a different race.			3.45	1.61

Academic Data

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
First-Time, Full-Time Freshman Entry Scores							
Average ACT	20	20	20	22	20	21	21
Average HS GPA	3.08	3.24	3.30	3.33	2.99	3.19	3.14
FTFT Fr. Cohort	84	109	78	105	90	81	79
ACT Score							
30+	1	5	0	4	1	0	0
24-29	12	13	11	32	20	14	14
18-23	45	42	43	46	54	33	46
12-17	20	19	16	17	21	16	19
6-11	0	2	0	0	0	0	0
Average Course Size (SAS)							
Fall Courses	133	119	108	118	113	115	293
Fall Course Enrollments	1522	1666	1304	1503	1448	1400	2132
Avg. Course Size	**11.44**	**14.00**	**12.07**	**12.74**	**12.81**	**12.17**	**7.28**

Degrees Awarded	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Associate of Arts	13	11	16	11	7	9	16
Associate in Criminal Justice							0
Associate in General Studies				2	5	2	1
Bachelor of Science	34	25	33	32	29	34	42
Bachelor of Science in Business	11	18	18	11	11	31	46
Bachelor of Science in Criminal Justice			16	56	44	53	45
Bachelor of Science in Healthcare Administration				1	8	6	7
Bachelor of Science in Interdisciplinary Studies							0
Bachelor of Science in Ministry	9	3	11	3	13	7	8
Bachelor of Science in Psychology						2	6
Bachelor of Business Administration					10	14	6
Bachelor of Arts in Ministry							3
Grand Total	**67**	**57**	**94**	**116**	**127**	**158**	**180**

Academic Data

Graduating Majors (SAS)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Associate of General Studies	0	0	0	2	5	1	1
Associate of Arts	13	11	16	11	7	8	10
BS: Aviation Management	0	0	0	0	0	0	1
BSB: Accounting	0	0	1	0	1	1	1
BSB: Management	1	4	5	6	1	5	8
BSB: Entrepreneurship	2	0	0	0	1	0	2
BSB: Organizational Leadership	2	3	11	5	6	0	4
BSB: Risk Management	0	0	0	0	0	0	0
BSM: General/Applied	2	0	3	0	2	1	0
BSM: Pastoral	2	0	2	0	1	0	2
BSM: Worship Arts	1	1	1	0	2	0	1
BSM: Youth/Student	1	2	4	0	3	2	3
Contemporary Christian Music	0	0	1	0	1	2	1
Communication: Mass Media	0	0	1	3	0	0	1
Communication: ORG COM	0	0	0	0	0	0	0
Communication: Public Relations	0	0	0	0	1	0	0
Communication: Speech/Theatre	0	0	0	0	2	0	0
Criminal Justice							1
Education: Elementary	1	2	2	1	1	2	6
Education: English	0	0	0	1	0	0	0
Education: History	1	0	0	2	1	0	0
Education: Math	0	0	0	1		0	0
Education: PE	0	1	0	0	1	0	3
English	3	3	3	1	2	2	0
Exercise Science	4	3	5	3	3	8	5
History	1	0	2	2	1	0	0
Liberal Studies	8	7	4	4	3	4	5
Music	0	0	0	1	1	0	0
Music: Performance	0	0	0	0	0	0	0
Music: Vocal Performance	0	0	0	0	0	0	0
Natural Science: Biology	3	1	2	1	0	2	2
Natural Science: Chemistry	0	0	2	1	2	0	1

Academic Data

Natural Science: Health	1	0	0	0	1	1	1
Natural Science: Math	1	1	1	0	0	1	0
Psychology	4	2	4	2	5	3	10
Pre-Law	0	0	1	0	1	0	0
Social Science	2	2	1	3	2	0	0
Sport Management	5	3	5	6	1	8	5
Total (including inactive majors)	**58**	**46**	**77**	**56**	**58**	**51**	**74**

Inactive Majors

BSB
Church Music

Athlete Graduation Rate
Graduation Rates (Ethnicity)
Job Placement/Graduate Progression

T.I.G.E.R.S. Data

Question Content	Quest	FA13	IN14	SP14	FA14	SP15	FA15	SP16	FA16	SP17
My instructor explained the subject matter	Q01	4.30	4.57	4.48	4.19	4.15	4.24	4.15	4.34	ND
My instructor answered all of my questions	Q02	4.42	4.66	4.49	4.21	4.23	4.44	4.19	4.34	4.41
My instructor discussed current developments	Q03	4.52	4.72	4.42	4.15	4.17	4.21	4.16	4.24	4.27
My instructor promoted discussion	Q04	4.53	4.72	4.48	4.21	4.26	4.25	4.22	4.29	4.3
My instructor helped me engage with the subject	Q05	4.20	4.43	4.37	4.09	4.15	4.15	4.15	4.31	4.35
My instructor allowed freedom of expression	Q06	4.47	4.72	4.52	4.25	4.25	4.29	4.27	4.36	4.36
My instructor was courteous to students	Q07	4.37	4.62	4.57	4.28	4.29	4.30	4.25	4.38	4.4
My instructor was accessible to me	Q08	4.42	4.63	4.50	4.21	4.20	4.23	4.18	4.29	4.35
My instructor graded my work fairly	Q09	4.30	4.57	4.55	4.25	4.24	4.26	4.22	4.31	4.34
My instructor engaged students in the course	Q10	4.23	4.60	4.48	4.18	4.24	4.27	4.21	4.33	4.32
My instructor was enthusiastic about the subject	Q11	4.30	4.60	4.58	4.34	4.34	4.38	4.31	4.44	4.39
My instructor provided timely feedback on assignments	Q12	4.20	4.55	4.35	4.05	4.08	4.14	4.10	4.25	4.31
My instructor provided adequate feedback on assignments	Q13	4.47	4.66	4.42	4.08	4.09	4.18	4.14	4.23	4.34
My instructor shared Christian perspectives	Q14	4.44	4.66	4.59	4.36	4.34	4.38	4.25	4.37	4.35
My instructor encouraged excellence	Q15	4.41	4.64	4.59	4.31	4.28	4.32	4.26	4.37	4.41
Course assessments corresponded to the material covered in the course	Q16	4.53	4.71	4.51	4.22	4.25	4.25	4.15		ND

T.I.G.E.R.S. Data

Question Content	Quest	FA13	IN14	SP14	FA14	SP15	FA15	SP16	FA16	SP17
The syllabus and course expectations were clear	Q17	4.48	4.64	4.45	4.19	4.22	4.21	4.19	4.26	4.35
The course enhanced my vocational or educational goals	Q18	4.40	4.70	4.34	4.05	4.11	4.16	4.14	4.22	4.23
The course text or readings were helpful and enhanced my learning experience	Q19	4.22	4.58	4.31	4.05	4.13	4.10	4.07	4.25	4.24
The lectures were helpful and enhanced my learning experience	Q20	4.22	4.57	4.32	4.06	4.08	4.13	4.08	4.2	4.25
The course was sufficiently challenging	Q21	4.19	4.49	4.39	4.13	4.20	4.16	4.18	4.21	4.26
Directions provided for assignments and activities were clear	Q22	4.42	4.59	4.42	4.10	4.15	4.17	4.15	ND	ND
Overall, I rate this course as excellent	Q23	4.29	4.51	4.34	4.02	4.09	4.13	4.13	4.26	4.29
Overall, I rate this instructor as excellent	Q24	4.54	4.64	4.49	4.20	4.20	4.27	4.22	4.33	4.41
Overall, I learned a great deal in this course	Q25	4.31	4.57	4.34	4.03	4.12	4.15	4.12	4.25	4.2
I look forward to taking another course taught by this instructor	Q26	4.23	4.65	4.34	4.04	4.13	4.16	4.13	ND	ND

Departmental Reports

Every three years (triennially) academic departments are required to complete a comprehensive assessment that ensure that each program is:

1.   Providing specific SLOs that are in harmony with the mission of the College and the institutional outcomes.
2.   Identifying specific measures or assessment instruments to quantify stated SLOs.
3.   Collecting, store, and protect data.
4.   Interpreting data.
5.   Providing conclusions and recommendations.
6.   Recording modifications and enhancements.

To assist this process, departments are annually required to collect and compile data. An annual department report, submitted to the Provost, allows for ongoing documentation and interpretation of assessment related activities. These data are included in this document as part of the official record.

BUSINESS DEPARTMENT SPRING 2017

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 2016-17 school year is the fourth 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.

DEPARTMENT OUTCOMES

Fit Mind (intellectual)
- M1. Evaluate knowledge in business, management, and accounting principles while developing unique and creative solutions to business related challenges and operations.
- M2. Develop critical thinking and problem solving skills while conducting appropriate research.
- M3. Summarize the contributions of business and economics historically and within contemporary culture.

Fit Heart (social)
- H1. Collaborate with those from diverse cultures and differing worldviews as an effective member of a team.
- H2. Structure business practices to ascertain industry opportunities while exercising social responsibility at the local, national and global level.
- H3. Justify the responsibility that a business has to all stakeholders and engage society as ethical and productive citizens.

Fit Soul (spiritual)
- S1. Integrate ethical reasoning and worldview to decision-making and business practices.
- S2. Evaluate business related theories in practices from an evangelical Christian perspective.
- S3. Articulate and defend the role of Christian character in personal and professional dealings.

Fit Body (physical)
- B1. Express thoughts, ideas, and findings effectively, utilizing multiple mediums of communication.
- B2. Facilitate the effective use of organizational resources, i.e. human, physical, and financial, while practicing appropriate Biblical stewardship.
- B3. Practice appropriate professional appearance and behavior as a professional identity is developed.

Department Learning Outcomes Assessment Data

	Goal	Departmental Outcome Crosswalk	Academic Year							
			09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Av. Strat. Mgmt. Project GPA	3.30	M1, M2, H1, H2, H3, B1, B3	NA	2.25	2.72	3.07	3.00	3.17	3.30	3.4
Av. Strat. Mgmt. Class GPA	3.00	S1, S2, S3, B2	3.75	2.5	2.29	2.86	2.20	2.67	3.00	2.73
MFT Institutional Percentile	43	M3					16*	49	27	49

*Organizational Leadership majors included

Major Field Test Disaggregated Scores

		Academic Year							
		09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
MFT Institutional Percentile	43					16*	49	27	49
MFT Individual High	162					155	156	160	173
MFT Individual High Percentile	75					58	60	71	92
MFT Individual Low	138					136	136	128	137
MFT Individual Mean	150					144	151	147	151
MFT Accounting**	41					36	41	41	43
MFT Economics**	40					27	32	39	44
MFT Management**	54					57	60	47	70
MFT Quantitative Analysis**	36					36	35	29	35
MFT Finance**	42					31	50	40	42
MFT Marketing**	55					49	55	60	52
MFT Legal/Social Environ.**	59					57	64	60	44
MFT Information Systems**	50					43	47	41	45
MFT International Issues**	40					34	44	33	32
# of students taken MFT						7	5	8	9

Departmental Data (Performance Outcomes)

		Academic Year							
		09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
PBL Membership/Senior Business Majors	**50%**	50%	75%	33%	36%	67%	75%	43%	21%
Internship/Practicum - Senior Business Majors	**50%**	0%	13%	14%	36%	17%	13%	43%	13%
Average Major GPA	**3.00**	3.06	3.20	2.52	3.30	3.06	3.26	3.18	3.05
Career Entry @ Graduation	**80%**	82%	100%	63%	50%	83%	67%	50%	79%
Career Entry One Year Out	**--**	--	--	--	90%	100%	100%	88%	ND
PBL State — students attending/events placed	**20:40**	9:26	11:26	12:18	13:26	16:38	19:36	18:41	15:39
PBL National Attendance	**6**	2	2	1	5	4	6	5	8
PBL National Events Placed	**5**	0	0	1	4	4	2	6	7

Phi Beta Lambda State & National Results

	Academic Year								
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
State Attendance	17	9	11	12	13	16	19	18	15
First Place	17	9	11	8	12	14	15	21	24
Second Place	16	9	9	5	10	10	13	9	13
Third Place	11	8	6	5	4	14	8	11	2
Total	44	26	26	18	26	38	36	41	39
National Attend.	0	2	3	1	5	4	6	6	8
National Place.	--	--	--	10th	8th, 4th, 3rd	10th,4th,2nd	2nd, 4th	3rd,3rd,4th,6th, 8th,9th	2nd, 2nd, 4th, 4th, 5th, 8th, 10th

Department Profile

	Academic Year							
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Staff Headcount	0	0	0	0	0	0	0	0
Faculty Headcount	2	2	2	2	2	2	2	2
Adjunct Headcount				2	6	3	5	4
# of Bus. Course Offer.								21
Student headcount								334
Average class size								15.9
Total courses offered, inc. DS, Mac, Intern, OL								39
Student Persistence – Full-time, first-time frosh								5/15

Persistence & Retention

	Academic Year				
	2009-2010	2010-2011	2011-2012	2012-2013	2013- 2014
Number of New/Full-Time Transfers	1	3	9	6	4
Number of New First-Time/Full-Time Freshmen	19	17	7	4	16
How many of these graduated in 2017	0	0	0	0	11
How many of these graduated in 2016	0	2	0	4	0
How many of these graduated in 2015	1	0	4	2	0
How many of these graduated in 2014	0	2	0	0	0
How many of these graduated in 2013	5	0	3	1	0
How many Withdrew or Changed Major	14	14	9	0	5
How many transferred to another College				0	

Communicative Arts

Purpose: The Communicative Arts 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 Communications.

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.

Program Outcomes

- Fit Mind: The student can critique and express the role and practices of the Communicative Arts in an interconnected world.
- Fit Heart: The student integrates language and images in shaping thinking and behavior with those from diverse cultural backgrounds and worldviews.
- Fit Body: The student can produce industry-quality content in various forms.
- Fit Soul: The student can evaluate the ethical standards and practices of Communicative Art professionals in relationship to personal faith and public policy.

Assessment Tool	SLO	Goal	Sp2014 (n=3)	Sp2015 (n=2)	Sp2016 (n=1)	Sp2017 (n=3)	Sp2018 (n=2)	Sp2019
Final Paper Introduction to Mass Media	H	80%	92.3%*	91%	94%	90.6	86%	
Commercial Project Media Production	B, S	80%	93.3%	92.5%%	98%	88.6%	(88% ½ add G.E.)	
Client Project Media Production	B, S	80%	90%	*	*	94%	95%***	
Final Paper Argumentation & Persuasion	M	80%	90.6%	91.5%	93%	80.6%	81%	
Portfolio	H,M,B,S	80%	**	**	**	**	**	**

GPA Data		2.5

*The majors this year finished with a Speech/ Theater major and Media Productions 2 Was not a requirement at that time.

**The portfolio was added as an Assessment tool in the fall of 2016 and will not show data until SP20

*** This data is only representative of ½ students. The second student was a Liberal Studies major not required to take MP2.

Departmental Profile:

0	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of New/Full-Time Transfers	0	1	1	1	0
Number of New First-Time/Full-Time Freshmen	4	5	3	0	6
How many of these graduated in 2017	0	0	0	0	4
How many of these graduated in 2016	0	0	0	0	0
How many of these graduated in 2015	0	0	2	0	2 (AA)
How many of these graduated in 2014	0	2	0	0	0
How many of these graduated in 2013	2	0	0	0	0
How many Withdrew or Changed Major	2	2	1	0	0
How many transferred to another College	0	1	0	0	0

Departmental Overview

- Chris Gates only full-time Faculty
- Naomi Ullum Part time Faculty, Tracy Cass Adjunct Faculty
- Student Persistence from Freshman entering in 2009 to current is 69.5% or 16/23
- 37 courses still in rotation as of this year
- Student/ faculty ratio Roughly 12/1
- 66.6%

Assessment Summary:
The department finished its first Triennial review last summer and spent the fall revising and submitting the report. It was determined from the lack of data that the Communicative Arts Majors did not have a true method or system intact for tracking a student's progression and growth through the department. It was determined that there needed to be assignments in place that could be used as markers to show growth. It was also determined that as a capstone final marker there should be a portfolio in place to gauge progression. That began the process of marking out classes/ assignment that could be used as future markers of progression.

Education Program

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.

Fit Minds (Rationally Competent: Intellectual and Psychological)

- Candidates will possess a knowledge base that is broad in content, yet specific in subject matter, to the degree that they are confident and poised in the classroom.
- Candidates will be knowledgeable of, and capable of using, various forms of assessment in the classroom and in the school environment.
- Candidates will demonstrate the ability to plan and execute effective lessons.
- Candidates will exhibit a commitment to life-long learning and professional development

FIT BODIES (PROFESSIONALLY ASTUTE: PHYSICAL AND VOCATIONAL)

- Candidates will possess a knowledge base of human maturation and its development to respond to academic needs with age-appropriate instruction.
- Candidates will demonstrate the ability to practice collaboration within the school environment.
- Candidates will demonstrate the ability to effectively manage a classroom's learning environment.
- Candidates will demonstrate an attitude of service.

Fit Hearts (SOCIALLY Responsible: Cultural and Relational)

- Candidates will possess a sound understanding of the historical and philosophical foundations of education so they can integrate the successes of the past with the challenges of the present, in preparation for the future.
- Candidates will use a variety of teaching strategies that reflect knowledge of diverse learning styles, cultural differences, social issues, and academic abilities.
- Candidates will be knowledgeable of educational technology, and capable of using it in instruction and evaluation in the learning process.

Fit Souls (Spiritual Responsive: Spiritual and Environmental)

- Candidates will learn to work effectively and responsively with students from diverse backgrounds, which would include, but not be limited to ethnicity, normality, language, cognitive abilities, and other disabilities.
- Candidates will possess and practice dignity toward all persons in the school community.
- Candidates will exhibit teamwork and fellowship to the collegial team and its leaders.
- Candidates will exhibit a Christian worldview.

Education Program Student Learning Outcome Data

Assessment Tool	Goal	Crosswalk to Outcomes	Year								
			8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Average PLT Scores	163	1,2,5,9	191	172	177	180	166	167	167.5	174.5	
Average Content Scores	158	1	178	161	180	180	165.7	161.1	153	171	
Average Student Teaching Scores		1-15									
Average KPTP	20	2,3	2.5	20.2	25.5	24.6	24	22.7	21.25	27.25	25.85

Education Program Performance and Departmental Assessment Data

	Goal	2009	2010	2011	2012	2013	2014	2015	2016	2017
GPA: Incoming	4.00	4.00	3.38	3.32	3.51	3.58	3.40	3.26	3.18	2.78
PPST	172	--	179.3	172	174.4	172	--	--	--	--
C-Base (English)	235	--	--	--	--	283.3	263	267.4	247.3	232.6
C-Base (Math)	235	--	--	--	--	280.1	278.5	303.7	256.5	259.6
CTE Admit	12	3	1	9	4	7	7	2	2	10
GPA: Outgoing	4.00	4.00	3.30	3.54	3.45	3.58	3.45	3.20	3.40	3.71
GPA: Ed Core	3.50	--	3.50	3.73	3.57	3.48	3.51	3.83	3.76	3.76

Completion	**12**	--	3	1	9	3	5	3	2	9
Licensure Rate	**100%**	--	100%	100%	100%	100%	85.7%	100%	100%	

Note:
"GPA: Incoming" is measured by the mean cumulative GPA of students who enrolled in their first core education course. "GPA: Outgoing" is the final mean cumulative GPA of degree completers. "GPA: Ed Core" is the mean core GPA of all students within the Teacher Education Program, based on the education core curriculum. The Pre-Professionals Skills Test (PPST) was replaced with the College-BASE (C-Base) exam in 2012. This was done to help reduce student testing fees and travel costs. The C-Base is taken during Introduction to Education and a score of 235 or higher is required to pass both the English and math portions. The Principles of Learning and Teaching (PLT) and Content exams are taken during the semester of clinical teaching experience (CTE) and are required for teacher licensure through KSDE. "CTE Admit" is the total number of students who completed CTE. "Completion" is the number of student who received a degree. "Licensure rate" is the percentage of completers who successfully attained state licensure. The Kansas Performance Teaching Portfolio (KPTP) is required for state licensure with average passing score of 20.0. Candidates complete the KPTP during the semester of CTE.

Retention, Persistence, and Completion Data

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of New/Full-Time Transfers	0	3	2	2	1	2	3	4
Number of New First-Time/Full-Time Freshmen	5	12	7	3	5	2	7	8
How many of these graduated in 2017				1	3			
How many of these graduated in 2016				1				
How many of these graduated in 2015								
How many of these graduated in 2014	1	4	0	0	0			
How many of these graduated in 2013	4	0	0	0	0			
How many Withdrew or Changed Major	0	8	7	1	2	2	4	6
How many transferred to another College	0	0	0	0	0			

Ministry Majors

LEARNING OBJECTIVES OF MINISTRY MAJORS

The Department of Ministry & Theology currently collects a defined assignments and inventories relative to each graduate. It also collects program data through an Alumni Survey and TIGER surveys. In addition, the Department utilizes the four-semester arc of feedback in the Partners in Ministry Internship Program as an assessment of practical competency in ministry. Finally, the Department also collects STI data for each of its majors individually and uses that as a reference point when compared with the Cohort Mean from the institution as a whole.

The Department's Learning Objectives align with the Institution's Fit Four Model, as well as reflect the theological tradition out of which the institution was founded:

1. **Biblically Grounded**: The student has knowledge of the main scope and sequence of the Bible, as well as understands the historical meaning and contemporary relevance of key events in the Bible. The student can interpret the Bible using appropriate hermeneutical tools and can apply biblical content appropriately and contextually to contemporary issues.

2. **Theologically Sound**: The student can analyze contemporary issues in light of theological tradition and apply solid Christian answers to those issues using recognized orthodox theology. The student recognizes that theological formation underwent significant development in history, through various times, cultures, and languages and that the student is now a part of that developmental process in the present, analyzing, testing, and constructing theology in a sound manner. This means that the student is now a part of the ongoing process of taking orthodox theological truths that do not change and creating new vehicles of communication for those truths in culturally relevant ways.

3. **Spiritually Formed**: The student knows various spiritual disciplines and how they can be used for growth. The student also understands the meaning and purpose of worship as a spiritual practice and can communicate that meaning to others. The student can evaluate personal spiritual maturity, apply appropriate strategies for continued personal development, and integrate spiritual practices into a life of ministry.

4. **Professionally Competent**: The student can critique and integrate appropriate theories of communication, administration and leadership in order to effectively lead a ministry.

Fit-Four Category	Department Mission Statement	Wesleyan Quadrilateral Component
Fit Mind	Biblically Grounded	Scripture
Fit Heart	Theologically Sound	Tradition
Fit Soul	Spiritually Formed	Experience
Fit Body	Professionally Competent	Reason

Ministry & Theology Department Student Learning Outcomes Data

Instrument	SLO	Goal		Academic Year				
				12-13	13-14	14-15	15-16	16-17
Critical Issues Final Project† (MT-TH 361)	1,2	Proficient: >85% Department Cohort Average Ideal: >90% Department Cohort Average				90.5 (+.5)	*ND*	91.4 (+1.4)
STI* Individual Scores	3	Proficient: > Institutional Cohort Mean Ideal: > All scores in the upper Quartile	Self & Others					5.51 (+.56)
			God					4.58 (+.44)
			Spiritual Community	3.5	3.6	3.3		4.39 (+.42)
			Spiritual Practices					4.97 (+.54)
			God's Kingdom					5.24 (+.90)
Internship Evaluations (Action Reflection)	4	Proficient: >85% Department Cohort Average Ideal: >90% Department Cohort Average		9.01 (+.01)	8.2 (-.8)	9.2 (+.2)	9.0 (-)	8.25 (-.75)

†This project is completed in alternating years and comprises both Juniors and Seniors each year.
*Formally used Senior Spiritual Formation Report (Adopted STI in 2017)

Ministry & Theology Operational Program Assessment Data

Assessment Tool	Goal	Year					
		11-12	12-13	13-14	14-15	15-16	16-17
Sophomore Ministry Knowledge Test	--	--	71%	DNR	53%^	NLC	NLC
Senior Ministry Knowledge Test	80%	--	74% (-6)	87% (+7)	58%^	NLC	NLC
Sophomore Self-Assessment: Call/Vocation	80%	--	*	*	*		75% (-5%)
Senior Self-Assessment of Call/Vocation	80%	--	*	*	*	NLC	NLC
Sophomore Spiritual Formation Report	--	--	DNR	3.4	2.9	NLC	NLC
GPA: Major	3.0	3.18 (+.18)	3.35 (+.35)	DNR	DNR	DNR	3.72 (+.72)

GPA: Overall	2.7	3.20 (+.5)	3.40 (+.7)	DNR	DNR	DNR		3.7 (+1.0)

*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.
^Represents a new assessment piece: the Biblical Content Exam.
NLC=No Longer Collected. These have been replaced by reliance on the SLO data in the above chart, as suggested by the last Triennial Report (2016).

Persistence & Ministry Employment

						Year			
Dimension	Goal	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Sophomore Applications Accepted	10			6	5	3	8	3	3
Number of Graduating Seniors		11	7	3	9	2	5	3	7
Non-graduating Four-Year Students				1	0	1	1	0	2
Persistence rate (graduating ÷ entering)	0.8					0.3	1.0	1.0	2.3
Employment/Acceptance in Graduate School Following Graduation	80%		58% (-22)	25% (-55)	78% (-2)	66% (-14)	20% (-60)	66% (-33%)	85% (+5%)

Departmental Profile

- Staff Headcount (If Applicable) **.5**
- Faculty Headcount **2**
- Adjunct Headcount **2**
- Student Persistence by Department (Number of First-time, Full-time Freshmen that started with the program and are still enrolled in the program. This count would cover current freshman, sophomores, and juniors). **15**
- How many course offerings are related to the department **2016-17 catalogue—57 2016-17 year—10**
- Student-Faculty ratio in departmentally sponsored courses **25:1**
- Graduation Rate (Use Chart Below)

	2009-2010	2010-2011	2011-2012	2012-2013	2013- 2014
Number of New/Full-Time Transfers	10	4	7	3	5
Number of New First-Time/Full-Time Freshmen	7	4	5	2	5
How many of these graduated in 2017					2
How many of these graduated in 2016				2	
How many of these graduated in 2015			4		
How many of these graduated in 2014			1		
How many of these graduated in 2013	6				
How many Withdrew or Changed Major	2	4	2	1	1
How many transferred to another College					

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 harmonize with the directives from the nine national standards for music, which comes from National Association for Music Education

The Music Department's mission is as follows: The music department 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.

Music Program Learning Outcomes Assessment Data

Assessment Tool	Outcomes[1]	Year						Goal
		11-12	12-13	13-14	14-15	15-16	16-17	
Senior Recital[2] *Average of Grades Earned in a Given Year*	1,5,6,8,10	93%	92%	--	95%	96%	94%	>90%
Major Field Test[3]	3,4,5	31%	--	31%	--	74%[4]	41%	>55%
Ensemble Ranking Score *Average of Grades Earned in Upper Level Ensemble Courses*	1,2,4,6	--	--	90-100%	90-100%	90-100%	90-100%	>85%
Conducting Ranking Score *Average of scores conducting CCCK Concert Choir*	7,9	--	--	--	--	--	83%	>85%
MU-MS[5] Pre Test Scores	1-10	46%	29%	35%	52%	43%	36%	--
MU-MS Post Test Scores		77%	75%	79%	86%	82%	70%	>80%

[1] Music Department Learning Outcomes can be found on our "Central Christian College of Kansas 2015-16 Catalog" or the "Music Department Handbook 2016-17."
[2] Syllabus/rubrics can be found in the "Music Department Handbook 2017-18."
[3] Link to ETS® Major Field Test for Music.
[4] One student's score was not included because of technical difficulties.
[5] MU-MS (Music – Studies) refer to all courses in a classroom setting. This subgroup is in contrast to MU-EN (Ensemble), MU-AP (Applied Lesson), and MP (Music Performance). All Learning Outcomes use scaffolding into MU-MS courses and are solidified in the Senior Recital, Major Field Test, Ensemble Ranking Score, and Conducting Ranking Score.

Departmental Level Performance Tracking

	Year						Goal
	11-12	12-13	13-14	14-15	15-16	16-17	
T.I.G.E.R. (Art) Scores	4.48	4.51	4.63	4.51	4.40	4.54(FA)	>4.50
Concerts (MU-EN)	42	40	37	55	59	41	>45
Projects/Recordings	34	62	46	52	47	46	>45
Number of Ensembles	--	--	--	8	8	7	>8

Data determines if the department is providing the level of performance and offerings enough to sustain engagement in the outcomes.

Percentage of Respondents Indicating Very Satisfied or Satisfied

Level of Satisfaction	Year						Goal
	11-12	12-13	13-14	14-15	15-16	16-17	
Program Fulfilled its Mission	88%	88%	85%	91%	100%	100%	>80%
Overall Perception of the Program	82%	88%	82%	87%	91%	96%	>80%
Music Faculty	77%	82%	85%	95%	97%	100%	>80%
Music Theory/Ear Training	64%	70%	73%	85%	50%	100%	>80%
Ensemble	63%	64%	85%	52%	92%	100%	>80%
Performance Group	80%	79%	80%	93%	93%	100%	>80%
Music History	78%	40%	100%	75%	100%	100%	>80%
Music Technology	81%	79%	100%	91%	89%	100%	>80%
Private Lessons	75%	77%	83%	84%	100%	100%	>80%
Philosophy of Music	43%	100%	60%	80%	100%	100%	>80%
Conducting & Pedagogy	63%	--	86%	92%	88%	100%	>80%
Total	72%	77%	83%	84%	91%	99%	>80%

Departmental Profile: Provide the following data (can be included on the Departmental Data Sheet used in the Data Book) :

- Staff Headcount (If Applicable): 0
- Faculty Headcount: 4
- Adjunct Headcount: 2
- How many course offerings are related to the department: 60 (200 and 400 level ensemble and applied lessons equaled one course)
- Student-Faculty ratio in departmentally sponsored courses: 7.1
- Results of Major Field, Licensure, or other required assessment tools: Student #1 17%, Student 2#2 17%, and Student 3 89%: Total Average of 41%
- Graduation Rate (Use Chart Below)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of New/Full-Time Transfers			1		1	1		1
Number of New First-Time/Full-Time Freshmen	x	x	5	2	1	4	1	2
How many of these graduated in 2016-2017	x	x			2	1		
How many of these graduated in 2015-2016	x	x		2				
How many of these graduated in 2014-2015	x	x	3					
How many of these graduated in 2013-2014	x	x						
How many of these graduated in 2012-2013	x	x						
How many Withdrew or Changed Major	x	x	1				1	1
How many transferred to another College	x	x	1			1		

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.

Department Outcomes

Knowledge
1. to demonstrate and apply knowledge of terms and concepts employed in the natural sciences
2. to apply scientific method by being able to design, carry out, and write up scientific investigations
3. to be able to think critically and evaluate scientific ideas and investigations

Skills - skills to succeed (technical and theoretical - i.e. able to apply scientific method)
1. to demonstrate laboratory skills and safety - , safety tests, MSDS knowledge
2. to demonstrate use of and apply mathematical concepts
3. to demonstrate the ability to evaluate scientific ideas and studies

Attitudes specific to major
1. to articulate ethical positions on controversial scientific issues and apply them to a Biblical world view
2. to demonstrate integrity and responsibility
3. to demonstrate an understanding of the Biblical admonition to subdue the earth and rule over its creatures (i.e. to be stewards of the creation) (Gen. 1:28)

Departmental Outcomes Assessment Data

Assessment Tool	Goal	Outcome	2011	2012*	2013	2014	2015	2016	2017
			Academic Year (Year Ending)						
Scientific Critique: Natural Science Seminar	100%	A1, A2, A3, S3	89%	100%	89%	100%	100%	100%	100%
Scientific Proposal: Senior Seminar	100%	K1, K2, K3, S3	67%	100%	89%	100%	83%	100%	100%
Lab Performance: Average Grade	100% of students passing with a 3.00 or better	S1							
Calculus Pass Rate	100% of students passing with a 3.00 or better	S2							

Departmental Performance Assessment Data

Assessment Tool	Goal	Outcome	2011	2012*	2013	2014	2015	2016	2017
			Academic Year (Year Ending)						
Scientific Method Comprehension	100%		90&	100&	100%	100%	100%	95%	94%
Natural Science Pre/Post Assessment			NDR	80/94%	74/87%	66/77%	72/89%	72/84%	NDR
Satisfaction with Course Work	85%		83%	100%	100%	100%	100%	100%	100%
Perceived Readiness for Upper Level	100%		80%	90%	100%	57%	88%	100%	100%
Satisfaction with Overall Experience	100%		100%	100%	100%	86%	100%	100%	100%

NS Pre/Post Assessment – scores represent the cohort average of pretest/posttest.

Departmental analysis of alumni demonstrates that from 2005 to the present, the department has had an 81% 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 90%. Both figures exceed the departmental goal of 75%. If one looks at the last five years – 2011-2016 these numbers are 81% and 88% respectively. Again, these numbers exceed the department goal.

Student persistence in the Natural Science/Math Department is 77% (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 included in if this was their original plan. The overall number for the past five-year span (2013-2017) is also 77%.

Social Science Department

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.

Student Persistence

Major	Freshmen in 2014			Freshmen in 2015			Freshmen in 2016		
	Persist	Drops	% P	Persist	Drops	% P	Persist	Drops	% P
Pre-Law	0	0		1	0	100%	2	0	100%
Psychology	4	1	75%	6	1	83%	10	4	60%
Criminal Justice	4	3	25%	4	4	0%	6	3	50%
History	2	2	0%	2	1	50%	1	0	100%
Secondary Education	0	0		3	2	33%	4	1	75%

Graduation Rate

Note: Below numbers are based on incoming freshmen and transfers. Many students dropped out of the College for various reasons, some after less than one semester. Some students were departmental majors for less than one semester and graduated from Central with other majors, in a few cases even within the Social Science Department.

2009 – 2013 Incoming Cohort Based on Freshmen and Transfers					
	Criminal Justice	History	History Education	Lib. Stud. Pre-Law	Psychology
Percentage who Graduated	8.3%	33.3%	33.3%	0%	60.6%
Raw Data	2/11	4/12	1/3	0/2	20/33

Student-Faculty Ratio (16-17)

Criminal Justice   14.8
Geography   9.0
History   16.7
Political Science   17.0
Psychology   22.1
Sociology   14.5

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.

Psychology Program Assessment Data

Assessment Tool	Year										Goal
	2008	2009	2010	2011	2012*	2013	2014	2015+	2016	2017**	
Senior Research Project	88 (+3)	95 (+10)	76 (-9)	82 (-3)	72 (-13)	83 (-2)	N/A	89% (+4)	79% (-6)	93% (+8)	85%
Senior Capstone [Case Study]								88% (+3)	75% (-10)	80% (-5)	85%
APA Final		60 (-15)	85 (=)	74 (-11)	64 (-24)	86 (+1)	86 (+1)	77% (-8)	81% (-4)	71% (-14)	85%
Major Field Test			161 (+3)		146 (-12)	150 (-8)	150 (-8)	140 (-18)	148 (-10)	149 (-9)	158
Sophomore Seminar Notebook	91% (+6)	84% (-1)	88% (+3)	82% (-3)	76% (-9)	75% (-10)	89% (+4)	75% (-10)	83% (-2)	88% (+3)	85%

*Courses covered by multiple adjunct faculty members.

+ New Senior Research Project and Capstone [Psychology] courses restructured and implemented

** Non-majors began taking Scientific Writing Seminar: APA

Assessment Data

Criminal Justice: Final Praxis Exam in Forensic Science
- 16 students; Average score: 84.38
  - A's = 4 (25%) B's = 8 (59%)   C's =3 (18.75%) D's = 1 (6.25%0   F's = 0 (0%)

History (ED): Capstone paper
- 1 student (2015-2016); Score: 76%
  - (90-100 points > Target; 80-89 points > Proficient; 70-79 points > Basic; 60-69 points > Deficient)

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:

1. Learn concepts that will lead to a lifetime of wellness through formal instruction and lab practice (Fit Body).
2. Utilize written and verbal communication skills to demonstrate effectiveness in communication (Fit Mind).
3. Develop recreational skills for the enjoyment of sports and games through classes and organized intramural activities (Fit Body).
4. Coordinate sport science services (exercise testing, teaching, coaching, etc) for individuals of different races, abilities, and genders (Fit Heart).
5. Identify the basic cognitive precepts in foundational and investigative studies (Fit Mind).
6. Determine how the basic cognitive concepts and principles learned in the foundational and investigative studies apply to sport science (Fit Mind).
7. Design measurement tools for the assessment of performance and/or health indicators of a student, patient, client, team, or group (Fit Mind).
8. Establish risk management procedures based on ethos, liability issues, constitutional, state, and local laws (Fit Mind/Fit Heart).
9. Participate in both didactic and clinical experiences that provide the opportunity to develop as a professional in the sport sciences (Fit Mind/Body).
10. Identify with ethical boundaries and Christian philosophies to determine how they apply to the sport science and health fields (Fit Soul).
11. 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. In order to accomplish this, each departmentally sponsored major 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 specific artifacts that supply this data (and stated goal) include:

- Major-related project (SP-SH 308- Exercise Physiology or SP-SH 250- Leisure and Sport Programming) – 80% of the students achieving 70% or higher];
    - (Objectives 1,3,4,5,7)

- Portfolio (SP-SH 491- Sports Science Seminar) – [94% of the students achieving 70% or higher];
    - ○ (Objectives 2,10,11)
- Practicum (SP-SH 395- Exercise Science Practicum or SP-SM 395- Sport Management Practicum) – [85% of the students achieving 70% or higher];
    - ○ (Objectives 2,6,8,9)
- Internship (SP-SH 495- Exercise Science Internship or SP-SM 495- Sport Management Internship) – [90% of the students achieving 70% or higher]
    - ○ (Objectives 2,6,8,9)

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 administration 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.

Departmental Learning Outcome Assessment Data

Goal	Outcomes	Academic Year					
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Exercise Science							
Project — 80% of the students achieving 70% or higher	1,3,4,5,7	82%	75%	100%			
Portfolio — 94% of the students achieving 70% or higher	2,10,11	100%	100%	100%			
Practicum — 85% of the students achieving 70% or higher	2,6,8,9	80%	100%	100%			
Internship — 90% of the students achieving 70% or higher	2,6,8,9	100%	89%	100%			
Fitness and Recreational Leadership							
Project — 80% of the students achieving 70% or higher	1,3,4,5,7						
Portfolio — 94% of the students achieving 70% or higher	2,10,11	Program launched in 2017					
Practicum — 85% of the students achieving 70% or higher	2,6,8,9						
Internship — 90% of the students achieving 70% or higher	2,6,8,9						
Sport Management							
Project — 80% of the students achieving 70% or higher	1,3,4,5,7	74%	68%	83%			
Portfolio — 94% of the students achieving 70% or higher	2,10,11	100%	100%	100%			

Practicum	85% of the students achieving 70% or higher	2,6,8,9	100%	100%	88%
Internship	90% of the students achieving 70% or higher	2,6,8,9	50%	100%	66%

Retention and Graduation Rates

The department evaluates the success of its graduates. The department assures that the degree programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the department looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and other programs.

Sport Science Graduate Data

	2015	2016	2017
Exercise Science	**		
Employed	66%	29%	75%
Unemployed	0%	14%	0%
Graduate	33%	57%	25%
Fitness & Rec. Lead.*			
Sport Management			
Employed	100%	40%	100%
Unemployed	0%	20%	0%
Graduate	0%	40%	0%

*= Degree began in FA17

**= 1 student didn't answer when called

Sport Science Department Data

Thee department has developed goals relevant to the quality of the product that it produces. 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 regularly.

The following data is calculated from graduates in 2015-2017.

- Based upon the 3 year average for students graduating with a Bachelor of Science with a major in Exercise Science indicate that 95% of graduates either have a job in their field or were accepted in graduate school.
- 100% of graduates that earn a Bachelor of Science with a major in Sport Management or Exercise Science, complete 240 hours of observation and application through a practicum and internship.

- Beginning in the 2017-2018 school year and following, 100% of students majoring in Exercise Science will graduate with the following certifications: National Council on Strength and Fitness Certified Sport Nutrition Specialist, National Council on Strength and Fitness Certified Personal Training, and First Aid, CPR and AED certification.
- In the past two years, graduates with a major in Exercise Science were accepted into a doctoral programs at Cleveland Chiropractic in Kansas City, KS, University of St. Augustine Doctor of Physical Therapy in Austin, TX, and Logan Chiropractic University in Chesterfield, MO. In the past 2 years, a graduate with a major in Sport Management was accepted into Williams Woods University in Missouri to pursue a Master of Science in Athletic Administration.
- Students graduating with a major in Exercise Science or Sport Management went on to work as the Assistant Track and Field Coach for CCCK, Assistant Soccer Coach for CCCK, Personal Trainer at West Branch Genesis Health Club in Wichita, KS, Program Director for the McPherson Family YMCA, Associate Sports Information Director for CCCK, Physical Therapy Technician, Assistant Soccer Coach for CCCK, Assistant High School Soccer Coach, and Coaching and Teaching Health Education in Tyler, TX.
- Average class size for major specific courses for 2017 is 18, with the smallest course having 6 and the largest having 32.
- Equipment available in the Exercise Science lab includes: Korr® Metabolic Rate Analysis System http://korr.com/, Korr® CardioCoach VO2 Max System, MicroFit FAS-2 System http://microfit.com/fas-2-system/, Bioelectrical Impedance, TANITA Body Composition Analyzer, Skinfold Calipers, Goniometers, Just Jump Meter, Hurdles, Ladders, BOSU's, Physioballs, Medicine Balls, Kettlebells, TRX® Suspension Straps, Oximeters, Sphygmomanometers, Stethoscopes, Grip Strength Dynamometer, Fitness Aerobic Steps, and Athletic Training Supplies.