Central Christian College of Kansas

Fall 2017 - Quick Facts

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

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

Enrollment Demographics

Ethnicity

American Indian/Native	2%
Asian/Pacific Islander	1%
African American	20%
Hispanic/Latino	12%
White	55%
Other	9%

Campus Population

	N	%
Concurrent	91	10%
Excel	12	1%
Residential	351	40%
Online	415	48%
Total	**869**	**100%**

Enrollment By Degree

Associate of Arts	33
Associate of Criminal Justice	10
Associate of General Studies	0
Bachelor of Arts	39
BA in Music	1
BBA	34
Bachelor of Education	5
Bachelor of Elem. Education	5
Bachelor of Music	3
Bachelor of Physical Education	8
Bachelor of Science	165
Bachelor of Science in Business	163
BSCJ	165
BSHA	42
BIS	0
BAM	19
BS in Psychology	50
Bachelor of Sports Science	30
NDS	101
Dual-Degrees	4
Total	**869**

Retention/Persistence (3YR Avg)

1st Year Retention	59%
Four Year Grad Rate	44%

Gender

Female	48%
Male	52%

CFI

Primary Reserve Ratio	-0.40
Equity Ratio	0.72
Net Income Ratio	-0.20
Composite Index	**0.12**

Degrees Awarded (2018)

Associate	12
Bachelor	179
Total	**191**

Outcomes

Fit-Four

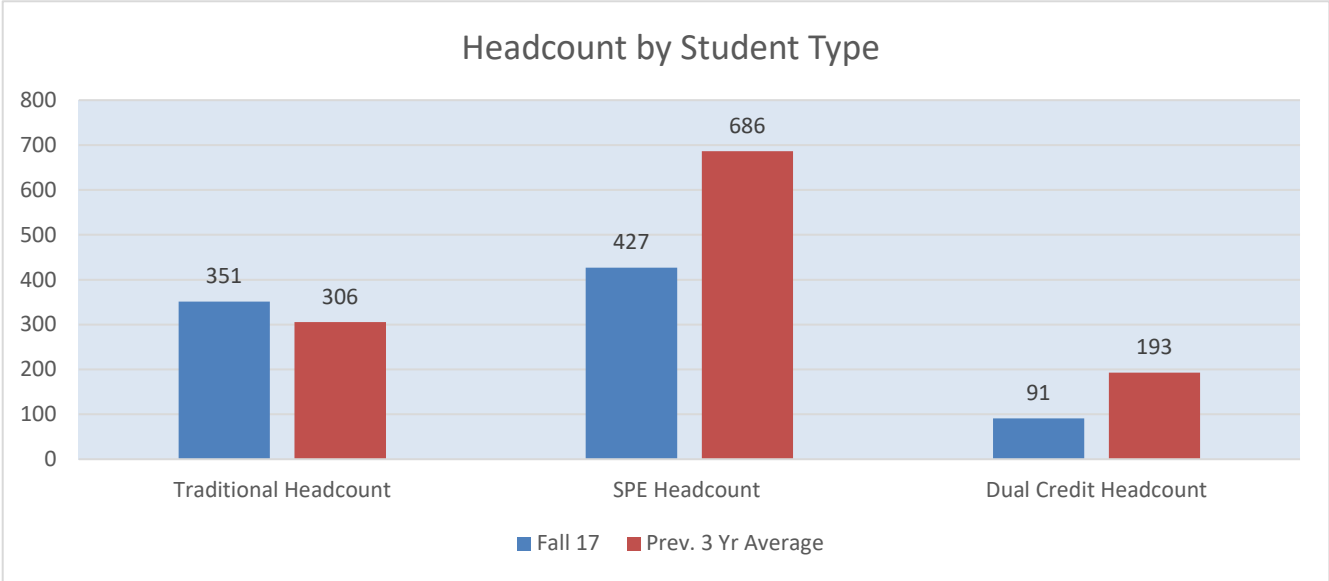|			
Fit Heart: M-GUDS-S Diversity Scale	⭨	3.23	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Heart: STI Connecting with Community	⭨	3.59	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Soul: STI Connecting with God	⭧	4.01	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Soul: STI Connecting with Spiritual Practices	⭧	4.24	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Mind: CCTST	⭧	70.56	≥ 50% (Proficient); ≥75% (Ideal)
Fit Mind: STI Self & Others	⭧	4.04	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Body: God's Kingdom	⭧	4.09	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
Fit Body: Portfolio Completion	⬇	86%	≥ 100% Completion
Fit Body: Fitness Assessment	⬇	57%	≥ 100% Completion
Fit Body: Placement Ratio	⬇	75%	Placement Scores ≥ 85%

Legend/Glossary

SPE School of Professional and Distance Education

SAS School of Liberal Arts and Sciences

FTE Full-time Equivalent (Fulltime Headcount*(Part-time Headcount * .392857))

Cohort A specified group, most commonly associated with the enrollment start date

Retention Percentage of a given cohort that is retained from one point to another

Persistence Percentage of a given cohort that continues toward educational goal

Attrition Percentage of decrease associated with any cohort

DNR **D**id **N**ot **R**eport

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

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

Fall Enrollment Quick Glance

Headcount by Student Type

	Traditional Headcount	SPE Headcount	Dual Credit Headcount
Fall 17	351	427	91
Prev. 3 Yr Average	306	686	193

Legend: Fall 17, Prev. 3 Yr Average

Retention Quick Glance

Retention by Year

Year	Retention
2013	54%
2014	56%
2015	48%
2016	53%
2017	41%

Admissions & Aid Quick Glance

Admissions Funnel
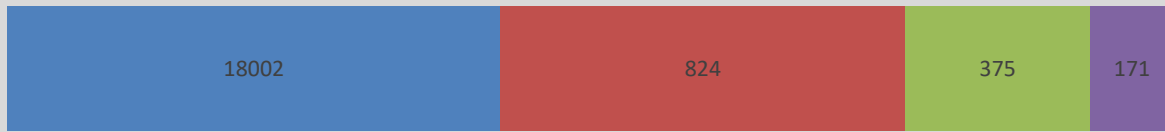
Prospects	Applications	Admitted	Enrolled
18002	824	375	171

Financial Aid

$3,963,327

$8,769,245
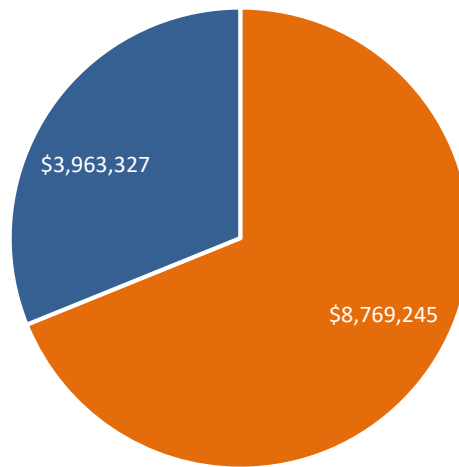
- Total Govt. Aid:
- Total Institutional Aid:

95% of students receiving Financial Aid

Financial Strength Factors

Primary Reserve Ratio
-0.26

Net Income Ratio
-0.70

-1.90

Viability Ratio
-0.17

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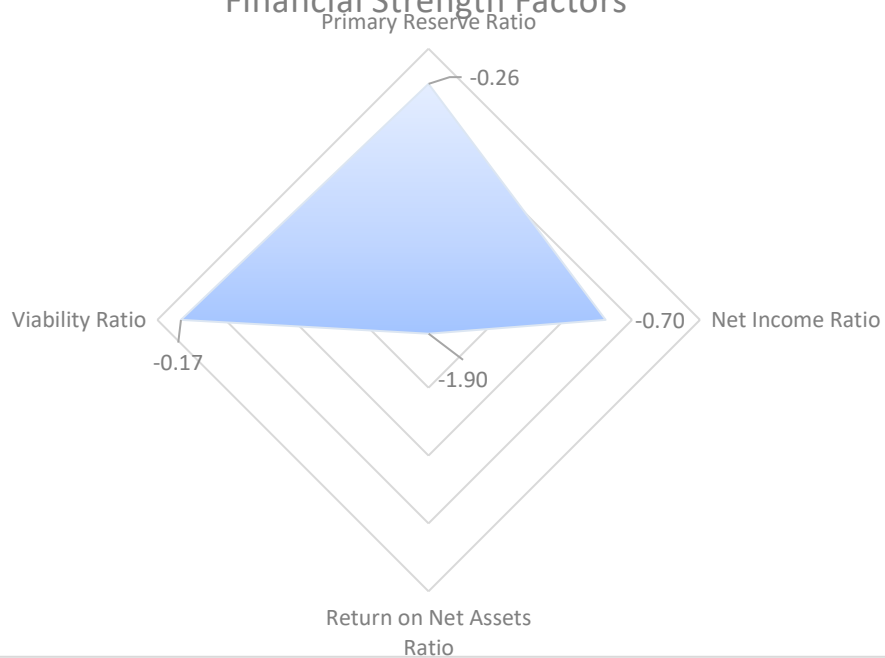
The Data Book
The Central Christian College of Kansas Data Book is produced on an annual basis in order to record and support the strategic assessment initiatives of the College. It is produced by the Office of the Provost, through the work of the Institutional Research Office. Its intent is to provide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

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

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

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

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

Historical & Significant Turning Points

1884	Founded, as Orleans Seminary in Orleans, Nebraska by the West Kansas Conference of the Free Methodist Church
1914	Moved location to McPherson, Kansas and changed name to Central Academy and College
1918	Recognized and accredited by the Kansas State Department of Education
1940	Changed name to Central College
1965	Academy closed
1968	Wessington Springs Academy (South Dakota) integrated into Central College
1971	Academe of Achievers Award instituted
1975	Initial accreditation granted by North Central Association of Colleges and Schools
1980	Continued NCA accreditation for a seven-year period
1982	Centennial Development Campaign initiated
1984	Over $3,000,000 raised for construction of facilities in the Centennial Campaign
1987	Continued NCA accreditation for a seven-year period
1989	Four-Year Bachelor of Science in Ministry Degree initiated
1994	Continued NCA accreditation for a ten-year period
1995	Four-year Bachelor of Science in Business Degree initiated
1999	Changed name to Central Christian College of Kansas; Four-year athletic competition initiated in NAIA and NCCAA
2000	Bachelor of Science - Liberal Studies major - approved by the NCA
2001	Adult Education Degree Completion program began
2003	Completion of the "Campaign for the 21st Century." Goal: $4.8 million; realized: $5.8 million
2004	Continued Higher Learning Commission (NCA) accreditation for 10 years; launching seven new majors and a teacher education department
2005	Launched dual credit program for Christian high schools
2006	BS in Ministry through Adult Education department
2006	First online courses offered to Free Methodist pastors
2006	350 students
2007	Submitted application to the KSDE for approval of our Education Program Certification
2007	Women's basketball team - second in the NCCAA - First time as a four-year college
2008	Teacher Education Certification (Elementary Education, Secondary History/Government Education, and PreK-12 Physical Education) approved
2011	Criminal Justice degree completion program approved
2011	Healthcare degree completion programs approved
2012	Completion of the "Maple Street Project" Goal: $800,000; realized: $800,000
2014	Online Psychology program launched. Initial approval of Music Education program from the state of Kansas.
2015	Enrollment of full-time students exceeded 1,000 for the first time in the history of the institution.

Administrative Staff

Presidents

L. Glen Lewis	1914 - 1919
Charles A. Stoll	1919 - 1939
Orville S. Walters	1939 - 1944
Charles V. Fairbairn*	1944 - 1945
Mendall B. Miller	1945 - 1953
G. Edgar Whiteman	1953 - 1955
Elmer E. Parsons	1955 - 1964
Bruce L. Kline	1964 - 1980
Dorsey Brause	1981 - 1987
Harvey Ludwick	1987 - 1990
John A. Martin	1990 - 1996
Donald L. Mason	1996 - 2005
Dwight B. Reimer	2005 - 2009
Jerry Alexander*	2009 - 2010
Hal Hoxie	2010 - 2018

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 - 2018

Chief Academic Officers

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

Officer also served as Provost

Chief Student Affairs Officer

Hubert Wash	1957 - 1959
Eugene Stewart/	
Bruce L. Kline	1959 - 1960
John Ferrell	1960 - 1968
Calvin Hawkins	1968 - 1972
Jay Dargan	1972 - 1974
Don Scott	1974 - 1985
Don Munce	1985 - 1987
Ed McDowell	1987 - 1991
James Garrison	1991 - 1992
Michael Green	1992 - 1994
Patty Shorb	1994 - 1995
Jon Kulaga	1995 - 1997
Don Mason	1997 - 1998
Jerry Malone	1998 - 2007
Chris Smith	2008 - 2017
Joel Figgs	2017 - 2018

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))
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DNR	**D**id **N**ot **R**eport

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Fall Enrollment Data

Fall Enrollment Data

Overall Headcount

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Full-time: SAS	326	262	281	295	275	312	334
Part-time: SAS	7	7	11	7	11	3	7
Part-time: NDS (SAS)	5	3	3	7	4	3	10
Part-time: NDS (EXCEL)				0	0	0	0
Part-time: NDS (Online)				0	1	0	0
Full-time: SPE (EXCEL)	19	25	19	34	46	28	9
Full-time: SPE (Online)	39	240	360	633	798	451	387
Part-time: SPE (EXCEL)			3	0	3	3	3
Part-time: SPE (Online)			7	16	15	30	28
Dual Credit (NDS)	257	282	268	180	216	183	91
Traditional Headcount (F, P, & NDS)	338	272	295	309	290	318	351
Professional Ed. Headcount	58	265	389	683	863	512	427
Dual Credit (NDS) Headcount	257	282	268	180	216	183	91
Total Students (Overall)	**653**	**819**	**952**	**1172**	**1369**	**1013**	**869**

Full-time Equivalency (FTE)

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
SAS Full-time FTE	328.00	262.79	281.00	295.00	275.00	312.00	334.00
SAS Part-time FTE (ALL)	4.50	4.43	5.50	5.50	5.89	2.36	6.68
SAS FTE	332.50	267.21	286.50	300.50	280.89	314.36	340.68
Dual-Credit FTE	99.71	114.43	105.29	70.71	84.86	71.89	35.75
SPE Full-time (EXCEL) FTE	16.29	20.79	20.18	34.00	46.00	28.00	9.00
SPE Full-time (ONLINE) FTE	33.43	203.79	362.75	633.00	798.00	451.00	387.00
SPE Part-time (EXCEL) FTE				0.00	1.18	1.18	1.18
SPE Part-time (ONLINE) FTE				6.29	6.29	11.79	11.00
SPE FTE	49.71	224.57	382.93	673.29	851.46	491.96	408.18
Total FTE (Overall)	**481.93**	**606.21**	**774.71**	**1044.50**	**1217.21**	**878.21**	**784.61**

Fall Enrollment Data

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017

Credits

SAS Full time Credits	4592	3679	4016	4269	3961	4440	5264
SAS Part-time Credits	63	62	99	60	83	22	87
SAS Total Credits	**4655**	**3741**	**4115**	**4329**	**4044**	**4462**	**5351**
Dual Credit Credits	1396	1602	1301	1027	1116	927	560
SPE Full-time (EXCEL) Credits	228	291	228	396	564	336	108
SPE Full-time (Online) Credits	468	2853	4353	8004	9588	5412	4644
SPE Part-time (EXCEL) Credits			24	18	15	24	24
SPE Part-time (Online) Credits			57	117	96	231	243
Professional Education (Credits)	**696**	**3144**	**4662**	**8535**	**10263**	**6003**	**5019**
Total Credits (Overall)	**6747**	**8487**	**10078**	**13891**	**15423**	**11392**	**10930**

Overall Degree Seeking Headcount

First-time Full-time Freshman						106	160
Degree-Seeking First-Time, Part-Time Freshman						0	4
Transfer Headcount						179	86
Readmits						56	49
Continuing						489	469
Concurrent/NDS						183	101

Degree-Seeking SAS Headcount (Enrollment Status)

First-time Full-time Freshman	109	78	105	90	80	96	129
Degree-Seeking First-Time, Part-Time Freshman	2	0	0	3	0	0	0
Transfer Headcount	35	15	37	25	23	31	33
Readmits	4	13	3	4	3	7	4
Continuing	183	163	147	180	180	181	175
Degree-seeking Residential Headcount	**333**	**269**	**292**	**302**	**286**	**315**	**341**
Res. HC = FT+PT	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Fall Enrollment Data

Fall - 2011   Fall - 2012   Fall - 2013   Fall - 2014   Fall - 2015   Fall - 2016   Fall - 2017

Degree Seeking SPE Headcount (Enrollment Status)

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
First-time Full-time Freshman	114	76				10	31
Degree-Seeking First-Time, Part-Time Freshman						0	4
Transfer Headcount	32	15				148	53
Readmits	4	8				49	45
Continuing	188	173				308	294
Degree-seeking Residential Headcount	**338**	**272**	**0**	**0**	**0**	**515**	**427**

Degree-Seeking SAS Headcount (Grade Level)

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Freshman	134	90	123	113	89	108	152
Sophomore	68	68	74	90	80	66	61
Junior	67	47	47	48	68	72	59
Senior	64	64	48	51	49	69	69
Residential Headcount	**333**	**269**	**292**	**302**	**286**	**315**	**341**

Faculty Ratios

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Faculty/Student Ratio (SAS)	1:13.63	1:10.19	1:9.35	1:13.07	1:11.7	1:12.59	1:16.22
Faculty/Student Ratio (SPE)				1:28.49	1:33.19	1:24.63	1:17.79
Faculty/Student Ratio (Overall)				1:21.12	1:23.06	1:18.14	1:17.29
Staff/Student Ratio (Overall)	1:8.44	1:7.53	1:7.2	1:17.41	1:22.82	1:14.42	1:13.37

Fall Enrollment Data

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017

Enrollment Demographics

Ethnicity - Overall (SPE & SAS)

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Am. Indian/ AK Native	2%	0%	1%	2%	2%	3%	2%
Asian	1%	3%	3%	1%	1%	2%	1%
Black or African American	8%	10%	12%	18%	24%	19%	20%
Hispanic	5%	5%	6%	8%	10%	11%	12%
Nat. Hawaiian/ Other Pac. Islander	0%	0%	1%	0%	0%	0%	0%
Nonresident Alien	0%	0%	0%	1%	0%	1%	2%
Not Specified/Unknown	5%	18%	13%	22%	9%	6%	5%
Two or more races	1%	1%	1%	2%	2%	1%	2%
White	78%	63%	64%	47%	52%	57%	55%

Ethnicity by Gender - Dual Credit

Female

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Am. Indian/ AK Native	3	-	1	2	4	5	0
Asian	-	4	4	-	1	4	2
Black or African American	1	1	4	2	1	2	1
Hispanic	2	6	3	-	7	4	3
Nat. Hawaiian/ Other Pac. Islander	-	1	-	-	1	0	0
Nonresident Alien	-	-	-	-	-	2	0
Not Specified/Unknown	-	1	1	29	19	21	17
Two or more races	-	4	2	-	2	0	0
White	130	137	141	62	89	84	38
Total Female	**136**	**154**	**156**	**95**	**124**	**122**	**61**

Male

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Am. Indian/ AK Native	-	-	-	2	2	1	0
Asian	3	6	4	-	1	3	0
Black or African American	-	-	2	3	-	1	0
Hispanic	5	5	4	3	7	1	0
Nat. Hawaiian/ Other Pac. Islander	-	-	-	1	1	0	0
Nonresident Alien				-	-	0	0
Not Specified/Unknown	-	-	2	25	18	9	3

Fall Enrollment Data

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Two or more races	3	1	1	-	2	1	0
White	110	116	99	51	61	45	27
Total Male	**121**	**128**	**112**	**85**	**92**	**61**	**30**
Total Students	**257**	**282**	**268**	**180**	**216**	**183**	**91**
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Ethnicity by Gender - School of Arts and Sciences

Female

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Am. Indian/ AK Native	3	1	2	1	5	7	3
Asian	1	6	13	4	2	2	3
Black or African American	10	10	7	7	2	2	12
Hispanic	11	12	10	6	20	28	29
Nat. Hawaiian/ Other Pac. Islander	-	-	2	-	-	0	1
Nonresident Alien				6	2	2	7
Not Specified/Unknown	2	2	1	2	-	1	0
Two or more races	1	1	1	6	4	4	5
White	115	95	94	100	104	95	86
Total Female	**143**	**127**	**130**	**132**	**139**	**141**	**146**

Male

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Am. Indian/ AK Native	5	-	1	4	1	1	3
Asian	1	4	6	4	-	0	0
Black or African American	37	27	22	22	23	29	44
Hispanic	16	11	22	22	35	43	45
Nat. Hawaiian/ Other Pac. Islander	-	-	-	-	-	0	1
Nonresident Alien				9	1	5	12
Not Specified/Unknown	8	3	2	1	1	0	1
Two or more races	1	3	3	11	8	6	11
White	127	97	109	104	82	93	88
Total Male	**195**	**145**	**165**	**177**	**151**	**177**	**205**
Total Students	**338**	**272**	**295**	**309**	**290**	**318**	**351**
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Fall Enrollment Data

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017

Ethnicity by Gender - School of Professional Education

Female

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Am. Indian/ AK Native	1	1	1	6	7	6	5
Asian	-	2	1	2	4	4	2
Black or African American	1	39	51	110	198	101	74
Hispanic	1	4	7	26	29	11	15
Nat. Hawaiian/ Other Pac. Islander	-	-	2	3	3	1	0
Nonresident Alien				-	-	0	0
Not Specified/Unknown	12	56	50	99	43	19	12
Two or more races	-	-	-	4	4	1	1
White	9	15	64	103	167	109	99
Total Female	**24**	**117**	**176**	**353**	**455**	**252**	**208**

Male

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Am. Indian/ AK Native	-	-	3	5	8	7	6
Asian	-	-	-	2	3	3	2
Black or African American	2	2	28	67	102	55	40
Hispanic	-	2	14	31	38	24	16
Nat. Hawaiian/ Other Pac. Islander	1	1	2	1	-	0	0
Nonresident Alien				-	-	1	0
Not Specified/Unknown	12	84	63	96	36	11	7
Two or more races	-	-	3	-	6	3	4
White	19	59	100	128	215	156	144
Total Male	**34**	**148**	**213**	**330**	**408**	**260**	**219**
Total Students	**58**	**265**	**389**	**683**	**863**	**512**	**427**
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Ethnicity by Gender - Overall

Female

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Am. Indian/ AK Native	7	2	4	9	16	18	8
Asian	1	12	18	6	7	10	7
Black or African American	12	50	62	119	201	105	87

Fall Enrollment Data

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Hispanic	14	22	20	32	56	43	47
Nat. Hawaiian/ Other Pac. Islander	0	1	4	3	4	1	1
Nonresident Alien	0	0	0	6	2	4	7
Not Specified/Unknown	14	59	52	130	62	41	29
Two or more races	1	5	3	10	10	5	6
White	254	247	299	265	360	288	223
Total Female	**303**	**398**	**462**	**580**	**718**	**515**	**415**
Male							
Am. Indian/ AK Native	5	0	4	11	11	9	9
Asian	4	10	10	6	4	6	2
Black or African American	39	29	52	92	125	85	84
Hispanic	21	18	40	56	80	68	61
Nat. Hawaiian/ Other Pac. Islander	1	1	2	2	1	0	1
Nonresident Alien	0	0	0	9	1	6	12
Not Specified/Unknown	20	87	67	122	55	20	11
Two or more races	4	4	7	11	16	10	15
White	256	272	308	283	358	294	259
Total Male	**350**	**421**	**490**	**592**	**651**	**498**	**454**
Total Students	**653**	**819**	**952**	**1172**	**1369**	**1013**	**869**
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Age							
Under 18						158	91
18-19						163	176
20-24						196	193
25-29						73	70
30-39						183	159
>40						240	180
						1013	**869**

Fall Enrollment Data

Enrollment by Program - SAS	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Associate of General Studies	0	0	0	2	0	1	0
Associate of Arts	11	16	19	8	7	4	3
BSB: Aviation Management	0	0	1	2	3	2	3
BSB: Accounting	1	3	3	8	8	12	9
BSB: Management	27	22	17	21	33	27	45
BSB: Marketing						5	11
BSB: Entrepreneurship	4	6	5	2	4	1	2
BSB: Organizational Leadership	5	5	2	6	6	8	2
BSB: Risk Management	0	0	0	0	3	4	2
BSM: General/Applied	11	9	7	8	3	2	2
BSM: Pastoral	1	4	2	5	5	4	3
BSM: Worship Arts	5	2	1	5	4	5	5
BSM: Youth/Student	10	8	8	9	8	9	8
Contemporary Christian Music	4	4	5	7	6	7	5
Communication: Mass Media	5	5	4	4	4	7	6
Communication: ORG COM	1	0	1	1	0	0	0
Communication: Public Relations	1	0	0	1	2	4	1
Communication: Speech/Theatre	2	4	3	2	0	0	0
Criminal Justice				3	7	13	14
Education: Elementary	22	14	13	15	15	21	12
Education: English	4	3	1	1	2	2	3
Education: History	4	6	9	3	4	5	4
Education: Math	0	3	5	3	2	2	1
Education: Music					3	3	2
Education: PE	8	5	7	3	7	8	10
English	12	7	5	4	2	2	6
Exercise Science	31	18	28	34	42	41	51
History	4	5	2	2	2	4	2
Liberal Studies	43	28	25	24	18	13	11
Music	12	7	6	2	1	1	3
Music: Performance	0	0	0	1	0	0	0
Music: Vocal Performance	2	0	0	0	0	0	2

Fall Enrollment Data

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
Natural Science: Biology	13	13	23	11	11	11	15
Natural Science: Chemistry	6	3	2	6	2	5	4
Natural Science: Health	9	9	8	5	5	11	15
Natural Science: Math	2	4	1	3	5	1	5
Psychology	16	6	13	22	30	37	28
Pre-Law	2	0	0	1	0	3	6
Social Science	17	12	12	8	1	0	0
Sport Management	38	31	36	29	30	23	26
Undecided	0	7	18	31	1	7	16
NDS - Non-Degree-seeking, part-time	5	3	3	7	4	3	10
NDS - Dual Credit	257	282	268	180	216	183	91
Dual Majors							2
Total	**595**	**554**	**563**	**489**	**506**	**501**	**442**
Audit	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Enrollment by Program - SPE

	2011	2012	2013	2014	2015	2016	2017
Associate of Arts						4	30
Associate of Criminal Justice							10
SPE: Ministry Leadership (EXCEL)	4	6	4	0	0		0
SPE: Organizational Leadership (EXCEL)	15	19	18	34	49	31	12
SPE: Criminal Justice	14	105	139	192	219	174	166
SPE: Ministry Leadership		6	20	17	8	6	0
SPE: Healthcare Administration - General			34	111	109	20	10
SPE: Healthcare Administration - HIM						20	12
SPE: Healthcare Administration - HRM						6	11
SPE: Healthcare Administration - MPM						7	11
SPE: Healthcare Administration - BSMG						1	0
SPE: Healthcare Administration - HUMAN						1	0
SPE: Accounting (BBA)						1	5
SPE: Marketing (BBA)						1	0
SPE: Management (BBA)						1	6
SPE: Human Resource (BBA)							4
SPE: Healthcare Management (BBA)		42	41	62	59	30	20

Fall Enrollment Data

	Fall - 2011	Fall - 2012	Fall - 2013	Fall - 2014	Fall - 2015	Fall - 2016	Fall - 2017
SPE: Interdisciplinary Studies: Healthcare					3	1	0
SPE: Organizational Leadership	25	87	133	245	318	157	81
SPE: Psychology				22	97	51	51
SPE: NDS - Non-degree-seeking				0	1		0
Dual-Degree							2
Total	**58**	**265**	**389**	**683**	**863**	**512**	**427**
Enrollment Numbers Match	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Enrollment by Degree	2011	2012	2013	2014	2015	2016	2017
Associate of Arts	11	16	19	8	7	8	33
Associate of Criminal Justice							10
Associate of General Studies	0	0	0	2	0	1	0
Bachelor of Arts							39
Bachelor of Arts in Music							1
Bachelor of Business Administration	0	0	34	111	109	33	34
Bachelor of Education							5
Bachelor of Elementary Education							5
Bachelor of Music							3
Bachelor of Physical Education							8
Bachelor of Science	258	194	227	226	202	231	165
Bachelor of Science in Business	77	142	179	318	424	247	163
Bachelor of Science in Criminal Justice	14	105	139	192	219	174	165
Bachelor of Science in Healthcare Administration	0	42	41	62	59	55	42
Bachelor of Science in Interdisciplinary Studies	0	0	0	0	3	1	0
Bachelor of Arts in Ministry	31	35	42	44	28	26	19
Bachelor of Science in Psychology	0	0	0	22	97	51	50
Bachelor of Sports Science							30
NDS	262	285	271	187	221	186	101
Dual-Degrees							4
Total	**653**	**819**	**952**	**1172**	**1369**	**1013**	**869**
Audit	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Retention Data

Overall	2012	2013	2014	2015	2016	2017
IPED's Outcome Measures (Award Rate)						
IPED's Fall Enrollment (Retention)	63%	54%	56%	48%	53%	41%
SAM (Student Achievement Measure) First-Time						
SAM (Student Achievement Measure)/w Transfers						
College Scorecard Retention					56% [68%]	56% [69%]
College Scorecard Graduation Rate					40% [42%]	40% [42%]

Head-to-Head Retention: SAS	2012	2013	2014	2015	2016	2017
First-time, Full-time Freshman Cohort (entered anytime during cohort year)						
Retention Rate (1st Year) (Fr to So)	52%	69%	65%	63%	57%	58%
Persistance Rate (2nd Year) (So to Jr)	84%	85%	81%	84%	74%	76%
Persistance Rate (3rd Year) (Jr to Sr)	98%	92%	96%	92%	91%	93%
Graduation Rate (4-Yr)	39%	51%	43%			
Graduation Rate (6-Yr)	39%					
Graduation Rate (8-Yr)						

* Graduation Rates include all degree completers associated with the cohort

Athletics (Counting only FT-FR in starting cohort)						
Athlete 1st Year Retention Rate (FT-FT)				63%	60%	55%
Athlete Graduation Rate				46%	53%	46%
Athlete Retention By Sport						
Baseball				55%	40%	43%
Basketball				44%	54%	36%
Cross Country				33%	50%	100%
Cheer					33%	0%
Golf				0%	57%	55%
Soccer				70%	59%	50%
Softball				75%	100%	56%
Tennis				50%	100%	80%
Track				75%	100%	63%
Volleyball				80%	60%	100%
Wrestling						25%
Athlete by FA - Cohort			**2014**	**2015**	**2016**	**2017**

Retention Data

Pell Persistence			58%	38%	50%	44%
Subsidized Loan - No Pell Persistence			ND	50%	44%	50%
No Pell - No Subsidized Loan			ND	50%	53%	47%

Special Population (FTF Only)

Male Persistence	39%	55%	35%	44%	44%	56%
Female Persistence	46%	54%	64%	64%	54%	75%
Transfer 1st Year Retention Rate	66%	82%	78%	66%	72%	78%
Transfer Persistence Rate	48%	71%	56%	84%	66%	78%
Minority Retention Rate	40%	82%	51%	54%	57%	58%
Minority Persistence	36%	50%	31%	39%	57%	57%
Asian	100%	100%	33%	0%	100%	100%
Black	27%	20%	43%	38%	40%	40%
Hispanic	31%	50%	30%	35%	47%	57%
White	43%	81%	60%	47%	52%	57%
Other	25%	10%	33%	50%	80%	100%
Pell Persistence	60%	54%	57%	33%	62%	51%
Subsidized Loan - No Pell Persistence	*ND*	*ND*	*ND*	48%	52%	54%
No Pell - No Subsidized Loan	29%	50%	39%	50%	41%	46%

* Persistence captures current and graduated students, keep base #

SPE: Average of Annual Cohorts

	2012	2013	2014	2015	2016	2017
T1 to T2 Retention (Average of Annual Cohort)			87%	63%	63%	74%
Persistence			38%	26%	40%	69%
Graduation Rate			26%			

Goals

Overall (Year-to-Year) Retention >75%	▶ 63%	▶ 77%	▶ 83%	▶ 79%	▶ 79%	▶ 75%
Persistence/Graduation >55%	▶ 39%	▶ 51%	▶ 43%			
Freshman Retention >65%	▶ 52%	▶ 69%	▶ 65%	▶ 63%	▶ 57%	▶ 58%

Spring Enrollment Data

	SP-2010	SP-2011	SP-2012	SP-2013	SP-2014	SP-2015	SP-2016	SP-2017	SP-2018

Spring Enrollment Data

Degree Seeking SAS Headcount (Grade Level)

	SP-2010	SP-2011	SP-2012	SP-2013	SP-2014	SP-2015	SP-2016	SP-2017	SP-2018
Freshman	94	69	93	61	89	66	68	77	109
Sophomore	89	62	60	67	70	87	60	54	64
Junior	54	75	56	45	52	64	74	52	55
Senior	50	69	70	81	63	55	73	100	73
Residential Headcount (SAS)	**287**	**275**	**279**	**254**	**274**	**272**	**275**	**283**	**301**

Fall to Spring Retention (SAS)

	SP-2010	SP-2011	SP-2012	SP-2013	SP-2014	SP-2015	SP-2016	SP-2017	SP-2018
							93.1%	88.1%	87.8%

Overall Headcount

	SP-2010	SP-2011	SP-2012	SP-2013	SP-2014	SP-2015	SP-2016	SP-2017	SP-2018
Full-time: SAS	287	275	279	237	264	262	264	281	286
Part-time: SAS	19	9	13	17	10	10	11	11	9
Part-time: NDS (SAS)			5		6	4	3	5	6
Part-time : NDS (EXCEL)							0	0	0
Part-time: NDS (Online)							0	0	0
Full-Time - SPE (EXCEL)	18	12	20	18	18	44	38	19	0
Full-Time - SPE (Online)	0	0	123	317	376	573	556	434	386
Part-time SPE: (EXCEL)						1	0	5	0
Part-time SPE: (Online)					25	43	11	26	32
Dual Credit (NDS)	85	117	102	163	171	90	93	94	94
Traditional Headcount (F & P)	306	284	297	254	280	276	278	297	301
Professional Ed. Headcount (Overall)	18	12	143	335	419	661	605	484	418
Dual Credit (NDS)	85	117	102	163	171	90	93	94	94
Total Students	409	413	542	752	870	1027	976	875	813

Credits

	SP-2010	SP-2011	SP-2012	SP-2013	SP-2014	SP-2015	SP-2016	SP-2017	SP-2018
Full time Credits	4016	3861	3921	3301	3771	3739	3774	3968	4357
Part-Time Credits	51	49	97	116	85	98	87	103	146

Spring Enrollment Data

Total Credits (Traditional)	**4067**	**3910**	**4018**	**3417**	**3856**	**3837**	**3861**	**4071**	**4503**
Dual Credit Credits	427	415	377	614	641	315	345	357	198
SPE Full-time (EXCEL) Credits	216	146	241	207	222	540	456	180	0
SPE Full-time (Online) Credits	0	0	1476	3811	4575	6804	6672	3135	4986
SPE Part-time (EXCEL) Credits					25	9	0	45	0
SPE Part-time (Online) Credits					147	435	71	153	309
Professional Education (Credits)	**216**	**146**	**1717**	**4018**	**4969**	**7788**	**7199**	**3513**	**5295**
Total Credits (Overall)	**4710**	**4471**	**6112**	**8049**	**9466**	**11940**	**11405**	**7941**	**9996**

Full-time Equivalency (FTE)

Total FTE (Overall)	336.43	319.36	436.57	574.93	741.29	937.14	904.36	789.39	727.39
SAS Full-time FTE	286.86	275.79	280.07	235.79	264.00	262.00	264.00	281.00	286.00
SAS Part-time FTE	3.64	3.50	6.93	8.29	6.29	5.50	5.50	6.29	5.89
SAS FTE	290.50	279.29	287.00	244.07	270.29	267.50	269.50	287.29	291.89
Dual-Credit FTE	30.50	29.64	26.93	43.86	67.18	35.36	36.54	36.93	36.93
SPE Full-time (Ground) FTE	15.43	10.43	17.21	14.79	18.00	44.00	38.00	19.00	0.00
SPE Full-time (Online) FTE	0.00	0.00	105.43	272.21	376.00	573.00	556.00	434.00	386.00
SPE Part-time (Ground) FTE					0.00	0.39	0.00	1.96	0.00
SPE Part-time (Online) FTE					9.82	16.89	4.32	10.21	12.57
SPE FTE					403.82	634.29	598.32	465.18	398.57
Professional FTE	**15.43**	**10.43**	**122.64**	**287.00**	**354.93**	**556.29**	**514.21**	**250.93**	**378.21**

Enrollment Projection Analysis - Strategic Plan

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	54	66	77	77	85	89	92	95	97
Junior	47	48	41	52	65	63	68	71	73	76
Senior	64	40	41	37	50	61	59	63	66	68
Calculated Projections	**269**	**246**	**268**	**291**	**330**	**352**	**363**	**378**	**390**	**402**
Strategic Plan			302	285	304	325	322	335	352	349
Actual	269	292	302	286	315	341				
Freshmen	0	18	-7	-35	-31	9				
Sophomores	0	20	24	3	-11	-24				
Juniors	0	-1	7	16	7	-4				
Seniors	0	8	10	12	19	8				
Overall Enrollment	0	46	34	-5	-15	-11				

Projected Rate of Increase (Goal 3%)	*3%*		-5.63%	6.67%	6.91%	-0.92%	4.04%	5.07%	-0.85%	
Actual	**3.64%**		3.31%	-5.59%	9.21%	7.62%				
			294.58	324.45	351.23		0	0		

SPE Enrollment Projections Compared to Actuals

Strategic Plan Projections (12%)						631	706	791	886	992
Calculated FA-FA Projections (12%)	*240*	*390*	*660*	*930*	*563*	573	478	536	600	672
SPE Actuals (Fall Headcount)	265	389	683	863	512	427	*478*	*536*	*600*	*672*
		25	-1	23	-67	-51	-146			

Projected Rate of Increase (Goal 12%)	63%	69%	41%	-39%	2%	-17%	12%	12%	12%	12%
Average Rate of Increase (Cumulative)	18%	47%	76%	26%	-41%	-17%				

In the winter of 2015, SPE redirected its recruiting efforts by partnering with KeyPath. During the transition, there was an approximate 300 student 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 an 3% annual growth rate.

Financial - Indicators

Financial Statement of Activities - Audit Report

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Operating Revenues							
Student Tuition & Fees	$ 7,620,763	$ 8,689,911	$ 10,244,451	$ 12,471,177	$ 12,558,097	$ 12,642,003	$ 13,545,157
Scholarship and Grants	$ (2,575,938)	$ (2,191,562)	$ (2,734,627)	$ (3,713,447)	$ (4,126,082)	$ (4,635,768)	$ (4,911,392)
Net Tuition	$ 5,044,825	$ 6,498,349	$ 7,509,824	$ 8,757,730	$ 8,432,015	$ 8,006,235	$ 8,633,765
Private Gifts and Grants	$ 1,052,075	$ 1,398,241	$ 1,778,863	$ 1,152,732	$ 1,514,210.00	$ 659,508.00	$ 961,265.00
Government Grants	$ 195,852	$ 138,674	$ 141,846	$ 127,356	$ 123,741.00	$ 236,029.00	$ 17,988.00
Investment Income (Endowments)	$ 24,479	$ 28,732	$ 50,212	$ 35,011	$ 36,480.00	$ 36,967.00	$ 29,803.00
Investment Income	$ 22,843	$ 21,092	$ 20,659	$ 9,510	$ 11,498.00	$ 2,252.00	$ 10,716.00
Other Income	$ 219,475	$ 125,653	$ 149,344	$ 93,334	$ 158,383.00	$ 64,818.00	$ 130,563.00
Net Realized/Unrealized Gains (Losses)	$ (18,325)	$ 74,510	$ 196,071	$ (30,283)	$ (51,420.00)	$ 182,123.00	$ 83,085.00
Auxiliary Enterprises	$ 1,727,868	$ 1,564,863	$ 1,817,101	$ 2,006,090	$ 2,133,987.00	$ 2,353,104.00	$ 2,361,763.00
Coffee Shop Income			$ 178,380	$ 178,170	$ 70,136.00	$ -	$ -
Day Care Income			$ 257,062	$ 831,151	$ 1,163,580.00	$ 1,272,371.00	$ 1,396,101.00
Two Tigers and a Truck Income			$ 5,766	$ 61,047	$ 130,890.00	$ 145,175.00	$ 93,477.00
Central Christian Ventures Income							$ 11,037.00
KCTC Income				$ 41,833.00	$ 38,471.00	$ 25,058.00	
Net assets released from restrictions						$ -	$ -
Net Gains (Losses) - Disposal of Fixed Assets	$ 1,550						
Total Operating Revenues	$ 8,270,642	$ 9,850,114	$ 12,105,128	$ 13,221,848	$ 13,765,333	$ 12,997,053	$ 13,754,621
Operating Expenses							
Instruction	$ 3,328,562	$ 5,082,406	$ 5,934,292	$ 6,434,387	$ 6,146,964	$ 5,978,975	$ 7,131,645
	$ (152,351)	$ (24,139)	$ (179,608)	$ (198,000)	$ (245,453)	$ (674,839)	$ (1,450,721)
	$ 3,176,211	$ 5,058,267	$ 5,754,684	$ 6,236,387	$ 5,901,511	$ 5,304,136	$ 5,680,924
Academic Support	$ 268,517	$ 254,433	$ 297,076	$ 322,112	$ 309,475	$ 299,313	$ 357,017
Student Services	$ 1,593,154	$ 1,553,654	$ 1,814,076	$ 1,966,952	$ 1,889,787	$ 1,827,735	$ 2,180,099
Institutional Support	$ 1,616,903	$ 1,543,441	$ 1,802,147	$ 1,954,018	$ 1,877,360	$ 1,815,717	$ 2,165,763
Auxiliary Expenses	$ 1,440,021	$ 1,398,725	$ 1,633,173	$ 1,770,804	$ 1,701,334	$ 1,645,471	$ 1,962,696
Coffee Shop Expenses			$ 217,631	$ 267,051	$ 130,453	$ 170	$ -
Foundation expenses							$ 13,592
Day Care Expenses			$ 225,747	$ 648,285	$ 861,348	$ 973,098	$ 1,014,439

Financial - Indicators

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
KCTC Expenses					$ 36,481	$ 36,545	$ 33,135
Heartbeat Coffee Expenses							$ 25,142
Central Christian Ventures Expenses							$ 10,671
Two Tigers and a Truck Expenses			$ 11,056	$ 57,286	$ 113,174	$ 189,243	$ 135,495
Total Operating Expenses	$ 8,247,157	$ 9,832,659	$ 11,935,198	$ 13,420,895	$ 13,066,376	$ 12,766,267	$ 15,029,694
Results From Operations	$ 23,485	$ 17,455	$ 169,930	$ (199,047)	$ 698,957	$ 230,786	$ (1,275,073)

Other Changes

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Private Gifts/Grants for Endowments	$ 366,270.0	$ 38,197.0			$ 11,649.0	$ 134,986.0	46,829.0
Gain(Loss) - Perpetual Trusts	$ (26,087.0)	$ 39,239.0			$ (25,233.0)	$ 39,546.0	63,640.0
Changes in Split-Interest Agreements	$ (36,593.0)	$ 27,400.0	$ 19,945.0		$ 601,679.0	$ 75,097.00	204,440.00
Change in Assets	$ 327,075.0	$ 122,291.0	$ 189,875.0	$ (199,047.0)	$ 1,287,052.0	$ 480,415.0	$ (960,164.0)
Assets: Unrestricted	$ (3,433,929)	$ (3,025,977)	$ (2,107,286)	$ (1,332,993)	$ (630,664)	$ (410,389)	(1,658,750)
Assets: Temporarily Restricted	$ 550,008	$ 173,972	$ 1,151,081	$ 153,908	$ 201,396	$ 287,004	244,997
Assets: Permanently Restricted	$ 6,939,826	$ 7,030,201	$ 5,414,758	$ 5,427,575	$ 5,964,810	$ 6,139,342	6,469,546
Net Assets	$ 4,055,905	$ 4,178,196	$ 4,458,553	$ 4,248,490	$ 5,535,542	$ 6,015,957	5,055,793

Financial - Indicators

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Debt							
Accounts Payable (Carry Over)	$ 382,082.0	$ 1,168,994.0	$ 1,318,020.0	$ 1,419,371.0	$ 965,949.0	$ 559,970.0	$ 927,255.0
Notes Payable	$ 1,199,674.0	$ -	$ -	$ -	$ 480,780.0	$ 450,418.0	$ 134,231.0
Long-term Debt	$ 2,050,156.0	$ 4,155,308.0	$ 5,536,883.0	$ 7,801,933.0	$ 7,783,974.0	$ 8,376,229.0	$ 8,380,533.0
	$ 3,631,912.0	$ 5,324,302.0	$ 6,854,903.0	$ 9,221,304.0	$ 9,230,703.0	$ 9,386,617.0	$ 9,442,019.0
Endowment							
Investment Income	$ 24,479	$ 28,732	$ 50,212	$ 35,011	$ 36,480	$ 36,967	$ 29,803
Net Appreciation/(losses)	$ (12,574)	$ 56,948	$ 148,231				
New Gifts	$ 366,271	$ 38,197	$ 23,844	$ 12,518	$ 11,649	$ 134,986	$ 46,829
Appropriation of Endowment		$ 28,416					
Change in Value (Split-interest Agreement)	$ 10,090	$ 39,239	$ 8,607	$ 27,347	550,819		
Gain (loss) on Perpetual Trusts	$ (26,087)	$ -	$ 58,031	$ (27,048)	$ (25,233)	$ 39,546	$ 13,465
Transfers (Board Designated Funds)	$ (35,935)	$ (854,718)					
Released from Restriction		$ -	$ (1,768,562)	$ (134,482)			
Net Assets (Endowment)	$ 7,742,275	$ 7,079,089	$ 5,599,452	$ 5,512,798	$ 6,086,513	$ 6,298,012	$ 6,388,109

Financial - Indicators

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Cost & Aid Figures							
SPE Tuition (AVG)					$ 9,552.00	$ 10,200.00	$ 10,200.00
SAS Tuition (AVG)					$ 21,496.00	$ 25,040.00	$ 25,760.00
SPE Fees (AVG)					$ 400.00	$ 1,000.00	$ 1,000.00
SAS Fees (AVG)					$ 350.00		$ 1,000.00
Overall Tuition (AVG)					$ 15,524.00	$ 17,620.00	$ 17,980.00
Average Fees					$ 375.00	$ 1,000.00	$ 1,000.00
SAS Room (AVG)					$ 3,297.00	$ 3,570.00	$ 3,708.00
Board (AVG)					$ 4,027.00	$ 4,382.00	$ 4,512.00
Discount Rate							
Overall	34%	25%	27%	30%	33%	37%	36%
SAS - Residential	43%	43%	48%	62%	64%	66%	60%
SPE - Online					1%	0%	0%
Cost & Aid (SAS)							
Average Net Revenue (FTE)	$ 14,953	$ 15,897	$ 15,037	$ 13,781	$ 13,830	$ 15,917	$ 20,960
Tuition Revenue (01-010-0049-000)	$ 5,699,304	$ 4,894,327	$ 5,429,355	$ 5,963,956	$ 6,188,607	$ 7,433,303	$ 9,457,853
Room Revenue (01-020-0045-000)	$ 752,788	$ 625,007	$ 706,285	$ 809,163	$ 824,832	$ 966,178	$ 1,117,340
Tuition Revenue (Tuition & Fees Total)	$ 5,790,402	$ 5,025,446	$ 5,463,508	$ 6,001,808	$ 6,284,281	$ 7,056,774	$ 8,250,757
Board Revenue (01-022-0048-000)	$ 800,433	$ 755,717	$ 867,902	$ 972,584	$ 1,025,792	$ 1,218,699	$ 1,205,781
T/B/R/Revenue	$ 7,343,624	$ 6,406,169	$ 7,037,694	$ 7,783,556	$ 8,134,904	$ 9,241,652	$ 10,573,878
Institutional Aid (SAS) (Page 8: Post Audit)	$ 2,446,833	$ 2,108,214	$ 2,628,371	$ 3,695,309	$ 4,026,366	$ 4,625,407	$ 4,955,230
Staff Discount (Page 7 - "Tuition Discount": Post-	$ 174,075	$ 102,920	$ 189,001	$ 136,690	$ 206,791	$ 204,601	$ 196,328
Tuition & Fees Revenue (SPE)					$ 6,127,536	$ 4,053,985	$ 4,145,103

Financial - Indicators

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Institutional Aid (SPE)					$ 37,761	$ 12,340	$ -

Net Revenue

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Net Tuition (SAS)	$ 3,078,396	$ 2,683,193	$ 2,611,984	$ 2,131,958	$ 1,955,450	$ 2,603,295	$ 4,306,294
Net Tuition Revenue (Tuition/FTE) (SAS)	$ 9,938	$ 10,496	$ 9,382	$ 7,507	$ 7,106	$ 8,654	$ 13,615
Net Revenue (T/B/R) (SAS)	$ 15,247	$ 16,410	$ 15,160	$ 13,914	$ 14,178	$ 14,665	$ 17,144
Average Institutional Aid/FTE (SAS)	$ 7,899	$ 8,247	$ 9,441	$ 13,012	$ 14,631	$ 15,376	$ 15,667

Fiscal Resources & Programs

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Educational Expenses/Student FTE	$14,825	$20,359	$17,959	$17,235	$21,107	$20,352	$24,326
Educational Expenses/Total Expenditures	80.28%	105.47%	98.92%	95.34%	92.70%	85.44%	77.97%

Endowment

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Endowment Growth Rate (Annual Rate)	4.21%	-9.37%	-26.42%	-1.57%	9.43%	3.36%	1.41%
Endowment Growth Rate (3-Year Rate)	4.14%	0.01%	-8.94%	-10.70%	-4.91%	4.00%	5.03%
Endowment/FTE	$16,065.19	$11,677.54	$7,227.76	$5,277.93	$5,000.36	$7,171.38	$8,141.79
Contributions	$ 1,259,873		$ 1,778,863	$ 1,152,732	$ 1,514,210.00	$ 1,169,607.00	$ 1,414,782.00
Internal Debt (Due to Other Funds)	$ 5,196,036	$ 4,777,249	$ 4,480,054	$ 4,576,940	$ 4,783,974.00	$ 4,370,501.10	$ 4,723,232.95
Health Insurance Expense	$ 469,172	$ 565,179	$ 806,136	$ 500,156	$ 470,030.10	$ 514,325.00	$ 525,208.02

Financial - Indicators

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Ratio of Endowment to Long-Term Debt	*26%*	*59%*	*99%*	*142%*	*128%*	*133%*	*131%*

Faculty Support

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Faculty Retention	94%	96%	94%	94%	94%	84%	90%
Salary average	$ 30,360.00	$ 28,950.00	$ 29,984.00	$ 30,370.00	$ 32,049.00	$ 33,487.00	$ 36,092.00
Fringe benefit*	$ 12,548.00	$ 8,427.00	$ 9,606.00	$ 13,615.00	$ 13,167.00	$ 10,144.91	$ 13,075.05
TOTAL	$ **42,908.00**	$ **37,377.00**	$ **39,590.00**	$ **43,985.00**	$ **45,216.00**	$ **43,631.91**	$ **49,167.05**
Fringe benefit as % of total salary	29.24%	22.55%	24.26%	30.95%	29.12%	23.25%	26.59%
Fringe benefit as % of average salar	41.33%	29.11%	32.04%	44.83%	41.08%	30.30%	36.23%

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

Key Performance Indicators

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017	2017-2018
Secondary Reserve Ratio				0.404412299	0.456500716	0.480903462	0.430450946
Net Tuition by Student FTE				$ 29,143.86	$ 30,018.62	$ 25,468.60	$ 25,342.85
Net Education by Student FTE				$ 16,003.69	$ 13,045.89	$ 16,568.89	$ 20,474.87
Debt Coverage Ratio							
Tuition Discount Rate				$ 0.30	$ 0.33	$ 0.37	$ 0.36
Fundraising Expense to Contribution Ratio				0.76	0.30	0.27	0.26

Financial Ratios

	2013-14	2014-15	2015-16	2016-2017	2017-2018
DOE Composite (CapinCrouse)	1.1	1.2	1.6	1.6	0.5
DOE Composite (NACUBO)	1.1	0.9	1.0	1.0	0.2
DOE Composite (Auditor)	0.9	0.8	0.9	0.8	0.1
DOE Composite (HLC)	0.9	0.8	0.9	0.9	0.1
CFI (CCCU)	0.9	-0.1	2.6	1.6	-1.3
CFI - Unrestricted Model (NACUBO)	0.8	-0.5	2.4	0.7	-3.0
CFI - Operating Measure Model (NACUBO)	1.3	-0.1	2.8	0.9	-3.6
DOE Composite Ratios (CapinCrouse)					
Primary Reserve Ratio	-0.3	0.0	0.2	0.4	-0.05
Net Operating Revenues Ratio	0.6	0.6	0.6	0.4	-0.2
Equity Ratio	0.8	0.6	0.8	0.8	0.7
DOE Composite Ratios (NACUBO)					
Primary Reserve Ratio	-0.3	-0.4	-0.3	-0.2	-0.4
Net Income Ratio	0.6	0.6	0.6	0.4	-0.2
Equity Ratio	0.8	0.6	0.7	0.8	0.7
CCCU/CAPINCROUSE					
Primary Reserve Ratio	-0.2	0.0	0.1	0.2	0.0
Net Operating Revenues	0.6	0.4	0.4	0.1	-0.4
Return on Net Assets	0.7	-0.5	2.0	1.1	-0.8
Viability Factor	-0.1	0.0	0.1	0.1	0.0
NACUBO Calculations					
Primary Reserve Ratio	-0.22	-0.25	-0.18	-0.12	-0.26
Net Income Ratio	0.55	0.42	0.39	0.13	-0.70
Return on Net Assets Ratio	0.63	-0.49	2.33	0.80	-1.90
Viability Ratio	-0.15	-0.16	-0.11	-0.07	-0.17
Auditor					
Primary Reserve Ratio	-0.4	-0.4	-0.4	-0.3	-0.4
Equity Ratio	0.7	0.6	0.7	0.7	0.7
Net Income Ratio	0.6	0.6	0.6	0.4	-0.2
Higher Learning Commission					
Primary Reserve Ratio	-0.4	-0.4	-0.4	-0.3	-0.40
Equity Ratio	0.7	0.6	0.7	0.8	0.72
Net Income Ratio	0.6	0.6	0.6	0.4	-0.20

CFI Data	2013-14	2014-15	2015-16	2016-2017	2017-2018
Unrestricted Net Assets	$ (2,107,286)	$ (1,332,993)	$ (630,664)	$ (410,389)	$ (1,658,750)
Temporarily Restricted Net Assets	$ 1,151,081	$ 153,908	$ 201,396	$ 287,004	$ 244,997
Permanently Restricted Net Assets	$ 5,414,758	$ 5,427,575	$ 5,964,810	$ 6,139,342	$ 6,469,546
Split Interest Agreements	$ 321,452	$ 328,029	$ 343,288	$ 325,878	$ 332,976
Intangible Assets	$ 449,167	$ 354,167	$ 398,575	$ 277,622	$ 170,002
Net Property and Equipment	$ 5,661,723	$ 6,850,288	$ 6,727,578	$ 7,135,088	$ 7,151,750
Goodwill	$ 348,800	$ 348,800	$ 348,800	$ 348,800	$ 348,800
Long Term Debt	$ 5,802,321	$ 7,975,513	$ 7,783,974	$ 8,376,229	$ 8,380,533
Annuities (Temporarily Restricted)			$ 80,027		
Post Employment & Retirement			$ -	$ -	$ -
Unsecured Related-Party Receivables		$ 77,762	$ 465,100	$ 437,566	$ 41,146
Total Unrestricted Expenses	$ 11,935,198	$ 13,420,895	$ 13,101,374	$ 12,766,267	$ 15,029,694
Total Unrestricted Expenses (Change in Split)	$ 11,915,253	$ 13,444,728	$ 13,181,961	$ 12,803,114	$ 15,058,399
Total Liabilities			$ 11,352,215	$ 11,234,787	$ 11,323,962
Net Assets (un+temp+perm)	$ 4,458,553	$ 4,248,490	$ 5,535,542	$ 6,015,957	$ 5,055,793
Total Assets	$ 13,772,302	$ 15,750,224	$ 16,887,757	$ 17,250,744	$ 16,379,755
Change in Unrestricted Net Assets	$ 918,691	$ 774,293	$ 702,329	$ 220,275	$ (1,248,361)
Change in Temporarily Restricted Assets	$ 977,109	$ (997,173)	$ 47,488	$ 85,608	$ (42,007)
Change in Permanently Restricted Assets	$ (1,615,443)	$ 12,817	$ 537,235	$ 174,532	$ 330,204
Change in Net Assets (Overall)	$ 280,357	$ (210,063)	$ 1,287,053	$ 480,415	$ (960,164)
Total Revenue	$ 12,105,128	$ 13,221,848	$ 13,765,333	$ 12,997,053	$ 13,754,621
Total Unrestricted Revenue	$ 12,833,944	$ 14,219,021	$ 13,832,870	$ 13,023,389	$ 13,810,038
Debt Adjustment	$ 5,661,723	$ 6,850,288	$ 6,727,578	$ 7,135,088	$ 7,151,750
Expendable Net Assets	$ (2,075,624)	$ (2,210,081)	$ (1,519,931)	$ (1,075,685)	$ (2,265,531)
Modified Net Assets	$ 3,660,586	$ 3,467,761	$ 4,323,067	$ 4,951,969	$ 4,495,845
Modified Assets	$ 12,974,335	$ 14,969,495	$ 15,675,282	$ 16,186,756	$ 15,819,807
Expendable Net Assets (Austen)	$ (1,405,372)	$ (1,611,014)	$ 162,028	$ (838,573)	$ (1,624,901)
CCCU Expendable Net Assets	$ (956,205)	$ (1,256,847)	$ (974,395)	$ (560,951)	$ (1,454,899)
CCCU Modified Net Assets	$ 4,458,553	$ 4,170,728	$ 5,070,442	$ 5,578,391	$ 5,014,647
CCCU Modified Assets	$ 13,772,302	$ 15,672,462	$ 16,422,657	$ 16,813,178	$ 16,338,609
NACUBO Expendable Net Assets	$ (982,885)	$ (1,283,527)	$ (921,048)	$ (587,631)	$ (1,481,579)

Admissions Aid

Admissions Funnel	2014	2015	2016	2017	5-YR AVERAGE
Prospects	ND	8485	17098	18002	13848.75
Applications	454	713	734	824	677.2
Admitted	192	298	318	375	303
Enrolled	94	103	121	171	127
Applied/Admitted	42.29%	41.80%	43.32%	45.51%	44.63%
Admitted/Enrolled	48.96%	34.56%	38.05%	45.60%	42.23%
Applied/Enrolled	20.70%	14.45%	16.49%	20.75%	18.90%

College Scorecard (Socio-Economic Diversity)				58%	

Financial Aid (Totals)	2014	2015	2016	2017	AVERAGE
Federal PELL Grant	$1,979,146	$2,822,979	$2,154,691	$2,221,661	$2,416,177
Federal SEOG	$56,900	$61,050	$96,080	$76,634	$70,550
ACG Grant		$0	$0	$0	$0
Smart Grant		$0	$0	$0	$0
Federal Perkins Loan (Formally NDSL)	$169,268	$76,116	$15,500	$78,537	$99,884
Federal Stafford Loan	$4,598,894	$6,869,200	$4,550,323	$6,957,695	$5,509,530
Federal Parents Loan (PLUS)	$323,632	$394,318	$546,865	$780,262	$470,911
Outside Loan (Alternative)	$169,514	$222,224	$257,547	$314,315	$227,045
Federal Work Study	$77,267	$58,725	$72,594	$61,075	$65,677
Outside Scholarship	$111,047	$91,436	$896	$88,532	$69,603
Institutional	$2,814,486	$3,989,226	$4,707,504	$4,865,370	$3,812,699
Kansas Comprehensive Grant	$155,300	$111,000	$129,000	$126,000	$135,140
Faculty/Staff Discount		$211,166	$134,410	$106,307	$150,628
Other Kansas State Aid		$2,500	$0	$0	$1,375
Total	**$10,455,454**	**$14,909,940**	**$12,665,410**	**$15,676,388**	**$12,968,694**

Admissions Aid

Financial Aid/FTE	2014	2015	2016	2017	3 Year AVERAGE
Total Students		1100	1013	869	994
Federal PELL Grant	43%	71%	48%	62%	60%
Federal SEOG	20%	18%	17%	19%	18%
ACG Grant		0%	0%	0%	0%
Smart Grant		0%	0%	0%	0%
Federal Perkins Loan (Formally NDSL)	8%	2%	1%	2%	2%
Federal Stafford Loan	68%	81%	51%	76%	69%
Federal Parents Loan (PLUS)	4%	4%	6%	8%	6%
Outside Loan (Alternative)	3%	2%	3%	3%	3%
Federal Work Study	10%	4%	7%	7%	6%
Outside Scholarship	11%	5%	3%	6%	5%
Institutional	43%	27%	28%	41%	32%
Kansas Comprehensive Grant	7%	4%	4%	5%	4%
Faculty/Staff Discount		2%	1%	1%	2%
Other Kansas State Aid		0.09%	0.00%	0%	0%
Percent of Students Receiving Aid			70.68%	95.17%	
Overall Student Loan Average		$ 8,468	$6,070	$8,525	
Residential Loan Average	$ 10,439	$ 8,457	$6,192	$10,560	
SPE Loan Average		$ 8,681	$5,998	$7,347	
Average Aid Award as % of COA			46.84%		

Admissions Aid

IPEDS Admission Tables	2014	2015	2016	2017	AVERAGE
SAS Admissions Funnel					
Applications (Male)	241	328	308	454	
Admitted (Male)	113	139	162	205	
Enrolled (Male)	61	51	49	94	
Applications (Female)	213	380	324	361	
Admitted (Female)	79	157	177	164	
Enrolled (Female)	33	51	42	70	
SPE Admissions Funnel	**2014**	**2015**	**2016**	**2017**	
Applications (Male)	108				
Admitted (Male)	66				
Enrolled (Male)	40				
Applications (Female)	105				
Admitted (Female)	73				
Enrolled (Female)	53				

Human Resources

Human Resource Data - IPEDS

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
11-0000 Management Occupations	9	8	7	5	12	14	11
13-0000 Business and Financial Operations		3	3	2	2	3	4
15-0000 Computer and Mathematical Occupations		2	2	2	1	1	1
21/23/27 Community, Social Service, Sports and Media Occupations (21+23+27)		3	13	13.327	10	14.64	17
25-0000 Education, Training and Library Occupations (SAS)	24.328	19	19	23	24	24.97	21
25-0000 Education, Training and Library Occupations (SPE)				23.976	26	20.79	24
25-0000 Student and Academic Affairs and Other Education Service Occupations	30.995	17	17	25.332	18	18.32	17
25-4020 Librarians		1	1	1	1	1	1
25-4030 Library Technician		0	0	0.666	1	1	1
29-0000 Healthcare Practitioners and Tech Occupations		0	0		1	1	1
31/33/35/37/39 Service Occupations	1	5	0	0.666	1	1.33	0
43-0000 Office and Administrative Support	7.998	7	4	13.665	12	13.32	11
45/47/49-0000 Maintenance Occupations	16.325	6	4	3.666	1	1.32	1
53-0000 Transportation and Material Moving Occupations		1	1		0	0.33	0
Totals	**90**	**72**	**71**	**114**	**110**	**116**	**110**

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
President (Administrative Staff)	7.00	6.00	8.00	3.33	2.00	2.00	2.00
Academic Support (Library, Registrar, etc.)	5.66	5.66	6.74	7.33	8.00	8.00	7.00
Development	3.40	3.40	7.50	6.33	2.33	3.00	5.00
Operations (IT, Maint, Bookstore)	19.97	18.62	10.25	9.67	8.67	13.00	9.00
Admissions & Financial Aid	7.79	9.09	10.05	8.67	7.00	8.30	7.30
Student Services	5.97	6.22	7.15	5.33	8.33	8.00	9.00
Athletics	5.95	6.59	10.75	16.00	14.33	16.00	18.60
STAFF	**55.74**	**55.58**	**60.44**	**56.66**	**50.67**	**58.30**	**57.90**

Human Resources

Teaching Faculty (SAS) (25-1000)	24.39	26.22	30.64	27.33	22.33	24.83	24.00
STAFF & FACULTY	**80.13**	**81.8**	**91.08**	**83.99**	**73.00**	**83.13**	**81.90**
SPE Staff	7.10	12.00	10.38	7.00	13.00	6.00	5.00
Teaching Faculty (SPE) - FTE	14.46	26.27	32.78	19.00	24.67	18.33	19.67
Teaching Faculty (DUAL) - FTE		7.72	16.93	15.33	15.33	15.33	11.33
GRAND TOTALS	**101.69**	**127.79**	**151.17**	**125.33**	**126.00**	**122.80**	**117.90**

Outcome-Ends Data

Fit Four Outcomes

	Goal	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fit Heart: M-GUDS-S Diversity Scale	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)	→ 3.26	→ 3.13	→ 3.33	→ 3.13	↘ 3.02	↘ 3.23
Fit Heart: STI Connecting with Community	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)					↗ 3.97	↘ 3.59
Fit Soul: STI Connecting with God	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)	→ 3.20	→ 3.24	→ 3.21	↘ 2.97	↗ 4.14	↗ 4.01
Fit Soul: STI Connecting with Spiritual Practices	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)					↗ 4.43	↗ 4.24
Fit Mind: CCTST	≥ 50% (Proficient); ≥75% (Ideal)	→ 61.5	↗ 72.9	↗ 70.915	↗ 71.28	↗ 70.78	↗ 70.56
Fit Mind: STI Self & Others	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)	→ 3.18	→ 3.18	→ 3.23	→ 3.05	↗ 4.24	↗ 4.04
Fit Body: God's Kingdom	3.01-4.44 (Proficient); ≥ 4.5 (Ideal)					↗ 4.34	↗ 4.09
Fit Body: Portfolio Completion	≥ 100% Completion					↓ 90%	↓ 86%
Fit Body: Fitness Assessment	≥ 100% Completion					→ 93%	↓ 57%
Fit Body: Placement Ratio	Placement Scores ≥ 85%	↓ 71%	↑ 85%	↑ 94%	↑ 86%	↗ 84%	↓ 75%
CCST National Average		59.8	75.5	76.3	75.5	75.5	75.14
Fit Mind: California Critical Thinking Skills Test (SAS)		61.5	72.90	70.03	72.61	72.24	71.6
Fit Mind: California Critical Thinking Skills Test (SPE)				71.8	69.95	69.32	69.63
College Scorecard (Salary After Attending] - CCCK						$30,500	$30,500
College Scorecard (Salary After Attending] - National						$34,100	$34,300

Alumni Data Points (Within 6-Months)

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Likelihood to Recommend CCCK	86%	84%	88%	79%	90%
Entered Graduate School	17%	9%	9%	24%	14%
Feel Adequately Prepared for Graduate Study	100%	100%	100%	100%	100%
Employed	78%	80%	86%	84%	100%
Making above $30,000	75%	69%	42%	58%	71%
Degree Related Employment	72%	61%	72%	69%	86%
Degree Applicability	64%	71%	78%	83%	80%
Cultural and Relational Quality of Degree	74%	86%	95%	93%	94%
Spiritual & Environmental Quality of Degree	86%	90%	88%	87%	94%
Intellectual & Psychological Quality of Degree	91%	84%	95%	90%	91%
Physical & Vocational Quality of Degree	60%	73%	85%	83%	94%

Outcome-Ends Data

CCCK Student Satisfaction Survey Results (Student Development-SAS)

Residence Space	3.77	3.77	3.75	3.82	3.78	3.7
Residence Staff	3.77	3.89	3.59	3.87	3.64	3.56
Student Development Staff	3.95	3.96	3.99	4.19	4.02	3.91
Spiritual Formation	3.75	3.85	3.94	4.14	3.92	3.61
Student Activities	3.6	3.67	3.66	3.88	3.63	3.4
Overall	**3.77**	**3.83**	**3.79**	**3.98**	**3.8**	**3.64**

Exit Survey Results (SAS)

provides a quality education academically	3.18	3	3.19	3.07	3.34
provides a quality education socially	3.22	2.92	3.12	3.09	3.31
provides a quality education spiritually	3.29	3.42	3.25	3.24	3.45
provides a quality education physically	3.06	2.96	3.13	2.91	3.27
cares for me as an individual	3.48	3.29	3.32	3.19	3.42
provided me support during my education	3.48	3.25	3.2	3.01	3.55
helped me develop better character	3.52	3.21	3.14	3.16	3.56
is a good place to get an education	3.42	2.88	3.14	2.73	3.41
is a place I will come back and visit again					3.28

Outcome-Ends Data

M-GUDS Discrete Scores

I would like to join an organization that emphasizes getting to know people from different countries.			3.03	2.73	3.09
Persons with disabilities can teach me things I could not learn elsewhere.			3.19	3.19	3.28
Getting to know someone of another race is generally an uncomfortable experience for me.	3.59		3.34	1.79	3.41
I would like to go to dances that feature music from other countries.			2.69	2.54	2.88
I can best understand someone after I get to know how he/she is both similar to and different from me.			3.13	3.11	3.25
I am only at ease with people of my race.	3.03	3.58	3.33	2.36	3.52
I often listen to music of other countries.			2.63	1.65	2.66
Knowing how a person differs from me greatly enhances our friendship.			3.03	3.03	3.2
It's really hard for me to feel close to a person from another race.			3.61	1.63	3.58
I am interested in learning about the many cultures that have existed in this world.			3.33	2.99	3.43
In getting to know someone, I like knowing both how he/she differs from me and is similar to me.			3.39	3.19	3.34
It is very important that a friend agrees with me on most issues.			2.73	2.16	2.83
I attend events where I might get to know people from different racial backgrounds.			2.83	2.79	3.08
Knowing about the different experiences of other people helps me understand my own problems better.			3.27	3.09	3.32
I often feel irritated by persons of a different race.			3.45	1.61	3.62

Academic Data

First-Time, Full-Time Freshman Entry Scores	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average ACT	20.90	20.60	20	20	20	22	20	21	21	20
Average HS GPA	3.27	3.27	3.08	3.24	3.30	3.33	2.99	3.19	3.14	3.06
FTFT Fr. Cohort	97	102	84	109	78	105	90	81	79	125

ACT Score	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
30+	3	3	1	5	0	4	1	0	0	1
24-29	21	25	12	13	11	32	20	14	14	5
18-23	57	55	45	42	43	46	54	33	46	74
12-17	18	21	20	19	16	17	21	16	19	37
6-11	0	0	0	2	0	0	0	0	0	0

Average Course Size (SAS)	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fall Courses			133	119	108	118	113	115	293	282
Fall Course Enrollments			1522	1666	1304	1503	1448	1400	2132	2173
Avg. Course Size			**11.44**	**14.00**	**12.07**	**12.74**	**12.81**	**12.17**	**7.28**	**7.71**

Degrees Awarded	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associate of Arts	12	9	13	11	16	11	7	9	16	12
Associate in Criminal Justice									0	0
Associate in General Studies	1	1				2	5	2	1	0
Bachelor of Arts										1
Bachelor of Science	30	28	34	25	33	32	29	34	42	47
Bachelor of Science in Business	19	8	11	18	18	11	11	31	46	43
Bachelor of Science in Criminal Justice					16	56	44	53	45	66
Bachelor of Science in Healthcare Administration						1	8	6	7	10
Bachelor of Science in Interdisciplinary Studies									0	0
Bachelor of Science in Ministry	13	12	9	3	11	3	13	7	8	2
Bachelor of Science in Psychology								2	6	4
Bachelor of Business Administration							10	14	6	4
Bachelor of Arts in Ministry									3	2
Grand Total	**75**	**58**	**67**	**57**	**94**	**116**	**127**	**158**	**180**	**191**

Academic Data

Graduating Majors (SAS)	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associate of General Studies	1	1	0	0	0	2	5	1	1	0
Associate of Arts	12	9	13	11	16	11	7	8	10	3
BS: Aviation Management	0	0	0	0	0	0	0	0	1	0
BSB: Accounting	2	2	0	0	1	0	1	1	1	3
BSB: Management	14	3	1	4	5	6	1	5	8	7
BSB: Marketing										2
BSB: Entrepreneurship	2	1	2	0	0	0	1	0	2	0
BSB: Organizational Leadership	0	3	2	3	11	5	6	0	4	1
BSB: Risk Management	0	0	0	0	0	0	0	0	0	0
BSM: General/Applied	5	3	2	0	3	0	2	1	0	0
BSM: Pastoral	1	1	2	0	2	0	1	0	2	1
BSM: Worship Arts	2	1	1	1	1	0	2	0	1	0
BSM: Youth/Student	1	4	1	2	4	0	3	2	3	2
Contemporary Christian Music	1	0	0	0	1	0	1	2	1	1
Communication: Mass Media	1	1	0	0	1	3	0	0	1	3
Communication: ORG COM	0	0	0	0	0	0	0	0	0	0
Communication: Public Relations	0	0	0	0	0	0	1	0	0	0
Communication: Speech/Theatre	1	0	0	0	0	0	2	0	0	0
Criminal Justice									1	2
Education: Elementary	0	1	1	2	2	1	1	2	6	3
Education: English	0	0	0	0	0	1	0	0	0	0
Education: History	0	0	1	0	0	2	1	0	0	1
Education: Math	0	0	0	0	0	1		0	0	0
Education: PE	0	1	0	1	0	0	1	0	3	1
English	3	1	3	3	3	1	2	2	0	0
Exercise Science	2	1	4	3	5	3	3	8	5	11
History	1	1	1	0	2	2	1	0	0	0
Liberal Studies	9	8	8	7	4	4	3	4	5	5
Music	0	0	0	0	0	1	1	0	0	0
Music: Performance	1	0	0	0	0	0	0	0	0	0
Music: Vocal Performance	0	0	0	0	0	0	0	0	0	0

Academic Data

Natural Science: Biology	3	4	3	1	2	1	0	2	2	2
Natural Science: Chemistry	0	2	0	0	2	1	2	0	1	1
Natural Science: Health	0	2	1	0	0	0	1	1	1	0
Natural Science: Math	1	0	1	1	1	0	0	1	0	1
Psychology	4	1	4	2	4	2	5	3	10	10
Pre-Law	0	0	0	0	1	0	1	0	0	0
Social Science	1	2	2	2	1	3	2	0	0	0
Sport Management	2	2	5	3	5	6	1	8	5	7
Total (including inactive majors)	**70**	**55**	**58**	**46**	**77**	**56**	**58**	**51**	**74**	**67**

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

SAS Data

Question Content	Quest	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17	SP18
My instructor explained the subject matter	Q01	4.48	4.19	4.15	4.24	4.15	4.34	ND	4.52	4.63
My instructor answered all of my questions	Q02	4.49	4.21	4.23	4.44	4.19	4.34	4.41	4.63	4.67
My instructor discussed current developments	Q03	4.42	4.15	4.17	4.21	4.16	4.24	4.27	4.57	4.63
My instructor promoted discussion	Q04	4.48	4.21	4.26	4.25	4.22	4.29	4.3	4.5	4.62
My instructor helped me engage with the subject	Q05	4.37	4.09	4.15	4.15	4.15	4.31	4.35	ND	4.62
My instructor allowed freedom of expression	Q06	4.52	4.25	4.25	4.29	4.27	4.36	4.36	4.65	4.74
My instructor was courteous to students	Q07	4.57	4.28	4.29	4.30	4.25	4.38	4.4	4.75	4.76
My instructor was accessible to me	Q08	4.50	4.21	4.20	4.23	4.18	4.29	4.35	4.57	4.68
My instructor graded my work fairly	Q09	4.55	4.25	4.24	4.26	4.22	4.31	4.34	ND	4.7
My instructor engaged students in the course	Q10	4.48	4.18	4.24	4.27	4.21	4.33	4.32	ND	4.66
My instructor was enthusiastic about the subject	Q11	4.58	4.34	4.34	4.38	4.31	4.44	4.39	4.68	4.77
My instructor provided timely feedback on assignments	Q12	4.35	4.05	4.08	4.14	4.10	4.25	4.31	ND	4.53
My instructor provided adequate feedback on assignments	Q13	4.42	4.08	4.09	4.18	4.14	4.23	4.34	4.53	4.59
My instructor shared Christian perspectives	Q14	4.59	4.36	4.34	4.38	4.25	4.37	4.35	4.54	4.6
My instructor encouraged excellence	Q15	4.59	4.31	4.28	4.32	4.26	4.37	4.41	ND	4.75
The course enhanced my vocational or educational goals	Q18	4.34	4.05	4.11	4.16	4.14	4.22	4.23	ND	4.5
The course text or readings were helpful and enhanced my learning experience	Q19	4.31	4.05	4.13	4.10	4.07	4.25	4.24	ND	4.42
Overall, I rate this course as excellent	Q23	4.34	4.02	4.09	4.13	4.13	4.26	4.29	4.46	4.5
Overall, I rate this instructor as excellent	Q24	4.49	4.20	4.20	4.27	4.22	4.33	4.41	4.65	4.69
Overall, I learned a great deal in this course	Q25	4.34	4.03	4.12	4.15	4.12	4.25	4.2	4.47	4.48
The course challenged me to engage diverse ideas.	Q 32									4.5
The course challenged me to think critically.	Q 33									4.57

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

The course challenged me to develop spiritually.	Q 34									4.2
The course challenged me to develop skills & proficiencies.	Q 35									4.52
The use of Panopto enhanced my course experience.	Q 36									3.7
I look forward to taking another course taught by this instructor	Q26	4.34	4.04	4.13	4.16	4.13	ND	ND	4.46	ND
My instructor was well prepared for class.	Q27								4.68	ND
My instructor presented material that was interesting and held my attention.	Q28								4.4	ND
My instructor was dynamic and energetic.	Q 29								4.6	ND
My instructor demonstrated a genuine interest in the students.	Q 30								4.66	ND
My instructor found ways to help students answer their own questions.	Q 31								4.47	ND
The lectures were helpful and enhanced my learning experience	Q20	4.32	4.06	4.08	4.13	4.08	4.2	4.25	ND	ND
The course was sufficiently challenging	Q21	4.39	4.13	4.20	4.16	4.18	4.21	4.26	ND	ND
Directions provided for assignments and activities were clear	Q22	4.42	4.10	4.15	4.17	4.15	ND	ND	ND	ND
Course assessments corresponded to the material covered in the course	Q16	4.51	4.22	4.25	4.25	4.15		ND	4.65	ND
The syllabus and course expectations were clear	Q17	4.45	4.19	4.22	4.21	4.19	4.26	4.35	ND	ND

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

SPE End of Course Evaluations Data

Question content	Question	2017	2018
Explained subject matter	Q1	5.08	5.17
Answered questions	Q2	5.18	5.17
Discussed current events	Q3	4.88	4.99
Promoted discussions	Q4	5.11	5.21
Helped me engage	Q5	4.94	5.04
Freedom of expression	Q6	5.38	5.39
Courteous to students	Q7	5.38	5.46
Accessible	Q8	5.20	5.21
Graded work fairly	Q9	5.30	5.36
Engaged students	Q10	5.08	5.17
Enthusiastic about the material	Q11	5.24	5.27
Timely feedback	Q12	5.12	5.16
Adequate feedback	Q13	5.14	5.14
Christian perspective	Q16	4.92	4.93
Encouraged excellence	Q17	5.26	5.33
Assessments corresponded to material	Q20	5.28	5.30
Syllabus expectations were clear	Q21	5.28	5.27
Enhanced my vocational/educational goals	Q22	5.08	5.09
Readings were beneficial	Q23	5.14	5.17
Lectures/zoom enhanced the course	Q24	4.86	4.94
CHALLENGE	Q25	5.14	5.11
DIRECTIONS	Q26	5.16	5.13
Overall course quality	Q27	5.08	5.09
Overall instructor quality	Q28	5.18	5.15
Look forward to another class with this instructor	Q29	4.98	4.99

Cohort Health

Inactive Cohorts (cohorts in which all students have graduated, transferred, or withdrawn)

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.

Active Cohorts

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

Cohort Health

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

Cohort	C1 to C2	TC1 to T2	T1 to YR2	YR2 to YR3	YR3 to YR4	YR4 to YR5	PERSISTENCE	GR
SPE 2014 Aug	97%	83%	61%	73%	94%	87%	36%	25%
SPE 2014 Sep	93%	73%	49%	66%	89%	100%	27%	22%
SPE 2014 Oct	94%	69%	51%	59%	76%	95%	20%	11%
SPE 2014 Dec	85%	62%	41%	62%	83%	100%	20%	10%
SPE 2015 Feb	90%	68%	40%	69%	83%	100%	23%	13%
SPE 2015 Mar	86%	65%	44%	59%	76%	100%	18%	9%
SPE 2015 Apr	84%	64%	40%	82%	89%	94%	27%	16%
SPE 2015 Jun	92%	63%	42%	69%	83%	100%	24%	8%
SPE 2015 Aug	93%	59%	44%	86%	90%	96%	33%	20%
SPE 2015 Sep	88%	60%	41%	62%	86%	94%	20%	11%
SPE 2015 Oct	75%	43%	36%	69%	100%	89%	22%	10%
SPE 2015 Dec	48%	33%	27%	50%	86%	100%	12%	6%
SPE 2016 Feb	95%	56%	44%	82%	93%	92%	31%	15%
SPE 2016 Apr	85%	50%	45%	83%	93%		35%	15%
SPE 2016 Mar	86%	68%	51%	79%	100%		41%	11%
SPE 2016 Jun	94%	83%	50%	67%			33%	11%
SPE 2016 Aug	92%	77%	62%	100%			54%	23%
SPE 2016 Sep	95%	84%	58%	100%			53%	11%
SPE 2016 Oct	100%	65%	91%	100%			52%	17%
SPE 2016 Dec	67%	56%	28%	100%			28%	6%
SPE 2017 Jan	83%	67%	67%	75%			46%	17%
SPE 2017 Mar	96%	78%	61%	86%			52%	
SPE 2017 Apr	100%	64%	86%	100%			36%	
SPE 2017 Jun	89%	79%	75%				68%	
SPE 2017 Jul	94%	80%	71%				69%	
SPE 2017 Sep	93%	85%	70%				63%	
SPE 2017 Oct	100%	77%	64%				55%	
SPE 2017 Nov	90%	57%	38%				38%	
SPE 2018 Jan	86%	73%	59%				59%	9%
SPE 2018 Feb	100%	90%	50%				50%	
SPE 2018 Apr	90%	76%	57%				43%	
SPE 2018 May	94%	79%					35%	

Cohort Health

SPE 2018 Jul	40%	30%					23%	
SPE 2018 Aug	100%	83%					80%	
SPE 2018 Oct	88%	79%					76%	
SPE 2018 Nov	90%	71%					71%	
SPE 2019 Jan	86%	71%					71%	
SPE 2019 Feb	89%	89%					89%	
SPE 2019 Apr	100%						100%	
Total (AVG)	**88%**	**69%**	**53%**	**77%**	**88%**	**96%**	**50%**	**13%**

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%						
2017	58.1%	34.2%	62.3%	79.7%	95.0%						

Departmental Reports

Business Department Spring 2018

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 2017-18 school year is the fifth year of using the Major Field Test in business and has established a baseline from which to show improvement. In addition, membership in a national organization (PBL) provides opportunity to assess our students against students from other colleges.

Department Learning Outcomes Assessment Data

	Goal	Departmental Outcome Crosswalk	Academic Year								
			09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Av. Strat. Mgmt. Project GPA	3.30	M1, M2, H1, H2, H3, B1, B3	NA	2.25	2.72	3.07	3.00	3.17	3.30	3.4	3.45
Av. Strat. Mgmt. Class GPA	3.00	S1, S2, S3, B2	3.75	2.5	2.29	2.86	2.20	2.67	3.00	2.73	3.0
MFT Institutional Percentile	43	M3					16*	49	27	49	75

*Organizational Leadership majors included

Major Field Test Disaggregated Scores

		Academic Year								
		09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
MFT Institutional Percentile	43					16*	49	27	49	75
FT Individual High	162					155	156	160	173	169
MFT Individual High Percentile	75					58	60	71	92	87
MFT Individual Low	138					136	136	128	137	138
MFT Individual Mean	150					144	151	147	151	155
MFT Accounting**	41					36	41	41	43	43
MFT Economics**	40					27	32	39	44	44
MFT Management**	54					57	60	47	70	72
MFT Quantitative Analysis**	36					36	35	29	35	34
MFT Finance**	42					31	50	40	42	45
MFT Marketing**	55					49	55	60	52	53

		13-14	14-15	15-16	16-17	17-18
MFT Legal/Social Environ.**	59	57	64	60	44	57
MFT Information Systems**	50	43	47	41	45	59
MFT International Issues**	40	34	44	33	32	41
# of students taken MFT		7	5	8	9	11

Departmental Data (Performance Outcomes)

	Goal	Academic Year								
		09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
PBL Membership/Senior Business Majors	50%	50%	75%	33%	36%	67%	75%	43%	21%	64%
Internship/Practicum - Senior Business Majors	50%	0%	13%	14%	36%	17%	13%	43%	13%	73%
Average Major GPA	3.00	3.06	3.20	2.52	3.30	3.06	3.26	3.18	3.05	3.19
Career Entry/Grad School/Military @ Graduation	80%	82%	100%	63%	50%	83%	67%	50%	79%	91%
Career Entry One Year Out	--	--	--	--	90%	100%	100%	88%	92%	NA
PBL State — students attending/events placed	20:40	9:26	11:26	12:18	13:26	16:38	19:36	18:41	15:39	14:34
PBL National Attendance	6	2	2	1	5	4	6	5	8	5
PBL National Competitive Events Placed	5	0	0	1	4	4	2	6	7	4

Phi Beta Lambda State & National Results

	Academic Year									
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
State Attendance	17	9	11	12	13	16	19	18	15	15
First Place	17	9	11	8	12	14	15	21	24	14
Second Place	16	9	9	5	10	10	13	9	13	12
Third Place	11	8	6	5	4	14	8	11	2	8
Total	44	26	26	18	26	38	36	41	39	34
National Attend.	0	2	3	1	5	4	6	6	8	5
National Place.	--	--	--	10th	8th, 4th, 3rd	10th,4th,2nd	2nd, 4th	3rd,3rd,4th,6th, 8th,9th	2nd, 2nd, 4th, 4th, 5th, 8th, 10th	4th, 6th, 9th, 10th

Department Profile	Academic Year								
	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Staff Headcount	0	0	0	0	0	0	0	0	0
Faculty Headcount	2	2	2	2	2	2	2	2	2
Adjunct Headcount				6	7	4	7	10	14
No. of Traditional Bus. Course Offered				17	21	23	23	21	26
Student headcount in traditional courses				228	228	287	323	328	354
Average class size				13.4	10.9	12.5	14.0	15.6	13.6
Total courses offered, including DS, Mac, OL				36	33	35	30	38	43
Total Student Headcount inc. DS, Mac, OL				253	244	303	334	374	382
Directed Study				(19)	(8)	(5)	(3)	(5)	(8)
Online				(0)	(0)	(0)	(2)	(24)	(16)
McPherson College				(6)	(8)	(11)	(6)	(17)	(4)
Student Persistence – Full-time, first-time frosh								5/15	11/21

Persistence & Retention	Academic Year					
	2009-2010	2010-2011	2011-2012	2012-2013	2013- 2014	2014-15
Number of New/Full-Time Transfers	2	3	8	6	3	4
Number of New First-Time/Full-Time Freshmen	21	17	8	6	17	14
How many of these graduated in 2018	0	0	0	0	0	5
How many of these graduated in 2017	0	0	0	0	12	2
How many of these graduated in 2016	0	2	0	4	0	0
How many of these graduated in 2015	1	0	4	0	0	0
How many of these graduated in 2014	0	2	0	0	0	0
How many of these graduated in 2013	5	0	0	0	0	0
How many Changed Major	0	0	0	0	0	1
How many withdrew or transferred to another College	15	13	4	2	5	6

Communicative Arts

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

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

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

GPA Data	2.5

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

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

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

Graduate Employment in Field/ Graduate School	Yes	No	Maybe	Other

_____

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	16-17	17-18
GPA: Incoming	4.00	4.00	3.38	3.32	3.51	3.58	3.40	3.26	3.18	2.78	3.05
GPA: Outgoing	4.00	4.00	3.30	3.54	3.45	3.58	3.45	3.20	3.40	3.71	3.7
GPA: Ed Core	3.50	--	3.50	3.73	3.57	3.48	3.51	3.83	3.76	3.76	3.67
PPST	172	--	179.3	172	174.4	172	--	--	--	--	--
C-Base (English)	235	--	--	--	--	283.3	263	267.4	247.3	232.6	221
C-Base (Math)	235	--	--	--	--	280.1	278.5	303.7	256.5	259.6	239.5
PLT	163	191	172	177	180	166	167	167.5	174.5		173.5
Content	158	178	161	180	180	165.7	161.1	153	171		171
CTE Admit	12	3	1	9	4	7	7	2	2	10	1
Completion	12	--	3	1	9	3	5	3	2	9	5

Licensure Rate	100%	--	100%	100%	100%	100%	85.7%	100%	100%		100%
KPTP	20	2.5	20.2	25.5	24.6	24	22.7	21.25	27.25	25.85	23.7

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.

NOTE THAT as of 6/21/2018 we are still missing the PTL and SS Content scores for Nate Holmes

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.

Table 1.1							
General Education Assessment Data							
	Spring Semester						
	2013	2014	2015	2016	2017	2018	Goal
CAAP Senior Exit+	61.5 Nat Avg (59.8)*						Score > Nat Avg
CCTST Senior Exit (SAS)	-	72.9 Nat Avg (75.5)	70.0 Nat Avg (76.3)	72.6 Nat. Avg. (75.5)	72.3 Nat. Avg. (75.1)	70.3 Nat. Avg (75.1)	Score > Nat Avg
CCTST Senior Exit (SPE)	-	-	71.8 Nat Avg (76.3)	69.8 Nat. Avg. (75.5)	69.1 Nat. Avg. (75.1)	69.8	
Exit Survey - Psychological Well-Being[1]	3.18	3.18	3.23	3.05	2.91	3.31	3.5+
Writing Portfolio	-	-	-	-		Mean (SAS): 13.1 Mean (SPE) 13.3	>15 which is 75% on score total of 20
Exit Survey: Diversity[2]	3.2	3.13	3.33	3.13	2.81	2.2	3.5+
Exit Survey: Spiritual Growth Assessment[3]	3.26	3.25	3.21	2.97	3.19	3.45	3.5+

*30 of 51 respondents scored above the national average.

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

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[1] Scale based off the Ryff Scales of Psychological Well-Being.
[2] Scale based off of the Miville-Guzman Universality-Diversity Scale (M-GUDS-S).
[3] Scale based off the Spiritual Growth Assessment developed by Lifeway.

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).   * Smarter Measure no longer used after 2016.

Table 1.2			
SAS SmarterMeasure Entry/Exit Scores			
	FA 2014	**FA 2015**	**FA 2016**
Math	87%	85%	90%
Reading	73%	70&	69%
Technical Competency	-	91%	90%
Technical Knowledge	-	65%	64%
Writing	65%	64%	61%
	SP 2015	**SP 2016**	
Math	83%	82%	
Reading	73%	73%	
Technical Competency	89%	91%	
Technical Knowledge	69%	71%	
Writing	66%	63%	

Table 1.3			
SPE SmarterMeasure Entry/Exit Scores			
	2013-2014 Entry	**2014-2015 Entry**	**2015-2016 Entry**
Math	82%	73%	82%
Reading	73%	62%	59%

Technical Competency	92%	86%	81%
Technical Knowledge	73%	65%	63%
Writing	63%	59%	56%

	2013-2014 Exit	**2014-2015 Exit**	**2015-2016 Exit**
Math	-	77%	77%
Reading	-	75%	71%
Technical Competency	-	91%	89%
Technical Knowledge	-	76%	74%
Writing	-	65%	61%

Table1.4

Alumni Survey – Satisfied & Very Satisfied Respondents						
Dimension	2013	2014	2015	2016	2017	2018
Total Respondents	*19*	*34*	*31*	*42*	*37*	*Not rec'd*
The level of challenge associated with your program	63%	94%	90%	100%	77%	Not rec'd
The quality of instruction received	79%	97%	90%	97%	83%	Not rec'd
The quality of academic advising	84%	90%	80%	97%	80%	Not rec'd
Adequacy of library resources	63%	83%	82%	92%	82%	Not rec'd

Table 1.5

Alumni Survey – Advanced Study & Employment							
Dimension	2013	2014	2015	Goal	2016	2017	2018
Applied to graduate school	47%	32%	23%	-	29%	10%	Not rec'd
% of those accepted	89%	55%**	43%**	85%	67%	80%	
Working Full-Time	71%*	79%	81%	80%	67%	40%	Not rec'd
Working Part-Time		12%	6%	-	19%	12.4%	Not rec'd
Unemployed – Seeking Employment	16%*	0%	13%	-	14%	37%	Not rec'd
Unemployed – Not Seeking Employment		9%	0%	-	0%	0.6%	Not rec'd

*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.

Table 1.6						
Alumni Survey - Education in Relation to Employment / Continued Education						
Dimension*	2013	2014	2015	2016	2017	2018
Major-Employment Relatedness	64%	74%	61%	62%	69%	no data
Major-Employment Helpfulness (same or similar field)	56%	48%	53%	48%	45%	no data
Major-Employment Helpfulness (overall)	42%	35%	32%	50%	48%	no data
Grad. School Preparation (of those who applied)	-	83%	100%	100%	63%	no data

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

Ministry Majors

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

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

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

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

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

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

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

Ministry & Theology Department Student Learning Outcomes Data

Instrument	SLO	Goal		12-13	13-14	14-15	15-16	16-17	17-18
									Academic Year
Critical Issues Final Project† (MT-TH 361)	1,2	Proficient: >85% Department Cohort Average Ideal: >90% Department Cohort Average				90.5 (+.5)		91.4 (+1.4)	†
STI* Individual Scores	3	Proficient: > Institutional Cohort Mean Ideal: > All scores in the upper Quartile	Self & Others					5.51 (+.56)	
			God					4.58 (+.44)	
			Spiritual Community	3.5	3.6	3.3		4.39 (+.42)	
			Spiritual Practices					4.97 (+.54)	
			God's Kingdom					5.24 (+.90)	
Internship Evaluations (Action Reflection)	4	Proficient: >85% Department Cohort Average Ideal: >90% Department Cohort Average		9.01 (+.01)	8.2 (-.8)	9.2 (+.2)	9.0 (-)	8.25 (-.75)	9.0 (-)

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

Ministry & Theology Operational Program Assessment Data

Assessment Tool	Goal	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Sophomore Ministry Knowledge Test	--	--	71%	DNR	53%^	NLC	NLC	
Senior Ministry Knowledge Test	80%	--	74% (-6)	87% (+7)	58%^	NLC	NLC	
Sophomore Self-Assessment: Call/Vocation	80%	--	*	*	*		75% (-5%)	100% (+20%)
Senior Self-Assessment of Call/Vocation	80%	--	*	*	*	NLC	NLC	
Sophomore Spiritual Formation Report	--	--	DNR	3.4	2.9	NLC	NLC	
GPA: Major	3.0	3.18 (+.18)	3.35 (+.35)	DNR	DNR	DNR	3.72 (+.72)	3.56 (+.56)

GPA: Overall	2.7	3.20 (+.5)	3.40 (+.7)	DNR	DNR	DNR	3.7 (+1.0)	3.6 (+.9)

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

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

^Represents a new assessment piece: the Biblical Content Exam.

NLC=No Longer Collected. These have been replaced by reliance on the SLO data in the above chart, as suggested by the last Triennial Report (2016).

Persistence & Ministry Employment

Dimension	Goal	09-10	10-11	11-12	12-13	Year 13-14	14-15	15-16	16-17	17-18
Sophomore Applications Accepted	10			6	5	3	8	3	3	5
Number of Graduating Seniors		11	7	3	9	2	5	3	7	2
Non-graduating Four-Year Students				1	0	1	1	0	2	1
Persistence rate (graduating ÷ entering)	0.8					0.3	1.0	1.0	2.3	0.66
Employment/Acceptance in Graduate School Following Graduation	80%		58% (-22)	25% (-55)	78% (-2)	66% (-14)	20% (-60)	66% (-33%)	85% (+5%)	100% (+20)

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

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%

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%

Music Department

Learning Objectives of the Music Major

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

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

Music Program Learning Outcomes Assessment Data

Assessment Tool	Outcomes[1]	Year							Goal
		11-12	12-13	13-14	14-15	15-16	16-17	17-18	
Senior Recital[2] *Average of Grades Earned in a Given Year*	1,5,6,8,10	93%	92%	--	95%	96%	94%	94%	>90%
Major Field Test[3]	3,4,5	31%	--	31%	--	74%[4]	41%	54%	>55%
Ensemble Ranking Score *Average of Grades Earned in Upper Level Ensemble Courses*	1,2,4,6	--	--	90-100%	90-100%	90-100%	90-100%	90-100%	>85%
Conducting Ranking Score *Average of scores conducting CCCK Concert Choir*	7,9	--	--	--	--	--	83%	84%	>85%

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[1] Music Department Learning Outcomes can be found on our "Central Christian College of Kansas 2015-16 Catalog" or the "Music Department Handbook 2016-17."

[2] Syllabus/rubrics can be found in the "Music Department Handbook 2017-18."

[3] Link to ETS® Major Field Test for Music.

[4] One student's score was not included because of technical difficulties.

	1-10	46%	29%	35%	52%	43%	37%	36%	--
MU-MS[5] Pre Test Scores	1-10	46%	29%	35%	52%	43%	37%	36%	--
MU-MS Post Test Scores		77%	75%	79%	86%	82%	85%	85%	>80%

Departmental Level Performance Tracking

	Year							Goal
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Goal
T.I.G.E.R. (Art) Scores	4.48	4.51	4.63	4.51	4.40	4.54(FA)	4.59	>4.50
Concerts (MU-EN)	42	40	37	55	59	41	51	>45
Projects/Recordings	34	62	46	52	47	46	43	>45
Number of Ensembles	--	--	--	8	8	7	7	>8

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

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[5] MU-MS (Music – Studies) refer to all courses in a classroom setting. This subgroup is in contrast to MU-EN (Ensemble), MU-AP (Applied Lesson), and MP (Music Performance). All Learning Outcomes use scaffolding into MU-MS courses and are solidified in the Senior Recital, Major Field Test, Ensemble Ranking Score, and Conducting Ranking Score.

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	2012	2013	2014	2015	2016	2017	2018
Pass Rate: Natural Science Seminar	100%	100%	89%	100%	100%	100%	100%	89%
Pass Rate: Senior Seminar	100%	100%	89%	100%	83%	100%	100%	100%
Scientific Method Comprehension	100%	100&	100%	100%	100%	95%	94%	92%
Natural Science Pre/Post Assessment		80/94%	74/87%	66/77%	72/89%	72/84%	NDR	NDR
Satisfaction with Course Work	85%	100%	100%	100%	100%	100%	100%	75%*
Perceived Readiness for Job/Grad School	100%	90%	100%	57%	88%	100%	100%	33%**
Satisfaction with Overall Experience	100%	100%	100%	86%	100%	100%	100%	75%*

* based on 4 student responses
** based on 3 student responses

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 79% 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 88%. Both figures exceed the departmental goal of 75%. If one looks at the last five years – 2012-2017 these numbers are 75% and 88% respectively. Again, these numbers exceed the department goal.

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. The overall number for the past five-year span (2013-2017) is 97%.

Sport Science Department

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

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

It is therefore essential to the department that we operate to provide faculty, equipment and facilities that will facilitate each student achieving these objectives. In order to accomplish this, each departmentally sponsored major is aligned with these learning objectives and it is a part of the department's review process to collect data related to these objectives and review that data to indicate the overall health and success of the department. The specific artifacts that supply this data (and stated goal) include:

- Major-related project (SP-SH 308- Exercise Physiology or SP-SH 250- Leisure and Sport Programming) – 80% of the students achieving 70% or higher];
  - (Objectives 1,3,4,5,7)
- Portfolio (SP-SH 491- Sports Science Seminar) – [94% of the students achieving 70% or higher];
  - (Objectives 2,10,11)
- Practicum (SP-SH 395- Exercise Science Practicum or SP-SM 395- Sport Management Practicum) – [85% of the students achieving 70% or higher];

- o (Objectives 2,6,8,9)
- Internship (SP-SH 495- Exercise Science Internship or SP-SM 495- Sport Management Internship) – [90% of the students achieving 70% or higher]
  - o (Objectives 2,6,8,9)

In addition to the review of student benchmarks to assess the success of the programs offered, the department also collects and review data relevant to the quality of the programs. This data is accrued through the administration of TIGER surveys at the conclusion of each course offered in the department, departmental alumni data survey distributed and collected in October each fall, annual faculty course review as required by the dean, and data-driven concerns expressed during regular department meetings.

Departmental Learning Outcome Assessment Data

	Goal	Outcomes	Academic Year					
			2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Exercise Science								
Project	80% of the students achieving 70% or higher	1,3,4,5,7	82%	75%	100%	100%		
Portfolio	94% of the students achieving 70% or higher	2,10,11	100%	100%	100%	81%***		
Practicum	85% of the students achieving 70% or higher	2,6,8,9	80%	100%	100%	100%		
Internship	90% of the students achieving 70% or higher	2,6,8,9	100%	89%	100%	100%		
Fitness and Recreational Leadership*								
Project	80% of the students achieving 70% or higher	1,3,4,5,7			NDTR	NDTR		
Portfolio	94% of the students achieving 70% or higher	2,10,11			NDTR	NDTR		
Practicum	85% of the students achieving 70% or higher	2,6,8,9			NDTR	NDTR		
Internship	90% of the students achieving 70% or higher	2,6,8,9			NDTR	NDTR		
Sport Management								
**Project	80% of the students achieving 70% or higher	1,3,4,5,7	74%	68%	83%	NDTR		
Portfolio	94% of the students achieving 70% or higher	2,10,11	100%	100%	100%	83%***		
Practicum	85% of the students achieving 70% or higher	2,6,8,9	100%	100%	88%	NDTR		
Internship	90% of the students achieving 70% or higher	2,6,8,9	50%	100%	66%	100%		

*Degree began in the FA17
**Course offered fall even
***First year implementing digital portfolios. It is important to note 1 out of 5 sport management students didn't finish the coursework.

The department evaluates the success of its graduates. The department assures that the degree programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the department looks to indicators it deems appropriate to its

mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and other programs.

Sport Science Graduate Data

	2013	2014	2015	2016	2017	2018
Exercise Science			**			
Employed			66%	29%	75%	75%
Unemployed			0%	14%	0%	
Graduate			33%	57%	25%	25%***
Fitness & Rec. Lead.*						
Sport Management						
Employed			100%	40%	100%	75%
Unemployed			0%	20%	0%	25%
Graduate			0%	40%	0%	0%

*= Degree began in FA17
**= 1 student didn't answer when called
***=25% of exercise science majors that are currently employed their field are applying to graduate school during the 2018-2019 school year anticipating beginning in 2019.

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.

Sport Science Department Web Page Data (updated yearly)

The following data is calculated from graduates in 2015-2018.

Based upon the 3 year average for students graduating with a Bachelor of Science with a major in Exercise Science indicate that 97% of graduates either have a job in their field or were accepted in graduate school.

100% of graduates that earn a Bachelor of Science with a major in Sport Management or Exercise Science, complete 240 hours of observation and application through a practicum and internship.

Beginning in the 2017-2018 school year and following, 100% of students majoring in Exercise Science will graduate with the following certifications: National Council on Strength and Fitness Certified Sport Nutrition Specialist, National Council on Strength and Fitness Certified Personal Training,

and First Aid, CPR and AED certification. In the spring of 2018, 13 students took the comprehensive licensure exam assessing content knowledge acquired throughout their time at CCC, and 11 out of 13 or 85% passed the nationally accredited certification exam. Sport Nutrition is offered during the even spring years. 100% of graduates were certified in First Aid, CPR and AED through the American Red Cross.

In the past 3 years, graduates with a major in Exercise Science were accepted into a doctoral programs at Cleveland Chiropractic in Kansas City, KS, University of St. Augustine Doctor of Physical Therapy in Austin, TX, Logan Chiropractic University in Chesterfield, MO, Parker University Doctor of Chiropractic in Dallas, TX, Master of Science in Exercise Physiology in Puerto Rico and Sterling College Master of Science in Athletic Training Sterling, KS. In the past 3 years, a graduate with a major in Sport Management was accepted into Williams Woods University in Missouri to pursue a Master of Science in Athletic Administration.

Students graduating with a major in Exercise Science or Sport Management went on to work as the Assistant Track and Field Coach for CCCK, Assistant Soccer Coach for CCCK, Personal Trainer at West Branch Genesis Health Club in Wichita, KS, Program Director for the McPherson Family YMCA, Associate Sports Information Director for CCCK, Physical Therapy Technician, Assistant Soccer Coach for CCCK, Assistant High School Soccer Coach, Coaching and Teaching Health Education in Tyler, TX, Stretch Technician and PT Tech in Oklahoma City, OK, PT Aid, Rehab Specialist in Chiropractic, High School Soccer Coach, CCCK Assistant Volleyball Coach, McPherson Recreation Commission Assistant, Hutchinson Hospital Medical Scribe, Admissions Counselor at CCCK, and High School Cheerleading Coach .

Average class size for major specific courses for 2017 is 18, with the smallest course having 6 and the largest having 32.

Equipment available in the Exercise Science lab includes: Korr® Metabolic Rate Analysis System http://korr.com/, Korr® CardioCoach VO2 Max System, MicroFit FAS-2 System http://microfit.com/fas-2-system/, Bioelectrical Impedance, TANITA Body Composition Analyzer, Skinfold Calipers, Goniometers, Just Jump Meter, Hurdles, Ladders, BOSU's, Physioballs, Medicine Balls, Kettlebells, TRX® Suspension Straps, Oximeters, Sphygmomanometers, Stethoscopes, Grip Strength Dynamometer, Fitness Aerobic Steps, and Athletic Training Supplies.

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.

Table1.1

Alumni Survey Data (Social Science Majors)

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

Table 1.2

Alumni Survey – Advanced Study & Employment

Dimension	%	Goal
Did not apply to graduate school	40%	--

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

Table 1.3

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%	50%	50%
Major/Employment Helpfulness	50%	25%	25%
Major/Academic Preparation	100%	--	--
Overall Education/Employment	75%	25%	--

Table 1.4

Perceptions Concerning the Program

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

Criminal Justice Program

The Criminal Justice Program has five assessments:
1. A final praxis test in SS-CJ 316 Forensic Science.
2. A final praxis test in SS-CJ 350 Police Administration.
3. The Peregrine Criminal Justice nationally standardized test.
4. A major paper in SS-AP 491 Senior Seminar (Social Science).
5. Living Labs in SS-PY 320 Social Psychology.

Data is as follows:

SS-CJ 316 Forensic Science praxis test

Forensic Science	Fall, 2016					
Pts Possible	100	30	15	15	20	20
Category	Combined Score	Evidence	Const. Rights	Lab Results	Chain of Custody	Relating to Suspect
#1	93	28	13	14	18	20
#2	84	23	14	12	15	20
#3	97	30	14	15	18	20
Average	91.33	27.0	13.66	13.66	17.0	20.0

The above students graduated in 2018, and their data from 2016 is included here. The above data was previously reported, but the data included non-CJ majors and did not include the sub-category scores. Assessment will be administered when the course is offered, and will not be administered annually.

SS-CJ 350 Police Administration praxis test

The course was offered Spring, 2018. Data has been requested from the instructor.

Peregrine Criminal Justice test

Learner	Admin-istra-tion of Justice	Correc-tions	Courts	Crimin-ological Theory	Ethics and Diver-sity	Home-land Secur-ity	Juve-nile Justice	Law Adjudi-cation	Law Enforce-ment	Research And Analy-tical Skills	Final Score	Percen-tile Rank
Student #1	30	20	20	0	60	20	20	10	10	20	**21**	0
Student #2	30	50	40	30	30	20	50	30	50	20	**35**	10
Student #3	40	30	40	10	40	20	50	30	10	50	**32**	6

Goal: 50th percentile
Average, 2018: 5.3 percentile

SS-AP 491 Senior Seminar (Social Science) Major Paper

Student #1   62

Student #2   0 – due to plagiarism

Student #3   In Process

SS-PY 320 Social Psychology Living Labs

	Sign me up	Non-conformity	Altruism
Student #1	No record	No record	No record
Student #2	No record	No record	No record
Student #3	95%	100%	85%

History & Government Education Program

The Program had one graduate in 2018.

History Program

The Program has the following assessments:

1. Geography Project, in SS-GE 113
   (Target 90%, Proficient 80%, Basic 70%)
2. Historiography Presentation, in SS-HI 463
   (Target 90%, Proficient 80%, Basic 70%)
3. Personal Philosophy of History Paper, in SS-HI 463
   (Target 90%, Proficient 80%, Basic 70%)
4. Capstone Research Paper, in SS-HI 492
   (Target 90%, Proficient 80%, Basic 70%)
5. Social Science Content Exam, during the senior year
   (Target 86%, Proficient 70%, Basic 55%)
6. Reading Notes in SS-HI 331 History of Christianity
   (Target 90%, Proficient 80%, Basic 70%)
7. Average GPA on Courses Required for Major, calculated after graduation
   (Target 3.5, Proficient 2.75, Basic <2.75))

8. History Education Majors take the Kansas Praxis tests.

The Program had one graduate in 2017-2018.
1. Data has been requested from the instructor

2. No assessment administered
3. No assessment administered
4. No assessment administered
5. Data has been requested from the test administrator
6. Data has been requested from the instructor
7. 3.11
8. Kansas Middle School Social Studies Exam (5089)

Test Category	Points/Available		Average Performance Range
United States History	16	20	10-14
World History	13	16	7-11
Government/Civics	11	15	7-12
Geography	14	14	7-10
Economics	12	14	7-10
Short Content Essays	13	18	6-12

Psychology Program
Psychology Department

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	2011	2012*	2013	2014	2015 +	2016	2017**	2018	Goal
Senior Research Project	82 (-3)	72 (-13)	83 (-2)	N/A	89% (+4)	79% (-6)	93% (+8)	84% (-1)	85%

Senior Capstone [Case Study]					88% (+3)	75% (-10)	80% (-5)	83% (-2)	85%
APA Final	74 (-11)	64 (-24)	86 (+1)	86 (+1)	77% (-8)	81% (-4)	71% (-14)	82% (-3)	85%
Major Field Test		146 (-12)	154 (-4)	150 (-8)	137 (-21)	148 (-10)	149 (-9)	149 (-9)	158 (147-165 National Avg.)
Sophomore Seminar Notebook	82% (-3)	76% (-9)	75% (-10)	89% (+4)	75% (-10)	83% (-2)	88% (+3)	91% (+6)	85%

*Courses covered by multiple adjunct faculty members.

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

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

MFT Subcategories Scores

Year	Avg. Comm. Score	Avg. S1	Avg. S2	Avg. S3	Avg. S4	# of participants
2012	145.5	49.8	42	49.8	50.3	4
2013	153.5	41.5	60.5	54	56.5	2
2014	150	52	48	61	50	1
2015	137.3	39	36	41.7	42.3	3
2016	148.3	45.7	53.7	51.7	52	3
2017	149	52.5	46.5	56.1	53.8	10
2018	148.5	48.1	47.3	49.6	54.6	11

S1 = Learning, cognition, memory
S2 = Perception, sensation, physiology
S3 = Clinical, abnormal, personality
S4 = developmental and social