

# **Data Book**

## **2015-2016**



# Central Christian College of Kansas

## Fall 2015 - Quick Facts

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

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

### Enrollment Demographics

Gender		Campus Population			Enrollment by Degree	
Female	52%		<i>N</i>	<i>%</i>	Associate of Arts (A.A.)	7
Male	48%	Concurrent	216	16%	A.A.Criminal Justice	0
		Excel	49	4%	A.G.S.	0
		Residential	290	21%	B.S.	202
		Online	814	59%	B.S.Business	424
		<b>Total</b>	<b>1369</b>	<b>100%</b>	B.S.Criminal Justice	219
<b>Ethnicity</b>					B.S.Healthcare Administration	59
American Indian/Native	2%				B.S.Interdisciplinary	3
Asian/Pacific Islander	2%				B.S.Ministry	28
African American	19%				B.S.Psychology	97
Hispanic/Latino	11%				B.Business Administration	109
White	57%				Non-Degree Seekers	221
Other	8%				<b>Total</b>	<b>1369</b>

### Outcomes

Fit-Four				Degrees Awarded	
Fit Mind	CCTST	⊗ 71.2	Goal: 75.5	Associate of Arts (A.A.)	9
Fit Heart	M-GUD-S	⚠ 3.13	Goal: >3.5	A.A.Criminal Justice	0
Fit Body		N.D.	Goal: >3.5	A.G.S.	2
Fit Soul	Lifeway	⊗ 2.97	Goal: >3.5	B.S.	34
				B.S.Business	31
				B.S.Criminal Justice	53
				B.S.Healthcare Administration	6
				B.S.Interdisciplinary	0
				B.S.Ministry	7
				B.S.Psychology	2
				B.Business Administration	14
				<b>Total</b>	<b>158</b>

  

CFI	
Primary Reserve Ratio	-0.4
Equity Ratio	0.661
Net Income Ratio	0.062
<b>Composite Index</b>	<b>0.90</b>

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## **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.

## Historical & Significant Turning Points

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

### Presidents

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

*\*Interim President*

### Chief Development Officers

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

### Chief Financial Officer

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

### Chief Academic Officers

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

*\*Officer also served as Provost*

### Chief Student Affairs Officer

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

## Legend/Glossary

SPE	School of Professional and Distance Education
SAS	School of Liberal Arts and Sciences
FTE	Full-time Equivalent (Fulltime Headcount*(Part-time Headcount * .392857))
Cohort	A specified group, most commonly associated with the enrollment start date
Retention	Percentage of a given cohort that is retained from one point to another
Persistence	Percentage of a given cohort that continues toward educational goal
Attrition	Percentage of decrease associated with any cohort
DNR	<b>Did Not Report</b>

[A glossary of Data Terms is available at the National Center for Education Statistics](#)

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

## Fall Enrollment Data

### Overall Headcount

Full-time: SAS	296	326	262	281	295	275	312
Part-time: SAS	9	7	7	11	7	11	3
Part-time: NDS (SAS)	3	5	3	3	7	4	3
Part-time: NDS (EXCEL)	1				0	0	0
Part-time: NDS (Online)					0	1	0
Full-time: SPE (EXCEL)	17	19	25	19	34	46	28
Full-time: SPE (Online)	0	39	240	360	633	798	451
Part-time: SPE (EXCEL)				3	0	3	3
Part-time: SPE (Online)				7	16	15	30
Dual Credit (NDS)	192	257	282	268	180	216	183
<b>Traditional Headcount (F, P, &amp; NDS)</b>	<b>308</b>	<b>338</b>	<b>272</b>	<b>295</b>	<b>309</b>	<b>290</b>	<b>318</b>
Professional Ed. Headcount	18	58	265	389	683	863	512
Dual Credit (NDS) Headcount	192	257	282	268	180	216	183
<b>Total Students (Overall)</b>	<b>518</b>	<b>653</b>	<b>819</b>	<b>952</b>	<b>1172</b>	<b>1369</b>	<b>1013</b>

### Full-time Equivalency (FTE)

SAS Full-time FTE	297.29	328.00	262.79	281.00	295.00	275.00	312.00
SAS Part-time FTE (ALL)	5.21	4.50	4.43	5.50	5.50	5.89	2.36
SAS FTE	302.50	332.50	267.21	286.50	300.50	280.89	314.36
Dual-Credit FTE	55.79	99.71	114.43	105.29	70.71	84.86	71.89
SPE Full-time (EXCEL) FTE	0.00	16.29	20.79	20.18	34.00	46.00	28.00
SPE Full-time (ONLINE) FTE	0.00	33.43	203.79	362.75	633.00	798.00	451.00
SPE Part-time (EXCEL) FTE					0.00	1.18	1.18
SPE Part-time (ONLINE) FTE					6.29	6.29	11.79
SPE FTE	16.29	49.71	224.57	382.93	673.29	851.46	491.96
<b>Total FTE (Overall)</b>	<b>374.57</b>	<b>481.93</b>	<b>606.21</b>	<b>774.71</b>	<b>1044.50</b>	<b>1217.21</b>	<b>878.21</b>

### Credits



	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
SAS Full time Credits	4162	4592	3679	4016	4269	3961	4440
SAS Part-time Credits	73	63	62	99	60	83	22
<b>SAS Total Credits</b>	<b>4235</b>	<b>4655</b>	<b>3741</b>	<b>4115</b>	<b>4329</b>	<b>4044</b>	<b>4462</b>
Dual Credit Credits	781	1396	1602	1301	1027	1116	927
SPE Full-time (EXCEL) Credits	0	228	291	228	396	564	336
SPE Full-time (Online) Credits	0	468	2853	4353	8004	9588	5412
SPE Part-time (EXCEL) Credits				24	18	15	24
SPE Part-time (Online) Credits				57	117	96	231
Professional Education (Credits)	228	696	3144	4662	8535	10263	6003
<b>Total Credits (Overall)</b>	<b>5244</b>	<b>6747</b>	<b>8487</b>	<b>10078</b>	<b>13891</b>	<b>15423</b>	<b>11392</b>

### Overall Degree Seeking Headcount

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

### Degree-Seeking SAS Headcount (Enrollment Status)

First-time Full-time Freshman	84	109	78	105	90	80	96
Degree-Seeking First-Time, Part-Time Freshman	1	2	0	0	3	0	0
Transfer Headcount	28	35	15	37	25	23	31
Readmits	7	4	13	3	4	3	7
Continuing	185	183	163	147	180	180	181

<b>Degree-seeking Residential Headcount</b>	<b>305</b>	<b>333</b>	<b>269</b>	<b>292</b>	<b>302</b>	<b>286</b>	<b>315</b>
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Res. HC = FT+PT	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE
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### Degree Seeking SPE Headcount (Enrollment Status)

First-time Full-time Freshman	83	114	76				10
Degree-Seeking First-Time, Part-Time Freshman							0
Transfer Headcount	26	32	15				148
Readmits	8	4	8				49
Continuing	191	188	173				308
<b>Degree-seeking Residential Headcount</b>	<b>308</b>	<b>338</b>	<b>272</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>515</b>

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

Freshman	99	134	90	123	113	89	108
Sophomore	81	68	68	74	90	80	66
Junior	74	67	47	47	48	68	72
Senior	51	64	64	48	51	49	69
<b>Residential Headcount</b>	<b>305</b>	<b>333</b>	<b>269</b>	<b>292</b>	<b>302</b>	<b>286</b>	<b>315</b>

### Faculty Ratios

Faculty/Student Ratio (SAS)	1:12.34	1:13.63	1:10.19	1:9.35	1:10.99	1:11.76	1:12.66
Faculty/Student Ratio (SPE)	1:3.13	1:3.44	1:8.55	1:11.68	1:35.44	1:35.12	1:26.83
Faculty/Student Ratio (Overall)	1:14.82	1:16.28	ND	ND	1:21.12	1:24.58	
Staff/Student Ratio (Overall)	1:8.59	1:8.44	1:6.41	1:6.3	1:14.96	1:17.31	

### Head-to-Head Retention: SAS

Overall	73.60%	65.60%	63.10%	68.00%	68.60%	68.20%	74.89%
Freshman to Sophomore (FA-FA)	71.90%	61.40%	52.10%	64.90%	65.00%	62.00%	59.60%
Sophomore to Junior (FA-FA)	68.60%	88.89%	68.70%	79.10%	69.00%	70.00%	82.19%
Junior to Senior (FA-FA)	74.10%	98.57%	92.60%	82.70%	86.00%	81.00%	95.54%
Senior to Graduated (includes FA & IN grads)	92.00%	89.00%	88.00%	91.00%	89.50%	90.60%	93.10%
Overall	65.60%	63.10%	68.00%	68.60%	68.20%		
First Year (FA-FA)	61.40%	52.10%	64.90%	65.00%	62.00%		
Second Year (FA-FA)	88.89%	68.70%	79.10%	69.00%	70.00%		

	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Third Year (FA-FA)	98.57%	92.60%	82.70%	86.00%	81.00%		
Students of Color (FA-FA)		65.00%	54.00%	64.40%	63.50%	56.80%	
Athletes (FA-FA)			57.00%	65.00%	54.90%	64.80%	
POC (FA-FA)		50.00%	56.00%	42.00%	49.00%		

## Enrollment Demographics

### Ethnicity - Overall (SPE & SAS)

Am. Indian/ AK Native	2%	2%	0%	1%	2%	2%	3%
Asian	1%	1%	3%	3%	1%	1%	2%
Black or African American	10%	8%	10%	12%	18%	24%	19%
Hispanic	3%	5%	5%	6%	8%	10%	11%
Nat. Hawaiian/ Other Pac. Islander	0%	0%	0%	1%	0%	0%	0%
Nonresident Alien	0%	0%	0%	0%	1%	0%	1%
Not Specified/Unknown	1%	5%	18%	13%	22%	9%	6%
Two or more races	4%	1%	1%	1%	2%	2%	1%
White	79%	78%	63%	64%	47%	52%	57%

### Ethnicity by Gender - Dual Credit

#### Female

Am. Indian/ AK Native	3	3	-	1	2	4	5
Asian	3	-	4	4	-	1	4
Black or African American	-	1	1	4	2	1	2
Hispanic	2	2	6	3	-	7	4
Nat. Hawaiian/ Other Pac. Islander	2	-	1	-	-	1	0
Nonresident Alien	-	-	-	-	-	-	2
Not Specified/Unknown	-	-	1	1	29	19	21
Two or more races	1	-	4	2	-	2	0
White	91	130	137	141	62	89	84
<b>Total Female</b>	<b>102</b>	<b>136</b>	<b>154</b>	<b>156</b>	<b>95</b>	<b>124</b>	<b>122</b>

#### Male

	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Am. Indian/ AK Native	2	-	-	-	2	2	1
Asian	-	3	6	4	-	1	3
Black or African American	-	-	-	2	3	-	1
Hispanic	-	5	5	4	3	7	1
Nat. Hawaiian/ Other Pac. Islander	-	-	-	-	1	1	0
Nonresident Alien					-	-	0
Not Specified/Unknown	2	-	-	2	25	18	9
Two or more races	3	3	1	1	-	2	1
White	83	110	116	99	51	61	45
<b>Total Male</b>	<b>90</b>	<b>121</b>	<b>128</b>	<b>112</b>	<b>85</b>	<b>92</b>	<b>61</b>
<b>Total Students</b>	<b>192</b>	<b>257</b>	<b>282</b>	<b>268</b>	<b>180</b>	<b>216</b>	<b>183</b>
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

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

#### Female

Am. Indian/ AK Native	1	3	1	2	1	5	7
Asian	-	1	6	13	4	2	2
Black or African American	16	10	10	7	7	2	2
Hispanic	7	11	12	10	6	20	28
Nat. Hawaiian/ Other Pac. Islander	-	-	-	2	-	-	0
Nonresident Alien					6	2	2
Not Specified/Unknown	3	2	2	1	2	-	1
Two or more races	4	1	1	1	6	4	4
White	106	115	95	94	100	104	95
<b>Total Female</b>	<b>137</b>	<b>143</b>	<b>127</b>	<b>130</b>	<b>132</b>	<b>139</b>	<b>141</b>

#### Male

Am. Indian/ AK Native	4	5	-	1	4	1	1
Asian	-	1	4	6	4	-	0
Black or African American	32	37	27	22	22	23	29
Hispanic	7	16	11	22	22	35	43
Nat. Hawaiian/ Other Pac. Islander	-	-	-	-	-	-	0
Nonresident Alien					9	1	5

	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Not Specified/Unknown	1	8	3	2	1	1	0
Two or more races	11	1	3	3	11	8	6
White	116	127	97	109	104	82	93
<b>Total Male</b>	<b>171</b>	<b>195</b>	<b>145</b>	<b>165</b>	<b>177</b>	<b>151</b>	<b>177</b>
<b>Total Students</b>	<b>308</b>	<b>338</b>	<b>272</b>	<b>295</b>	<b>309</b>	<b>290</b>	<b>318</b>
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

### Ethnicity by Gender - School of Professional Education

#### Female

Am. Indian/ AK Native		1	1	1	6	7	6
Asian		-	2	1	2	4	4
Black or African American		1	39	51	110	198	101
Hispanic		1	4	7	26	29	11
Nat. Hawaiian/ Other Pac. Islander		-	-	2	3	3	1
Nonresident Alien					-	-	0
Not Specified/Unknown		12	56	50	99	43	19
Two or more races		-	-	-	4	4	1
White	8	9	15	64	103	167	109
<b>Total Female</b>	<b>8</b>	<b>24</b>	<b>117</b>	<b>176</b>	<b>353</b>	<b>455</b>	<b>252</b>

#### Male

Am. Indian/ AK Native	0	-	-	3	5	8	7
Asian	0	-	-	-	2	3	3
Black or African American	2	2	2	28	67	102	55
Hispanic	1	-	2	14	31	38	24
Nat. Hawaiian/ Other Pac. Islander	0	1	1	2	1	-	0
Nonresident Alien	0				-	-	1
Not Specified/Unknown	1	12	84	63	96	36	11
Two or more races	0	-	-	3	-	6	3
White	6	19	59	100	128	215	156
<b>Total Male</b>	<b>10</b>	<b>34</b>	<b>148</b>	<b>213</b>	<b>330</b>	<b>408</b>	<b>260</b>
<b>Total Students</b>	<b>18</b>	<b>58</b>	<b>265</b>	<b>389</b>	<b>683</b>	<b>863</b>	<b>512</b>

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**Ethnicity by Gender - Overall**

<b>Female</b>							
Am. Indian/ AK Native	4	7	2	4	9	16	18
Asian	3	1	12	18	6	7	10
Black or African American	16	12	50	62	119	201	105
Hispanic	9	14	22	20	32	56	43
Nat. Hawaiian/ Other Pac. Islander	2	0	1	4	3	4	1
Nonresident Alien	0	0	0	0	6	2	4
Not Specified/Unknown	3	14	59	52	130	62	41
Two or more races	5	1	5	3	10	10	5
White	205	254	247	299	265	360	288
<b>Total Female</b>	<b>247</b>	<b>303</b>	<b>398</b>	<b>462</b>	<b>580</b>	<b>718</b>	<b>515</b>
<b>Male</b>							
Am. Indian/ AK Native	6	5	0	4	11	11	9
Asian	0	4	10	10	6	4	6
Black or African American	34	39	29	52	92	125	85
Hispanic	8	21	18	40	56	80	68
Nat. Hawaiian/ Other Pac. Islander	0	1	1	2	2	1	0
Nonresident Alien	0	0	0	0	9	1	6
Not Specified/Unknown	4	20	87	67	122	55	20
Two or more races	14	4	4	7	11	16	10
White	205	256	272	308	283	358	294
<b>Total Male</b>	<b>271</b>	<b>350</b>	<b>421</b>	<b>490</b>	<b>592</b>	<b>651</b>	<b>498</b>
<b>Total Students</b>	<b>518</b>	<b>653</b>	<b>819</b>	<b>952</b>	<b>1172</b>	<b>1369</b>	<b>1013</b>

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**Age**

Under 18	158
18-19	163
20-24	196
25-29	73

30-39							183
>40							240
							<b>1013</b>

### Enrollment by Program - SAS

Associate of General Studies	0	0	0	0	2	0	1
Associate of Arts	8	11	16	19	8	7	4
BSB: Aviation Mangement	0	0	0	1	2	3	2
BSB: Accounting	5	1	3	3	8	8	12
BSB: Management	12	27	22	17	21	33	27
BSB: Marketing							5
BSB: Entrepreneurship	8	4	6	5	2	4	1
BSB: Organizational Leadership	6	5	5	2	6	6	8
BSB: Risk Management	0	0	0	0	0	3	4
BSM: General/Applied	7	11	9	7	8	3	2
BSM: Pastoral	5	1	4	2	5	5	4
BSM: Worship Arts	4	5	2	1	5	4	5
BSM: Youth/Student	11	10	8	8	9	8	9
Contemporary Christian Music	7	4	4	5	7	6	7
Communication: Mass Media	8	5	5	4	4	4	7
Communication: ORG COM	0	1	0	1	1	0	0
Communication: Public Relations	0	1	0	0	1	2	4
Communication: Speech/Theatre	1	2	4	3	2	0	0
Criminal Justice					3	7	13
Education: Elementary	22	22	14	13	15	15	21
Education: English	0	4	3	1	1	2	2
Education: History	1	4	6	9	3	4	5
Education: Math	0	0	3	5	3	2	2
Education: Music						3	3
Education: PE	6	8	5	7	3	7	8
English	14	12	7	5	4	2	2
Exercise Science	24	31	18	28	34	42	41
History	2	4	5	2	2	2	4

	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
Liberal Studies	43	43	28	25	24	18	13
Music	1	12	7	6	2	1	1
Music: Performance	2	0	0	0	1	0	0
Music: Vocal Performance	1	2	0	0	0	0	0
Natural Science: Biology	11	13	13	23	11	11	11
Natural Science: Chemistry	4	6	3	2	6	2	5
Natural Science: Health	6	9	9	8	5	5	11
Natural Science: Math	5	2	4	1	3	5	1
Psychology	17	16	6	13	22	30	37
Pre-Law	0	2	0	0	1	0	3
Social Science	11	17	12	12	8	1	0
Sport Management	37	38	31	36	29	30	23
Undecided	16	0	7	18	31	1	7
NDS - Non-Degree-seeking, part-time	3	5	3	3	7	4	3
NDS - Dual Credit	192	257	282	268	180	216	183
<b>Total</b>	<b>500</b>	<b>595</b>	<b>554</b>	<b>563</b>	<b>489</b>	<b>506</b>	<b>501</b>
Audit	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

### Enrollment by Program - SPE

	2010	2011	2012	2013	2014	2015	2016
Associate of Arts							4
Associate of Criminal Justice							
SPE: Ministry Leadership (EXCEL)	5	4	6	4	0	0	
SPE: Organizational Leadership (EXCEL)	12	15	19	18	34	49	31
SPE: Criminal Justice		14	105	139	192	219	174
SPE: Ministry Leadership			6	20	17	8	6
SPE: Healthcare Administration - General				34	111	109	20
SPE: Healthcare Administration - HIM							20
SPE: Healthcare Administration - HRM							6
SPE: Healthcare Administration - MPM							7
SPE: Healthcare Administration - BSMG							1
SPE: Healthcare Administration - HUMAN							1
SPE: Accounting (BBA)							1
SPE: Marketing (BBA)							1



	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
SPE: Management (BBA)							1
SPE: Human Resource (BBA)							
SPE: Healthcare Management (BBA)			42	41	62	59	30
SPE: Interdisciplinary Studies: Healthcare						3	1
SPE: Organizational Leadership		25	87	133	245	318	157
SPE: Psychology					22	97	51
SPE: NDS - Non-degree-seeking	1				0	1	
<b>Total</b>	<b>18</b>	<b>58</b>	<b>265</b>	<b>389</b>	<b>683</b>	<b>863</b>	<b>512</b>
Enrollment Numbers Match	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

<b>Enrollment by Degree</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Associate of Arts	8	11	16	19	8	7	8
Associate of Criminal Justice							
Associate of General Studies	0	0	0	0	2	0	1
Bachelor of Science	239	258	194	227	226	202	231
Bachelor of Science in Business	43	77	142	179	318	424	247
Bachelor of Science in Criminal Justice	0	14	105	139	192	219	174
Bachelor of Science in Healthcare Administration	0	0	42	41	62	59	55
Bachelor of Science in Interdisciplinary Studies	0	0	0	0	0	3	1
Bachelor of Science in Ministry	32	31	35	42	44	28	26
Bachelor of Science in Psychology	0	0	0	0	22	97	51
Bachelor of Business Administration	0	0	0	34	111	109	33
NDS	196	262	285	271	187	221	186
<b>Total</b>	<b>518</b>	<b>653</b>	<b>819</b>	<b>952</b>	<b>1172</b>	<b>1369</b>	<b>1013</b>
Audit	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

### Residential Fall Enrollment by State

AK	2
AL	1

	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
AR				2	1		
AZ	4	7	6	6	5	6	
CA	1	1	4	9	10	6	
CO	12	20	12	18	12	16	
CT		1					
DC		1	1	1			
DE							
FL	2	3	7	11	9	8	
GA		1	1	1	1		
HI							
IA	1	2	3	1	2		
ID	3	3	1	1	3	1	
IL	4	5	3	2	3	3	
IN	2	2	2	4	3	1	
KS	129	129	110	96	103	95	
KY	1	1			1		
LA	1	3	2	1	2	2	
MA							
MD	2	2	2	2	2	1	
ME	1	3	1	1			
MI	2			1	1	1	
MN	2	1	2	2	3	1	
MO	19	14	9	4	8	9	
MS	1	1	2				
MT		1	1	1	1	1	
NC					2		
ND							
NE	9	13	10	10	9	7	
NH							
NJ	1						
NM							
NV	1	2	1	2	1	1	
NY	2				2	1	

	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
OH	1	1		1			
OK	19	26	15	16	17	15	
OR	1			2	1	1	
PA			1	1	1	1	
RI							
SC					1		
SD	1		2	1			1
TN	1	1			1	1	
TX	63	72	52	66	66	66	
UT		2	1	1	1	2	
VA	1	1	2	1	7	8	
VT							
WA	2	3	7	9	4	6	
WI	2	1		1	1	1	
WV							
WY			1	1	1	1	
Non-US/Unknown	5	10	11	16	14	22	

## SPE Enrollment by State

AK							2
AL			7	12	10		28
AR			7	13	3		20
AZ			4	4	2		3
CA		2	14	17	18		32
CO			1	14	22		38
CT		1	1	5	2		7
DE							1
FL			7	22	26		47
GA		3	14	20	33		64
IA				2	3		7
ID			1	7	10		18
IL		1	9	13	6		14

	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
IN		1	3	7	5	12	
KS		29	115	77	97	156	
KY			2	5	5	18	
LA			1	7	7	11	
MA			2	1	6	9	
MD			2	8	6	11	
ME		1	2	2	2	3	
MI		3	6	8	7	14	
MN		1	6	4	1	2	
MO		3	9	17	13	24	
MS			4	4	4	15	
MT			1	1		2	
NC			3	5	8	22	
NE			3	7	3	4	
NJ		1		4	8	19	
NM				3	3	10	
Non-US/Other				2			
NV		1	1	1	5	11	
NY			2	10	13	33	
OH		3	5	11	11	27	
OK			7	9	14	49	
OR				2	1	3	
PA		1	4	13	13	26	
RI				1		1	
SC		2	5	8	8	23	
SD		1		1	1		
TN				4	3	8	
TX			1	13	10	22	
UT						5	
VA			7	9	2	17	
VT			1	1	4		
WA		1	5	7	1	12	
WI		2	3	8	6	11	

	Fall - 2010	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016
WV							1
WY				1	11		1

## DC Enrollment by State

IA					1	1
IN	24	18	23	25	18	22
KS	153	200	192	186	125	143
KY		6			1	
MO	15	33	45	34	22	25
ND						1
NV			13	10	16	15
PA						1
SD			9	13	7	8

## Spring Enrollment Data

### Degree Seeking SAS Headcount (Grade Level)

Freshman	94	69	93	59	89	66	68
Sophomore	89	62	60	66	70	87	60
Junior	54	75	56	43	52	64	74
Senior	50	69	70	69	63	55	73
<b>Residential Headcount (SAS)</b>	<b>287</b>	<b>275</b>	<b>279</b>	<b>237</b>	<b>274</b>	<b>272</b>	<b>275</b>

### Overall Headcount

Full-time: SAS	287	275	279	237	264	262	264
Part-time: SAS	19	9	18	17	10	10	11
Part-time: NDS (SAS)					6	4	3
Part-time : NDS (EXCEL)							0
Part-time: NDS (Online)							0
Full-Time - SPE (EXCEL)	18	12	20	18	18	44	38
Full-Time - SPE (Online)	0	0	123	317	376	573	556
Part-time SPE: (EXCEL)						1	0
Part-time SPE: (Online)					25	43	11
Dual Credit (NDS)	85	117	102	163	171	90	93
Traditional Headcount (F & P)	306	284	297	254	280	276	278
Professional Ed. Headcount (Overall)	18	12	143	335	419	661	605
Dual Credit (NDS)					171	90	93
Total Students	696	688	821	989	870	1027	976

### Credits

Full time Credits	4016	3861	3921	3301	3771	3739	3774
Part-Time Credits	51	49	97	116	85	98	87
<b>Total Credits (Traditional)</b>	<b>4067</b>	<b>3910</b>	<b>4018</b>	<b>3417</b>	<b>3856</b>	<b>3837</b>	<b>3861</b>
Dual Credit Credits	427	415	377	614	641	315	345
SPE Full-time (EXCEL) Credits	216	146	241	207	222	540	456

SPE Full-time (Online) Credits	0	0	1476	3811	4575	6804	6672
SPE Part-time (EXCEL) Credits					25	9	0
SPE Part-time (Online) Credits					147	435	71
<b>Professional Education (Credits)</b>	<b>216</b>	<b>146</b>	<b>1717</b>	<b>4018</b>	<b>4969</b>	<b>7788</b>	<b>7199</b>
<b>Total Credits (Overall)</b>	<b>4710</b>	<b>4471</b>	<b>6112</b>	<b>8049</b>	<b>9466</b>	<b>11940</b>	<b>11405</b>

### Full-time Equivalency (FTE)

Total FTE (Overall)	336.43	319.36	436.57	574.93	741.29	937.14	904.36
SAS Full-time FTE	286.86	275.79	280.07	235.79	264.00	262.00	264.00
SAS Part-time FTE	3.64	3.50	6.93	8.29	6.29	5.50	5.50
SAS FTE	290.50	279.29	287.00	244.07	270.29	267.50	269.50
Dual-Credit FTE	30.50	29.64	26.93	43.86	67.18	35.36	36.54
SPE Full-time (Ground) FTE	15.43	10.43	17.21	14.79	18.00	44.00	38.00
SPE Full-time (Online) FTE	0.00	0.00	105.43	272.21	376.00	573.00	556.00
SPE Part-time (Ground) FTE					0.00	0.39	0.00
SPE Part-time (Online) FTE					9.82	16.89	4.32
SPE FTE					403.82	634.29	598.32

<b>Professional FTE</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>	<b>514.21</b>
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**Table 01: SAS Enrollment Projection Calculator**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Freshmen	90	105	120	124	139	143	147	151	156	161
Sophomore	68	60	71	81	82	95	100	104	108	117
Junior	47	41	37	45	50	50	60	62	63	65
Senior	64	33	31	28	34	37	38	44	47	52
<b>Calculated Projections</b>	<b>269</b>	<b>239</b>	<b>259</b>	<b>278</b>	<b>304</b>	<b>325</b>	<b>344</b>	<b>361</b>	<b>375</b>	<b>394</b>
Strategic Plan			302	285	304	325	322	335	352	349
Actual	269	292	302	286	315					
Freshmen	→ 0	↑ 18	↓ -7	↓ -35	↓ -31					
Sophomores	→ 0	↑ 14	↑ 19	↓ -1	↓ -16					
Juniors	→ 0	↑ 6	↑ 11	↑ 23	↑ 22					
Seniors	→ 0	↑ 15	↑ 20	↑ 21	↑ 35					
Overall Enrollment	→ 0	↑ 53	↑ 43	↑ 8	↑ 11					
Projected Rate of Increase (Goal 3%)	<b>Average</b>	<b>3%</b>	-5.63%	6.67%	6.91%	-0.92%	4.04%	5.07%	-0.85%	
Actual	<b>Average</b>	<b>2.31%</b>	3.31%	-5.59%	9.21%					

**Table 02: SPE Enrollment Projections Compared to Actuals**

Strategic Plan Projections (12%)						631	706	791	886	992	1111
Calculated FA-FA Projections (12%)	240	390	660	930	563	573	642	719	806	902	1011
SPE Actuals (Fall Headcount)	265	389	683	863	512	573	642	719	806	902	1011
	↑ 25	↓ -1	↑ 23	↓ -67	↓ -51						
Projected Rate of Increase (Goal 12%)	63%	69%	41%	-39%	2%	12%	12%	12%	12%	12%	
		47%	76%	26%	-41%						
<b>Average Rate of Increase (Cumulative)</b>	<b>27%</b>										

In the winter of 2015, SPE redirected its recruiting efforts by partnering with KeyPath. During the transition, there was an approximate 300 student drop-off. Projections were adjusted to account for this period. 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 a 3% annual growth rate.



**2010-11                      2011-12                      2012-13                      2013-14                      2014-15                      2015-16**

## Financial Statement of Activities - Audit Report

### Operating Revenues

Student Tuition & Fees	\$5,581,224	\$	7,620,763	\$	8,689,911	\$	10,244,451	\$	12,471,177	\$	12,558,097
Scholarship and Grants	(\$2,476,377)	\$	(2,575,938)	\$	(2,191,562)	\$	(2,734,627)	\$	(3,713,447)	\$	(4,091,084)
<b>Net Tuition</b>	<b>\$3,104,847</b>	<b>\$</b>	<b>5,044,825</b>	<b>\$</b>	<b>6,498,349</b>	<b>\$</b>	<b>7,509,824</b>	<b>\$</b>	<b>8,757,730</b>	<b>\$</b>	<b>8,467,013</b>
Private Gifts and Grants	\$768,116	\$	1,052,075	\$	1,398,241	\$	1,778,863	\$	1,152,732	\$	1,514,210
Government Grants	\$351,622	\$	195,852	\$	138,674	\$	141,846	\$	127,356	\$	123,741
Investment Income (Endowments)	\$16,878	\$	24,479	\$	28,732	\$	50,212	\$	35,011	\$	36,480
Investment Income	\$24,547	\$	22,843	\$	21,092	\$	20,659	\$	9,510	\$	11,498
Other Income	\$151,729	\$	219,475	\$	125,653	\$	149,344	\$	93,334	\$	200,216
Net Realized/Unrealized Gains (Losses)	\$205,804	\$	(18,325)	\$	74,510	\$	196,071	\$	(30,283)	\$	(51,420)
Auxiliary Enterprises	\$1,620,268	\$	1,727,868	\$	1,564,863	\$	1,817,101	\$	2,006,090	\$	2,133,987
Coffee Shop Income						\$	178,380	\$	178,170	\$	70,136
Day Care Income						\$	257,062	\$	831,151	\$	1,163,580
Two Tigers and a Truck Income						\$	5,766	\$	61,047	\$	130,890
Net assets released from restrictions											
Net Gains (Losses) - Disposal of Fixed Assets	\$4,070	\$	1,550								
<b>Total Operating Revenues</b>	<b>\$6,247,881</b>	<b>\$</b>	<b>8,270,642</b>	<b>\$</b>	<b>9,850,114</b>	<b>\$</b>	<b>12,105,128</b>	<b>\$</b>	<b>13,221,848</b>	<b>\$</b>	<b>13,800,331</b>

### Operating Expenses

Instruction	\$1,899,206	\$	3,328,562	\$	5,082,406	\$	5,934,292	\$	6,434,387	\$	6,181,962
Academic Support	\$231,741	\$	268,517	\$	254,433	\$	297,076	\$	322,112	\$	309,475
Student Services	\$1,475,859	\$	1,593,154	\$	1,553,654	\$	1,814,076	\$	1,966,952	\$	1,889,787
Institutional Support	\$1,249,983	\$	1,616,903	\$	1,543,441	\$	1,802,147	\$	1,954,018	\$	1,877,360
Auxiliary Expenses	\$1,380,950	\$	1,440,021	\$	1,398,725	\$	1,633,173	\$	1,770,804	\$	1,701,334
Coffee Shop Expenses						\$	217,631	\$	267,051	\$	130,453
Day Care Expenses						\$	225,747	\$	648,285	\$	861,348
										\$	36,481
Two Tigers and a Truck Expenses						\$	11,056	\$	57,286	\$	113,174
<b>Total Operating Expenses</b>	<b>\$6,237,739</b>	<b>\$</b>	<b>8,247,157</b>	<b>\$</b>	<b>9,832,659</b>	<b>\$</b>	<b>11,935,198</b>	<b>\$</b>	<b>13,420,895</b>	<b>\$</b>	<b>13,101,374</b>
<b>Results From Operations</b>	<b>\$10,142</b>	<b>\$</b>	<b>23,485</b>	<b>\$</b>	<b>17,455</b>	<b>\$</b>	<b>169,930</b>	<b>\$</b>	<b>(199,047)</b>	<b>\$</b>	<b>698,957</b>

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Other Changes</b>						
Private Gifts/Grants for Endowments	\$ 69,689.0	\$ 366,270.0	\$ 38,197.0			\$ 11,649.0
Gain(Loss) - Perpetual Trusts	\$ 78,038.0	\$ (26,087.0)	\$ 39,239.0			\$ (25,233.0)
Changes in Split-Interest Agreements	\$ 12,943.0	\$ (36,593.0)	\$ 27,400.0	\$ 19,945.0		\$ 601,679.0
<b>Change in Assets</b>	<b>\$ 170,812.0</b>	<b>\$ 327,075.0</b>	<b>\$ 122,291.0</b>	<b>\$ 189,875.0</b>	<b>\$ (199,047.0)</b>	<b>\$ 1,287,052.0</b>
Assets: Unrestricted	(\$3,148,017)	\$ (3,433,929)	\$ (3,025,977)	\$ (2,107,286)	\$ (1,332,993)	\$ (630,664)
Assets: Temporarily Restricted	\$287,295	\$ 550,008	\$ 173,972	\$ 1,151,081	\$ 153,908	\$ 201,396
Assets: Permanently Restricted	\$6,589,552	\$ 6,939,826	\$ 7,030,201	\$ 5,414,758	\$ 5,427,575	\$ 5,964,810
<b>Net Assets</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>\$ 5,535,542</b>

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Debt</b>						
Accounts Payable (Carry Over)	\$158,756	\$ 382,082.0	\$ 1,168,994.0	\$ 1,318,020.0	\$ 1,419,371.0	\$ 965,949.0
Notes Payable	\$1,520,758	\$ 1,199,674.0	\$ -	\$ -	\$ -	\$ 480,780.0
Long-term Debt	\$2,243,449	\$ 2,050,156.0	\$ 4,155,308.0	\$ 5,536,883.0	\$ 7,801,933.0	\$ 7,783,974.0
	<b>\$3,922,963</b>	<b>\$ 3,631,912.0</b>	<b>\$ 5,324,302.0</b>	<b>\$ 6,854,903.0</b>	<b>\$ 9,221,304.0</b>	<b>\$ 9,230,703.0</b>

## Endowment

Investment Income	\$16,878	\$ 24,479	\$ 28,732			
Net Appreciation/(losses)	\$144,462	\$ (12,574)	\$ 56,948	\$ 148,231		
New Gifts	\$69,689	\$ 366,271	\$ 38,197	\$ 23,844	\$ 12,518	\$ 11,649
Appropriation of Endowment			\$ 28,416			
Change in Value (Split-interest Agreements)	\$18,130	\$ 10,090	\$ 39,239	\$ 8,607	\$ 27,347	\$ 550,819
Gain (loss) on Perpetual Trusts	\$78,038	\$ (26,087)	\$ -	\$ 58,031	\$ (27,048)	\$ (25,233)
Transfers (Board Designated Funds)	\$11,777	\$ (35,935)	\$ (854,718)			
Released from Restriction			\$ -	\$ (1,768,562)	\$ (134,482)	
<b>Net Assets (Endowment)</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>	<b>\$ 5,964,810</b>

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Cost &amp; Aid Figures</b>						
SPE Tuition (AVG)						\$ 9,552.00
SAS Tuition (AVG)						\$ 21,496.00
SPE Fees (AVG)						\$ 400.00
SAS Fees (AVG)						\$ 350.00
Overall Tuition (AVG)						\$ 15,524.00
Average Fees						\$ 375.00
Part-Time/Credit Hour (AVG)						
SAS Room (AVG)						\$ 3,297.00
Board (AVG)						\$ 4,027.00

### Discount Rate

Overall	44.37%	34%	25%	27%	30%	33%
SAS - Residential	42.09%	43%	43%	48%	62%	64%
SPE - Online						1%

### Cost & Aid (SAS)

Average Net Revenue (FTE)	\$14,645	\$ 15,141	\$ 14,666	\$ 15,780	\$ 13,713	\$ 13,881
Tuition Revenue (01-010-0049-000)	\$5,204,006	\$ 5,699,304	\$ 4,894,327	\$ 5,429,355	\$ 5,963,956	\$ 6,188,607
Room Revenue (01-020-0045-000)	\$673,934	\$ 752,788	\$ 625,007	\$ 706,285	\$ 809,163	\$ 824,832
Tuition Revenue (Tuition & Fees Total)	\$5,294,333	\$ 5,790,402	\$ 5,025,446	\$ 5,463,508	\$ 6,001,808	\$ 6,284,281
Board Revenue (01-022-0048-000)	\$744,484	\$ 800,433	\$ 755,717	\$ 867,902	\$ 972,584	\$ 1,025,792
T/B/R/Revenue	<b>\$6,712,751</b>	\$ 7,343,624	\$ 6,406,169	\$ 7,037,694	\$ 7,783,556	\$ 8,134,904
Institutional Aid (SAS)						
(Page 8: Post Audit)	\$2,190,205	\$ 2,446,833	\$ 2,108,214	\$ 2,628,371	\$ 3,695,309	\$ 4,026,366
Staff Discount						
(Page 7 - "Tuition Discount": Post-Audit)	\$90,000	\$ 174,075	\$ 102,920	\$ 189,001	\$ 136,690	\$ 206,791
Tuition & Fees Revenue (SPE)						\$ 6,127,536
Institutional Aid (SPE)						\$ 37,761

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Net Revenue</b>						
Net Tuition (SAS)	\$2,923,801	\$ 3,078,396	\$ 2,683,193	\$ 2,611,984	\$ 2,131,958	\$ 1,955,450
Net Tuition Revenue (Tuition/FTE) (SAS)	\$10,051	\$ 9,938	\$ 10,496	\$ 9,382	\$ 7,507	\$ 7,106
Net Revenue (T/B/R) (SAS)	\$15,238	\$ 15,247	\$ 16,410	\$ 15,160	\$ 13,914	\$ 14,178
Average Institutional Aid/FTE (SAS)	\$7,529	\$ 7,899	\$ 8,247	\$ 9,441	\$ 13,012	\$ 14,631

### Fiscal Resources & Programs

Educational Expenses/Student FTE	\$5,599	\$8,054	\$10,477	\$9,479	\$9,101	\$11,312
Educational Expenses/Total Expenditures	34.16%	43.62%	54.28%	52.21%	50.34%	49.55%

### Composite Financial Index (CFI)

CFI (Letter of Determination)	0.70	0.60	1.00	0.90	0.80	0.90
Unrestricted Net Assets	\$ (3,148,017)	\$ (3,433,929)	\$ (3,120,867)	\$ (2,107,286)	\$ (1,332,993)	\$ (630,664)
Temporarily Restricted Net Assets	\$ 287,295	\$ 550,008	\$ 173,972	\$ 1,151,081	\$ 153,908	\$ 201,396
Net Property and Equipment	\$ 4,146,322	\$ 3,937,898	\$ 5,217,169	\$ 5,661,723	\$ 6,850,288	\$ 6,727,578
Long Term Debt	\$ 2,243,449	\$ 2,050,156	\$ 2,186,120	\$ 5,802,321	\$ 7,975,513	\$ 7,783,974
Primary Reserve Ratio	-0.764	-0.579	-0.602	-0.135	-0.229	-0.400
Net Assets	\$ 3,728,830	\$ 4,055,905	\$ 4,083,306	\$ 4,458,553	\$ 4,248,490	\$ 4,323,067
Modified Assets	\$ 9,837,734	\$ 9,898,929	\$ 11,343,786	\$ 12,974,335	\$ 15,047,257	\$ 15,675,282
Equity Ratio	0.379	0.410	0.360	0.282	0.236	0.661
Change in Unrestricted Net Assets	\$ (64,539)	\$ (285,911)	\$ 313,062	\$ 918,691	\$ 774,293	\$ 702,329
Total Restricted Revenue	\$ 6,178,396	\$ 8,007,930	\$ 10,241,627	\$ 12,833,944	\$ 14,219,021	\$ 13,832,870
Net Income Ratio	-0.010	-0.036	0.031	0.072	0.054	0.062

### Endowment

Endowment Growth Rate (Annual Rate)	4.57%	4.21%	-9.37%	-27.57%	-2.24%	9.01%
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	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Growth Rate (3-Year Rate)	↑ 1.83% ↑	4.14% ↑	0.01% ↓	-9.21% ↓	-11.17% ↓	-5.55%
Endowment/FTE	\$19,798.71	\$16,065.19	\$11,677.54	\$7,162.95	\$5,196.34	\$4,900.38
Contributions	\$928,587 \$	1,259,873	\$	1,778,863 \$	1,152,732 \$	1,514,210.00
Internal Debt (Due to Other Funds)	\$5,016,070 \$	5,196,036 \$	4,777,249 \$	4,480,054 \$	4,576,940 \$	4,783,974.00
Health Insurance Expense	\$495,309 \$	469,172 \$	565,179 \$	806,136 \$	500,156 \$	470,030.10
Ratio of Endowment to Long-Term Debt		26%	59%	100%	144%	130%

## Faculty Support

Faculty Retention	100%	94%	96%	94%	94%	94%
Salary average	\$31,495 \$	30,360.00 \$	28,950.00 \$	29,984.00 \$	30,370.00 \$	32,049.00
Fringe benefit*	\$12,453 \$	12,548.00 \$	8,427.00 \$	9,606.00 \$	13,615.00 \$	13,167.00
<b>TOTAL</b>	<b>\$43,948 \$</b>	<b>42,908.00 \$</b>	<b>37,377.00 \$</b>	<b>39,590.00 \$</b>	<b>43,985.00 \$</b>	<b>45,216.00</b>
Fringe benefit as % of total salary	28.34%	29.24%	22.55%	24.26%	30.95%	29.12%
Fringe benefit as % of average salary	39.54%	41.33%	29.11%	32.04%	44.83%	41.08%

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

## Percentage of Net Revenue from Academic Programs (SAS) - Ordered High to Low Based on Current Year

Major	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Exercise Science	9.31%	6.69%	9.59%	11.26%	14.69%	13.02%
Psychology	4.80%	2.23%	4.45%	7.28%	10.49%	11.75%
BSB: Management	8.11%	8.18%	5.82%	6.95%	11.54%	8.57%
Sport Management	11.41%	11.52%	12.33%	9.60%	10.49%	7.30%
Education: Elementary	6.61%	5.20%	4.45%	4.97%	5.24%	6.67%
Criminal Justice	0.00%	0.00%	0.00%	0.99%	2.45%	4.13%
Liberal Studies	12.91%	10.41%	8.56%	7.95%	6.29%	4.13%
BSB: Accounting	0.30%	1.12%	1.03%	2.65%	2.80%	3.81%
Natural Science: Biology	3.90%	4.83%	7.88%	3.64%	3.85%	3.49%
Natural Science: Health	2.70%	3.35%	2.74%	1.66%	1.75%	3.49%
BSM: Youth/Student	3.00%	2.97%	2.74%	2.98%	2.80%	2.86%
BSB: Organizational Leadership	1.50%	1.86%	0.68%	1.99%	2.10%	2.54%

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Education: PE	2.40%	1.86%	2.40%	0.99%	2.45%	2.54%
Contemporary Christian Music	1.20%	1.49%	1.71%	2.32%	2.10%	2.22%
Communication: Mass Media	1.50%	1.86%	1.37%	1.32%	1.40%	2.22%
Undecided	0.00%	2.60%	6.16%	10.26%	0.35%	2.22%
BSB: Marketing	0.00%	0.00%	0.00%	0.00%	0.00%	1.59%
BSM: Worship Arts	1.50%	0.74%	0.34%	1.66%	1.40%	1.59%
Education: History	1.20%	2.23%	3.08%	0.99%	1.40%	1.59%
Natural Science: Chemistry	1.80%	1.12%	0.68%	1.99%	0.70%	1.59%
Associate of Arts	3.30%	5.95%	6.51%	2.65%	2.45%	1.27%
BSB: Risk Management	0.00%	0.00%	0.00%	0.00%	1.05%	1.27%
BSM: Pastoral	0.30%	1.49%	0.68%	1.66%	1.75%	1.27%
Communication: Public Relations	0.30%	0.00%	0.00%	0.33%	0.70%	1.27%
History	1.20%	1.86%	0.68%	0.66%	0.70%	1.27%
Education: Music	0.00%	0.00%	0.00%	0.00%	1.05%	0.95%
Pre-Law	0.60%	0.00%	0.00%	0.33%	0.00%	0.95%
BSB: Aviation Mangement	0.00%	0.00%	0.34%	0.66%	1.05%	0.63%
BSM: General/Applied	3.30%	3.35%	2.40%	2.65%	1.05%	0.63%
Education: English	1.20%	1.12%	0.34%	0.33%	0.70%	0.63%
Education: Math	0.00%	1.12%	1.71%	0.99%	0.70%	0.63%
English	3.60%	2.60%	1.71%	1.32%	0.70%	0.63%
Associate of General Studies	0.00%	0.00%	0.00%	0.66%	0.00%	0.32%
BSB: Entrepreneurship	1.20%	2.23%	1.71%	0.66%	1.40%	0.32%
Music	3.60%	2.60%	2.05%	0.66%	0.35%	0.32%
Natural Science: Math	0.60%	1.49%	0.34%	0.99%	1.75%	0.32%
Communication: ORG COM	0.30%	0.00%	0.34%	0.33%	0.00%	0.00%
Communication: Speech/Theatre	0.60%	1.49%	1.03%	0.66%	0.00%	0.00%
Music: Performance	0.00%	0.00%	0.00%	0.33%	0.00%	0.00%
Music: Vocal Performance	0.60%	0.00%	0.00%	0.00%	0.00%	0.00%
Social Science	5.11%	4.46%	4.11%	2.65%	0.35%	0.00%

<b>Admissions Funnel</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Prospects	11099	13953	9635	11810	ND	8485
Applications	925	865	538	661	454	713
Admitted	430	401	233	332	192	298
Enrolled	117	151	99	146	94	103
Applied/Admitted	46.49%	46.36%	43.31%	50.23%	42.29%	41.80%
Admitted/Enrolled	27.21%	37.66%	42.49%	43.98%	48.96%	34.56%
Applied/Enrolled	12.65%	17.46%	18.40%	22.09%	20.70%	14.45%

<b>Financial Aid (Totals)</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Federal PELL Grant	\$808,801	\$1,060,590	\$1,220,000	\$2,902,410	\$1,979,146	\$2,822,979
Federal SEOG	\$62,085	\$58,700	\$62,085	\$62,085	\$56,900	\$61,050
ACG Grant	\$39,787	-	-	-	-	\$0
Smart Grant	\$12,000	-	-	-	-	\$0
Federal Perkins Loan (Formally NDSL)	\$120,000	\$137,987	\$122,281	\$160,000	\$169,268	\$76,116
Federal Stafford Loan	\$1,913,207	\$2,745,619	\$3,000,000	\$4,571,537	\$4,598,894	\$6,869,200
Federal Parents Loan (PLUS)	\$385,988	\$442,293	\$300,000	\$309,480	\$323,632	\$394,318
Outside Loan (Alternative)	\$181,174	\$139,176	\$182,000	\$171,627	\$169,514	\$222,224
Federal Work Study	\$58,725	\$58,725	\$58,725	\$58,725	\$77,267	\$58,725
Outside Scholarship	\$161,207	\$125,618	\$130,000	\$56,105	\$111,047	\$91,436
Institutional	\$2,139,073	\$2,531,967	\$2,126,224	\$2,686,910	\$2,814,486	\$3,989,226
Kansas Comprehensive Grant	\$213,195	\$198,000	\$128,950	\$154,400	\$155,300	\$111,000
Faculty/Staff Discount						\$211,166
Other Kansas State Aid	\$2,000	\$3,000	\$3,000	\$3,000		\$2,500
<b>Total</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>	<b>\$14,909,940</b>



<b>Fianancial Aid/FTE</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Total Students</b>						<b>1100</b>
Federal PELL Grant				60%	43%	71%
Federal SEOG				20%	20%	18%
ACG Grant				-		0%
Smart Grant				-		0%
Federal Perkins Loan (Formally NDSL)				8%	8%	2%
Federal Stafford Loan				74%	68%	81%
Federal Parents Loan (PLUS)				4%	4%	4%
Outside Loan (Alternative)				3%	3%	2%
Federal Work Study				7%	10%	4%
Outside Scholarship				11%	11%	5%
Institutional				43%	43%	27%
Kansas Comprehensive Grant				10%	7%	4%
Faculty/Staff Discount						2%
Other Kansas State Aid				-		0.09%

Percent of Students Receiving Aid				\$	1							
Overall Student Loan Average	\$	10,230	\$	9,693	\$	9,533	\$	10,439	\$	8,468		
Residential Loan Average	\$	10,465	\$	10,557	\$	9,955	\$	11,165	\$	10,439	\$	8,457
SPE Loan Average	\$	8,732	\$	8,764	\$	8,674	\$	9,823	\$	8,681		
Average Aid Award as % of COA				\$	15,330							

<b>IPEDS Admission Tables</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>SAS Admissions Funnel</b>						
Applications (Male)					241	328
Admitted (Male)					113	139
Enrolled (Male)					61	51
Applications (Female)					213	380
Admitted (Female)					79	157
Enrolled (Female)					33	51
<b>SPE Admissions Funnel</b>						
Applications (Male)					108	
Admitted (Male)					66	
Enrolled (Male)					40	
Applications (Female)					105	
Admitted (Female)					73	
Enrolled (Female)					53	

## Human Resource Data - IPEDS

11-0000 Management Occupations		9	9				
11-9190 Misc Managers							
13-0000 Business and Financial Operations						7	2
15-0000 Computer and Mathematical Occupations						3	1
21-0000 Community and Social Service Occupations							7
25-0000 Education, Training and Library Occupations (SAS)		21.995	24.328			23	22
25-0000 Education, Training and Library Occupations (SPE)						23.976	25
25-0000 Student and Academic Affairs and Other Education Service Occupations		27.995	30.995			22.332	17
25-4020 Librarians						1	1
25-4030 Library Technician						0.666	1
27-0000 Arts, Design, Entertainment, Sports and Media Occupations						13.327	
29-0000 Healthcare Practitioners and Tech Occupations							1
31-0000 Service Occupations							1
37-0000 Building and Grounds Cleaning and Maintenance Occupations		1	1			0.666	
43-0000 Office and Administrative Support		8.665	7.998			11.665	12
45/47/49-0000 Maintenance Occupations		17.659	16.325			3.666	1
53-0000 Transportation and Material Moving Occupations							
<b>Totals</b>		<b>86</b>	<b>90</b>	<b>0</b>		<b>110</b>	<b>91</b>

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

## Staffing Headcount - By Office

President (Administrative Staff)	6.62	7.25	7.00	6.00	8.00	3.33	2.00
Academic Support (Library, Registrar, etc.)	4.52	4.16	5.66	5.66	6.74	7.33	8.00
Development	3.40	3.40	3.40	3.40	7.50	6.33	2.33
Operations (IT, Maint, Bookstore)	18.71	17.63	19.97	18.62	10.25	9.67	8.67
Admissions & Financial Aid	9.65	8.87	7.79	9.09	10.05	8.67	7.00

Student Services	5.64	6.31	5.97	6.22	7.15	5.33	8.33	
Athletics	4.12	3.90	5.95	6.59	10.75	16.00	14.33	
<b>STAFF</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>	<b>50.67</b>	
Teaching Faculty (SAS) (25-1000)	23.79	24.51	24.39	26.22	30.64	27.33	22.33	24.833
<b>STAFF &amp; FACULTY</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>	<b>73.00</b>	
SPE Staff	1.40	1.10	7.10	12.00	10.38	7.00	13.00	
Teaching Faculty (SPE) - FTE	4.56	5.20	14.46	26.27	32.78	19.00	24.67	18.333
Teaching Faculty (DUAL) - FTE				7.72	16.93	15.33	15.33	14.25
<b>GRAND TOTALS</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>	<b>126.00</b>	

### First-Time, Full-Time Freshman Entry Scores

Average ACT	20.10	20.30	20.00	21.82	20.41	20.87
Average HS GPA	3.08	3.24	3.30	3.33	2.99	3.19
FTFT Fr. Cohort	84	109	78	105	90	81

### ACT Score

30+	1	5	0	4	1	0
24-29	12	13	11	32	20	14
18-23	45	42	43	46	54	33
12-17	20	19	16	17	21	16
6-11	0	2	0	0	0	0

### Average Course Size (SAS)

Fall Courses	133	119	108	118	113	115
Fall Course Enrollments	1522	1666	1304	1503	1448	1400
<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>	<b>12.17</b>

### Fit Four Outcomes

Fit Heart: M-GUDS-S			→ 3.26	→ 3.13	→ 3.33	→ 3.13
Fit Soul: Spiritual Growth Inventory			→ 3.20	→ 3.24	→ 3.21	↘ 2.97
Ryff Scales of Psychological Well Being			→ 3.18	→ 3.18	→ 3.23	→ 3.05
California Critical Thinking Skills Test (SAS)			61.5	72.90	70.03	72.61
California Critical Thinking Skills Test (SPE)					71.8	69.8
National Average			<u>59.8</u>	<u>75.5</u>	<u>76.3</u>	<u>75.5</u>

### Smarter Measure Cohort (Entry)

Math	82%	73%	82%
Reading	73%	62%	59%
Technical Competency	92%	86%	81%
Technical Knowledge	73%	65%	63%
Writing	63%	59%	56%

Smarter Measure Cohort (Exit)

Math	77%	77%
Reading	75%	71%
Technical Competency	91%	89%
Technical Knowledge	76%	74%
Writing	65%	61%

**Fit Body: Employment Rates**

2011-2012 2012-2013 2013-2014 2014-2015 2015-2016

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

Not seeking employment			2	0	1	5
Haven't looked yet			7	3	3	4
Looking, no offers yet			11	11	5	4
Have offers, still looking			13	0	5	8
Accepted offer, working soon			7	8	5	5
Already have a job lined up			11	9	5	6
<b>Respondents with at least a job offer</b>			<b>60.78%</b>	<b>54.84%</b>	<b>62.50%</b>	<b>59.38%</b>

**One Year - Graduate Employment Rates**

2011-2012 2012-2013 2013-2014 2014-2015 2015-2016

Full-time		70%	48%	62%	81%	67%
Part-time		26%	24%	23%	13%	19%
Unemployed, seeking		0%	19%	0%	6%	14%
Unemployed, not seeking		4%	10%	15%	0	0
<b>Percent of survey respondents employed</b>		<b>96.49%</b>	<b>71.43%</b>	<b>84.62%</b>	<b>94.00%</b>	<b>86.00%</b>

**One Year - Advanced Study Rates**

Applied to Graduate School	47%	32%	23%	29%
Percent of those Accepted	89%	55%	43%	67%

**Degrees Awarded**

2010-2011 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016

Associate of Arts	13	11	16	11	7	9
Associate in Criminal Justice						

Associate in General Studies				2	5	2
Bachelor of Science	34	25	33	32	29	34
Bachelor of Science in Business	11	18	18	11	11	31
Bachelor of Science in Criminal Justice			16	56	44	53
Bachelor of Science in Healthcare Administration				1	8	6
Bachelor of Science in Interdisciplinary Studies						
Bachelor of Science in Ministry	9	3	11	3	13	7
Bachelor of Science in Psychology						2
Bachelor of Business Administration					10	14
<b>Grand Total</b>	<b>67</b>	<b>57</b>	<b>94</b>	<b>116</b>	<b>127</b>	<b>158</b>

### Graduating Majors (SAS)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate of General Studies	0	0	0	2	5	1
Associate of Arts	13	11	16	11	7	8
BSB: Aviation Management	0	0	0	0	0	0
BSB: Accounting	0	0	1	0	1	1
BSB: Management	1	4	5	6	1	5
BSB: Entrepreneurship	2	0	0	0	1	0
BSB: Organizational Leadership	2	3	11	5	6	0
BSB: Risk Management	0	0	0	0	0	0
BSM: General/Applied	2	0	3	0	2	1
BSM: Pastoral	2	0	2	0	1	0
BSM: Worship Arts	1	1	1	0	2	0
BSM: Youth/Student	1	2	4	0	3	2
Contemporary Christian Music	0	0	1	0	1	2
Communication: Mass Media	0	0	1	3	0	0
Communication: ORG COM	0	0	0	0	0	0
Communication: Public Relations	0	0	0	0	1	0
Communication: Speech/Theatre	0	0	0	0	2	0
Education: Elementary	1	2	2	1	1	2
Education: English	0	0	0	1	0	0
Education: History	1	0	0	2	1	0
Education: Math	0	0	0	1		0

Education: PE	0	1	0	0	1	0
English	3	3	3	1	2	2
Exercise Science	4	3	5	3	3	8
History	1	0	2	2	1	0
Liberal Studies	8	7	4	4	3	4
Music	0	0	0	1	1	0
Music: Performance	0	0	0	0	0	0
Music: Vocal Performance	0	0	0	0	0	0
Natural Science: Biology	3	1	2	1	0	2
Natural Science: Chemistry	0	0	2	1	2	0
Natural Science: Health	1	0	0	0	1	1
Natural Science: Math	1	1	1	0	0	1
Psychology	4	2	4	2	5	3
Pre-Law	0	0	1	0	1	0
Social Science	2	2	1	3	2	0
Sport Management	5	3	5	6	1	8
<b>Total (including inactive majors)</b>	<b>58</b>	<b>46</b>	<b>77</b>	<b>56</b>	<b>58</b>	<b>51</b>

### Inactive Majors

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BSB

Church Music

Athlete Graduation Rate

Graduation Rates (Ethnicity)

Job Placement/Graduate Progression



Question Content	Quest	FA11	SP12	FA12	SP13	FA13	IN14	SP14	FA14	SP15	SP16
My instructor explained the subject matter	Q01	4.37	4.36	4.44	4.52	4.30	4.57	4.48	4.19	4.15	4.25
My instructor answered all of my questions	Q02	4.39	4.41	4.49	4.56	4.42	4.66	4.49	4.21	4.23	4.27
My instructor discussed current developments	Q03	4.30	4.28	4.43	4.60	4.52	4.72	4.42	4.15	4.17	4.21
My instructor promoted discussion	Q04	4.33	4.35	4.50	4.60	4.53	4.72	4.48	4.21	4.26	4.25
My instructor helped me engage with the subject	Q05					4.20	4.43	4.37	4.09	4.15	4.17
My instructor allowed freedom of expression	Q06					4.47	4.72	4.52	4.25	4.25	4.30
My instructor was courteous to students	Q07					4.37	4.62	4.57	4.28	4.29	4.30
My instructor was accessible to me	Q08	4.39	4.40	4.50	4.55	4.42	4.63	4.50	4.21	4.20	4.22
My instructor graded my work fairly	Q09					4.30	4.57	4.55	4.25	4.24	4.27
My instructor engaged students in the course	Q10					4.23	4.60	4.48	4.18	4.24	4.28
My instructor was enthusiastic about the subject	Q11					4.30	4.60	4.58	4.34	4.34	4.37
My instructor provided timely feedback on assignments	Q12					4.20	4.55	4.35	4.05	4.08	4.17
My instructor provided adequate feedback on assignments	Q13	4.26	4.24	4.43	4.50	4.47	4.66	4.42	4.08	4.09	4.20
My instructor shared Christian perspectives	Q14	4.44	4.46	4.57	4.57	4.44	4.66	4.59	4.36	4.34	4.39
My instructor encouraged excellence	Q15					4.41	4.64	4.59	4.31	4.28	4.31
Course assessments corresponded to the material covered in the course	Q16	4.45	4.42	4.58	4.58	4.53	4.71	4.51	4.22	4.25	4.28

Question Content	Quest	FA11	SP12	FA12	SP13	FA13	IN14	SP14	FA14	SP15	SP16
The syllabus and course expectations were clear	Q17					4.48	4.64	4.45	4.19	4.22	4.20
The course enhanced my vocational or educational goals	Q18					4.40	4.70	4.34	4.05	4.11	4.15
The course text or readings were helpful and enhanced my learning experience	Q19					4.22	4.58	4.31	4.05	4.13	4.11
The lectures were helpful and enhanced my learning experience	Q20					4.22	4.57	4.32	4.06	4.08	4.12
The course was sufficiently challenging	Q21					4.19	4.49	4.39	4.13	4.20	4.16
Directions provided for assignments and activities were clear	Q22					4.42	4.59	4.42	4.10	4.15	4.16
Overall, I rate this course as excellent	Q23	4.25	4.17	4.31	4.45	4.29	4.51	4.34	4.02	4.09	4.13
Overall, I rate this instructor as excellent	Q24	4.47	4.47	4.55	4.71	4.54	4.64	4.49	4.20	4.20	4.26
Overall, I learned a great deal in this course	Q25	4.21	4.16	4.32	4.47	4.31	4.57	4.34	4.03	4.12	4.14
I look forward to taking another course taught by this instructor	Q26	4.21	4.28	4.37	4.58	4.23	4.65	4.34	4.04	4.13	4.15

<i>Inactive Cohorts (cohorts in which all students have graduated, transferred, or withdrawn)</i>									
Cohort	Cohort Size	Degree Size*	Grads (100%NT)	Grads (101%-150%NT)	Grads (151%-200%NT)	100% Rate	150% Rate	By Degree (150%)	200% Rate
2005 AA	92	0	12	0	0	47%	54%	#DIV/0!	
2005 BS		92	31	7	0			41%	
2006 AA	104	14	10	1		34%	41%	79%	
2006 BS		90	25	7				36%	
2007 AA	84	9	7	2		32%	46%	100%	
2007 BS		76	20	10	2			39%	
2008 AA	102	12	6	2	0	26%	36%	67%	
2008 BS		93	21	9	0			32%	
2009 AA	102	4	4	0	0	33%	39%	100%	
2009 BS		98	30	6	0			37%	
2010 AA	114	0	1	0	ND	20%	24%	#DIV/0!	
2010 BS		114	22	4	ND			23%	

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

<i>Active Cohorts</i>				
Cohort	Graduated	Enrolled	Transferred or Withdrawn	Updated
2011	40	0	49	02/15/2017
2012	31	30	36	02/15/2017
2013	6	46	48	02/15/2017
2014	6	44	47	02/15/2017
2015	-	38	41	02/15/2017
2016	-	73	4	02/15/2017

### School of Professional and Distance Education - Cohort Data (As of October 2016)

Chort	C1 to C2	TC1 to T2	T1 to YR2	YR2 to YR3	YR3 to YR4	YR4 to YR5	PERSISTENCE
SPE 2014 Aug	96%	78%	48%	54%			26%
SPE 2014 Sep	93%	72%	48%	57%			38%
SPE 2014 Oct	94%	69%	50%	56%			31%
SPE 2014 Dec	84%	61%	40%	57%			23%
SPE 2015 Feb	91%	69%	41%	74%			32%
SPE 2015 Mar	86%	64%	42%	59%			30%

SPE 2015 Apr	83%	63%	39%	86%	33%
SPE 2015 Jun	92%	63%	40%	92%	37%
SPE 2015 Aug	93%	58%	41%	91%	38%
SPE 2015 Sep	88%	60%			40%
SPE 2015 Oct	75%	43%			36%
SPE 2015 Dec	48%	33%			29%
SPE 2016 Feb	95%	51%			51%
SPE 2016 Apr	100%	68%			68%
SPE 2016 Mar	90%	63%			48%
SPE 2016 Jun	95%	89%			89%
SPE 2016 Aug	92%	77%			77%
SPE 2016 Sep	95%				95%
SPE 2016 Oct					100%
<b>Total (AVG)</b>	<b>88%</b>	<b>64%</b>	<b>43%</b>	<b>70%</b>	<b>46%</b>

C1 to C2 (Course 01 to Course 02; C1 to T2)

## School of Liberal Arts & Sciences: Fall-to-Fall Retention

	Overall	FR-SO	SO-JR	JR-SR	SR-Grad	First Year	Second Year	Third Year	Ethnic	Athletic	POC
2001	58.0%	64.0%	39.0%	92.0%	94.0%						
2002	57.5%	62.5%	38.0%	81.6%	88.0%						
2003	53.7%	54.0%	47.5%	67.6%	91.7%						
2004	61.5%	61.0%	45.8%	94.4%	88.5%						
2005	64.5%	58.5%	60.5%	93.5%	86.5%						
2006	65.0%	58.0%	58.0%	88.0%	93.8%	58.0%	61.0%	80.4%			
2007	68.6%	58.0%	61.0%	80.4%	92.3%	57.1%	58.6%	83.0%			
2008	64.0%	57.1%	58.6%	83.0%	92.6%	57.6%	69.3%	81.4%			
2009	68.9%	57.6%	69.3%	81.4%	89.0%	71.9%	68.6%	74.1%			
2010	73.6%	71.9%	68.6%	74.1%	92.0%	61.4%	88.9%	98.6%			
2011	65.6%	61.4%	88.9%	98.6%	89.0%	52.1%	68.7%	92.6%	65.0%		50.0%
2012	63.1%	52.1%	68.7%	92.6%	88.0%	64.9%	79.1%	82.7%	54.0%	57.0%	56.0%
2013	68.0%	64.9%	79.1%	82.7%	91.0%	65.0%	69.0%	86.0%	64.4%	65.0%	42.0%
2014	68.6%	65.0%	69.0%	86.0%	89.5%	62.0%	70.0%	81.0%	63.5%	54.9%	49.0%
2015	68.2%	62.0%	70.0%	81.0%	90.6%				56.8%	64.8%	
2016	74.9%	59.6%	82.2%	95.5%	93.1%						

## Departmental Reports

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

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

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

## 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)	72.6 Nat. Avg. (75.5)			Score > Nat Avg
<b>CCTST Senior Exit (SPE)</b>	-	-	71.8 Nat Avg (76.3)	69.8 Nat. Avg. (75.5)			
<b>Exit Survey - Psychological Well-Being<sup>1</sup></b>	3.18	3.18	3.23	3.05			3.5+
<b>Writing Portfolio</b>	-	-	-	-			
<b>Exit Survey: Diversity<sup>2</sup></b>	3.2	3.13	3.33	3.13			3.5+
<b>Exit Survey: Spiritual Growth Assessment<sup>3</sup></b>	3.26	3.25	3.21	2.97			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>	<b><u>FA 2016</u></b>
<i>Math</i>	87%	85%	90%
<i>Reading</i>	73%	70%	69%
<i>Technical Competency</i>	-	91%	90%
<i>Technical Knowledge</i>	-	65%	64%
<i>Writing</i>	65%	64%	61%
	<b><u>SP 2015</u></b>	<b><u>SP 2016</u></b>	
<i>Math</i>	83%	82%	
<i>Reading</i>	73%	73%	
<i>Technical Competency</i>	89%	91%	
<i>Technical Knowledge</i>	69%	71%	
<i>Writing</i>	66%	63%	

<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>2015-2016</u></b>
	<b><u>Entry</u></b>	<b><u>Entry</u></b>	<b><u>Entry</u></b>
<i>Math</i>	82%	73%	82%
<i>Reading</i>	73%	62%	59%
<i>Technical Competency</i>	92%	86%	81%
<i>Technical Knowledge</i>	73%	65%	63%
<i>Writing</i>	63%	59%	56%
	<b><u>2013-2014</u></b>	<b><u>2014-2015</u></b>	<b><u>2015-2016</u></b>
	<b><u>Exit</u></b>	<b><u>Exit</u></b>	<b><u>Exit</u></b>
<i>Math</i>	-	77%	77%
<i>Reading</i>	-	75%	71%
<i>Technical Competency</i>	-	91%	89%
<i>Technical Knowledge</i>	-	76%	74%
<i>Writing</i>	-	65%	61%

<b>Table 1.4</b>				
<b>Alumni Survey – Satisfied &amp; Very Satisfied Respondents</b>				
Dimension	2013	2014	2015	2016
<i>Total Respondents</i>	19	34	31	42
The level of challenge associated with your program	63%	94%	90%	100%
The quality of instruction received	79%	97%	90%	97%
The quality of academic advising	84%	90%	80%	97%
Adequacy of library resources	63%	83%	82%	92%

<b>Table 1.5</b>					
<b>Alumni Survey – Advanced Study &amp; Employment</b>					
Dimension	2013	2014	2015	Goal	2016
Applied to graduate school	47%	32%	23%	-	29%
% of those accepted	89%	55%**	43%**	85%	67%
Working Full-Time	71%*	79%	81%	80%	67%
Working Part-Time		12%	6%	-	19%
Unemployed – Seeking Employment	16%*	0%	13%	-	14%
Unemployed – Not Seeking Employment		9%	0%	-	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	2016
Major-Employment Relatedness	64%	74%	61%	62%
Major-Employment Helpfulness (same or similar field)	56%	48%	53%	48%
Major-Employment Helpfulness (overall)	42%	35%	32%	50%
Grad. School Preparation (of those who applied)	-	83%	100%	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 2015-16 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						
		09-10	10-11	11-12	12-13	13-14	14-15	15-16
Av. Strategic Mgmt. Project GPA	3.30	NA	2.25	2.72	3.07	3.00	3.17	3.30
Av. Strategic Mgmt. Class GPA	3.00	3.75	2.5	2.29	2.86	2.20	2.67	3.00
PBL Membership/Senior Business Majors	50%	50%	75%	33%	36%	67%	75%	43%
Internship or Practicum/Senior Business Majors	50%	0%	13%	14%	36%	17%	13%	43%
Average Major GPA	3.00	3.06	3.20	2.52	3.30	3.06	3.26	3.18
Career Entry @ Graduation	80%	82%	100%	63%	50%	83%	67%	50%
PBL State — students attending/events placed	20:40	9:26	11:26	12:18	13:26	16:38	19:36	18:41
PBL National Attendance	6	2	2	1	5	4	6	5
PBL National Events Placed	5	0	0	1	4	4	2	6
MFT Individual High	162					155	156	160
MFT Individual Low	138					136	136	128
MFT Individual Mean	150					144	151	147
MFT Institutional Percentile	43					16	49	TBD

Table 1.6

*Phi Beta Lambda State & National Results*

	Academic Year							15-16
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	
State Attendance	17	9	11	12	13	16	19	18
First Place	17	9	11	8	12	14	15	21
Second Place	16	9	9	5	10	10	13	9
Third Place	11	8	6	5	4	14	8	11
Total	44	26	26	18	26	38	36	41
National Attend.	0	2	3	1	5	4	6	5
National Place.	--	--	--	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>	2 <sup>nd</sup> , 4 <sup>th</sup>	3 <sup>rd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 6 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</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	15-16
GPA: Incoming	4.00	4.00	3.38	3.32	3.51	3.58	3.40	3.26	3.18
GPA: Outgoing	4.00	4.00	3.30	3.54	3.45	3.58	3.45	3.20	3.40
GPA: Ed Core	3.50	--	3.50	3.73	3.57	3.48	3.51	3.83	3.76
PPST	172	--	179.3	172	174.4	172	--	--	--
C-Base (English)	235	--	--	--	--	283.3	263	267.4	247.3
C-Base (Math)	235	--	--	--	--	280.1	278.5	303.7	256.5
PLT	163	191	172	177	180	166	167	167.5	174.5
Content	158	178	161	180	180	165.7	161.1	153	171
CTE Admit	12	3	1	9	4	7	7	2	2
Completion	12	--	3	1	9	3	5	3	2
Licensure Rate	100%	--	100%	100%	100%	100%	85.7%	100%	100%
KPTP	2.5	2.5	1.73	2.49	2.43	2.36	2.27	2.125	2.725

**Note:**

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

## 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.

Assessment Tool	Goal	Sp2011	Sp2012	Sp2013	Sp2014	Sp2015 (n=2)	Sp2016 (n=2)
Senior Exit Exam	80%	75%*	100%*	94%	N/A**	N/A	N/A
Senior Seminar Course	80%	85.4%	88%	89.16%	N/A***	88%	99.37%
Senior Research Project	80%	91%	90%	93%	N/A****	93%	97%
Sophomore Entrance Exam		100%	100%	25%	N/A*****	N/A	N/A
Sophomore Seminar Course	80%	--	--	--	86.8%	--	--
GPA Data	3.00	--	--	--	3.49	3.57% (n=7)	3.95 (n=3)

\*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.

Graduate Employment in Field/ Graduate School	Yes	No	Maybe	Other
Sp2011		no data		
Sp2012	3/0	0/2	0/1	
Sp2013	4/0	0/3	1/2	
Sp2014		no graduates		
Sp2015		1/2	1/0	
SP2016		1/2	1/0	

# 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	17-18	
Junior Recital (Average Grade)	100%	--	100%	98%	96%		90%
Senior Recital (Average Grade)	93%	92%	--	95%	96%		90%
Major Field Test	31%	--	31%	--	74% <sup>1</sup>		80%
MU-MS Pre Test Scores	46%	29%	35%	52%	43%		--
MU-MS Post Test Scores	77%	75%	79%	86%	82%		80%
T.I.G.E.R. (Art) Scores	4.48	4.51	4.63	4.51	4.40 FA Only		4.50
Concerts (MU-EN)	42	40	37	55	59		40
Project/Recordings	34	62	46	52	47		50

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

<sup>1</sup> One student's score was not included because of technical difficulties.

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%	100%	>80%
Overall Perception of the Program	82%	88%	82%	87%	91%	>80%
Music Faculty	77%	82%	85%	95%	97%	>80%
Music Theory/Ear Training	64%	70%	73%	85%	50%	>80%
Ensemble	63%	64%	85%	52%	92%	>80%
Performance Group	80%	79%	80%	93%	93%	>80%
Music History	78%	40%	100%	75%	100%	>80%
Music Technology	81%	79%	100%	91%	89%	>80%
Private Lessons	75%	77%	83%	84%	100%	>80%
Philosophy of Music	43%	100%	60%	80%	100%	>80%
Conducting & Pedagogy	63%	--	86%	92%	88%	>80%
Total	72%	77%	83%	84%	91%	>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

Assessment Tool	Goal	2010	2011	2012*	2013	2014	2015	2016
Pass Rate: Natural Science Seminar	100%	100%	89%	100%	89%	100%	100%	100%
Pass Rate: Senior Seminar	100%	95%	67%	100%	89%	100%	83%	100%
Scientific Method Comprehension	100%	75%	90%	100%	100%	100%	100%	95%
Natural Science Pre/Post Assessment		84/94%	NDR	80/94%	74/87%	66/77%	72/89%	72/84%
Satisfaction with Course Work	85%	100%	83%	100%	100%	100%	100%	100%
Perceived Readiness for Upper Level	100%	60%	80%	90%	100%	57%	88%	100%
Satisfaction with Overall Experience	100%	100%	100%	100%	100%	86%	100%	100%

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

Departmental analysis of alumni demonstrates that from 2005 to the present, the department has had an 80% 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 91.7%. Both figures exceed the departmental goal of 75%.

Student persistence in the Natural Science/Math Department is 78% (data from 2006 to present). This figure is the percent of Natural Science students who took Natural Science Seminar NS-SM 291 (sophomore level required course) and went on to complete Senior Science Seminar NS-SM 491 (senior level required course). Those that graduated with Associate Degrees and transferred were included in if this was their original plan.

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

\*Courses covered by multiple adjunct faculty members.

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



# 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. In order to accomplish this, each departmentally sponsored major is aligned with these learning objectives and it is a part of the department's review process to collect data related to these objectives and review that data to indicate the overall health and success of the department. The specific artifacts that supply this data (and stated goal) include:

- Research presentation project (SP-SH 202) – [85% of student achieving 70% or higher];
- Major-related project (SP-SH 308- Exercise Physiology or SP-SH 250- Leisure and Sport Programming) – 80% of the students achieving 70% or higher];
- Portfolio (SP-SH 491- Sports Science Seminar) – [94% of the students achieving 70% or higher];
- Practicum (SP-SH 395- Exercise Science Practicum or SP-SM 395- Sport Management Practicum) – [85% of the students achieving 70% or higher];
- Internship (SP-SH 495- Exercise Science Internship or SP-SM 495- Sport Management Internship) – [90% of the students achieving 70% or higher]

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.

<u>Sport Science Outcome Data</u>				
	2013	2014*	2015	2016
<u>Exercise Science</u>				
Presentation		60%	91%	77%
Project		82%	75%	100%
Portfolio		N/A	100%	100%
Practicum		66%	100%	100%
Internship		100%	100%	
<u>Sport Management</u>				
Presentation		60%	91%	77%
Project		N/A	68%	N/A
Portfolio		N/A	100%	100%
Practicum		100%		
Internship		86%		

\*=only the fall of 2014 was calculated

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

<u>Sport Science Graduate Data</u>				
	2013	2014	2015	2016
<u>Exercise Science</u>				
Employed			66%	29%
Unemployed			**	14%
Graduate			33%	57%*
<u>Sport Management</u>				
Employed			100%	40%
Unemployed			0%	20%
Graduate			0%	40%*

\*Percentage of students that applied for graduate school and were accepted – 100%

\*\*= 1 student didn't answer when called

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 regularly.