

# Data Book 2014-2015





# Central Christian College of Kansas



## Fall 2014 – Quick Facts

Mission Christ Centered Education for Character

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

The College operates with two distinct Schools: The School of Liberal Arts and Sciences (SAS) and the School of Professional and Distance Education (SPE). Through these two Schools, the College is able to offer a comprehensive range of programs in a variety of mediums.

### Enrollment

Dual-Credit	180
SAS (w/Non-Degree Seekers)	309
SPE (w/Non-Degree Seekers)	683
<b>Total</b>	<b>1172</b>

## 2014 Population Profile

<b><u>Gender</u></b>		<b><u>Ethnicity</u></b>		<b><u>Degree-seeking Student Load</u></b>	
Female	49.5%	American In. / AK Native	1.7%	Full-Time (12+)	97.7%
Male	50.5%	Asian/Pacific Islander	1.0%	Part-Time (<12)	2.3%
<b><u>Age</u></b>		<b><u>Campus Population</u></b>		<b><u>Institutional Enrollment</u></b>	
Under 18	9.8%	Dual-Credit	15.4%	Concurrent	28.15%
18-19	16.6%	EXCEL	2.9%	First Time FT Freshman	15.86%
20-24	21.4%	Main Campus	26.4%	Transfer	24.47%
25-29	7.7%	Online	55.4%	Continuing	30.88%
30-39	20.2%			Returning	0.32%
>40	24.2%				

## Outcomes

<b><u>Degrees Awarded Prior Year</u></b>		<b><u>Sr. 2014 Fit-Four Outcomes</u></b>	
Associate of Arts	11	CCTST Critical Thinking (Fit Mind)	72.9 (-2.60)
Associate of General Studies	2	Lifeway SGI Excerpt (Fit Soul)	3.24 (-0.26)
Bachelor of Science	32	M-GUDS-S (Fit Heart)	3.13 (-0.37)
Bachelor of Science in Business	11	Ryff Scales (Fit Mind)	3.18 (-0.32)
Bachelor of Science in Criminal Justice	56		
Bachelor of Science in Healthcare Admin.	1		
Bachelor of Science in Ministry	3		

# Central Christian College

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

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

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

## ***The Mission***

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

***Christ-centered education for character.***

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

## ***Vision Statement***

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

## ***Core Values***

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

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## ***Fit-Four Model***

The Fit-Four Model represents the outcomes Central Christian College uses as a gauge relative to the fulfilment of its mission. Each outcome signifies a distinct quality that can be used to quantify institutional progress and are useful in the evaluative process. Subordinate measures can be used as performance Indicators<sup>1</sup>.

Character can be described as the summative qualities that define an individual. The etymology of the word demonstrates that it signified the manner of life and encompassed the internal disposition and nature of the individual, as approved by external actions and behaviors<sup>2</sup>. The distinct merits and virtues are not necessarily identified, since character itself was defined through the observation of the individual, not necessarily by a comparison to an outside standard.

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

In essence, these four criteria present terminal values representing the highest ideals of human functioning. Each criterion represents an essential element of character, which allows the individual to grow in wisdom, stature and favour. These same ideals serve as the basis through which Central Christian College has chosen to measure the effectiveness of its mission. It is important to note that there is no hierarchal structure to these four elements. One is not necessarily more important than another and no one element can be viewed in isolation from the others, since the four operate in relation to one another. These four character outcomes serve as the virtues toward which the College presumes every student should demonstrate progress during his or her residency and beyond. Each performance outcome has three distinct criteria that can be used to ascertain mission effectiveness.

### **Fit Bodies** (Professionally Astute: physical & vocational)

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

### **Fit Hearts** (Socially Responsible: cultural & relational)

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

### **Fit Minds** (Academically/Emotionally Competent: intellectual & psychological)

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

### **Fit Souls** (Spiritually Responsive: spiritual & environmental)

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

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

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

# The Data Book

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

## *Data Collection*

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

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

With this most recent edition of the Data Book, the Provost and the Office of Institutional Research have attempted to align sets of data (where possible) to 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.

## History: Significant Turning Points

- 1884 Founded, as Orleans Seminary in Orleans, Nebraska by the West Kansas Conference of the Free Methodist Church
- 1914 Moved location to McPherson, Kansas and changed name to Central Academy and College
- 1918 Recognized and accredited by the Kansas State Department of Education
- 1940 Changed name to Central College
- 1965 Academy closed
- 1968 Wessington Springs Academy (South Dakota) integrated into Central College
- 1971 Academe of Achievers Award instituted
- 1975 Initial accreditation granted by North Central Association of Colleges and Schools
- 1980 Continued NCA accreditation for a seven-year period
- 1982 Centennial Development Campaign initiated
- 1984 Over \$3,000,000 raised for construction of facilities in the Centennial Campaign
- 1987 Continued NCA accreditation for a seven-year period
- 1989 Four-Year Bachelor of Science in Ministry Degree initiated
- 1994 Continued NCA accreditation for a ten-year period
- 1995 Four-year Bachelor of Science in Business Degree initiated
- 1999 Changed name to Central Christian College of Kansas; Four-year athletic competition initiated in NAIA and NCCAA
- 2000 Bachelor of Science - Liberal Studies major - approved by the NCA
- 2001 Adult Education Degree Completion program began
- 2003 Completion of the "Campaign for the 21<sup>st</sup> 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 Personnel History

## *Personnel History of the Administrative Staff*

President			
L. Glen Lewis	1914 - 1919	Dorsey Brause	1981 - 1987
Charles A. Stoll	1919 - 1939	Harvey Ludwick	1987 - 1990
Orville S. Walters	1939 - 1944	John A. Martin	1990 - 1996
Charles V. Fairbairn*	1944 - 1945	Donald L. Mason	1996 - 2005
Mendall B. Miller	1945 - 1953	Dwight B. Reimer	2005 - 2009
G. Edgar Whiteman	1953 - 1955	Jerry Alexander*	2009 - 2010
Elmer E. Parsons	1955 - 1964	Hal Hoxie	2010 -
Bruce L. Kline	1964 - 1980		
Academic Dean/Vice President of Academics			
Charles A. Stoll	1915 - 1925	Russell J. Anderson	1945 - 1954
Ray E. Miller	1925 - 1927	Howard Krober*	1954 - 1956
Charles A. Stoll	1927 - 1929	Howard Krober	1956-1957
Ortto M. Miller	1929 - 1937	Henry M. Flowers	1957 - 1960
Chester A. Ward	1937 - 1939	Bruce L. Kline	1960 - 1962
None	1939 - 1940	Bob R. Green	1962 - 1967
Alvin A. Ahern	1940 - 1941	Howard Perkins	1967 - 1973
Leonard H. Randall	1941 - 1942	Wesley L. Knapp*	1973 - 1974
Burton Martin	1942 - 1943	Jerry E. Alexander+	1974 - 2011
Warren McMullen	1943 - 1945	Leonard Favara+	2011 -
+Denotes that the officer also served as Provost – The position of Provost was first recognized in 2010.			
Vice President of Advancement/Director of Development			
Charles A. Stoll	1915 - 1918	Michael Green	1994 - 1996
G. Martin Cottrill	1942 - 1953	Calvin Hawkins	1996 - 2012
Merle S. Olson	1966 - 1969	David Jeffery	2012 - 2013
John F. Ferrell	1969 - 1992	David Jeffery	2012 – 2014
Stuart Cook	1992 - 1994	Robert Legg	2014 – 2015



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Vice President of Finance/Business Manager

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

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Dean of Students/Chief Student Affairs Officer

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

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Director of Admissions

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Eugene Stewart	1955 - 1965	Jim Jackson	1986 - 1990
John Ferrell	1965 - 1968	Greg Gossell	1990 - 1996
Ron Olsen	1968 - 1970	Marty Carver	1996 - 1998
Mike Saxton	1970 - 1972	David Ferrell	1998 - 2009
Jerry Malone	1972 - 1975	Rick Wyatt	2009 - 2012
John Ferrell	1975 - 1977	Patrick Masar	2012 - 2013
Don Munce	1977 - 1985	Tina Golden	2014 -
Gary Turner	1985 - 1986		

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Dean of Professional Education

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

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Registrar/Lead Registrar

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C. Hoyt Watson	1914 - 1916	Bob R. Green	1962 - 1967
Walter E. Bagley	1916 - 1919	Mary Eunice Crown	1967 - 1989
Emma Stoll	1919 - 1939	Marie Alexander	1989 - 2011
John Ferrell	1956 - 1959	Bev Kelley	2011 - 2013
Henry M. Flowers	1959 - 1960	Ruth Ong (Parry)	2013 - 2014
Bruce L. Kline	1960 - 1962	Michele August	2014 -

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Director of Maintenance

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A. A. Armstrong	1914 - 1925	Norman Winslow	1971 - 1984
C. R. Armstrong	1925 - 1932	John Ewalt	1984 - 1985
Daniel J. Helm	1932 - 1938	Larry Neely	1985 - 1999
Lyle W. Martin	1938 - 1941	Rich Edwards*	1999
Alfred J. Maddox	1942 - 1943	Don Rose	1999 - 2004
Lloyd S. Alleman	1943 - 1949	Mervyn Quastad	2004 - 2005
Alfred J. Maddox	1949 - 1953	Rich Edwards	2005 - 2013
Clifford E. Cook	1953 - 1957	Arden Seldon	2013 - 2014
John O. Hoke	1957 - 1971	Bob Bailey	2015 - 2016

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Director of Operations

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Tom Greco	2015 -		
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\*Denotes Interim Responsibilities

# Fit Four and GE Assessment

## Fit Four Outcomes

2009-2010    2010-2011    2011-2012    2012-2013    2013-2014    2014-2015

### Fit Heart: Miville-Guzman Universality-Diversity Scale - Short Form (M-GUDS-S)

Entry					3.11	2.9
Exit				3.26	3.13	3.33

### Fit Soul: SGI - Spiritual Growth Inventory

Entry					2.97	2.98
Exit				3.2	3.24	3.21

### Fit Mind: Ryff Scales of Psychological Well Being (RPWB) & Critical Thinking Test

#### Ryff Scales of Psychological Well Being

Entry					3.07	2.8
Exit				3.18	3.18	3.23

#### California Critical Thinking Skills Test (SAS)

Entry						70.47
Exit					72.9	70.03
National Average					<u>75.5</u>	<u>76.3</u>

#### California Critical Thinking Skills Test (SPE)

Entry						
Exit						71.78
National Average						<u>76.3</u>

#### Collegiate Assessment of Academic Proficiency

Entry					55.3	
Exit				61.5		
National Average				<u>59.8</u>	<u>59.8</u>	

The College initially implemented the critical thinking module of the CAAP test (Collegiate Assessment of Academic Proficiency) to begin measuring students' critical-thinking ability in Spring 2013; the exiting seniors were tested. The participants of the Freshman Seminar course in Fall 2013 also took the test. However, the metric was changed from the CAAP to the CCTST (California Critical Thinking Skills Test) in Spring 2014 because the latter test offered a method of online implementation (thus allowing for the possibility to survey both

# Fit Four and GE Assessment

## Fit Body: Employment Rates

2009-2010    2010-2011    2011-2012    2012-2013    2013-2014    2014-2015

### Senior Exit Survey (SAS) - Employment Expectation

Not seeking employment				2	0	
Haven't looked yet				7	3	
Looking, no offers yet				11	11	
Have offers, still looking				13	0	
Accepted offer, working soon				7	8	
Already have a job lined up				11	9	
<b>Respondents with at least a job offer</b>				<b>60.78%</b>	<b>54.84%</b>	

### One Year - Graduate Employment Rates

Full-time			40	10	8	
Part-time			15	5	3	
Unemployed, seeking			0	4	0	
Unemployed, not seeking			2	2	2	
<b>Percent of respondents employed</b>			<b>96.50%</b>	<b>71.40%</b>	<b>84.60%</b>	

# Fit Four and GE Assessment

## SmarterMeasure Entry Scores

	Measure	FA 2014
Entry	Entry SmarterMeasure: Math	84%
	Entry SmarterMeasure: Reading	70%
	Entry SmarterMeasure: Technical Competency	-
	Entry SmarterMeasure: Technical Knowledge	-
	Entry SmarterMeasure: Writing	62%

	Measure	SP 2015
Entry	Exit SmarterMeasure: Math	83%
	Exit SmarterMeasure: Reading	73%
	Entry SmarterMeasure: Technical Competency	89%
	Entry SmarterMeasure: Technical Knowledge	67%
	Exit SmarterMeasure: Writing	68%

## Student Success Center Usage

	FA 2012	IN 2013	SP 2013
Students Using SCC	108	68	115
Student Body	262	240	254
Campus % Using SSC	41.22%	28.33%	45.28%

	FA 2013	IN 2014	SP 2014
Students Using SCC	106	47	133
Student Body	202	266	280
Campus % Using SSC	52.48%	17.67%	47.50%

	FA 2014	IN 2015	SP 2015
Students Using SSC	196	91	215
Student Body	302	270	272
Campus % Using SSC	64.90%	33.70%	79.04%

# Fit Four and GE Assessment

## Success Resource Usage

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	Academic Assistance	Supervised Study	Career Services	Writing Center	General Counseing	Diability Services
2012-2013	487	227	153	139	113	125
2013-2014	1184	799	202	191	167	438
2014-2015	1751	796	99	24	179	46

## Financial - Statement of Activities

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Operating Revenues</b>								
Student Tuition & Fees	\$4,492,556	\$4,806,354	\$5,450,531	\$5,581,224	\$7,620,763	\$8,689,911	\$10,244,451	\$12,471,177
Scholarship and Grants	(\$2,055,303)	(\$2,324,115)	(\$2,459,507)	(\$2,476,377)	(\$2,575,938)	(\$2,191,562)	(\$2,734,627)	(\$3,713,447)
Net Tuition	\$2,437,253	\$2,482,239	\$2,991,024	\$3,104,847	\$5,044,825	\$6,498,349	\$7,509,824	\$8,757,730
Private Gifts and Grants	\$715,132	\$1,484,535	\$505,206	\$768,116	\$1,052,075	\$1,398,241	\$1,778,863	\$1,152,732
Government Grants	\$343,036	\$331,834	\$363,940	\$351,622	\$195,852	\$138,674	\$141,846	\$127,356
Investment Income (Endowments)	\$50,275	\$28,479	\$25,353	\$16,878	\$24,479	\$28,732	\$50,212	\$35,011
Investment Income	\$38,272	\$46,015	\$39,148	\$24,547	\$22,843	\$21,092	\$20,659	\$9,510
Other Income	\$87,154	\$135,951	\$162,834	\$151,729	\$219,475	\$125,653	\$149,344	\$93,334
Net Realized/Unrealized Gains (Losses)	(\$63,563)	(\$286,695)	\$236,372	\$205,804	(\$18,325)	\$74,510	\$196,071	(\$30,283)
Auxiliary Enterprises	\$1,471,145	\$1,626,435	\$1,732,665	\$1,620,268	\$1,727,868	\$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
Net assets released from restrictions								
Net Gains (Losses) - Disposal of Fixed Assets	\$23	(\$408)	\$1,300	\$4,070	\$1,550			
<b>Total Operating Revenues</b>	<b>\$5,078,727</b>	<b>\$5,848,385</b>	<b>\$6,057,842</b>	<b>\$6,247,881</b>	<b>\$8,270,642</b>	<b>\$9,850,114</b>	<b>\$12,105,128</b>	<b>\$13,221,848</b>
<b>Operating Expenses</b>								
Instruction	\$1,600,088	\$1,680,575	\$1,747,481	\$1,899,206	\$3,328,562	\$5,082,406	\$5,934,292	\$6,434,387
Academic Support	\$241,979	\$222,554	\$240,014	\$231,741	\$268,517	\$254,433	\$297,076	\$322,112
Student Services	\$1,231,700	\$1,327,291	\$1,446,710	\$1,475,859	\$1,593,154	\$1,553,654	\$1,814,076	\$1,966,952
Institutional Support	\$1,045,770	\$1,167,804	\$1,238,542	\$1,249,983	\$1,616,903	\$1,543,441	\$1,802,147	\$1,954,018
Auxiliary Expenses	\$1,464,745	\$1,501,821	\$1,361,570	\$1,380,950	\$1,440,021	\$1,398,725	\$1,633,173	\$1,770,804
Coffee Shop Expenses							\$217,631	\$267,051
Day Care Expenses							\$225,747	\$648,285
Two Tigers and a Truck Expenses							\$11,056	\$57,286
<b>Total Operating Expenses</b>	<b>\$5,584,282</b>	<b>\$5,900,045</b>	<b>\$6,034,317</b>	<b>\$6,237,739</b>	<b>\$8,247,157</b>	<b>\$9,832,659</b>	<b>\$11,935,198</b>	<b>\$13,420,895</b>
<b>Results From Operations</b>	<b>(\$505,555)</b>	<b>(\$51,660)</b>	<b>\$23,525</b>	<b>\$10,142</b>	<b>\$23,485</b>	<b>\$17,455</b>	<b>\$169,930</b>	<b>(\$199,047)</b>

## Financial - Statement of Activities

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Other Changes</b>								
Private Gifts/Grants for Endowments	\$547,935	\$131,098	\$82,580	\$69,689	\$366,270	\$38,197		
Gain(Loss) - Perpetual Trusts	(\$31,726)	(\$119,056)	\$37,762	\$78,038	(\$26,087)	\$39,239		
Changes in Split-Interest Agreements	(\$62,890)	\$7,397	(\$3,589)	\$12,943	(\$36,593)	\$27,400	\$19,945	
<b>Change in Assets</b>	<b>(\$52,236)</b>	<b>(\$32,221)</b>	<b>\$140,278</b>	<b>\$170,812</b>	<b>\$327,075</b>	<b>\$122,291</b>	<b>\$189,875</b>	<b>(\$199,047)</b>
<b>Assets</b>								
Assets: Unrestricted	(\$3,162,939)	(\$3,129,156)	(\$3,083,487)	(\$3,148,017)	(\$3,433,929)	(\$3,025,977)	(\$2,107,286)	(\$1,332,993)
Assets: Temporarily Restricted	\$350,834	\$260,571	\$217,810	\$287,295	\$550,008	\$173,972	\$1,151,081	\$153,908
Assets: Permanently Restricted	\$6,262,066	\$6,286,325	\$6,423,695	\$6,589,552	\$6,939,826	\$7,030,201	\$5,414,758	\$5,427,575
<b>Net Assets</b>	<b>\$3,449,961</b>	<b>\$3,417,740</b>	<b>\$3,558,018</b>	<b>\$3,728,830</b>	<b>\$4,055,905</b>	<b>\$4,178,196</b>	<b>\$4,458,553</b>	<b>\$4,248,490</b>
<b>Debt</b>								
Accounts Payable (Carry Over)	\$363,872	\$238,065	\$146,392	\$158,756	\$382,082	\$1,168,994	\$1,318,020	
Notes Payable	\$2,458,867	\$1,496,812	\$1,634,845	\$1,520,758	\$1,199,674			
Long-term Debt	\$1,343,545	\$2,579,369	\$2,009,848	\$2,243,449	\$2,050,156	\$4,155,308	\$5,536,883	\$7,801,933
	<b>\$4,166,284</b>	<b>\$4,314,246</b>	<b>\$3,791,085</b>	<b>\$3,922,963</b>	<b>\$3,631,912</b>	<b>\$5,324,302</b>	<b>\$6,854,903</b>	<b>\$7,801,933</b>
<b>Endowment</b>								
Investment Income	\$50,275	\$28,479	\$25,352	\$16,878	\$24,479	\$28,732		
Net Appreciation/(losses)	(\$50,672)	(\$218,550)	\$94,935	\$144,462	(\$12,574)	\$56,948	\$148,231	
New Gifts	\$547,935	\$131,098	\$82,580	\$69,689	\$366,271	\$38,197	\$23,844	\$12,518
Appropriation of Endowment	(\$50,275)					\$28,416		
Change in Value (Split-interest Agreements)	(\$755)	\$12,217	\$17,028	\$18,130	\$10,090	\$39,239	\$8,607	\$27,347
Gain (loss) on Perpetual Trusts	(\$31,726)	(\$119,056)	\$37,762	\$78,038	(\$26,087)	\$0	\$58,031	(\$27,048)
Transfers (Board Designated Funds)	(\$12,690)	(\$2,780)	(\$35,744)	\$11,777	(\$35,935)	(\$854,718)		
Released from Restriction						\$0	(\$1,768,562)	(\$134,482)
<b>Net Assets (Endowment)</b>	<b>\$7,023,736</b>	<b>\$6,855,144</b>	<b>\$7,077,057</b>	<b>\$7,416,031</b>	<b>\$7,742,275</b>	<b>\$7,079,089</b>	<b>\$5,549,240</b>	<b>\$5,427,575</b>



## Financial - Indicators

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Cost &amp; Aid (Overall)</b>							
Average Student Tuition (FTE)	\$13,735	\$15,709	\$12,153	\$12,904	\$11,464	\$10,339	\$11,757
Average NET Student Tuition (FTE)	\$7,094	\$8,621	\$6,761	\$8,542	\$8,573	\$7,579	\$8,256
<b>Cost &amp; Aid (SAS)</b>							
Total Price (Freshman)	\$21,500.00	\$22,900.00	\$23,900.00	\$24,600.00	\$25,350.00	\$26,650.00	\$29,950.00
Tuition/Fees (Freshman)	\$16,000.00	\$17,000.00	\$18,000.00	\$18,400.00	\$19,050.00	\$20,150.00	\$22,500.00
Room/Board (Freshman)	\$5,500.00	\$5,900.00	\$5,900.00	\$6,200.00	\$6,300.00	\$6,500.00	\$7,450.00
Percentage Mark-Up	4.9%	6.5%	4.4%	2.9%	3.0%	5.1%	12.4%
Average Net Revenue (FTE)	\$13,205	\$14,631	\$14,927	\$14,953	\$15,897	\$15,037	\$13,781
Tuition Revenue (01-010-0049-000)	\$4,622,220	\$5,140,820	\$5,204,006	\$5,699,304	\$4,894,327	\$5,429,355	\$5,963,956
Room Revenue (01-020-0045-000)	\$613,763	\$722,187	\$673,934	\$752,788	\$625,007	\$706,285	\$809,163
Tuition Revenue (Tuition & Fees Total)	\$4,686,365	\$5,274,886	\$5,294,333	\$5,790,402	\$5,025,446	\$5,463,508	\$6,001,808
Board Revenue (01-022-0048-000)	\$720,684	\$834,954	\$744,484	\$800,433	\$755,717	\$867,902	\$972,584
T/B/R/Revenue	\$6,020,813	\$6,832,028	\$6,712,751	\$7,343,624	\$6,406,169	\$7,037,694	\$7,783,556
Institutional Aid (Page 8: Post Audit)	\$2,068,538	\$2,135,662	\$2,190,205	\$2,446,833	\$2,108,214	\$2,628,371	\$3,695,309
Staff Discount (Page 7 - "Tuition Discount": Post-Audit)	\$78,465	\$98,875	\$90,000	\$174,075	\$102,920	\$189,001	\$136,690
Net Tuition	\$2,475,216	\$2,906,282	\$2,923,801	\$3,078,396	\$2,683,193	\$2,611,984	\$2,131,958
Discount Rate	44.75%	41.54%	42.09%	42.93%	43.07%	48.11%	61.57%
Net Tuition Revenue (FTE)	\$8,580	\$9,527	\$10,051	\$9,938	\$10,496	\$9,382	\$7,507
Average Institutional Aid/FTE	\$7,170	\$7,001	\$7,529	\$7,899	\$8,247	\$9,441	\$13,012
<b>Fiscal Resources &amp; Programs</b>							
Educational Expenses/Student FTE	\$9,232	\$9,898	\$7,854	\$8,788	\$9,090	\$12,316	\$11,779
Educational Expenses/Total Expenditures	54.75%	56.91%	57.82%	62.93%	70.08%	67.41%	65.00%
Educational Expenses /Degrees Granted	\$43,072.27	\$59,210.43	\$53,832.93	\$91,056.72	\$73,303.12	\$69,357.28	\$68,688.59

## Financial - Indicators

2008-09      2009-10      2010-11      2011-12      2012-13      2013-14      2014-15

### Composite Financial Index (CFI)

<b>CFI (Letter of Determination)</b>	<b>0.70</b>	<b>0.80</b>	<b>0.70</b>	<b>0.60</b>	<b>1.00</b>	<b>0.90</b>	<b>0.90</b>
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### Endowment

Endowment Growth Rate (Annual Rate)	-2.46%	3.14%	4.57%	4.21%	-9.37%	-27.57%	-2.24%
Endowment Growth Rate (3-Year Rate)			1.83%	4.14%	0.01%	-9.21%	-11.17%
Difference							
Endowment/FTE	\$20,019.19	\$19,473.03	\$19,798.71	\$16,065.19	\$11,677.54	\$7,162.95	\$5,196.34
Contributions	\$1,605,054	\$776,724	\$928,587	\$1,259,873		\$1,778,863	\$1,152,732
Internal Debt (Due to Other Funds)	\$4,161,400	\$4,246,100	\$5,016,070	\$5,196,036	\$4,777,249	\$4,480,054	\$4,576,940
Health Insurance Expense	\$369,826	\$432,397	\$495,309	\$469,172	\$565,179	\$806,136	\$500,156

### Faculty Support

Faculty Retention	95%	95%	100%	94%	96%	94%	
Salary average	\$30,598	\$31,643	\$31,495	\$30,360	\$28,950	\$29,984	\$30,370
Fringe benefit*	\$10,513	\$12,559	\$12,453	\$12,548	\$8,427	\$9,606	\$13,615
<b>TOTAL</b>	<b>\$41,111</b>	<b>\$44,202</b>	<b>\$43,948</b>	<b>\$42,908</b>	<b>\$37,377</b>	<b>\$39,590</b>	<b>\$43,985</b>
Fringe benefit as % of total salary	25.57%	28.41%	28.34%	29.24%	22.55%	24.26%	30.95%
Fringe benefit as % of average salary	34.36%	39.69%	39.54%	41.33%	29.11%	32.04%	44.83%

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

# Enrollment Projection Analysis - Strategic Plan

**Table 01: SAS Enrollment Projections Compared to Actuals**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Freshmen	90	105	120	110	120	130	120	130	140	130
Sophomore	68	59	67	80	73	80	87	80	87	94
Junior	47	52	46	51	62	57	62	67	62	67
Senior	64	42	48	43	48	58	53	58	63	58
	269	258	281	285	304	325	322	335	352	349
Strategic Plan			302	285	304	325	322	335	352	349
Five Year FR-SO Retention Average	65.47%	63.42%	66.79%							
Five Year SO-JR Retention Average	76.74%	78.03%	77.19%							
Five Year JR-SR Retention Average	90.11%	92.07%	94.25%							

Freshmen	→	0 ↑	18 ↓	-7
Sophomores	→	0 ↑	15 ↑	23
Juniors	→	0 ↓	-5 ↑	2
Seniors	→	0 ↑	6 ↑	3
Overall Enrollment	→	0 ↑	34 ↑	21

**Table 03: SPE Enrollment Projections Compared to Actuals**

SPE Projections	240	390	660	930	1200	1470	1740	2010	2280	2550
SPE Actuals (Fall Headcount)	265	389	683							
	↑	25 ↓	-1 ↑	23						

SAS Enrollment Projection uses the Five-Year Population Retention Rate Based on the last five years, applying those rates to future enrollment Figures. Freshman Recruiting Numbers are based on an increase of 15 per year, following a three year dip in recruiting of 10.

# Academic Data

	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>First-Time, Full-Time Freshman Entry Scores</b>									
Average ACT	21.00	20.90	20.90	20.60	20.10	20.30	20.00	21.82	20.41
Average HS GPA	3.28	3.27	3.27	3.27	3.08	3.24	3.30	3.33	2.99
FTFT Fr. Cohort	114	100	97	102	84	109	78	105	90

<b>ACT Score</b>									
30+	8	8	3	3	1	5	0	4	1
24-29	21	21	21	25	12	13	11	32	20
18-23	45	45	57	55	45	42	43	46	54
12-17	25	25	18	21	20	19	16	17	21
6-11	0	0	0	0	0	2	0	0	0

<b>Average Course Size (SAS)</b>									
Fall Courses					133	119	108	118	113
Fall Course Enrollments					1522	1666	1304	1503	1448
<b>Avg. Course Size</b>					<b>11.44</b>	<b>14.00</b>	<b>12.07</b>	<b>12.74</b>	<b>12.81</b>

Excluded from Course Size count: Applied lessons, aviation, concert choir, theater performance, music ministry team, ensembles, directed studies, projects, practicums, sports, bands, and internships (e.g.: SP-VS, MU-EN, MU-AP, MU-MP, AV-AF, all projects, theatre performance).

<b>Average Course Size (SPE)</b>									
Fall Courses						18	82	98	251
Fall Course Enrollments						156	886	929	1577
<b>Avg. Course Size</b>						<b>8.67</b>	<b>10.80</b>	<b>9.48</b>	<b>6.28</b>



## Fall Enrollment Data

Level	Fall - 2005	Fall - 2006	Fall - 2007	Fall - 2008	Fall - 2009	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
<b>Credits</b>										
SAS Full-time Credits	4233	4366	4151	4228	4421	4162	4592	3679	4016	4269
SAS Part-time Credits	107	93	81	79	54	73	63	62	99	60
SAS Total Credits	4340	4459	4232	4307	4475	4235	4655	3741	4115	4329
Dual Credit Credits	0	0	222	305	417	781	1396	1602	1301	1027
SPE Full-time (EXCEL) Credits	0	0	0	0	0	0	228	291	228	396
SPE Full-time (Online) Credits	0	0	0	0	0	0	468	2853	4353	8004
SPE Part-time (EXCEL) Credits									24	18
SPE Part-time (Online) Credits									57	117
Professional Education (Credits)	280	280	159	182	196	228	696	3144	4662	8535
<b>Total Credits (Overall)</b>	<b>4620</b>	<b>4739</b>	<b>4613</b>	<b>4794</b>	<b>5088</b>	<b>5244</b>	<b>6747</b>	<b>8487</b>	<b>10078</b>	<b>13891</b>

### Full-time Equivalency (FTE)

Total FTE (Overall)	330.00	338.50	329.50	342.43	363.43	374.57	481.93	606.21	774.71	1044.50
SAS Full-time FTE	302.36	311.86	296.50	302.00	315.79	297.29	328.00	262.79	281.00	295.00
SAS Part-time FTE (ALL)	7.64	6.64	5.79	5.64	3.86	5.21	4.50	4.43	5.50	5.50
SAS FTE	310.00	318.50	302.29	307.64	319.64	302.50	332.50	267.21	286.50	300.50
Dual-Credit FTE	0.00	0.00	15.86	21.79	29.79	55.79	99.71	114.43	105.29	70.71
SPE Full-time (EXCEL) FTE	0.00	0.00	0.00	0.00	0.00	0.00	16.29	20.79	20.18	34.00
SPE Full-time (ONLINE) FTE	0.00	0.00	0.00	0.00	0.00	0.00	33.43	203.79	362.75	633.00
SPE Part-time (EXCEL) FTE										0.00
SPE Part-time (ONLINE) FTE										6.29
SPE FTE	20.00	20.00	11.36	13.00	14.00	16.29	49.71	224.57	382.93	673.29

### Faculty Ratios

Faculty/Student Ratio (SAS)	16.20512821	15.97087379	14.11214953	1:13.75	1:13.44	1:12.34	1:13.63	1:10.19	1:9.35	1:10.99
Faculty/Student Ratio (SPE)				1:2.85	1:3.07	1:3.13	1:3.44	1:8.55	1:11.68	1:35.44
Faculty/Student Ratio (DUAL)								1:34.61	1:16.92	1:19.6

### Head-to-Head Retention: SAS

					2010	2011	2012	2013	2014
Overall					68.24%	63.41%	63.41%	65.41%	72.52%
Freshman to Sophomore (FA-FA)					56.70%	49.25%	60.00%	59.35%	57.55%
Sophomore to Junior (FA-FA)					64.56%	64.62%	58.82%	67.57%	78.35%
Junior to Senior (FA-FA)					73.97%	75.76%	76.60%	78.72%	79.17%
Senior to Graduated (includes FA & IN grads)					89.36%	79.37%	90.63%	64.58%	86.27%
Overall	68.60%	64.00%	68.90%	73.60%	65.60%	63.10%	68.00%	68.60%	68.20%
First Year (FA-FA)	58.00%	57.10%	57.60%	71.90%	61.40%	52.10%	64.90%	65.00%	62.00%
Second Year (FA-FA)	61.00%	58.60%	69.30%	68.60%	88.89%	68.70%	79.10%	69.00%	70.00%
Third Year (FA-FA)	80.40%	83.00%	81.40%	74.10%	98.57%	92.60%	82.70%	86.00%	81.00%
Students of Color (FA-FA)					65.00%	54.00%		63.50%	56.80%
Athletes (FA-FA)						57.00%	65.00%	54.90%	64.80%
Fall to Spring	92.30%	92.60%	89.00%	92.00%	89.00%	88.00%	91.00%	89.50%	90.90%
Freshman Fall to Spring					81.44%	70.90%	83.33%	85.37%	83.02%
Sophomore Fall to Spring					91.14%	76.92%	89.71%	89.19%	93.81%

## Fall Enrollment Data

Level	Fall - 2005	Fall - 2006	Fall - 2007	Fall - 2008	Fall - 2009	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
Junior Fall to Spring						94.52%	81.82%	97.87%	97.87%	95.83%
Junior Fall to Spring (excluding FA & IN grads)						93.62%	77.78%	90.63%	83.33%	94.44%

## Fall Enrollment Data

Level	Fall - 2005	Fall - 2006	Fall - 2007	Fall - 2008	Fall - 2009	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Five Year
<b>Population Retention: SAS</b>											
Fall to Fall Population Retention	71.73%	74.29%	66.16%	74.15%	75.81%	78.03%	78.35%	66.54%	82.44%	77.46%	76.65%
Retention Rates (Fall to Spring)						88.51%	75.08%	89.22%	88.01%	86.42%	84.68%
Freshman - Sophomore Population Retention	66.97%	73.39%	60.98%	65.38%	68.00%	64.29%	68.69%	50.75%	82.22%	73.17%	69.12%
Sophomore - Junior Population Retention	60.76%	67.12%	62.64%	73.33%	77.94%	87.06%	82.72%	69.12%	69.12%	64.86%	72.27%
Junior to Senior Population Retention	100.00%	87.50%	85.71%	91.23%	90.91%	96.23%	86.49%	95.52%	102.13%	108.51%	98.95%
Fr-Sr Class Persistence			38.53%	41.94%	40.65%	49.04%	51.20%	50.79%	48.48%	38.06%	48.60%
<b>Population Retention: SPE</b>											
EXCEL				60.00%	91.00%	80.00%	80.00%	76.00%	ND	78.17%	
Criminal Justice							93.00%	86.32%	72.73%	70.70%	
Healthcare								67.21%	53.33%	47.40%	
Ministry								75.00%	ND	ND	
Organizational Leadership							46.00%	49.45%	53.33%	55.03%	
Psychology										51.71%	
				60.00%	91.00%	80.00%	73.00%	70.80%	59.80%	60.60%	



## Fall Enrollment Data

Level	Fall - 2005	Fall - 2006	Fall - 2007	Fall - 2008	Fall - 2009	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
<b>Enrollment Demographics</b>										
<b>Ethnicity by Gender - Dual Credit</b>										
<b>Female</b>	<b>Fall - 2005</b>	<b>Fall - 2006</b>	<b>Fall - 2007</b>	<b>Fall - 2008</b>	<b>Fall - 2009</b>	<b>Fall - 2010</b>	<b>Fall - 2011</b>	<b>Fall - 2012</b>	<b>Fall - 2013</b>	<b>Fall - 2014</b>
Am. Indian/ AK Native						3	3	-	1	2
Asian						3	-	4	4	-
Black or African American						-	1	1	4	2
Hispanic						2	2	6	3	-
Nat. Hawaiian/ Other Pac. Islander						2	-	1	-	-
Nonresident Alien						-	-	-	-	-
Not Specified/Unknown						-	-	1	1	29
Two or more races						1	-	4	2	-
White						91	130	137	141	62
<b>Total Female</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>102</b>	<b>136</b>	<b>154</b>	<b>156</b>	<b>95</b>
<b>Male</b>	<b>Fall - 2005</b>	<b>Fall - 2006</b>	<b>Fall - 2007</b>	<b>Fall - 2008</b>	<b>Fall - 2009</b>	<b>Fall - 2010</b>	<b>Fall - 2011</b>	<b>Fall - 2012</b>	<b>Fall - 2013</b>	<b>Fall - 2014</b>
Am. Indian/ AK Native						2	-	-	-	2
Asian						-	3	6	4	-
Black or African American						-	-	-	2	3
Hispanic						-	5	5	4	3
Nat. Hawaiian/ Other Pac. Islander						-	-	-	-	1
Nonresident Alien										-
Not Specified/Unknown						2	-	-	2	25
Two or more races						3	3	1	1	-
White						83	110	116	99	51
<b>Total Male</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</b>	<b>121</b>	<b>128</b>	<b>112</b>	<b>85</b>
<b>Total Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>192</b>	<b>257</b>	<b>282</b>	<b>268</b>	<b>180</b>
	TRUE	TRUE	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE

### Ethnicity by Gender - School of Arts and Sciences

<b>Female</b>	<b>Fall - 2005</b>	<b>Fall - 2006</b>	<b>Fall - 2007</b>	<b>Fall - 2008</b>	<b>Fall - 2009</b>	<b>Fall - 2010</b>	<b>Fall - 2011</b>	<b>Fall - 2012</b>	<b>Fall - 2013</b>	<b>Fall - 2014</b>
Am. Indian/ AK Native						1	3	1	2	1
Asian						-	1	6	13	4
Black or African American						16	10	10	7	7
Hispanic						7	11	12	10	6
Nat. Hawaiian/ Other Pac. Islander						-	-	-	2	-
Nonresident Alien										6
Not Specified/Unknown						3	2	2	1	2
Two or more races						4	1	1	1	6
White						106	115	95	94	100
<b>Total Female</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>137</b>	<b>143</b>	<b>127</b>	<b>130</b>	<b>132</b>

## Fall Enrollment Data

Level	Fall - 2005	Fall - 2006	Fall - 2007	Fall - 2008	Fall - 2009	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
<b>Male</b>	<b>Fall - 2005</b>	<b>Fall - 2006</b>	<b>Fall - 2007</b>	<b>Fall - 2008</b>	<b>Fall - 2009</b>	<b>Fall - 2010</b>	<b>Fall - 2011</b>	<b>Fall - 2012</b>	<b>Fall - 2013</b>	<b>Fall - 2014</b>
Am. Indian/ AK Native						4	5	-	1	4
Asian						-	1	4	6	4
Black or African American						32	37	27	22	22
Hispanic						7	16	11	22	22
Nat. Hawaiian/ Other Pac. Islander						-	-	-	-	-
Nonresident Alien										9
Not Specified/Unknown						1	8	3	2	1
Two or more races						11	1	3	3	11
White						116	127	97	109	104
<b>Total Male</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>171</b>	<b>195</b>	<b>145</b>	<b>165</b>	<b>177</b>
<b>Total Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>308</b>	<b>338</b>	<b>272</b>	<b>295</b>	<b>309</b>
	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE

### Ethnicity by Gender - School of Professional Education Online

Female	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
Am. Indian/ AK Native	-	-	1	6
Asian	-	1	-	2
Black or African American	-	38	51	110
Hispanic	1	4	7	25
Nat. Hawaiian/ Other Pac. Islander	-	-	2	3
Nonresident Alien				-
Not Specified/Unknown	12	55	49	86
Two or more races	-	-	-	4
White	2	7	56	96
<b>Total Female</b>	<b>15</b>	<b>105</b>	<b>166</b>	<b>332</b>
Male	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
Am. Indian/ AK Native	-	-	3	5
Asian	-	-	-	2
Black or African American	-	2	28	67
Hispanic	-	2	13	31
Nat. Hawaiian/ Other Pac. Islander	1	1	2	1
Nonresident Alien				-
Not Specified/Unknown	12	83	59	90
Two or more races	-	-	3	-
White	11	47	93	121
<b>Total Male</b>	<b>24</b>	<b>135</b>	<b>201</b>	<b>317</b>
<b>Total Students</b>	<b>39</b>	<b>240</b>	<b>367</b>	<b>649</b>
	TRUE	TRUE	TRUE	TRUE

## Fall Enrollment Data

Level	Fall - 2005	Fall - 2006	Fall - 2007	Fall - 2008	Fall - 2009	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
<b>Ethnicity by Gender - School of Professional Education EXCEL</b>										
<b>Female</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Am. Indian/ AK Native						-	1	1	-	-
Asian						-	-	1	1	-
Black or African American						-	1	1	-	-
Hispanic or Latino						-	-	-	-	1
Nat. Hawaiian/ Other Pac. Islander						-	-	-	-	-
Nonresident Alien										
Not Specified/Unknown						-	-	1	1	13
Two or more races						-	-	-	-	-
White						8	7	8	8	7
<b>Total Female</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>9</b>	<b>12</b>	<b>10</b>	<b>21</b>
<b>Male</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Am. Indian/ AK Native						-	-	-	-	-
Asian						-	-	-	-	-
Black or African American						2	2	-	-	-
Hispanic or Latino						1	-	-	1	-
Nat. Hawaiian/ Other Pac. Islander						-	-	-	-	-
Nonresident Alien										
Not Specified/Unknown						1	-	1	4	6
Two or more races						-	-	-	-	-
White						6	8	12	7	7
<b>Total Male</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>13</b>	<b>12</b>	<b>13</b>
<b>Total Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>19</b>	<b>25</b>	<b>22</b>	<b>34</b>
						TRUE	TRUE	TRUE	TRUE	TRUE

### Ethnicity by Gender - Overall

				2008	2009	2010	2011	2012	2013	2014
<b>Female</b>										
Am. Indian/ AK Native	0	0	0	0	0	4	7	2	4	9
Asian	0	0	0	0	0	3	1	12	18	6
Black or African American	0	0	0	0	0	16	12	50	62	119
Hispanic	0	0	0	0	0	9	14	22	20	32
Nat. Hawaiian/ Other Pac. Islander	0	0	0	0	0	2	0	1	4	3
Nonresident Alien										6
Not Specified/Unknown	0	0	0	0	0	3	14	59	52	130
Two or more races	0	0	0	0	0	5	1	5	3	10
White	0	0	0	0	0	205	254	247	299	265
<b>Total Female</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>247</b>	<b>303</b>	<b>398</b>	<b>462</b>	<b>580</b>
<b>Male</b>										
Am. Indian/ AK Native	0	0	0	0	0	6	5	0	4	11
Asian	0	0	0	0	0	0	4	10	10	6
Black or African American	0	0	0	0	0	34	39	29	52	92
Hispanic	0	0	0	0	0	8	21	18	40	56
Nat. Hawaiian/ Other Pac. Islander	0	0	0	0	0	0	1	1	2	2
Nonresident Alien										9
Not Specified/Unknown	0	0	0	0	0	4	20	87	67	122
Two or more races	0	0	0	0	0	14	4	4	7	11

## Fall Enrollment Data

Level	Fall - 2005	Fall - 2006	Fall - 2007	Fall - 2008	Fall - 2009	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014
White	0	0	0	0	0	205	256	272	308	283
<b>Total Male</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>271</b>	<b>350</b>	<b>421</b>	<b>490</b>	<b>592</b>
<b>Total Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>518</b>	<b>653</b>	<b>819</b>	<b>952</b>	<b>1172</b>
						TRUE	TRUE	TRUE	TRUE	TRUE





## Spring Enrollment Data

### Spring Enrollment Data

#### Degree Seeking SAS Headcount (Grade Level)

Level	SP-2006	SP-2007	SP-2008	SP-2009	SP-2010	SP-2011	SP-2012	SP-2013	SP-2014	SP-2015
Freshman	93	89	81	92	94	69	93	59	89	66
Sophomore	86	77	68	63	89	62	60	66	70	87
Junior	50	62	52	53	54	75	56	43	52	64
Senior	55	56	58	68	50	69	70	69	63	55
<b>Residential Headcount (SAS)</b>	<b>284</b>	<b>284</b>	<b>259</b>	<b>276</b>	<b>287</b>	<b>275</b>	<b>279</b>	<b>237</b>	<b>274</b>	<b>272</b>

#### Population Retention Rates (Fall to Spring)

SAS	96.60%	93.11%	93.17%	92.00%	91.40%	90.16%	83.78%	88.10%	93.84%	90.07%
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#### Overall Headcount

Full-time: SAS									264	262
Part-time: SAS	20	20	55	37	19	9	18	17	10	10
Part-time: NDS (SAS)									6	4
Part-time : NDS (EXCEL)										
Part-time: NDS (Online)										
Full-Time - SPE (EXCEL)	13	24	29	11	18	12	20	18	18	44
Full-Time - SPE (Online)	0	0	0	0	0	0	123	317	376	573
Part-time SPE: (EXCEL)										1
Part-time SPE: (Online)									25	43
Dual Credit (NDS)	16	15	27	13	85	117	102	163	171	90

Level	SP-2006	SP-2007	SP-2008	SP-2009	SP-2010	SP-2011	SP-2012	SP-2013	SP-2014	SP-2015
Traditional Headcount (F & P)	304	304	314	313	306	284	297	254	280	276
Professional Ed. Headcount (Overall)	13	24	29	11	18	12	143	335	419	661
Dual Credit (NDS)									171	90
Total Students	333.9659864	343.9311475	370.9316547	337.92	409.9140127	413.9016393	542.8378378	752.8810409	870	1027

## Spring Enrollment Data

Level	SP-2006	SP-2007	SP-2008	SP-2009	SP-2010	SP-2011	SP-2012	SP-2013	SP-2014	SP-2015
<b>Credits</b>										
Full time Credits	3667	4109	3626	3742	4016	3861	3921	3301	3771	3739
Part-Time Credits	101	58	133	29	51	49	97	116	85	98
<b>Total Credits (Traditional)</b>	<b>3768</b>	<b>4167</b>	<b>3759</b>	<b>3771</b>	<b>4067</b>	<b>3910</b>	<b>4018</b>	<b>3417</b>	<b>3856</b>	<b>3837</b>
Dual Credit Credits	77	51	175	131	427	415	377	614	641	315
SPE Full-time (EXCEL) Credits	156	288	348	132	216	146	241	207	222	540
SPE Full-time (Online) Credits	0	0	0	0	0	0	1476	3811	4575	6804
SPE Part-time (EXCEL) Credits									25	9
SPE Part-time (Online) Credits									147	435
<b>Professional Education (Credits)</b>	<b>156</b>	<b>288</b>	<b>348</b>	<b>132</b>	<b>216</b>	<b>146</b>	<b>1717</b>	<b>4018</b>	<b>4969</b>	<b>7788</b>
<b>Total Credits (Overall)</b>	<b>4001</b>	<b>4506</b>	<b>4282</b>	<b>4034</b>	<b>4710</b>	<b>4471</b>	<b>6112</b>	<b>8049</b>	<b>9466</b>	<b>11940</b>

### Full-time Equivalency (FTE)

Total FTE (Overall)	285.79	321.86	305.86	288.14	336.43	319.36	436.57	574.93	741.29	937.14
SAS Full-time FTE	261.93	293.50	259.00	267.29	286.86	275.79	280.07	235.79	264.00	262.00
SAS Part-time FTE	7.21	4.14	9.50	2.07	3.64	3.50	6.93	8.29	6.29	5.50
SAS FTE	269.14	297.64	268.50	269.36	290.50	279.29	287.00	244.07	270.29	267.50
Dual-Credit FTE	5.50	3.64	12.50	9.36	30.50	29.64	26.93	43.86	67.18	35.36
SPE Full-time (Ground) FTE	11.14	20.57	24.86	9.43	15.43	10.43	17.21	14.79	18.00	44.00
SPE Full-time (Online) FTE	0.00	0.00	0.00	0.00	0.00	0.00	105.43	272.21	376.00	573.00
SPE Part-time (Ground) FTE									0.00	0.39
SPE Part-time (Online) FTE									9.82	16.89
SPE FTE									403.82	634.29
<b>Professional FTE</b>	<b>11.14</b>	<b>20.57</b>	<b>24.86</b>	<b>9.43</b>	<b>15.43</b>	<b>10.43</b>	<b>122.64</b>	<b>287.00</b>	<b>354.93</b>	<b>556.29</b>



# FTE (Faculty Staff)

## Faculty & Staff Full-Time Equivalent

Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
President (Administrative Staff)				6.75	6.62	7.25	7.00	6.00	8.00	3.33
Academic Support (Library, Registrar, etc.)				4.45	4.52	4.16	5.66	5.66	6.74	7.33
Development				3.40	3.40	3.40	3.40	3.40	7.50	6.33
Operations (IT, Maint, Bookstore)				18.21	18.71	17.63	19.97	18.62	10.25	9.67
Admissions & Financial Aid				9.47	9.65	8.87	7.79	9.09	10.05	8.67
Student Services				5.54	5.64	6.31	5.97	6.22	7.15	5.33
Athletics				3.63	4.12	3.90	5.95	6.59	10.75	16.00
<b>STAFF</b>				<b>51.45</b>	<b>52.66</b>	<b>51.52</b>	<b>55.74</b>	<b>55.58</b>	<b>60.44</b>	<b>56.66</b>
Teaching Faculty (SAS)				22.38	23.79	24.51	24.39	26.22	30.64	27.33
<b>STAFF &amp; FACULTY</b>				<b>73.83</b>	<b>76.45</b>	<b>76.03</b>	<b>80.13</b>	<b>81.8</b>	<b>91.08</b>	<b>83.99</b>
SPE Staff				1.40	1.40	1.10	7.10	12.00	10.38	7.00
Teaching Faculty (SPE)				4.56	4.56	5.20	14.46	26.27	32.78	19.00
Teaching Faculty (DUAL)								7.72	16.93	15.33
<b>GRAND TOTALS</b>				<b>79.79</b>	<b>82.41</b>	<b>82.33</b>	<b>101.69</b>	<b>127.79</b>	<b>151.17</b>	<b>125.33</b>

### For 2013-14 and prior:

Residential Adjunct Faculty FTE calculated by Credit Hours Taught per Adjunct/12;

SPE Faculty FTE calculated by Credit Hours Taught per instructor (during the IPEDS Fall Enrollment Window)/15;

DC FTE is calculated by Credit Hours Taught per instructor/15.

For 2014-15 and forward: Part-time faculty or staff (and Dual Credit) count as 1/3 (as per the Common Data Set).

Dual Credit teaching faculty reflects only those teaching fall and full-year courses; SAS & SPE reflect teachers that taught during the Fall semester.

# FTE (Faculty Staff)

## Teaching Faculty by Dgree

	Doctoral			Masters			Bachelor or Below			Total		
GENDER	F	M	Tot	F	M	Tot	F	M	Tot	F	M	Tot
FULL-TIME	0	2	2	6	9	15	0	2	2	6	13	19
PART-TIME	0	2	2	5	6	11	4	10	14	9	18	27
<b>2008-2009</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>15</b>	<b>26</b>	<b>4</b>	<b>12</b>	<b>16</b>	<b>15</b>	<b>31</b>	<b>46</b>
FULL-TIME	0	4	4	6	8	14	0	0	0	6	12	18
PART-TIME	0	2	2	10	6	16	4	8	12	14	16	30
<b>2009-2010</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>16</b>	<b>14</b>	<b>30</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>20</b>	<b>28</b>	<b>48</b>
FULL-TIME	1	5	6	7	11	18	0	3	3	8	19	27
PART-TIME	0	1	1	5	3	8	3	6	9	8	10	18
<b>2010-2011</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>26</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>16</b>	<b>29</b>	<b>45</b>
EXCEL	2	9	11	8	24	32	0	0	0	10	33	43
FULL-TIME	1	3	4	5	13	18	0	1	1	6	17	23
PART-TIME	0	2	2	7	3	10	3	3	6	10	8	18
<b>2011-2012</b>	<b>3</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>40</b>	<b>60</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>26</b>	<b>58</b>	<b>84</b>
DUAL CREDIT	2	4	6	22	25	47	5	2	7	32	28	60
SPE	5	16	21	20	33	53	0	0	0	25	49	74
FULL-TIME	1	3	4	3	10	13	1	0	1	5	13	18
PART-TIME	0	1	1	8	5	13	1	4	5	9	10	19
<b>2012-2013</b>	<b>8</b>	<b>24</b>	<b>32</b>	<b>53</b>	<b>73</b>	<b>126</b>	<b>7</b>	<b>6</b>	<b>13</b>	<b>71</b>	<b>100</b>	<b>171</b>
DUAL CREDIT	2	1	3	25	28	53	4	2	6	31	31	62
SPE	8	20	28	24	31	55	0	0	0	32	51	83
FULL-TIME	1	6	7	4	8	12	1	0	1	6	14	20
PART-TIME	0	2	2	9	4	13	0	6	6	9	13	22
<b>2013-2014</b>	<b>11</b>	<b>29</b>	<b>40</b>	<b>62</b>	<b>71</b>	<b>133</b>	<b>5</b>	<b>8</b>	<b>13</b>	<b>78</b>	<b>109</b>	<b>187</b>
DUAL CREDIT	0	0	0	16	18	34	8	4	12	24	22	46
SPE	6	13	19	18	20	38	0	0	0	24	33	57
FULL-TIME	1	6	7	7	8	15	0	0	0	8	14	22
PART-TIME	0	1	1	5	5	10	1	4	5	6	10	16
<b>2014-2015</b>	<b>7</b>	<b>20</b>	<b>27</b>	<b>46</b>	<b>51</b>	<b>97</b>	<b>9</b>	<b>8</b>	<b>17</b>	<b>62</b>	<b>79</b>	<b>141</b>

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

Question Content	Quest	SP11	FA11	SP12	FA12	SP13	FA13	IN14	SP14	FA14	SP15
My instructor explained the subject matter	Q01	4.34	4.37	4.36	4.44	4.52	4.30	4.57	4.48	4.19	4.15
My instructor answered all of my questions	Q02	4.37	4.39	4.41	4.49	4.56	4.42	4.66	4.49	4.21	4.23
My instructor discussed current developments	Q03	4.26	4.30	4.28	4.43	4.60	4.52	4.72	4.42	4.15	4.17
My instructor promoted discussion	Q04	4.26	4.33	4.35	4.50	4.60	4.53	4.72	4.48	4.21	4.26
My instructor helped me engage with the subject	Q05						4.20	4.43	4.37	4.09	4.15
My instructor allowed freedom of expression	Q06						4.47	4.72	4.52	4.25	4.25
My instructor was courteous to students	Q07						4.37	4.62	4.57	4.28	4.29
My instructor was accessible to me	Q08	4.35	4.39	4.40	4.50	4.55	4.42	4.63	4.50	4.21	4.20
My instructor graded my work fairly	Q09						4.30	4.57	4.55	4.25	4.24
My instructor engaged students in the course	Q10						4.23	4.60	4.48	4.18	4.24
My instructor was enthusiastic about the subject	Q11						4.30	4.60	4.58	4.34	4.34
My instructor provided timely feedback on assignments	Q12						4.20	4.55	4.35	4.05	4.08
My instructor provided adequate feedback on assignments	Q13	4.18	4.26	4.24	4.43	4.50	4.47	4.66	4.42	4.08	4.09
My instructor shared Christian perspectives	Q14	4.51	4.44	4.46	4.57	4.57	4.44	4.66	4.59	4.36	4.34
My instructor encouraged excellence	Q15						4.41	4.64	4.59	4.31	4.28
Course assessments corresponded to the material covered in the course	Q16	4.28	4.45	4.42	4.58	4.58	4.53	4.71	4.51	4.22	4.25

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

Question Content	Quest	SP11	FA11	SP12	FA12	SP13	FA13	IN14	SP14	FA14	SP15
The syllabus and course expectations were clear	Q17						4.48	4.64	4.45	4.19	4.22
The course enhanced my vocational or educational goals	Q18						4.40	4.70	4.34	4.05	4.11
The course text or readings were helpful and enhanced my learning experience	Q19						4.22	4.58	4.31	4.05	4.13
The lectures were helpful and enhanced my learning experience	Q20						4.22	4.57	4.32	4.06	4.08
The course was sufficiently challenging	Q21						4.19	4.49	4.39	4.13	4.20
Directions provided for assignments and activities were clear	Q22						4.42	4.59	4.42	4.10	4.15
Overall, I rate this course as excellent	Q23	4.19	4.25	4.17	4.31	4.45	4.29	4.51	4.34	4.02	4.09
Overall, I rate this instructor as excellent	Q24	4.41	4.47	4.47	4.55	4.71	4.54	4.64	4.49	4.20	4.20
Overall, I learned a great deal in this course	Q25	4.15	4.21	4.16	4.32	4.47	4.31	4.57	4.34	4.03	4.12
I look forward to taking another course taught by this instructor	Q26	4.15	4.21	4.28	4.37	4.58	4.23	4.65	4.34	4.04	4.13

## Graduation - Degrees Granted

Degree	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate in General Studies			1	1	1				2	5
Associate of Arts	18	28	13	12	9	13	11	16	11	7
Bachelor of Business Administration										10
Bachelor of Science	29	28	33	30	28	34	25	33	32	29
Bachelor of Science in Business	9	18	16	19	8	11	18	18	11	11
Bachelor of Science in Criminal Justice								16	56	44
Bachelor of Science in Healthcare Administration									1	8
Bachelor of Science in Ministry	8	8	12	13	12	9	3	11	3	13
<b>Grand Total</b>	<b>64</b>	<b>82</b>	<b>75</b>	<b>75</b>	<b>58</b>	<b>67</b>	<b>57</b>	<b>94</b>	<b>116</b>	<b>127</b>

SPE Major	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
SPE: Ministry Leadership (EXCEL)	0	0	6	4	3	3	0	1	3	0
SPE: Organizational Leadership (EXC)	1	0	1	1	0	6	11	0	0	0
SPE: Criminal Justice	0	0	0	0	0	0	0	16	56	44
SPE: Ministry Leadership	0	0	0	0	0	0	0	0	0	5
SPE: Healthcare Administration (BB/	0	0	0	0	0	0	0	0	1	8
SPE: Healthcare Management (BSH/	0	0	0	0	0	0	0	0	0	10
SPE: Organizational Leadership	0	0	0	0	0	0	0	0	0	2
<b>Total</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>11</b>	<b>17</b>	<b>60</b>	<b>69</b>

Major	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate of General Studies	0	0	1	1	1	0	0	0	2	5
Associate of Arts	18	28	13	12	9	13	11	16	11	7
BSB: Aviation Management	0	0	0	0	0	0	0	0	0	0
BSB: Accounting	0	1	1	2	2	0	0	1	0	1
BSB: Management	7	17	13	14	3	1	4	5	6	1
BSB: Entrepreneurship	0	0	0	2	1	2	0	0	0	1
BSB: Organizational Leadership	0	0	1	0	3	2	3	11	5	6
BSB: Risk Management	0	0	0	0	0	0	0	0	0	0
BSM: General/Applied	7	3	4	5	3	2	0	3	0	2
BSM: Pastoral	0	2	0	1	1	2	0	2	0	1

## Graduation - Degrees Granted

BSM: Worship Arts	0	0	0	2	1	1	1	1	0	2
BSM: Youth/Student	1	3	2	1	4	1	2	4	0	3
Contemporary Christian Music	0	2	1	1	0	0	0	1	0	1
Communication: Mass Media	3	2	1	1	1	0	0	1	3	0
Communication: ORG COM	0	0	0	0	0	0	0	0	0	0
Communication: Public Relations	0	0	0	0	0	0	0	0	0	1
Communication: Speech/Theatre	1	0	0	1	0	0	0	0	0	2
Education: Elementary	0	0	0	0	1	1	2	2	1	1
Education: English	0	0	0	0	0	0	0	0	1	0
Education: History	0	0	0	0	0	1	0	0	2	1
Education: Math	0	0	0	0	0	0	0	0	1	
Education: PE	0	0	0	0	1	0	1	0	0	1
English	0	0	2	3	1	3	3	3	1	2
Exercise Science	0	1	1	2	1	4	3	5	3	3
History	0	0	0	1	1	1	0	2	2	1
Liberal Studies	14	8	11	9	8	8	7	4	4	3
Music	0	0	0	0	0	0	0	0	1	1
Music: Performance	0	0	0	1	0	0	0	0	0	0
Music: Vocal Performance	0	0	0	0	0	0	0	0	0	0
Natural Science: Biology	1	1	1	3	4	3	1	2	1	0
Natural Science: Chemistry	1	1	0	0	2	0	0	2	1	2
Natural Science: Health	0	1	2	0	2	1	0	0	0	1
Natural Science: Math	0	0	0	1	0	1	1	1	0	0
Psychology	5	5	6	4	1	4	2	4	2	5
Pre-Law	0	0	1	0	0	0	0	1	0	1
Social Science	3	3	3	1	2	2	2	1	3	2
Sport Management	0	2	3	2	2	5	3	5	6	1
<b>Total (including inactive majors)</b>	<b>63</b>	<b>82</b>	<b>68</b>	<b>70</b>	<b>55</b>	<b>58</b>	<b>46</b>	<b>77</b>	<b>56</b>	<b>58</b>

Inactive Majors	2005-2006	2006-2007	2007-2008
BSB	1	0	0
Church Music	1	2	1

The numbers reported here are actually lower than the actual amount graduated. In CAMS, some students are listed (erroneously) as not having earned a degree when, in fact, they have. This appears to be an impact of the data conversion, affecting crossover students. Numbers listed reflect degrees conferred within an Academic Year

# Admissions Aid

Admissions Funnel	2009	2010	2011	2012	2013	2014 5-YR AVERAGE	
Prospects	12703	11099	13953	9635	11810	ND	
Applications	801	925	865	538	661	454	
Admitted	440	430	401	233	332	192	
Enrolled	129	117	151	99	146	94	
Applied/Admitted	54.93%	46.49%	46.36%	43.31%	50.23%	42.29%	44.80%
Admitted/Enrolled	29.32%	27.21%	37.66%	42.49%	43.98%	48.96%	41.53%
Applied/Enrolled	16.10%	12.65%	17.46%	18.40%	22.09%	20.70%	18.62%

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

Financial Aid (Totals)	2009	2010	2011	2012	2013	2014 AVERAGE	
Federal PELL Grant	\$643,454	\$808,801	\$1,060,590	\$1,220,000	\$2,902,410	\$1,979,146	
Federal SEOG	\$69,814	\$62,085	\$58,700	\$62,085	\$62,085	\$56,900	
ACG Grant	\$47,450	\$39,787	-	-	-		
Smart Grant	\$10,000	\$12,000	-	-	-		
Federal Perkins Loan (Formally NDSL)	\$99,205	\$120,000	\$137,987	\$122,281	\$160,000	\$169,268	
Federal Stafford Loan	\$1,830,618	\$1,913,207	\$2,745,619	\$3,000,000	\$4,571,537	\$4,598,894	
Federal Parents Loan (PLUS)	\$352,315	\$385,988	\$442,293	\$300,000	\$309,480	\$323,632	
Outside Loan (Alternative)	\$190,550	\$181,174	\$139,176	\$182,000	\$171,627	\$169,514	
Federal Work Study	\$58,725	\$58,725	\$58,725	\$58,725	\$58,725	\$77,267	
Outside Scholarship	\$172,928	\$161,207	\$125,618	\$130,000	\$56,105	\$111,047	
Institutional	\$2,192,125	\$2,139,073	\$2,531,967	\$2,126,224	\$2,686,910	\$2,814,486	
Kansas Comprehensive Grant	\$166,100	\$213,195	\$198,000	\$128,950	\$154,400	\$155,300	
Other Kansas State Aid	-	\$2,000	\$3,000	\$3,000	\$3,000		
<b>Total</b>	<b>\$5,833,284</b>	<b>\$6,097,242</b>	<b>\$7,501,675</b>	<b>\$7,333,265</b>	<b>\$11,136,279</b>	<b>\$10,455,454</b>	

# Admissions Aid

Fianancial Aid/FTE	2009	2010	2011	2012	2013	2014 AVERAGE
Federal PELL Grant					60%	43%
Federal SEOG					20%	20%
ACG Grant					-	
Smart Grant					-	
Federal Perkins Loan (Formally NDSL)					8%	8%
Federal Stafford Loan					74%	68%
Federal Parents Loan (PLUS)					4%	4%
Outside Loan (Alternative)					3%	3%
Federal Work Study					7%	10%
Outside Scholarship					11%	11%
Institutional					43%	43%
Kansas Comprehensive Grant					10%	7%
Other Kansas State Aid					-	
Percent of Students Receiving Aid					91.06%	
Overall Student Loan Average		\$10,230	\$9,693	\$9,533	\$10,439	
Residential Loan Average		\$10,465	\$10,557	\$9,955	\$11,165	\$10,439
SPE Loan Average		\$8,732	\$8,764	\$8,674	\$9,823	
Average Aid Award as % of COA					\$15,330	?



# Admissions Aid

<b>IPEDS Admission Tables</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014 AVERAGE</b>
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## **SAS Admissions Funnel**

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Applications (Male)						241
Admitted (Male)						113
Enrolled (Male)						61
Applications (Female)						213
Admitted (Female)						79
Enrolled (Female)						33

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## **SPE Admissions Funnel**

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Applications (Male)						108
Admitted (Male)						66
Enrolled (Male)						40
Applications (Female)						105
Admitted (Female)						73
Enrolled (Female)						53

## General Education

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

<b>Table 1.1</b>							
<b>General Education Assessment Data</b>							
Spring Semester							
	2013	2014	2015	2016	2017	2018	Goal
<b>CAAP Senior Exit<sup>+</sup></b>	61.5 Nat Avg (59.8)*						Score > Nat Avg
<b>CCTST Senior Exit (SAS)</b>	-	72.9 Nat Avg (75.5)	70.0 Nat Avg (76.3)				Score > Nat Avg
<b>CCTST Senior Exit (SPE)</b>	-	-	71.8 Nat Avg (76.3)				
<b>Exit Survey - Psychological Well-Being<sup>1</sup></b>	3.18	3.18	3.23				3.5+
<b>Writing Portfolio</b>	-	-	-				
<b>Exit Survey: Diversity<sup>2</sup></b>	3.2	3.13	3.33				3.5+
<b>Exit Survey: Spiritual Growth Assessment<sup>3</sup></b>	3.26	3.25	3.21				3.5+

\*30 of 51 respondents scored above the national average.

<sup>+</sup>Starting with in 2014, exiting senior students were given the CCTST instead of the CAAP.

Table 1.2 and 1.3 contain entry and exit data for students' SmarterMeasure scores. This assessment tool is also used as the placement test for the College's writing program. Additionally, advisors consider individual students' scores when advising a student. SPE started using the tool in the 2013-2014 school year; SAS adopted it soon afterwards (initially only using the Math, Reading, and Writing modules, but later including Technical Competency and Technical Knowledge).

<sup>1</sup> Scale based off the Ryff Scales of Psychological Well-Being.

<sup>2</sup> Scale based off of the Miville-Guzman Universality-Diversity Scale (M-GUDS-S).

<sup>3</sup> Scale based off the Spiritual Growth Assessment developed by Lifeway.

<b>Table 1.2</b>		
<b>SAS SmarterMeasure Entry/Exit Scores</b>		
	<b><u>FA 2014</u></b>	<b><u>FA 2015</u></b>
<i>Math</i>	87%	85%
<i>Reading</i>	73%	70%
<i>Technical Competency</i>	-	91%
<i>Technical Knowledge</i>	-	65%
<i>Writing</i>	65%	64%
<b><u>SP 2015</u></b>		
<i>Math</i>	83%	
<i>Reading</i>	73%	
<i>Technical Competency</i>	89%	
<i>Technical Knowledge</i>	69%	
<i>Writing</i>	66%	

<b>Table 1.3</b>		
<b>SPE SmarterMeasure Entry/Exit Scores</b>		
	<b><u>2013-2014</u></b>	<b><u>2014-2015</u></b>
	<b><u>Entry</u></b>	<b><u>Entry</u></b>
<i>Math</i>	82%	73%
<i>Reading</i>	73%	62%
<i>Technical Competency</i>	92%	86%
<i>Technical Knowledge</i>	73%	65%
<i>Writing</i>	63%	59%
	<b><u>2013-2014</u></b>	<b><u>2014-2015</u></b>
	<b><u>Exit</u></b>	<b><u>Exit</u></b>
<i>Math</i>	-	77%
<i>Reading</i>	-	75%
<i>Technical Competency</i>	-	91%
<i>Technical Knowledge</i>	-	76%
<i>Writing</i>	-	65%

<b>Table 1.4</b>			
<b>Alumni Survey – Satisfied &amp; Very Satisfied Respondents</b>			
Dimension	2013	2014	2015
<i>Total Respondents</i>	19	34	31
The level of challenge associated with your program	63%	94%	90%
The quality of instruction received	79%	97%	90%
The quality of academic advising	84%	90%	80%
Adequacy of library resources	63%	83%	82%

<b>Table 1.5</b>				
<b>Alumni Survey – Advanced Study &amp; Employment</b>				
Dimension	2013	2014	2015	Goal
Applied to graduate school	47%	32%	23%	-
% of those accepted	89%	55%**	43%**	85%
Working Full-Time	71%*	79%	81%	80%
Working Part-Time		12%	6%	-
Unemployed – Seeking Employment	16%*	0%	13%	-
Unemployed – Not Seeking Employment		9%	0%	-

\*After the 2013 Alumni Survey, this data was delineated into full/part-time.

\*\*Many respondents were still in the process of applying to a program.

<b>Table 1.6</b>			
<b>Alumni Survey - Education in Relation to Employment / Continued Education</b>			
Dimension*	2013	2014	2015
Major-Employment Relatedness	64%	74%	61%
Major-Employment Helpfulness (same or similar field)	56%	48%	53%
Major-Employment Helpfulness (overall)	42%	35%	32%
Grad. School Preparation (of those who applied)	-	83%	100%

\*Data indicates the percentage of respondents who gave a positive response (Well/Very Well, Satisfied/Very Satisfied, etc.).

## Business Department

The business world is in need of strong Christian business men and women who are grounded in their faith, who possess the knowledge and skills needed to be successful in their respective business ventures, and who have a high regard for ethical issues and principles. The Business Department's philosophy is to integrate and articulate Christian values into the department's courses while developing strong business acumen and understanding among students. The business department will regularly gather data to assess their ability to meet their goals. The 2014-15 school year is the second 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.

Table 1.1

### *Business Department Assessment Data*

	Goal	Academic Year						
		08-09	09-10	10-11	11-12	12-13	13-14	14-15
Av. Strategic Mgmt. Project GPA	3.30	NA	NA	2.25	2.72	3.07	3.00	3.17
Av. Strategic Mgmt. Class GPA	3.00	3.71	3.75	2.5	2.29	2.86	2.20	2.67
PBL Membership/Senior Business Majors	50%	88%	50%	75%	33%	36%	67%	75%
Internship or Practicum/Senior Business Majors	50%	75%	0%	13%	14%	36%	17%	13%
Average Major GPA	3.00	3.66	3.06	3.20	2.52	3.30	3.06	3.26
Career Entry @ Graduation	80%	90%	82%	100%	63%	50%	83%	67%
PBL State — students attending/events placed	20:40	17:44	9:26	11:26	12:18	13:26	16:38	19/36
PBL National Attendance	6	—	2	2	1	5	4	6
PBL National Events Placed	5	—	0	0	1	4	4	2
MFT Individual Mean	150						144	151
MFT Individual Percentile	43						26	46
MFT Institutional Percentile	43						18	46

Table 1.2

### *Alumni Survey Data (Business Majors, 2000-2011)*

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

Table 1.3

*Alumni Survey – Advanced Study & Employment*

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

Table 1.4

*Helpfulness of Education in Relation to Employment and Continued Education*

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

Table 1.5

*Perceptions Concerning the Program*

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

Table 1.6

*Phi Beta Lambda State & National Results*

	Academic Year							
	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
State Attendance	12	17	9	11	12	13	16	19
First Place	16	17	9	11	8	12	14	15
Second Place	16	16	9	9	5	10	10	13
Third Place	11	11	8	6	5	4	14	8
Total	43	44	26	26	18	26	38	36
National Attendance	1	0	2	3	1	5	4	6
National Placements	8 <sup>th</sup> , 2 <sup>nd</sup>	--	--	--	10 <sup>th</sup>	8 <sup>th</sup> , 4 <sup>th</sup> , 3 <sup>rd</sup>	10 <sup>th</sup> , 4 <sup>th</sup> , 2 <sup>nd</sup>	4 <sup>th</sup> , 2 <sup>nd</sup>

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

## Education 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.

Table 1.5

### *Education Program Assessment Data*

Assessment Tool	Goal	Year						
		8-10	9-10	10-11	11-12	12-13	13-14	14-15
GPA: Incoming	4.00	4.00	3.38	3.32	3.51	3.58	3.40	3.26
GPA: Outgoing	4.00	4.00	3.30	3.54	3.45	3.58	3.45	3.20
GPA: Ed Core	3.50	--	3.50	3.73	3.57	3.48	3.51	3.83
PPST	172	--	179.3	172	174.4	172	--	--
C-Base (English)	235	--	--	--	--	283.3	263	267.4
C-Base (Math)	235	--	--	--	--	280.1	278.5	303.7
PLT	163	191	172	177	180	169.75	167.75	162
Content	158	178	161	180	180	159.5	153	141.83
CTE Admit	12	3	1	9	4	7	7	2
Completion	12	--	3	1	9	3	5	3
Licensure Rate	100%	--	100%	100%	100%	100%	85.7%	66.7%
KPTP	2.5	2.5	1.73	2.49	2.43	2.36	2.27	2.125

“GPA: Incoming” is measured by the average cumulative GPA of the school year’s Introduction to Education students. “GPA: Outgoing” is the average cumulative GPA of degree completers. “GPA: Ed Core” is the average GPA of teacher candidates within the program, based on professional core courses. 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 to be approved for CTE. “Completion” is the number of student who successfully completed CTE and all degree requirements. “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 2.0. Candidates complete the KPTP during the semester of CTE.

Table1.1 (2011 Data)

*Alumni Survey Data (Education Majors)*

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

N/A responses not record in percentages

Table 1.2 (2011 data)

*Alumni Survey – Advanced Study & Employment*

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

Table 1.3 (2011 Data)

*Helpfulness of Education in Relation to Employment and Continued Education*

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



## English Program

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

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

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Assessment Tool	Goal	Sp 010	Sp2011	Sp2012	Sp2013	Sp2014	Sp2015 (n=2)
Senior Exit Exam	80%	--	75%*	100%*	94%	N/A**	N/A
Senior Seminar Course	80%	--	85.4%	88%	89.16%	N/A***	88%
Senior Research Project	80%	--	91%	90%	93%	N/A****	93%
Sophomore Entrance Exam		--	100%	100%	25%	N/A*****	N/A
Sophomore Seminar Course	80%	--	--	--	--	86.8%	--
GPA Data	3.00	--	--	--	3.49	3.57%	3.39 (n=7)

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

\*\*Test no longer exists; replaced by the Senior Seminar Course since it better assess all four outcomes.

\*\*\*No graduates.

\*\*\*\*No graduates, and, since this assessment didn't measure all four outcomes, the Senior Seminar Course will replace it.

\*\*\*\*\*This assessment no longer exists and is replaced by the Sophomore Seminar Course.

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# Ministry Majors

## LEARNING OBJECTIVES OF MINISTRY MAJORS

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

Table 1.1

### *Ministry & Theology 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%^		
Senior Ministry Knowledge Test	80%	--	74% (-6)	87% (+7)	58%^		
Sophomore Self-Assessment: Call/Vocation	--	--	*	*	*		
Senior Self-Assessment of Call/Vocation	80%	--	*	*	*		
Sophomore Spiritual Formation Report	--	--	DNR	3.4	2.9		
Senior Spiritual Formation Report	4.0**	--	3.5	3.6	3.3		
Internship Supervisor Evaluations	9.0	--	9.01 (+.01)	8.2 (-.8)	9.2 (+.2)		
GPA: Major	3.0	3.18 (+.18)	3.35 (+.35)	DNR	DNR		
GPA: Overall	2.7	3.20 (+.5)	3.40 (+.7)	DNR	DNR		

\*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.

Table 1.2

### *General Education Courses – Class Averages*

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

Table 1.3

*Persistence & Ministry Employment*

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

Table 1.4

*Alumni Survey Data (Ministry Majors)*

Dimension	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
The level of challenge associated with program major	86%%	14%
The quality of instruction received	83%%	7%
The adequacy library resources	66%	33%
The quality of academic advising	68%	18%
Interactions with Faculty	89%	11%
Interactions with other students	100%	0%

Non-applicable scores not included in analysis

Table 1.5

*Helpfulness of Education in Relation to Employment and Continued Education*

Dimension	Very Well/Well Very	Adequate/ Somewhat	Poor/ Very Poor Not At All
Major/Employment Relatedness	0%	22%	48%
Major/Employment Helpfulness	35%	48%	17%
Major/Academic Preparation	45%	44%	11%

Table 1.6

*Perceptions Concerning the Program*

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

Table 1.7

*Assessment-based Modifications Made by the Ministry and Theology Department*

Assessment Tool	Finding(s)	Response
Employment Rate	Five years of deficiency	Discussion at August 2015 Department meeting. See minutes.
Data Gathered	During the triennial review the department determined that different data would measure more effectively. See the triennial report for complete details.	A new assessment plan has been built. Next year a new tables will reflect the different data collection process.
Persistence Rate	The former data book pages showed a persistence rate standard of 2.5, but the formula for determining the rate made that number meaningless.	Set a new persistence goal at 4 out of every five entries graduating = .8 (or 80%)
Ministry Knowledge Test	The Ministry Knowledge Test was not providing the information needed. As we reviewed the data collection during the triennial review, we discovered that we needed a measure that assessed biblical knowledge specifically.	Changed the assessment piece from a Ministry Knowledge Test to a Biblical Content Exam. For full report on this transition see the Triennial Report.

# Music Department

## *Learning Objectives of the Music Major*

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

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

Table 1.1

*Music Program Learning Outcomes Assessment Data*

Assessment Tool	Year					Goal
	11-12	12-13	13-14	14-15	15-16	
Junior Recital (Average Grade)	100%	--	100%	98%		90%
Senior Recital (Average Grade)	93%	92%	--	95%		90%
Major Field Test	31%	--	31%	--		80%
MU-MS Pre Test Scores	46%	29%	35%	52%		--
MU-MS Post Test Scores	77%	75%	79%	86%		80%
T.I.G.E.R. (Art) Scores	4.48	4.51	4.63	4.51 (FA Only)		4.50
Concerts (MU-EN)	42	40	37	55		40
Project/Recordings	34	62	46	52		50

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

Table 1.2

*Percentage of Respondents Indicating Very Satisfied or Satisfied*

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

Table 1.3

*Alumni Survey Data (Music Majors 2012-14)*

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

Table 1.4

*Alumni Survey – Advanced Study & Employment*

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

Table 1.5

*Helpfulness of Education in Relation to Employment and Continued Education*

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

Table 1.6

*Perceptions Concerning the Program*

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

# Natural Science Department

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

Table 1.1

*Natural Science Program Assessment Data*

Assessment Tool	Year							
	Goal	2009	2010	2011	2012*	2013	2014	2015
Pass Rate: Natural Science Seminar	100%	88%	100%	89%	100%	89%	100%	100%
Pass Rate: Senior Seminar	100%	86%	95%	67%	100%	89%	100%	83%
Scientific Method Comprehension	100%	95%	75%	90%	100%	100%	100%	100%
Natural Science Pre/Post Assessment							NDR	NDR
Satisfaction with Course Work	85%	100%	100%	83%	100%	100%	100%	100%
Perceived Readiness for Upper Level	100%	86%	60%	80%	90%	100%	57%	88%
Satisfaction with Overall Experience	100%	100%	100%	100%	100%	100%	86%	100%

\*Courses covered by multiple adjunct faculty.

Departmental analysis of alumni demonstrates that from 2005 to the present, the department has had a 79.2% 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 91.3%. Both figures exceed the departmental goal of 75%.

Student persistence in the Natural Science/Math Department is 82% (data from 2006 to present). This figure is the percent of Natural Science students who took Natural Science Seminar NS-SM 291 (sophomore level required course) and went on to complete Senior Science Seminar NS-SM 491 (senior level required course). Those that graduated with Associate Degrees and transferred were not included in the numbers.



# 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.

## Psychology Program

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

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

Table 1.5

### *Psychology Program Assessment Data*

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

\*Courses covered by multiple adjunct faculty members.

## Sport Science Department

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

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

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

Each major in the department therefore is aligned with these learning objectives and it is a part of the department's review process to collect data related to these objectives and review that data to indicate the overall health and success of the department by meeting a minimum grade of 70% on all of the following benchmarks to be counted towards the projected goal. The benchmarks that provide this data are as follows: research presentation project (SP-SH 202), major-related project (SP-SH 308- Exercise Physiology or SP-SH 250- Leisure and Sport Programming), portfolio (SP-SH 491- Sports Science Seminar), practicum (SP-SH 395- Exercise Science Practicum or SP-SM 395- Sport Management Practicum), internship (SP-SH 495- Exercise Science Internship or SP-SM 495- Sport Management Internship), and the departmental alumni data survey.

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

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

The following tables are representative of the previously mentioned data.

Table 1.1

Sport Science & Health Student Assessment Data

Assessment Tool	Year						Goal
	12-13	13-14	14-15	15-16	16-17	17-18	
Presentation	NDR	NDR	76%				85%
Project	NDR	NDR	82%				80%
Portfolio	NDR	NDR	100%				94%
Practicum	NDR	NDR	85%				85%
Internship	NDR	NDR	88%				90%

Table 1.2

Sport Science & Health Program Assessment Data

T.I.G.E.R. Survey <sup>1</sup>	Year						Goal
	12-13	13-14	14-15	15-16	16-17	17-18	
Average	NDR	NDR	3.65				3.5
Question 17	NDR	NDR	3.69				3.5
Question 19	NDR	NDR	3.59				3.5

<sup>1</sup> Data represents all courses that begin with a course code of SP, including those taught by adjuncts.