



CHAMPION

CHRISTIAN COLLEGE



Annual Assessment Report 2017/2018

600 Garland Ave. Hot Springs, AR 71913 | 501.623.2272 | championchristiancollege.com

Table of Contents

A. Student Outcome Assessment Data	4
Annual Assessment & Evaluation Reports of Program Learning Outcomes.....	4
Professional Studies.....	4
Church Ministries.....	7
General Studies & Bible Core.....	9
Annual Assessment & Evaluation Reports of Institutional Learning Outcomes	10
Academic Program Evaluation & Curriculum Evaluation (Data Collection).....	12
B. Administrative Effectiveness	13
Institutional Data	13
A. Enrollment	13
B. Persistence & Retention Rates	13
C. Graduation Rates (4-year / 6-year graduation rates)	14
D. Job Placement Rates.....	15
E. Demographic Analysis (Race, Gender, Age, County)	18
F. Grade Distribution (By Course) Analysis.....	19
G. GPA Analysis	24
H. Entrance Scores Analysis	24
I. Transfer and Completion Rates	25
Board Evaluation	25
President Evaluation.....	28
Recruitment and Admissions.....	30
A. Analysis of the Recruitment Plan (planned vs. actual)	30
B. (Targets vs. Actuals) Students, events/activities	31
Library and Learning Resources Analysis.....	34
Student Course Evaluations.....	35
Fiscal Affairs.....	37
A. External Audits.....	37
Performance Evaluations.....	37
Employee Satisfaction (Faculty & Staff Survey).....	38
Student Services	39
A. Co-curricular analysis/engagement (participation in student activities).....	39
B. Chapel Attendance	41

Student Satisfaction (All Divisions and Units).....	41
A. Champion Survey.....	41
B. Student Focus Group Summary Analysis.....	43
Senior (Graduating Survey).....	46
Alumni	47
Physical Plant & Security	48
A. Safety Reports (Incidents & Drills).....	48
B. Maintenance Reports	48
C. Inventory List	48
Institutional Core Publication, Policies and Materials Review.....	51
Appendices	52

A. Student Outcome Assessment Data

Annual Assessment & Evaluation Reports of Program Learning Outcomes

At the end of the semester, all faculty is required to report the students' performance data related to the summative assessments and courses identified to evaluate student learning outcomes. The data is compiled each semester to be utilized by faculty for a formal report, at the end of each academic year. The report allows for faculty to report student's performance relative to the assessment activity against the established criterion of success, as Not Meeting, Approaching, Meeting, or Exceeding. Thresholds for "Meeting" the learning outcome, are determined by the criterion of success established by the faculty. All other thresholds are established by the faculty. Additionally, the sample size (number of students who completed the activity) is also included in the reporting of results. Below, is a summary of the assessment results for evaluating PLOs for each program and their concentrations for the 2017-2018 academic year.

Professional Studies

Concentration: Elementary and Secondary Education PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES																			
	PLO 1: Use a variety of instructional strategies based on developmental levels and needs of the learner.					PLO 2: Create an effective classroom management plan, including lesson plans to motivate students and enhance learning that is comprehensible to students.					PLO 3: Formulate and incorporate a personal Biblical philosophy of Education.					PLO 4: Create detailed lesson plans that incorporate motivation and technology to enhance student learning				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	89%	0%	11%	0%	0%	33%	0%	33%	0%	33%	30%	40%	20%	10%	0%	45%	55%	0%	0%	0%
Met Success Criterion	100%					67%					90%					100%				
Fail to meet success criterion	0%					33%					10%					0%				
# of observations	9					3					10					11				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

Concentration: Health Sciences PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES									
	PLO 1: Locate, evaluate, summarize, synthesize, and attribute information relevant to assessing and improving population health.					PLO 2: Identify, and apply theories of health, diseases, and wellbeing in the planning implementation, assessment and evaluation of health interventions.				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	100%	0%	0%	0%	0%	96%	4%	0%	0%	0%
Met Success Criterion	100%					100%				
Fail to meet success criterion	0%					0%				
# of observations	21					28				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

Concentration: Criminal Justice PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES									
	PLO 1: Demonstrate a practical knowledge of techniques and procedures of criminology in a variety of settings					PLO 2: Demonstrate knowledge of the legal issues involved in criminology				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade										
Percentages	50%	50%	0%	0%	0%	50%	0%	50%	0%	0%
Met Success Criterion	100%					100%				
Fail to meet success criterion	0%					0%				
# of observations	6					4				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

Concentration: Sports Management PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES														
	PLO 1: Demonstrate knowledge of the principles of sports management and competencies in a variety of settings.					PLO 2: Apply knowledge and skills of the principles and management of sports events learned throughout the curriculum.					PLO 3: Apply critical thinking skills as a sport management professional.				
	<i>Criterion of Success: 70% of all students will score a 70% or greater on all methods of evaluation.</i>					<i>Criterion of Success: 70% of all students will score a 70% or greater on all methods of evaluation.</i>					<i>Criterion of Success: 70% of all students will score a 70% or greater on all methods of evaluation.</i>				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	80%	20%	0%	0%	0%	60%	40%	0%	0%	0%	94%	6%	0%	0%	0%
Met Success Criterion	100%					100%					100%				
Fail to meet success criterion	0%					0%					0%				
# of observations	5					5					16				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

Concentration: Business PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES														
	PLO 1: Critically examine, analyze, and apply logical actions based on a variety of business concepts, models and principles in order to address hypothetical or real-world business issues.					PLO 2: Apply basic computational, statistical and quantitative reasoning skills in collecting, sorting, analyzing, and interpreting data to make and justify evidence-based business decisions					PLO 3: Communicate effectively in both oral and written language and other management tools to influence and motivate personnel.				
	<i>Criterion of Success: 70% of all students will score a 70% or greater on all methods of evaluation.</i>					<i>Criterion of Success: 70% of all students will score a 70% or greater on all methods of evaluation.</i>					<i>Criterion of Success: 70% of all students will score a 70% or greater on all methods of evaluation.</i>				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	16%	72%	4%	8%	0%	17%	73%	3%	7%	0%	25%	58%	8%	0%	8%
Met Success Criterion	92%					93%					92%				
Fail to meet success criterion	8%					7%					8%				
# of observations	25					30					12				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

Church Ministries

Concentration: Music PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES														
	PLO 1: Possess basic musical skills in theory, ear training, sight, signing, and musical analysis					PLO 2: Develop a philosophy of church music and worship by which decisions can be made concerning all aspects of music ministry of the local church.					PLO 3: Proficiency in singing and an accompanying instrument, either piano or guitar, sufficient to lead worship effectively.				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	31%	25%	13%	13%	19%	44%	28%	11%	11%	6%	100%	0%	0%	0%	0%
Met Success Criterion	69%					83%					100%				
Fail to meet success criterion	31%					17%					0%				
# of observations	16					18					2				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

Concentration: Pastoral Studies PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES									
	PLO 1: A deep understanding of the Church as fashioned by Jesus Christ; including its work at the Body of Christ, its witness and worship as depicted as a Building for God's presence, its holy walk as unveiled in the Bride of Christ, and its spiritual warfare as a Battleforce for Christ Kingdom.					PLO 2: A thorough understanding of the content, purpose, and truth of the revealed scriptures.				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	86%	0%	14%	0%	0%	91%	0%	9%	0%	0%
Met Success Criterion	100%					100%				
Fail to meet success criterion	0%					0%				
# of observations	14					11				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

**Concentration: Youth Ministries
PLO Assessment Summary**

	PROGRAM LEARNING OUTCOMES									
	PLO 1: 1. Demonstrate an understanding of the Bible, its history and geography, and doctrines.					PLO 2: 2. Develop skills to disciple and mentor youth and family.				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Met Success Criterion	100%					100%				
Fail to meet success criterion	0%					0%				
# of observations	2					2				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

**Concentration: Missions
PLO Assessment Summary**

	PROGRAM LEARNING OUTCOMES									
	PLO 1: Have an understanding of cultural concepts and social structure that influence communication of the Gospel in a world that is culturally diverse.					PLO 2: Think critically in order to make decisions which impact the work of the missionary and ministry.				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	33%	0%	0%	67%	0%	33%	33%	33%	0%	0%
Met Success Criterion	33%					100%				
Fail to meet success criterion	67%					0%				
# of observations	3					6				

Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.

General Studies & Bible Core

General Studies PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES																			
	PLO 1: Demonstrate an ethical mindset and exercise professional responsibility in a global context.					PLO 2: Communicate effectively in both oral and written language so that professional advancement is possible.					PLO 3: Be able to comprehend, analyze, and interpret texts in a variety of disciplines.					PLO 4: Be able to think critically and analyze to solve problems.				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	90%	7%	3%	0%	0%	76%	13%	5%	1%	4%	48%	16%	12%	9%	15%	60%	23%	11%	1%	5%
Met Success Criterion	100%					95%					77%					94%				
Fail to meet success criterion	0%					5%					23%					6%				
# of observations	29					76					141					148				
<i>Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.</i>																				

Bible Core PLO Assessment Summary

	PROGRAM LEARNING OUTCOMES														
	PLO 1: Demonstrate an understanding of the Bible, its history and geography and doctrines					PLO 2: Develop skills to disciple and evangelize people					PLO 3: The skills as a life-long learner to study, plan, and prepare for his teaching, preaching, and leadership ministries.				
	70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.					70% of all students will score a 70% or greater on all methods of evaluation.				
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less	100-90	89-80	79-70	69-60	59 or less
Percentages	53%	6%	8%	22%	11%	100%	0%	0%	0%	0%	71%	7%	0%	0%	21%
Met Success Criterion	67%					100%					79%				
Fail to meet success criterion	33%					0%					21%				
# of observations	36					16					14				
<i>Note: Percentages are the culmination of various direct assessment measures from the 2017-2018 academic year. See appendix A of the Program Evaluation Report, which includes specifics regarding the assignment, measurement of evaluation, and utilization of assessment findings.</i>															

Annual Assessment & Evaluation Reports of Institutional Learning Outcomes

Assessment of Institutional Learning Outcomes																																															
ILOs	Assessment Methods																																														
Values	Bible Core (Pre and Post Test) (Criterion-Referenced)	<p style="text-align: center;">Bible Core Pre-Post Test Data:</p> <p>The Bible Core is assessed through the pre and posttest examination administered at the beginning (to incoming freshman) and end of each semester to graduates. Below reflects the</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #FFD700;"> <th style="text-align: center;">Semester</th> <th style="text-align: center;">Pre-test Examination Average</th> <th style="text-align: center;">Post-Test Examination Average</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Fall 2017 & Spring 2018</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">87%</td> </tr> </tbody> </table> <p>The data above reflects that students' biblical knowledge has improved by the time of graduation compared to their knowledge of the bible upon entry. Beginning in 2018, the institution will perform question analysis to determine the areas, which could be strengthened to further improve the post-test examination scores.</p> <p>ILO Success Criterion: (70%) ILO Met</p>				Semester	Pre-test Examination Average	Post-Test Examination Average	Fall 2017 & Spring 2018	32%	87%																																				
Semester	Pre-test Examination Average	Post-Test Examination Average																																													
Fall 2017 & Spring 2018	32%	87%																																													
Worldview	Bible Core (Pre and Post Test) (Criterion-Referenced)	<p style="text-align: center;">Bible Core Pre-Post Test Data:</p> <p>The Bible Core is assessed through the pre and posttest examination administered at the beginning (to incoming freshman) and end of each semester to graduates. Below reflects the</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #FFD700;"> <th style="text-align: center;">Semester</th> <th style="text-align: center;">Pre-test Examination Average</th> <th style="text-align: center;">Post-Test Examination Average</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Fall 2017 & Spring 2018</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">87%</td> </tr> </tbody> </table> <p>The data above reflects that students' biblical knowledge has improved by the time of graduation compared to their knowledge of the bible upon entry. Beginning in 2018, the institution will perform question analysis to determine the areas, which could be strengthened to further improve the post-test examination scores.</p> <p>ILO Success Criterion: (70%) ILO Met</p>				Semester	Pre-test Examination Average	Post-Test Examination Average	Fall 2017 & Spring 2018	32%	87%																																				
Semester	Pre-test Examination Average	Post-Test Examination Average																																													
Fall 2017 & Spring 2018	32%	87%																																													
Comprehension and Communication Skills	Course Assessment Data: English Composition I, II and Fundamentals of Speech (Criterion-Referenced Testing) ETS Proficiency Profile (Writing & Reading Comprehension) -(Norm-Referenced) – <i>will report 2018-2019</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td colspan="5" style="text-align: center;">GS: PLO 2: Communicate effectively in both oral and written language so that professional advancement is possible.</td> </tr> <tr> <td></td> <td colspan="5" style="text-align: center;"><i>70% of all students will score a 70% or greater on all methods of evaluation.</i></td> </tr> <tr style="background-color: #ADD8E6;"> <td style="text-align: center;">Direct Measure Assignment Grade</td> <td style="text-align: center;">100-90</td> <td style="text-align: center;">89-80</td> <td style="text-align: center;">79-70</td> <td style="text-align: center;">69-60</td> <td style="text-align: center;">59 or less</td> </tr> <tr style="background-color: #ADD8E6;"> <td style="text-align: center;">Percentages</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td style="text-align: center;">Met Success Criterion</td> <td colspan="5" style="text-align: center;">74%</td> </tr> <tr> <td style="text-align: center;">Fail to meet success criterion</td> <td colspan="5" style="text-align: center;">26%</td> </tr> <tr> <td style="text-align: center;"># of observations (sum)</td> <td colspan="5" style="text-align: center;">129</td> </tr> </table> <p>ILO Success Criterion: (70%) ILO Met</p>					GS: PLO 2: Communicate effectively in both oral and written language so that professional advancement is possible.						<i>70% of all students will score a 70% or greater on all methods of evaluation.</i>					Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	Percentages	43%	18%	13%	9%	16%	Met Success Criterion	74%					Fail to meet success criterion	26%					# of observations (sum)	129				
	GS: PLO 2: Communicate effectively in both oral and written language so that professional advancement is possible.																																														
	<i>70% of all students will score a 70% or greater on all methods of evaluation.</i>																																														
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less																																										
Percentages	43%	18%	13%	9%	16%																																										
Met Success Criterion	74%																																														
Fail to meet success criterion	26%																																														
# of observations (sum)	129																																														

<p>Professional Demeanor and Ethics</p>	<p>Course Assessment Data: CCC 1012- Principles of Collegiate Success (Criterion-Referenced Testing)</p>	<table border="1" data-bbox="737 205 1247 751"> <tr> <td colspan="6" data-bbox="737 205 927 323"></td> <td data-bbox="927 205 1247 323"> <p>PLO 1. Demonstrate an ethical mindset and exercise professional responsibility in a global context.</p> </td> </tr> <tr> <td colspan="6" data-bbox="737 323 927 420"></td> <td data-bbox="927 323 1247 420"> <p><i>70% of all students will score a 70% or greater on all methods of evaluation.</i></p> </td> </tr> <tr> <td data-bbox="737 420 927 506"> <p>Direct Measure Assignment Grade</p> </td> <td data-bbox="927 420 997 506"> <p>100-90</p> </td> <td data-bbox="997 420 1066 506"> <p>89-80</p> </td> <td data-bbox="1066 420 1136 506"> <p>79-70</p> </td> <td data-bbox="1136 420 1206 506"> <p>69-60</p> </td> <td data-bbox="1206 420 1247 506"> <p>59 or less</p> </td> </tr> <tr> <td data-bbox="737 506 927 537"> <p>Percentages</p> </td> <td data-bbox="927 506 997 537"> <p>90%</p> </td> <td data-bbox="997 506 1066 537"> <p>7%</p> </td> <td data-bbox="1066 506 1136 537"> <p>3%</p> </td> <td data-bbox="1136 506 1206 537"> <p>0%</p> </td> <td data-bbox="1206 506 1247 537"> <p>0%</p> </td> </tr> <tr> <td data-bbox="737 537 927 600"> <p>Met Success Criterion</p> </td> <td colspan="5" data-bbox="927 537 1247 600"> <p>100%</p> </td> </tr> <tr> <td data-bbox="737 600 927 686"> <p>Fail to meet success criterion</p> </td> <td colspan="5" data-bbox="927 600 1247 686"> <p>0%</p> </td> </tr> <tr> <td data-bbox="737 686 927 751"> <p># of observations</p> </td> <td colspan="5" data-bbox="927 686 1247 751"> <p>29</p> </td> </tr> </table> <p data-bbox="727 806 1032 856"> ILO Success Criterion: (70%) ILO Met </p>							<p>PLO 1. Demonstrate an ethical mindset and exercise professional responsibility in a global context.</p>							<p><i>70% of all students will score a 70% or greater on all methods of evaluation.</i></p>	<p>Direct Measure Assignment Grade</p>	<p>100-90</p>	<p>89-80</p>	<p>79-70</p>	<p>69-60</p>	<p>59 or less</p>	<p>Percentages</p>	<p>90%</p>	<p>7%</p>	<p>3%</p>	<p>0%</p>	<p>0%</p>	<p>Met Success Criterion</p>	<p>100%</p>					<p>Fail to meet success criterion</p>	<p>0%</p>					<p># of observations</p>	<p>29</p>											
						<p>PLO 1. Demonstrate an ethical mindset and exercise professional responsibility in a global context.</p>																																															
						<p><i>70% of all students will score a 70% or greater on all methods of evaluation.</i></p>																																															
<p>Direct Measure Assignment Grade</p>	<p>100-90</p>	<p>89-80</p>	<p>79-70</p>	<p>69-60</p>	<p>59 or less</p>																																																
<p>Percentages</p>	<p>90%</p>	<p>7%</p>	<p>3%</p>	<p>0%</p>	<p>0%</p>																																																
<p>Met Success Criterion</p>	<p>100%</p>																																																				
<p>Fail to meet success criterion</p>	<p>0%</p>																																																				
<p># of observations</p>	<p>29</p>																																																				
<p>Critical Thinking and Informational Competence</p>	<p>ETS Proficiency Profile (Critical Thinking & Quantitative Reasoning) Course Assessment Data: Biology, World Literature, College Algebra, History (Criterion-Referenced Testing)</p>	<table border="1" data-bbox="730 890 1365 1283"> <tr> <td colspan="6" data-bbox="730 890 987 987"></td> <td data-bbox="987 890 1365 987"> <p>GS: PLO 3: Be able to comprehend, analyze, and interpret texts in a variety of disciplines.</p> </td> </tr> <tr> <td colspan="6" data-bbox="730 987 987 1050"></td> <td data-bbox="987 987 1365 1050"> <p>GS: PLO 4: Be able to think critically and analyze to solve problems.</p> </td> </tr> <tr> <td colspan="6" data-bbox="730 1050 987 1092"></td> <td data-bbox="987 1050 1365 1092"> <p><i>70% of all students will score a 70% or greater on all methods of evaluation.</i></p> </td> </tr> <tr> <td data-bbox="730 1092 987 1144"> <p>Direct Measure Assignment Grade</p> </td> <td data-bbox="987 1092 1057 1144"> <p>100-90</p> </td> <td data-bbox="1057 1092 1127 1144"> <p>89-80</p> </td> <td data-bbox="1127 1092 1196 1144"> <p>79-70</p> </td> <td data-bbox="1196 1092 1266 1144"> <p>69-60</p> </td> <td data-bbox="1266 1092 1365 1144"> <p>59 or less</p> </td> </tr> <tr> <td data-bbox="730 1144 987 1176"> <p>Percentages</p> </td> <td data-bbox="987 1144 1057 1176"> <p>59%</p> </td> <td data-bbox="1057 1144 1127 1176"> <p>19%</p> </td> <td data-bbox="1127 1144 1196 1176"> <p>16%</p> </td> <td data-bbox="1196 1144 1266 1176"> <p>1%</p> </td> <td data-bbox="1266 1144 1365 1176"> <p>6%</p> </td> </tr> <tr> <td data-bbox="730 1176 987 1207"> <p>Met Success Criterion</p> </td> <td colspan="5" data-bbox="987 1176 1365 1207"> <p>93%</p> </td> </tr> <tr> <td data-bbox="730 1207 987 1260"> <p>Fail to meet success criterion</p> </td> <td colspan="5" data-bbox="987 1207 1365 1260"> <p>7%</p> </td> </tr> <tr> <td data-bbox="730 1260 987 1283"> <p># of observations (sum)</p> </td> <td colspan="5" data-bbox="987 1260 1365 1283"> <p>162</p> </td> </tr> </table> <p data-bbox="727 1287 1344 1318"> <i>Reflects averages of the two-program learning outcomes</i> </p> <p data-bbox="727 1329 1032 1381"> ILO Success Criterion: (70%) ILO Met </p>							<p>GS: PLO 3: Be able to comprehend, analyze, and interpret texts in a variety of disciplines.</p>							<p>GS: PLO 4: Be able to think critically and analyze to solve problems.</p>							<p><i>70% of all students will score a 70% or greater on all methods of evaluation.</i></p>	<p>Direct Measure Assignment Grade</p>	<p>100-90</p>	<p>89-80</p>	<p>79-70</p>	<p>69-60</p>	<p>59 or less</p>	<p>Percentages</p>	<p>59%</p>	<p>19%</p>	<p>16%</p>	<p>1%</p>	<p>6%</p>	<p>Met Success Criterion</p>	<p>93%</p>					<p>Fail to meet success criterion</p>	<p>7%</p>					<p># of observations (sum)</p>	<p>162</p>				
						<p>GS: PLO 3: Be able to comprehend, analyze, and interpret texts in a variety of disciplines.</p>																																															
						<p>GS: PLO 4: Be able to think critically and analyze to solve problems.</p>																																															
						<p><i>70% of all students will score a 70% or greater on all methods of evaluation.</i></p>																																															
<p>Direct Measure Assignment Grade</p>	<p>100-90</p>	<p>89-80</p>	<p>79-70</p>	<p>69-60</p>	<p>59 or less</p>																																																
<p>Percentages</p>	<p>59%</p>	<p>19%</p>	<p>16%</p>	<p>1%</p>	<p>6%</p>																																																
<p>Met Success Criterion</p>	<p>93%</p>																																																				
<p>Fail to meet success criterion</p>	<p>7%</p>																																																				
<p># of observations (sum)</p>	<p>162</p>																																																				

Social Awareness and Responsibility	Course Assessment Data: CCC 1012- Principles of Collegiate Success (Criterion-Referenced Testing)	<table border="1"> <tr> <td></td> <td colspan="5">PLO 1. Demonstrate an ethical mindset and exercise professional responsibility in a global context.</td> </tr> <tr> <td></td> <td colspan="5">70% of all students will score a 70% or greater on all methods of evaluation.</td> </tr> <tr> <td>Direct Measure Assignment Grade</td> <td>100-90</td> <td>89-80</td> <td>79-70</td> <td>69-60</td> <td>59 or less</td> </tr> <tr> <td>Percentages</td> <td>90%</td> <td>7%</td> <td>3%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Met Success Criterion</td> <td colspan="5">100%</td> </tr> <tr> <td>Fail to meet success criterion</td> <td colspan="5">0%</td> </tr> <tr> <td># of observations</td> <td colspan="5">29</td> </tr> </table>						PLO 1. Demonstrate an ethical mindset and exercise professional responsibility in a global context.						70% of all students will score a 70% or greater on all methods of evaluation.					Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less	Percentages	90%	7%	3%	0%	0%	Met Success Criterion	100%					Fail to meet success criterion	0%					# of observations	29				
			PLO 1. Demonstrate an ethical mindset and exercise professional responsibility in a global context.																																													
	70% of all students will score a 70% or greater on all methods of evaluation.																																															
Direct Measure Assignment Grade	100-90	89-80	79-70	69-60	59 or less																																											
Percentages	90%	7%	3%	0%	0%																																											
Met Success Criterion	100%																																															
Fail to meet success criterion	0%																																															
# of observations	29																																															
<p style="color: red; margin: 0;">ILO Success Criterion: (70%)</p> <p style="color: red; margin: 0;">ILO Met</p>																																																

Academic Program Evaluation & Curriculum Evaluation (Data Collection)

To determine program effectiveness, all academic programs and their concentrations are reviewed once every 3-years. Although a comprehensive evaluation occurs once every three years, the program is assessed (data collection) annually. The Faculty Council (comprised of faculty) in concert with the Vice President of Academic Affairs, oversees the evaluation and review of the program. See appendix A for the Professional Studies program review assessment and appendix B for Church Ministries program review assessment, which reflects annual data collection.

Academic Program Review Calendar		
Program	Program Review Data Collection Periods	Comprehensive Program Review Submission Year
Associate & Bachelor’s degree of Professional Studies (includes General Studies and Bible Core Evaluation)	2017-2018 2018-2019 2019-2020	2020-2021
Bachelor of Church Ministries (includes General Studies and Bible Core Evaluation)	2017-2018 2018-2019 2019-2020	2020-2021

B. Administrative Effectiveness

Institutional Data

A. Enrollment

Total Enrollment	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Total # of Students	37	39	46	40	43	43	37	46
FTE	N/A	47	54	48	48.5	48	40	41

Age	Students	Percent	Fall 2017	Spring 2018
17	7	3.00%	1	3
18	36	15.45%	8	10
19	71	30.47%	13	10
20	50	21.46%	6	5
21	20	8.58%	4	5
22	9	3.86%	1	2
23	9	3.86%	1	1
24	4	1.72%	1	4
25-Older	27	11.59%	2	6
Total	233	100.00%	37	46

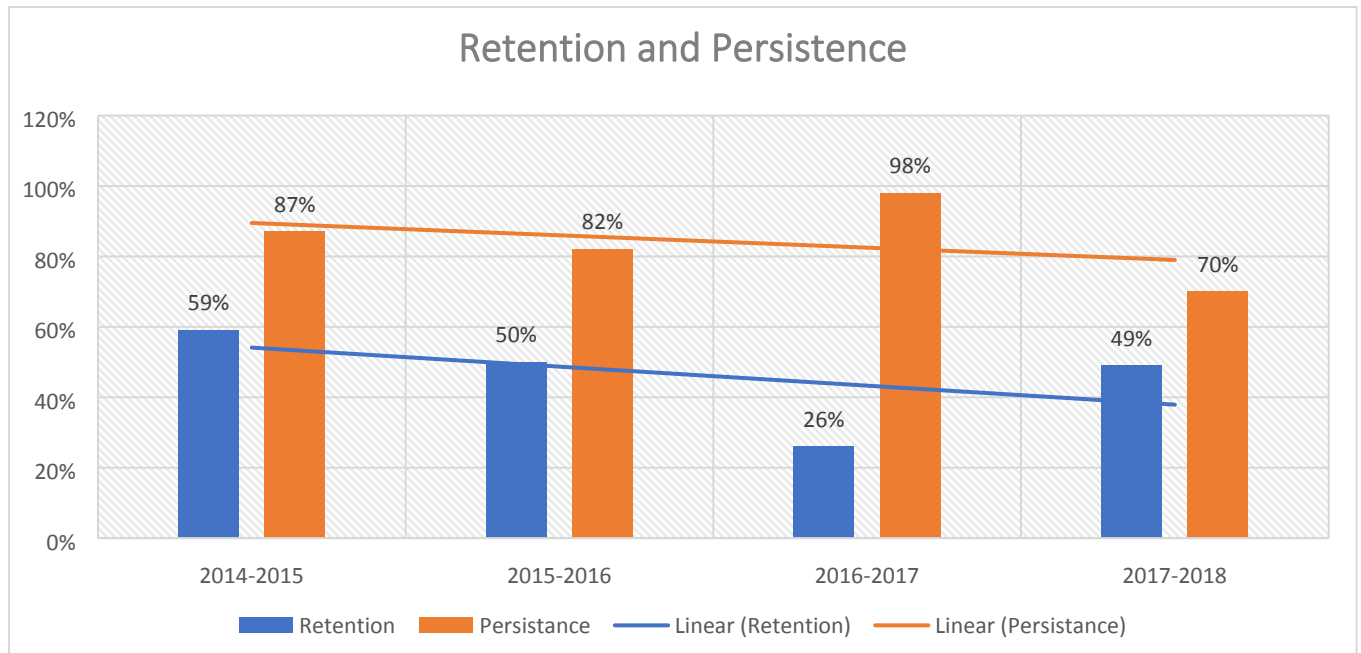
B. Persistence & Retention Rates

Persistence

Term	Male	Female	Total	Male %	Female %	Total %
Fall 14 to Spring 15	19	13	32	82.6%	92.9%	86.5%
Fall 15 to Spring 16	18	14	32	72.0%	100.0%	82.1%
Fall 16 to Spring 17	28	14	42	66.7%	32.6%	97.7%
Fall 17 to Spring 18	15	11	26	57.7%	42.3%	70.3%

Retention

Term	Male	Female	Total	Male%	Female%	Total%
Fall 14 to Fall 15	17	9	29	56.3%	61.5%	58.6%
Fall 15 to Fall 16	8	8	29	32.0%	57.1%	50.0%
Fall 16 to Fall 17	6	5	11	14.0%	11.6%	25.6%
Fall 17 to Fall 18	9	9	18	24.3%	24.3%	48.6%



C. Graduation Rates (4-year / 6-year graduation rates)

Graduation Rates

Cohort	Graduation Year	# of students in cohort	# of graduates from cohort	4-Year	6-Year
2012-2013	2015-2016	38	5	13%	Not yet available
2013-2014	2016-2017	8	2	25%	Not yet available
2014-2015	2017-2018	8	3	38%	Not yet available

Note: First-time entering freshman, only. Does not include transfer students

Number of Graduates

Year	Students	YEAR	PASTORAL	SECONDARY EDU	YOUTH MIN	ELEMENTARY EDU	BUS. ADMIN	ASSOCIATE	CERTIFICATE	MUSIC MIN	SPORT MGMT	MISSION
2005	1	2005	0	1	0	0	0	0	0	0	0	0
2007	20	2007	4	6	0	5	0	3	0	1	0	0
2008	29	2008	5	5	2	8	0	9	0	0	0	0
2009	56	2009	9	7	11	9	4	11	0	2	0	2
2010	49	2010	7	13	7	9	3	7	0	1	0	2
2011	30	2011	4	4	4	6	3	4	3	1	0	1
2012	15	2012	3	1	3	3	1	2	0	0	0	1
2013	15	2013	1	2	3	3	2	1	1	0	0	2
2014	8	2014	1	4	2	0	1	0	0	0	0	0

2015	9	2015	1	2	0	3	0	0	0	1	0	1
2016	6	2016	1	0	0	1	2	0	0	1	1	0
2017	8	2017	2	3	0	0	2	0	0	0	0	1
Grand Total	241	Total	38	48	31	45	18	36	4	6	0	10

NOTE: The chart above reflects the number of graduates each year, irrespective of entering cohort.

D. Job Placement Rates

Term	Job Placement Rate
Spring 2017	89%
Spring 2018	72%

Note: Job Placement Rate includes those who continued to graduate school

Spring 2017

Name	Year of Graduation	Degree	Current Employer	Position	Other Degrees Obtained
James Luke Biter	2017	Bachelor of Christian Business Administration	Queens City Lumber	Sales Consultant/ Representative	N/A
Laura Mendoza	2017	Bachelor of Secondary Christian Education	Heritage Christian Academy	High School History Teacher	N/A
Gergory Hayes Linville	2017	Bachelor of Pastoral Studies	FBC Star City, AR	Assistant/Student Pastor	N/A
Jesse Massey IV	2017	Bachelor of Secondary Christian Education	Gospel Light Christian School	Teacher	N/A
Stephen Sellers	2017	Bachelor of Pastoral Studies	Champion Christian College	VP of Student Services	N/A
Tarah (Poelman) Sellers	2017	Bachelor of Secondary Christian Education	Gospel Light Christian School	7th - 12th Grade Teacher	N/A
Daniel Thomas	2017	Bachelor of Christian Business Administration	N/A	N/A	N/A
Sarah Weidner	2017	Bachelor of Missions	N/A	Missionary Romania	N/A

Cody Worley	2017	Associates of Arts in Christian General Studies (Completing his BS in Professional Studies with a concentration in Health Sciences with CCC)	National Park Hospital	Surgical Assistant	N/A
--------------------	------	---	------------------------	--------------------	-----

Spring 2018

Name	Year of Graduation	Degree	Current Employer	Position	Other Degrees Obtained
Abigail Bridgewater	2018	Bachelor of Science in Professional Studies Counseling and History	N/A	Student	Master of Arts in Teaching (Henderson State University)
Cody Connor	2018	Bachelor of Science in Professional Studies Sport Management	Champion Christian College	Assistant Basketball	N/A
Carie Cuneio	2018	Bachelor of Arts in Church Ministry Missions Ministry	Gospel Light Baptist Church	Secretary for Pastor and Missions	N/A
DeMarkiyo Devoil	2018	Associates of Arts in Professional Studies Sport Management	N/A	Student	Bachelor of Science in Professional Studies Sport Management
Jordan Elkins	2018	Bachelor of Arts in Church Ministry Youth and Music Ministry	Gospel Light Baptist Church	Worship Pastor	N/A

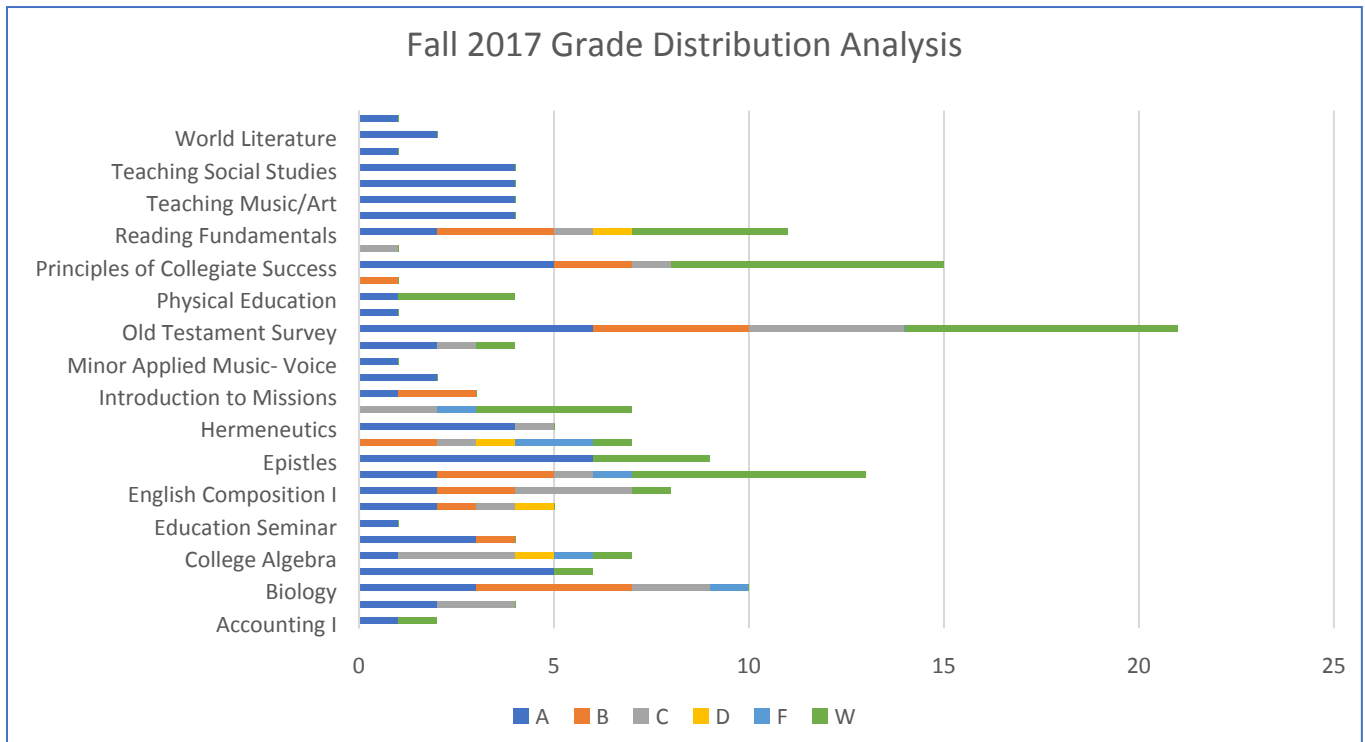
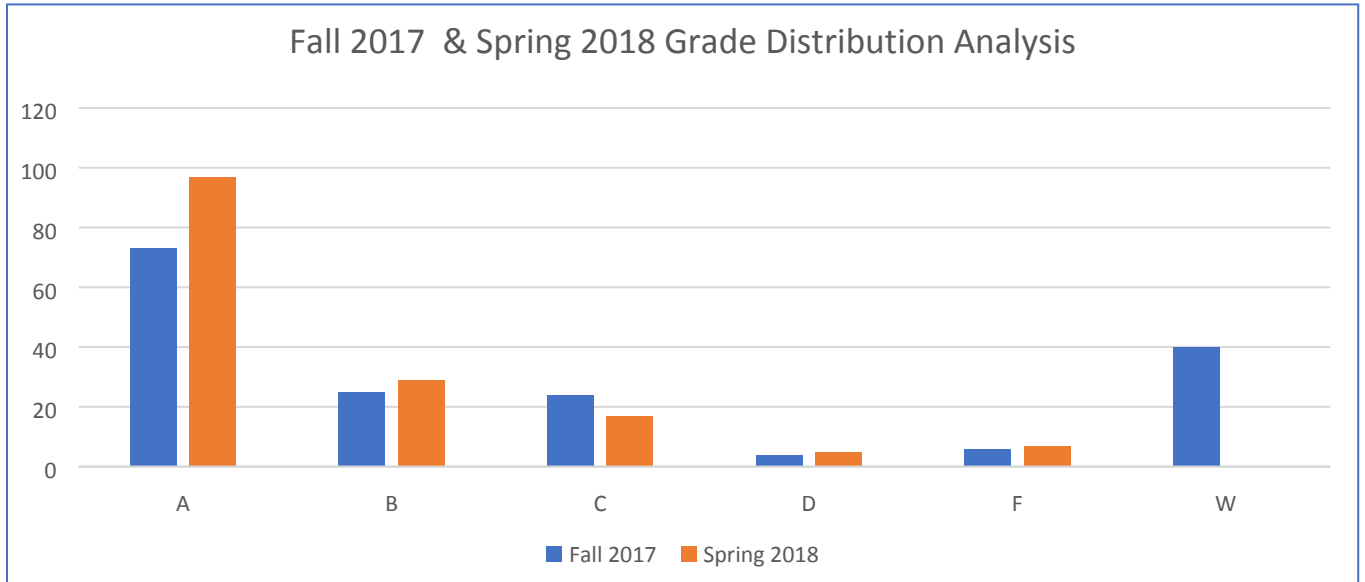
Moriah Fisher	2018	Bachelor of Science in Professional Studies Elementary Education	FSRP Care Coordinator	N/A	Master of Arts in Teaching
Diana Gillespie	(2014) 2018	Bachelor of Professional Studies Elementary Education	Gospel Light Christian School	Elem. Teacher	N/A
Jessica Hall	2018	Bachelor of Science in Professional Studies Elementary Education	N/A	Teacher	N/A
Nathan Harrison	(2011) 2018	Bachelor of Science in Professional Studies Business	Mad Hare Company	Business owner/ Hair Artist	N/A
Lauren Hoffman	(2012) 2018	Bachelor of Science in Professional Studies Secondary Education	Gospel Light Christian School	Elem. Teacher	N/A
Christina Lindley	(2010) 2018	Bachelor of Science in Professional Studies Secondary Education	Champion Christian College	Assistant Cheerleading Coach	Bachelor of Science in History (Liberty University)
Paul Lindley	(2007) 2018	Bachelor of Science in Professional Studies Secondary Education	Window Mart	Maintenance Manager	Master of Business Administration (Liberty University)
Hayes Linville	(2017) 2018	Bachelor of Arts in Church Ministry Pastoral Studies	FBC Star City, AR	Assistant/Student Pastor	N/A
Christa McCarthy	2018	Bachelor of Science in Professional Studies	N/A	N/A	N/A

		Elementary Education			
Ashlee Meyer	2018	Bachelor of Professional Studies Elementary Education	N/A	N/A	N/A
Stephen Sellers	(2017) 2018	Bachelor of Arts in Church Ministry Pastoral Studies	Champion Christian College	VP of Student Services	N/A
Caleb Simmers	(2009) 2018	Bachelor of Arts in Church Ministry Youth and Family Ministry	N/A	Youth Pastor	N/A
Lydia Vidanage	2018	Bachelor of Science in Professional Studies Elementary Education	Gospel Light Christian School	6th Grade Teacher	N/A
Cashel Wikle	(2013) 2018	Bachelor of Science in Professional Studies Secondary Education	North Carolina	Teacher	N/A

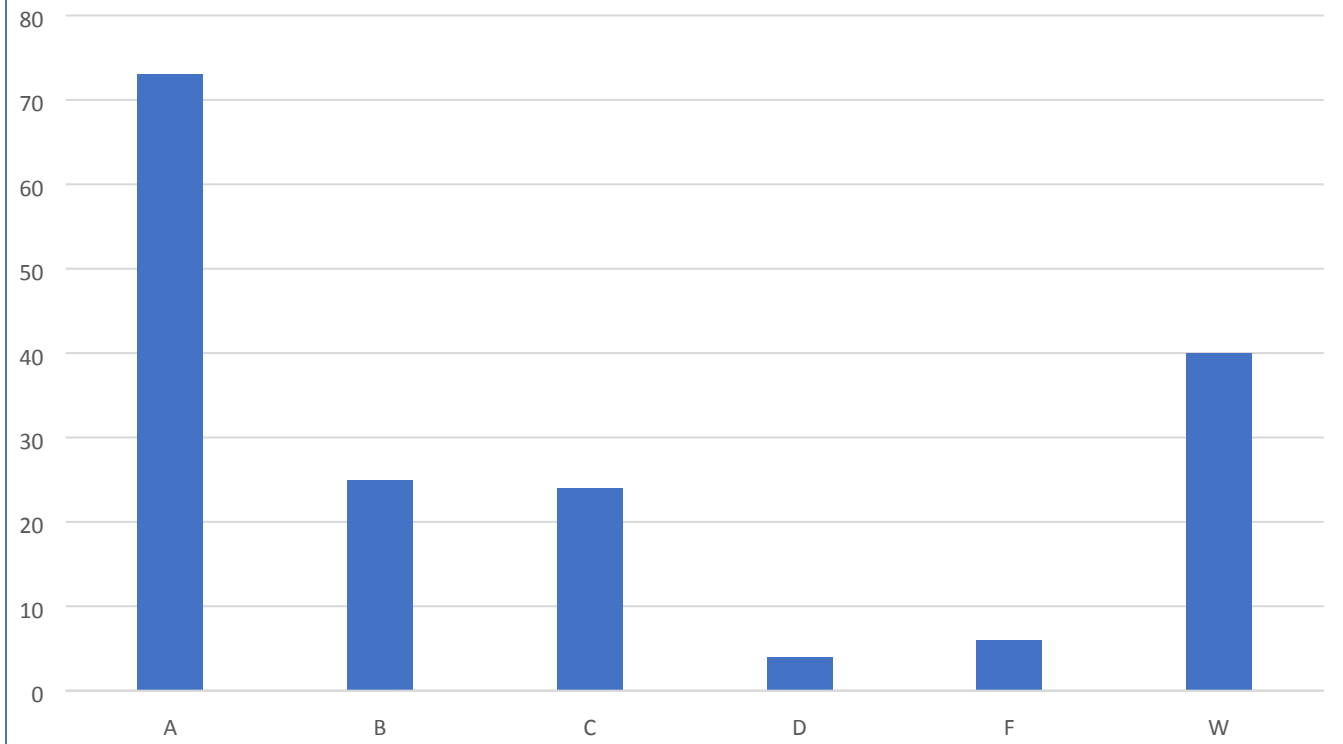
E. Demographic Analysis (Race, Gender, Age, County)

Fall 2017- Spring 2018	Race					
Gender	Black	Hispanic	Asian	White	Grand Total	Percent
Female	3	4	4	11	22	57.89%
Male	7	0	1	8	16	42.11%
Grand Total	10	4	5	19	38	100.00%
Percent	26.32%	10.53%	10.53%	50.00%	100.00%	

F. Grade Distribution (By Course) Analysis



Fall 2017 Summary Grade Distribtution Analysis

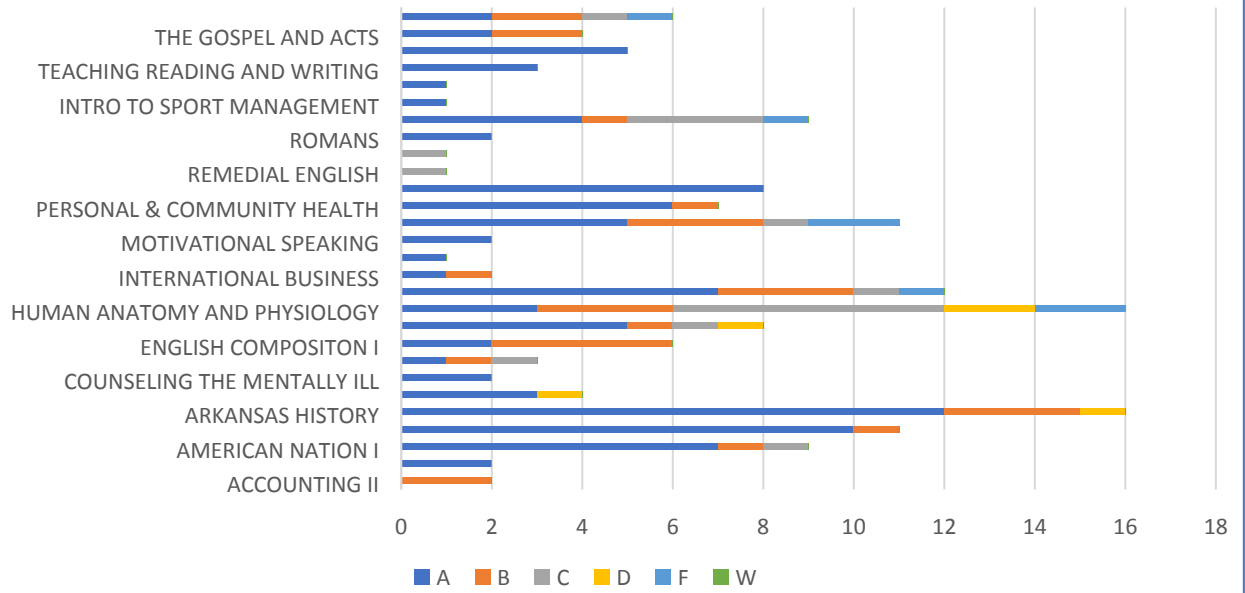


Fall 2017 Detailed Grade Analysis

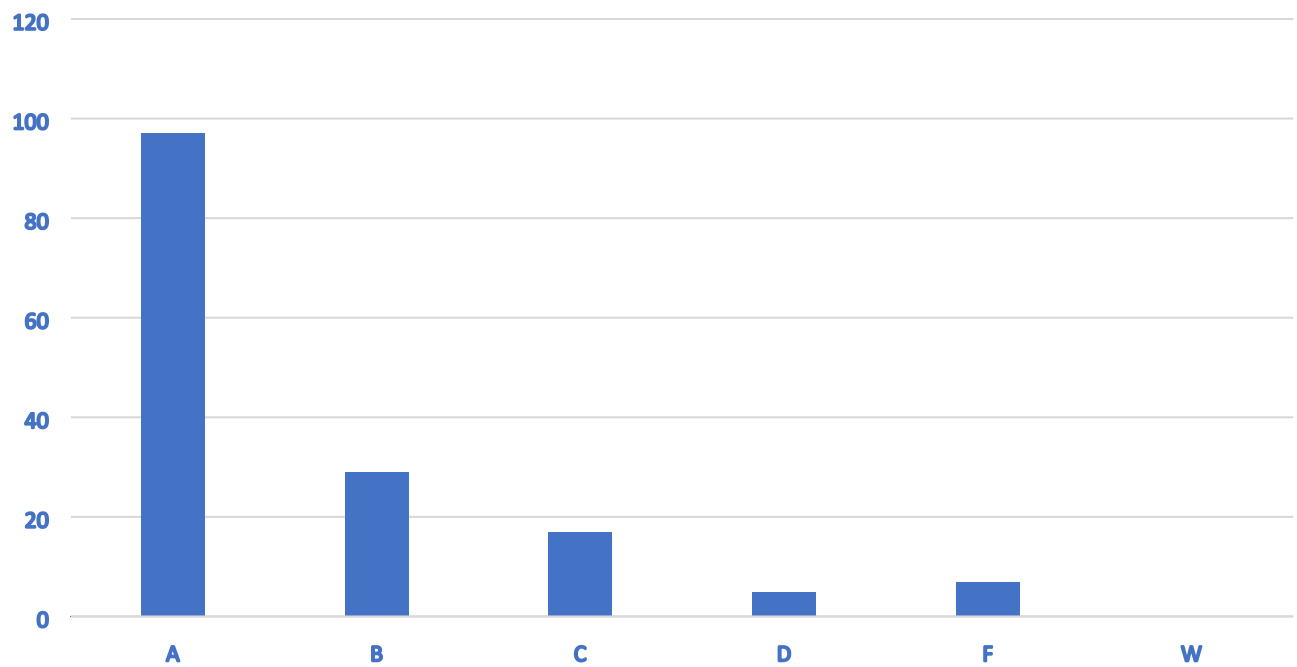
TITLE	A	B	C	D	F	W	GRAND TOTAL	GENERAL EDUCATION?
ACCOUNTING I	1					1	2	
AMERICAN NATIONAL GOVERNMENT	2		2				4	
BIOLOGY	3	4	2		1		10	YES
CHORALE	5					1	6	
COLLEGE ALGEBRA	1		3	1	1	1	7	YES
DANIEL & REVELATION	3	1					4	
EDUCATION SEMINAR	1						1	
ELEMENTARY SPANISH I	2	1	1	1			5	YES
ENGLISH COMPOSITION I	2	2	3			1	8	YES
ENGLISH FUNDAMENTALS	2	3	1		1	6	13	
EPISTLES	6					3	9	
FUNDAMENTALS OF SPEECH		2	1	1	2	1	7	YES
HERMENEUTICS	4		1				5	
INTERMEDIATE ALGEBRA			2		1	4	7	
INTRODUCTION TO MISSIONS	1	2					3	
KEYBOARDING	2						2	
MINOR APPLIED MUSIC- VOICE	1						1	

MUSIC APPRECIATION	2		1			1	4	YES
OLD TESTAMENT SURVEY	6	4	4			7	21	
PASTORAL COUNSELING	1						1	
PHYSICAL EDUCATION	1					3	4	
PRINCIPLES OF BUSINESS ORG & MGT		1					1	
PRINCIPLES OF COLLEGIATE SUCCESS	5	2	1			7	15	
PROBABILITY & STATISTICS			1				1	
READING FUNDAMENTALS	2	3	1	1		4	11	
TEACHING MATH	4						4	
TEACHING MUSIC/ART	4						4	
TEACHING SCIENCE	4						4	
TEACHING SOCIAL STUDIES	4						4	
THEOLOGY I	1						1	
WORLD LITERATURE	2						2	YES
YOUTH MINISTRY PRACTICUM	1						1	
GRAND TOTAL	73	25	24	4	6	40	172	

Spring 2018 Grade Distribution Analysis



Spring 2017 Summary Grade Distribution Analysis

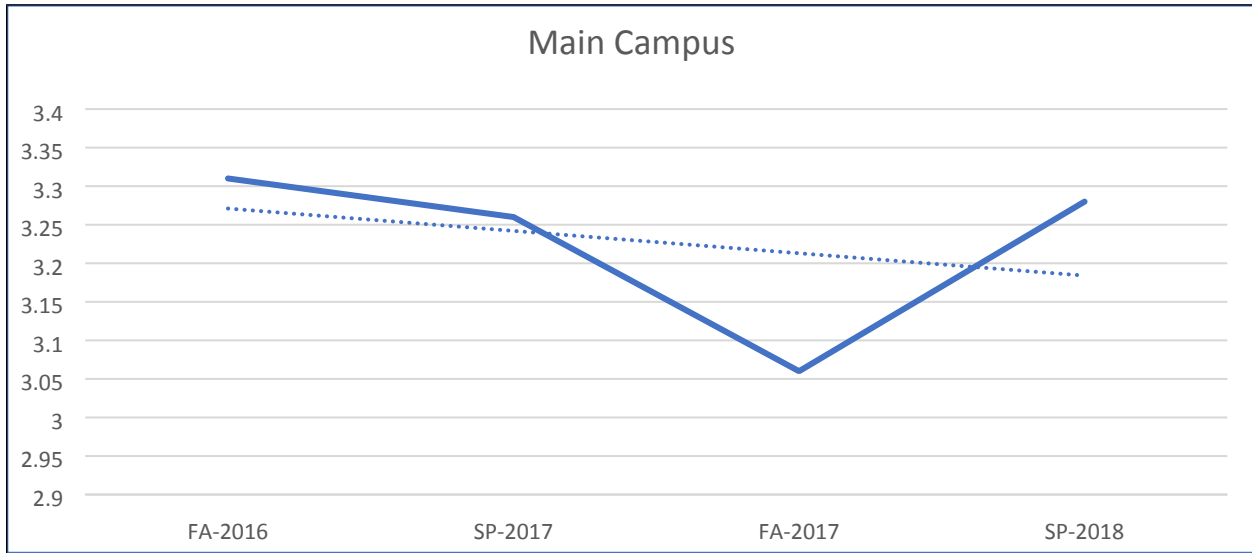


Spring 2018 Detail Analysis

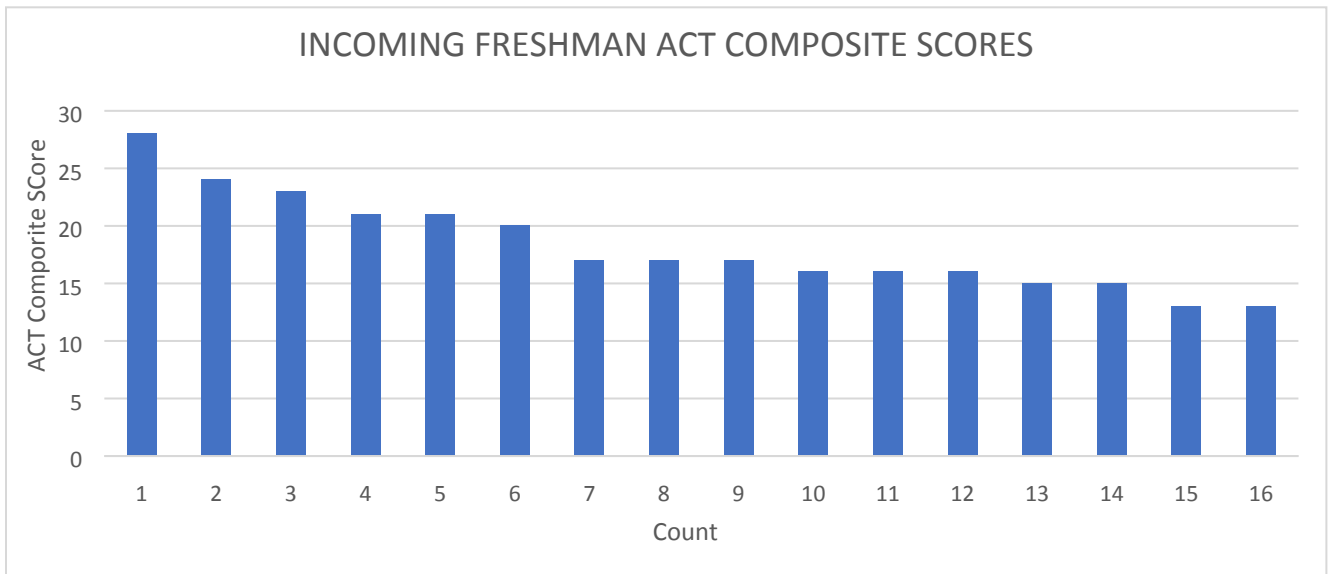
COURSE TITLE	A	B	C	D	F	W	GRAND TOTAL	GENERAL EDUCATION?
ACCOUNTING II		2					2	
ADVANCED ISSUES IN ADDICTIVE BEHAVIORS	2						2	
AMERICAN NATION I	7	1	1				9	YES
APOLOGETICS	10	1					11	
ARKANSAS HISTORY	12	3		1			16	YES
CLASSROOM ENVIRONMENT	3			1			4	
COUNSELING THE MENTALLY ILL	2						2	
ELEMENTARY SPANISH	1	1	1				3	YES
ENGLISH COMPOSITON I	2	4					6	YES
ENGLISH COMPOSITION II	5	1	1	1			8	YES
HUMAN ANATOMY AND PHYSIOLOGY	3	3	6	2	2		16	YES
INSTRUCTIONAL TECHNOLOGY	7	3	1		1		12	
INTERNATIONAL BUSINESS	1	1					2	
MINOR APPLIED LESSONS	1						1	
MOTIVATIONAL SPEAKING	2						2	
NEW TESTAMENT SURVEY	5	3	1		2		11	
PERSONAL & COMMUNITY HEALTH	6	1					7	
PRACTICAL WRITING	8						8	
REMEDIAL ENGLISH			1				1	
REMEDIAL READING			1				1	
ROMANS	2						2	
SPIRITUAL FORMATION	4	1	3		1		9	
INTRO TO SPORT MANAGEMENT	1						1	
STUDENT TEACHING	1						1	
TEACHING READING AND WRITING	3						3	
TEACHING THE EXCEPTIONAL LEARNER	5						5	
THE GOSPEL AND ACTS	2	2					4	
THE WORSHIPPING CHURCH	2	2	1		1		6	
GRAND TOTAL	97	29	17	5	7		155	

G. GPA Analysis

Term	Main Campus
FA-2016	3.31
SP-2017	3.26
FA-2017	3.06
SP-2018	3.28



H. Entrance Scores Analysis



NOTE: 5 total students with ACT score of 21 and above

NOTE: 11 total students with ACT scores of 20 and below

I. Transfer and Completion Rates

No data to currently report. Data will be tracked for the 2018-2019 Academic Year.

Board Evaluation

Purpose:

The main purpose for the Board of Trustees' survey is to gather information about how Champion has helped to prepare the Board members, received input from Board members, and educated and assisted Board members about becoming knowledgeable about the workings of the college. The survey asked Board members to rate their overall experience of Champion as regards to their participation in the administration of policies and procedures adopted by the Board. It is further designed to determine the connection between Board members and the faculty, staff, and students of Champion Christian College.

Objectives of the Survey:

1. To gather information on how Champion can improve in developing the members of the Board of Trustees' knowledge and information concerning the operations of the college.
2. To gather data and information to aid in making decisions for the quality of providing facilities, faculty, staff, administration, policies, procedures, and raising funds and awareness of Champion Christian College in the community.
3. Gather data and information for the purpose of assisting board members to self-evaluate their role and importance in the overall success of Champion Christian College.

Methodology:

The survey is sent via e-mail to all board members. The president's office sends this survey and receives the results.

Survey Results & Analysis

This summary involves the survey results received for the 2017-18 academic year. During 2017- 18, seven responses were received to the board self-evaluation form and the governing board survey.

The following are areas that scored 80% or higher:

1. Every Board member is aware of the Biblical foundations of Champion Christian College.
2. Every Board member has approved the Biblical foundation statement of Champion Christian College.
3. Every Board member is aware of Champion Christian College's core values.
4. Every Board member has approved Champion Christian College's core values.
5. Every Board member is aware of Champion Christian College's statement of faith.
6. Every Board member has approved Champion Christian College's statement of faith.
7. Every Board member is aware of Champion Christian College's Mission Statement.
8. Every Board member has approved Champion Christian College's Mission Statement.
9. Every Board member concurs that the mission statement reflects Champion Christian College's Biblical foundations.
10. Every Board member has had access to the mission statement in the Board manual.
11. Every Board member is aware of Champion Christian College's Christian philosophy of education statement.
12. Every Board member respects the statement of Christian Philosophy of Education.
13. Every Board member approved the Christian Philosophy of Education statement.
14. Every Board member acknowledges that the Philosophy of Education statement emphasizes Biblical patterns of intellectual, spiritual, physical, and social development.
15. Every Board member is aware of the ethical values and statements of Champion Christian College.
16. Every Board member is aware of Champion Christian College's Christian philosophy of education statement.
17. Every Board member respects the statement of Christian Philosophy of Education.
18. Every Board member approved the Christian Philosophy of Education statement.
19. Every Board member acknowledges that the Philosophy of Education statement emphasizes Biblical patterns of intellectual, spiritual, physical, and social development.
20. Every Board member is aware of the ethical values and statements of Champion Christian College.
21. Every Board member acknowledges that all substantive changes to Champion Christian College's policies, procedures, and programs are subject to the approval of the board.
22. Every Board member agrees that the Champion Christian College's annual operating budget is approved by the Board.
23. Every Board member acknowledges that the Board appoints the president.
24. Every Board member has received a copy of the Official Board Manual, known to a member and used to guide evaluations of the effectiveness of the board.
25. Every Board member acknowledges that the board maintains a policy document that provides guidelines for dissemination of the Board's Minutes of Meetings.
26. Every Board member acknowledges that the board meets at least twice a year.

27. Every Board member acknowledges that there is an Executive Committee that acts on behalf of the board between the regular meetings.

The following are areas that scored below 80% with recommendations:

1. The governing board ensures academic freedom within Champion Christian College's Biblical foundations, purpose, objectives, and philosophy. – 71.4%
 - a. Recommendation: Encourage each Board member to become more involved in the workings of Champion Christian College.
2. The governing board is regularly evaluated for performance effectiveness. – 71.4%
 - a. Recommendation: Encourage each Board member to become more involved in the workings of Champion Christian College
 - b. Recommendation: Prepare a survey to be completed by faculty and staff concerning their evaluation of the operation of the board.
 - c. Recommendation: Encourage members of the faculty and staff to attend and participate in Board members.
 - d. Recommendation: Complete the board self-evaluation form (7 responses).

The following are areas that scored 60% or higher:

1. Board members are frequently involved in establishment of policies.
2. Board members are aware of the official document that lists the duties and responsibilities of the Board.
3. There are no external groups or organizations that place undue pressure on decision making within the Board.
4. Board members are familiar with the faculty and employment policies.
5. Board members are aware of and fully support the mission and vision of the institution.
6. Board members financially support the institution and actively engage in fund raising.

The following are areas that scored below 60% with recommendations:

1. Some Board members did not receive the appropriate financial reports in a timely manner.
 - a. Recommendation: Ensure that each Board member is sent appropriate financial reports in a timely manner. Furthermore, each Board member should be required to acknowledge that they have received the financial reports.
2. Some Board members are not frequently involved in the establishment of financial priorities.

- a. Recommendation: Encourage each Board member to become more involved in the establishment of financial priorities of Champion Christian College.
3. Some Board members are not aware of the current Strategic plan.
 - a. Recommendation: Each Board member needs to be provided with a copy of the current Strategic plan.
4. Some Board members are not supplied with accurate information regarding the financial conditions and stability of the institution.
 - a. Recommendation: Ensure that each Board member is sent updated and accurate information regarding the financial conditions and stability of the institution. Furthermore, each Board member should be required to acknowledge that they have received the updated financial information.

President Evaluation

Purpose

The main purpose for the Annual Appraisal of the President's Performance and Effectiveness Survey is to gather information about how the president is communicating with the board on all levels regarding the institution. The survey asks the board to rate the overall performance and effectiveness of the president as to how he communicates the institution's accomplishments of goals; the president's leadership ability; and his concern for faculty, staff and students. In addition to that, it also includes how the president informs the board about community relations at Champion Christian College.

Methodology

The survey is sent via email to all board members at the end of the fall semester and after graduation in the month of May. The president's office sends the surveys and receives the results.

Survey Results & Analysis

For the academic year of fall 2017, there were six people who took the survey.

The following are areas that scored 80% or higher with meeting or exceeding expectations:

1. The president sets appropriate and realistic goals for advancing the college. 100%
2. The president communicates with the board regarding accomplishment of goals. 83.3%

3. The president provides leadership in developing, communicating, and implementing institutional goals. 100%
4. The president keeps the board informed on needs and operations of the college. 83.3%
5. The president supports board policy and actions to the college. 100%
6. The president is effective in allocating fiscal resources. 100%
7. The president is effective in developing strategies for sound fiscal management including securing alternative, financial resources. 83.3%
8. The president is effective in managing staff and building teamwork among colleagues. 100%
9. The president keeps current regarding trends and issues in higher education. 83.3%
10. The president keeps the faculty and staff informed on the business and actions of the board. 83.3%
11. The president promotes the climate of loyalty, respect, and high moral. 100%
12. The president encourages and facilitates employee's professional development. 83.3%
13. The president responds to issues of concern to faculty and is accessible to faculty and staff. 83.3%
14. The president communicates well with students. 100%
15. The president promotes an environment which nourishes individual student growth and achievement. 100%
16. The president assists faculty and staff in developing student leaders. 100%
17. The president puts students first and wants students to succeed. 100%
18. The president portrays a positive and professional image of the college. 100%
19. The president is active in community, life, and affairs. 100%
20. The president encourages partnerships with the community, business industry, and other educational institutions. 100%
21. The president works with businesses, corporations, and individuals to create new revenue sources for the college. 83.3%
22. The president works to increase funds generated by external grants and contracts. 83.3%

The following are areas that the president is responding to how the president's office can improve communication to the board:

1. President sets appropriate and realistic goals for advancing the college.
 - A. Response: The president will have a higher priority on devoting sufficient time and attention to the importance of financial, student recruitment, and community awareness goals that will advance the success of the college.
2. The president provides leadership in developing, communicating, and implementing institutional goals.
 - A. Response: The president will have more clarity in articulating the goals that the president desires to achieve by raising more

awareness and information through sending monthly emails with more detailed information of how the institution is accomplishing the goals that the president has set.

3. The president keeps the board informed on needs and operations of the college.
 - A. Response: The president will seek to develop a more seamless partnership with the board by increasing the communication needed to ensure that the board is informed on a more regular basis. This can be accomplished by better communication with administration, staff, and faculty, on their needs and then communicating with the board those findings.

4. The president is effective in developing strategies for sound fiscal management including securing alternative financial resources.
 - A. Response: The president will increase time spent to determine the total cost of major goals and priorities and then develop a more intense strategic plan that pays closer attention to more fundraising and strategically meeting with the board finance committee to strengthen fiscal management.

5. The president keeps the faculty and staff informed on the business and actions of the board.
 - A. Response: After each board meeting, the president will update the faculty and staff on any actions that the board implemented. It would also be a good time for the president to update the faculty and staff on other important information that may have been discussed in the board meeting.

6. The president responds to issues of concern to faculty and is accessible to faculty and staff.
 - A. Response: The president will intentionally set aside a block of time each week in the afternoon for faculty and staff to share issues of concerns with him.

Recruitment and Admissions

A. Analysis of the Recruitment Plan (planned vs. actual)

Recruitment Goals	Fall 2017	Spring 2018
Projected	20	20
Actual	23	19
% of target	115%	95%

B. (Targets vs. Actuals) Students, events/activities

Date of Event	Event/ Activity	Projected/ Target Goal	Actual Number of attendees	Number of contact cards completed	Number of students enrolled as a result of recruitment activity
July 2017	Teen Revolution Youth Conference (Pigeon Forge, TN)	20 contact cards	800	18	1
July 2017	Teen Revolution Youth Conference (Hot Springs, AR)	10 contact cards	250	9	0
September 2017 and February 2018	Mountain Pine High School visit	15 contact cards	29	24	5
September 2017	Christian Ministries Academy visit	7 contact cards	22	6	0
October 2017	Saline County Homeschool visit	4 contact cards	4	2	0
October 2017	District Court Homeschool visit	4 contact cards	18	4	0
October 2017	Citywide Trunk or Treat Event	5	5,000	5	0
November 2017	Breakaway Youth Conference (Hot Springs Village, AR)	5 contact cards	300	0 (but did generate interest and awareness)	0

December 2017	Hot Springs Christmas Parade	To generate awareness of CCC			
January 2018	Tournament of Champions	5	300	2	0
January 2018	Garrett Memorial Christian School visit	5 contact cards	24	12	1
February 2018	Lakeside High School visit	10 contact cards	400	10	0
February 2018	Hot Springs High School visit	10 contact cards	350	15	1
March 2018	Fountain Lake High School visit	10 contact cards	200	7	0
March 2018	Lake Hamilton High School visit	10 contact cards	400	13	0
March 2018	Lakepointe Church Youth Group Visit	5 contact cards	35	5	0
April 2018	Citywide Easter Event	To generate awareness of CCC	3,500	20	2
April 2018	Gospel Light Youth Group visit	5 contact cards	50	6	4
April 2018	Pleasant Hill Baptist Church Youth Group visit	5 contact cards	52	6	0
April 2018	Tiger Day (our campus college visit)	20 attendees	25	25 contact cards	12
May 2018	First Baptist Church of Star City	5 contact cards	20	5 contact cards	0

June 2018	Fort Bluff Camp	50 contact cards	1,500	50	0
July 2018	Teen Revolution Youth Conference Pigeon Forge, TN	10 contact cards	750	15	5
~11% of students enrolled as a result of the recruitment activities.				259	31

Analysis and Recommendations

The data shows some success in most areas and progress being made towards awareness of Champion. CCC is looking at how to further improve in the events that have shown success as well as assess certain, less successful recruiting events to decide whether or not Champion should continue to participate in said events.

Recommendations:

1. Maintain focus on events that are working and not participate in those events that have had very minimal success.
2. Expand outreach efforts: College Fairs, High School Visits, Campus Tours, Webinars, Online Tours
3. Reassess goals and create a plan- Champion recruiters must reassess current goals and create a new plan of action in order to have better success in recruitment.
4. Create applicant profile: Keep better track of students who have sent in an application, ACT scores or have filled out a contact card.
5. Improve on social media efforts, sending out emails or mailers to include deadline dates and important information.
6. Tracking outreach events: Maintain better records or look into getting software for admission purposes.
7. Work together with coaches in recruitment and expectations of enrollment and admission process.

Considerations:

Champion is a fairly new accredited college with financial aid being offered in the 2018-19 school year. In the fall of 2018, about 80% of our student body received some type of aid. We are working on improving awareness in the community that Champion is a four-year

Christian college. Champion also needs to help train and prepare our recruiters by providing training and more professional development in the area of recruitment.

Library and Learning Resources Analysis

Utilizing feedback from our student surveys, the college has revised its information resources, services, and technology required to support its mission. The assessment results and analysis have influenced the strategic, operational, and financial planning of the college learning resources. The college has allotted 30% of the total budget.

In addition to the data presented by student's survey 47 % of the students are satisfied with the learning resources, 23% are very satisfied, 23 are dissatisfied and 7% are very dissatisfied.

The college has put a plan in its strategic plan to renovate the library and move the computer lab to the first floor of the building. The goal is to strengthen the use of the college's learning resources by purchasing new computers and renovating both the campus library and computer lab.

A detailed list of the library holdings:

Dewey Number	Number of Volumes	Area
0 – 99	212	General Works
100-199	1,198	Philosophy, Psychology
200-299	17,491	Religion
300-399	2,091	Social Sciences
400-499	166	Language
500-599	154	Science
600-699	625	Technology
700-799	560	Arts and Recreation
800-899	992	Literature
900+	1,979	History, Geography
Total	25,468 Books	

Additional Holdings

Archive	817 Volumes
Audiovisual (Audio/CD/DVD)	609
Fiction	773
References	1,538
Serials	6,229
Youth	490
Biographies	667
Oversize Books	204
Total	11,327

Grand Total of Library Holdings = 36,795

EBSCO host online database

The following *products* are available as part of your subscription or purchase. Please click the links below to find product descriptions, title coverage lists and other pertinent information for each.

[Academic Search Elite](#)

EBSCO offers a variety of *interfaces* to view its databases and products. These are available to you through one or more of the following interfaces, described on EBSCO's support site.

[EBSCOhost Research Databases](#)

Library Resources	Active Full-text Journals and Magazine	Active Full-Text Peer Reviewed Journals
Academic Search Ultimate	10,021	9,017
Academic Search Complete	6,525	5,883
Academic Search Premier	3,226	2,844
Academic Search Elite	1,580	1,324

Student Course Evaluations

Purpose

The main purpose for the End of Course Evaluation is to gather information about the instructor, course, learning experiences, assignments, and overall class experience. The surveys help to guide and direct in decision making in order to improve faculty and curriculum.

Objectives of the Survey

1. To gather information on how Champion can improve in developing faculty member's pedagogy.
2. To gather data and information to aid in making decisions for course work and overall classroom experience.
3. Gather data and information for the purpose of assisting faculty member in improving areas that may need strengthening.

Methodology

The survey is sent out to students at the end of each semester. Each student has the opportunity to assess the overall class experience. Surveys are sent out via email and results are tabulated in the google form. The results are seen by the VP of Academic Affairs who then meets with the faculty member to shares the results. Areas of strength are discussed as well as areas of weakness. Discussion is made on how to improve areas of weakness.

Survey Results & Analysis

This summary involves the survey results received for the 2017-18 academic year. During 2017- 18, there were 60 students who responded to the survey. The summary of the results is below:

The following are areas that scored above a 70% or higher:

1. The instructor demonstrated good knowledge of the subject matter.
2. The instructor demonstrated enthusiasm about teaching the course material.
3. The instructor delivered the course material in a coherent and logical manner.
4. The instructor employed teaching aid such as illustrations to make the subject matter clear.
5. The instructor encouraged student participation such as asking questions and peer interaction
6. The instructor promoted an atmosphere of mutual respect
7. The instructor provided constructive feedback on assignments and tests
8. The instructor provided feedback in a timely manner
9. The instructor created office hours for consultation and advising
10. The instructor always facilitated the class well
11. The instructor was over all excellent in conducting the course
12. The course goals and objectives were clearly specified in the syllabus
13. The course requirements were clearly outlined in the syllabus
14. The assigned text books and course materials were relevant to the goals and objectives of the course
15. The assigned course materials were available
16. The course was well organized and flowed well
17. This course was helpful and relevant to my degree
18. This course will be helpful in my career
19. I am confident I now know more about this subject than before I took the class
20. Overall, I would rate this course as excellent with regard to content, design and structure
21. The assignments in this course enhanced my learning experience
22. The assignments were relevant to the course goals and objectives
23. The assignments and assessments for this course were included in the syllabus
24. The grading rubric(s) for assignments and assessments were clearly outlined
25. The instructor allocated reasonably adequate time for the assignments
26. The number of assignments was appropriate

27. The instructor returned tests and assignments in a timely manner
28. Overall, the assignments and assessments for this course were appropriate

The following are areas that scored below 70% with recommendations:

1. The instructional methods employed facilitated my learning
 - a) Recommendation: Provide faculty with professional development to help improve this area for students.

Overall students scored classes well above the 70% mark.

Fiscal Affairs

A. External Audits

Champion Christian College has retained a Certified Public Accountant to conduct the annual yearly audit as required in the Board of Trustees By-Laws and Policy Manual. All reports are compiled in accordance with GAAP (General Accepted Accounting Principles) standards.

The College has the 2017-2018 audit which shows the financial activity for the past fiscal year (July 1–June 30). The external audit is conducted using the net assets model which is in accordance with the policies and procedures provided by the American Institute of Certified Public Accountants (AICPA). The 2017-2018 audit demonstrates adequate finances to support the institutional mission and programs. *See 2017-2018 Audit Attached*

Performance Evaluations

Performance Evaluations are done on a yearly basis for all administration. The overall purpose of the evaluation is to show how the employee is performing. A copy of the results is placed in the employees file. Performance evaluations for the administrative and support staff the 2017-2018 academic year were completed December 2017. Faculty evaluations were completed Spring 2018 by their Vice-President of Academic Affairs. The results are at or above expectations for all employees.

Evaluator	Person to Evaluate
President Eric Capaci	Shane Robertson, EVP
Executive Vice-President, Dr. Moody	Claudia Kemp, VP of Academic Affairs
VP of Academic Affairs, Claudia Kemp	Digna Wilkie, Registrar, Admissions
Digna Wilkie*	Stephen Sellers, VP of Student Services
Digna Wilkie*	Tiffany Capaci, Recruiter, Admissions

NOTE: (*) Based upon the 2017-2018 organizational chart.

Employee Satisfaction (Faculty & Staff Survey)

Purpose:

The main purpose for the faculty and staff satisfaction survey is to gather information about how content or satisfied the faculty and staff are with their place of employment. The feedback provided will help to provide an atmosphere of ownership and responsibility and help guide decisions that affect the staff and faculty.

Objective of the Survey:

1. To gather information on how to improve overall satisfaction.
2. To gather data to aid in making decisions that affect staff and faculty.
3. To gather data for the purpose of helping the staff and faculty retention.

Methodology:

The survey is sent via email to all staff and faculty at the end of each school year. The academic office sends the survey and receives the results.

Survey Results & Analysis

The academic year of 2017-18 there were 12 people who took the survey. 58% were employed in academic affairs, 16% in student services, 8% in athletics, recruitment, & administrative.

The following are areas that scored 80% or higher:

1. Supportive climate - 87%
2. Trust among colleagues - 87%
3. Cooperation & mutual support - 93%
4. Treated as a valued member - 87%
5. Freedom & responsibility to carry out job expectations - 93%
6. Display of Champion's values - 100%
7. Atmosphere or improvement - 75%
8. President & management are approachable - 100%
9. Believes that what they do makes a difference - 100%
10. Their work helps to fulfill mission - 100%
11. Would recommend others to attend Champion - 87%

2017-18 Findings from the survey showed that Champion fosters an atmosphere of collaboration and over 80% of all employees feel happy and satisfied working here.

The following are areas that scored at or below a 60% with recommendations:

1. Treated as a valued member of the college - 66%
 - a. Recommendation: Ensure that faculty and staff have more ownership of work and are a part of committees that help to serve make decisions.

2. Atmosphere of work and improvement - 60%
 - a. Recommendation: Provide to faculty and staff areas that have been improved and show assessment results.
3. Would recommend others to work at Champion - 67%
 - a. Recommendation: Ask faculty and staff to give feedback as to what would make Champion a better place to work.
 - b. Recommendation: Provide better compensation.

Student Services

A. Co-curricular analysis/engagement (participation in student activities)

Fall 2017- Spring 2018 Academic Year

EVENT	DATE	SUMMARY	ATTENDANCE	PERCENTAGE OF STUDENT BODY
Outdoor Movie Night	09/10/2017	Students watch a movie on an outdoor screen. Concessions are for sale as a fundraiser to the student life account.	20	54%
Champion Trunk or Treat	10/28/2017	Students are invited to take part in a community event where they can dress up and hand out candy to the public while decorating their vehicle's trunks.	15	41%
Ignite Dia de los Muertos Activity	10/31/2017	Ignite, a Gospel Light Baptist Church college student ministry, had a get together at the Ignite Pastor's house	30	81%
Outdoor Movie Night	11/05/2017	Students watch a movie on an outdoor screen. Concessions are for sale as a fundraiser to the student life account.	20	54%
Stomp Out Hunger	11/2017	Students participate in a community wide outreach activity to	15	41%

		feed hungry and less fortunate families		
Hot Springs Christmas Parade	12/2017	Students decorate a float and walk down town Hot Springs while handing out candy and wishing the community a <i>Merry Christmas</i>	25	68%
Super Bowl Party	02/04/2018	Students were hosted by a local staff member to enjoy snacks and watch the super bowl	40	87%
MAD House Dessert Competition	02/24/2018	MAD House, a ministry of Gospel Light Baptist Church, hosts a community wide fundraiser to sell desserts. Students participated by supporting and helping assist.	10	21%
Spirit Week	03/12/2018	Students celebrate school pride by participating in activities that include dressing up, the school spirit gnome, and other school related activities. Usually the week kicks off the final basketball home game of the year.	45	98%
Food Truck Fundraiser	04/17/2018	Students participate in serving the community	15	32%
Spring Banquet	04/16/2018	Students formally dress up for a themed evening and dinner catered.	40 Students 15 staff & faculty	87%
Sports Banquet	04/16/2018	Student athletes formally are handled awards for their accomplishments athletically	45 students 10 staff & faculty	98%

Garland County Employee Picnic	04/28/2018	Students participated in serving Garland County officials at a picnic at a local park. Service opportunities included helping kids on the rock-climbing wall, various relay games, and serving food.	10	22%
Chick-Fil-A Spirit Night	05/11/2018	Students participated in serving guests at Chick-Fil-A. Responsibilities and service opportunities include running trays to tables, refilling drinks, and cleaning tables.	15	33%

B. Chapel Attendance

Chapel is an integral part of student life at Champion Christian College. Here is where students will hear and learn about God’s word and hear testimonies and encouragement. Students have the opportunity to listen to various speakers throughout the year. Many of the speakers are local pastors, lawyers, judges, and community leaders. Attendance is required for all students. A staff member will place the sign-in sheet and will monitor students during this time. The sheet is then collected by the assigned staff member. Each student must sign-in at the designated area in the auditorium.

Semester	Percentage (90% or more of Chapel Offerings)
Fall 2017	67%
Spring 2018	74%

Student Satisfaction (All Divisions and Units)

A. Champion Survey

Purpose

The main purpose of the student survey is to gather information about how well Champion is doing in fulfilling its mission of preparing students academically, physically and spiritually.

Objectives of Survey

1. To gather information on how to improve overall satisfaction.
2. To gather data to aid in making decisions that affect students.
3. To gather data for the purpose of helping the student retention.

Methodology

The survey is sent via email to all students at the end of each school year. The student service office sends the survey and receives the results.

Survey Results & Analysis

In Fall 2017 there were 8 people who took the survey.

The following are areas that scored 70% or higher:

1. Acknowledge biblical foundation statement -75%
2. Statement of faith- 87%
3. Mission statement- 100%
4. Acknowledge ethical values- 75%
5. Courses strengthen Christian values- 75%
6. Courses prepare for global leadership- 87%
7. Atmosphere conducive for nurturing Christian faith 87%
8. Evaluate instructors-87%
9. Handbook explained at orientation-87%
10. Handbook provides procedures for adding/dropping course, policies, and withdrawal- 100%
11. College has a published catalog-75%
12. Catalog has policies, calendar, credit transfer- 75%
13. Catalog has a non-discrimination policy-87%
14. Students have access to faculty advisement-100%
15. Counseling office-100%

The following areas scored at or below a 60%:

1. Acknowledge & respect Christian philosophy of education- 62%
2. Satisfied with services provided - 50%
3. Equipment for students are in good working condition- 67%
4. College has a clear credit transfer policy - 62%

SPRING 2018: In Spring 2018 semester, there were 27 people who took the survey. 59% were female and 40% were male. 74% were White/Caucasian, 11% African American, and 11% Hispanic. 59% were full-time students and 40% were part-time. The majority of

students were education majors at 55% and sport management was 22% and 18% were enrolled in Christian ministries.

The following areas scored 70% or higher:

1. Would recommend others to attend- 100%
2. Acknowledge and respect Champion's Christian values and standards- 92%
3. Courses strengthen Christian faith- 92%
4. Evaluate instructors- 96%
5. Handbook was explained at orientation- 74%
6. Has a published catalog- 74%
7. Catalog has academic procedures and fees- 96%
8. Programs are tailored to develop students- 100%
9. Students records are obtained in a timely manner- 96%
10. Faculty advisement- 92%
11. Opportunities for spiritual, social, moral and physical development- 96%
12. Students sign a code of conduct- 85%
13. Orientation is provided- 88%
14. Provides opportunities for mission and community outreach- 92%
15. Overall satisfied- 92%
16. Students evaluate the scope and effectiveness-89%

The following are areas that scored at or below a 60%:

1. Academic advising - 59% very satisfied or satisfied
2. Admission- 66% very satisfied or satisfied
3. Chapel services- 66% very satisfied or satisfied
4. Computer lab- 51% very satisfied or satisfied
5. Technology- 63% very satisfied or satisfied
6. Library services- 55%- very satisfied or satisfied
7. Student organizations- 55% very satisfied or satisfied
8. Plan to return next academic year- 59%

After reviewing and analyzing the data the following areas need to be improved:

- Technology, computer services, library services, business office, admission and academic advising. Overall, there was a drop-in student satisfaction from year fall 2017 to fall 2018 semester.

B. Student Focus Group Summary Analysis

Dormitory / Resident Life	<ul style="list-style-type: none"> • Eliminate room check to once a week • Some students upset over fines for little things • New washer was such a blessing! • Wi-Fi is slow at times • Mattress aren't horrible but could use an upgrade. • Need to get stuff fixed in the dorm rooms in a timely manner
Cafeteria	<ul style="list-style-type: none"> • Better assortment of salad bar or healthy option • Mrs. Vicky is amazing
Misc. Comments	<ul style="list-style-type: none"> • Desire for curfew to be extended • At least allowing students to be in computer lab/commons area past 10:30 as long as they are on campus
Lobby upkeep	<ul style="list-style-type: none"> • Decorations • Paint • Couches • New carpet
Off-Campus Engagement	<ul style="list-style-type: none"> • Email (off-campus students have no idea what's going on)
Activities	<ul style="list-style-type: none"> • There haven't been enough/what activities? • More Open Gym nights (weekly?) • Weekly activities that people are aware of • Outdoors- hiking, flag football, kickball night
Spiritual Opportunities	<p>What CCC is doing well:</p> <ul style="list-style-type: none"> • Being able to teach in C4C • Small Groups • On campus bible studies iv. Celebrate Recovery • Bus Ministry • Teen Rev <p>Ideas for improvement:</p> <ul style="list-style-type: none"> • Monthly prayer meeting • Mission Trips (small, other states or cities) • Partner with another college or church to go out into the community
Chapel	<p>What CCC is doing well:</p>

	<ul style="list-style-type: none"> • Moving the time is well liked • Moving to the choir room is well liked • Overall, love the music <p>Ideas for Improvement</p> <ul style="list-style-type: none"> • Sing a song before every chapel • Allowing more people to be involved with the music • High Schoolers being in there is great, but they need A LOT more supervision (more teachers, sitting in the rows with them)
Administration	<p>Enrollment</p> <ul style="list-style-type: none"> • No information provided to people who ask for it <p>Academic Advisement</p> <ul style="list-style-type: none"> • More professional about meetings, text messages, phone calls, emails, assignments, etc. • In the past, no idea what classes were needed. No list of what is required for major • Organization <p>Student Services</p> <ul style="list-style-type: none"> • Establish a stronger policy for excused absences (chapel) • More understanding of absences/expanding reasons for excuses (family members sick, court trials, family related issues) • One faculty member telling you one thing and another faculty member telling you the exact

Analysis: Student services makes every effort to provide students with the best possible college experience. After meeting with student focus group, these recommendations are suggested to improve student life:

1. Upgrade mattresses in dorms
2. Provide a healthier option for lunch and dinner
3. Extend curfew
4. Find a means to communicate with off-campus about pertinent information
5. Provide more activities
6. Provide more community outreach ministries
7. Improve academic advising to ensure students know classes require for his/her degree completion
8. Faculty need to communicate the same policy for attendance.

Senior (Graduating Survey)

Purpose

The main purpose for the senior survey is to gather information about how Champion has helped to prepare the senior for the workforce and/or graduate school. The survey is sent via email to seniors in the spring semester from the academic's office.

Methodology

The survey is sent via email to all seniors at the end of each spring semester. The academic office sends the survey and receives the results.

Survey Results & Analysis

There were 6 responses to the survey. All six responses pursued a BS in Professional Studies.

The following areas scored 60% or higher:

1. Learn to think and reason- 100%
2. Think objectively about other beliefs, attitudes, and values- 83%
3. Speaking more effectively- 83%
4. Meet the goals that they came here to achieve- 100%
5. Would recommend the college- 100%
6. Supportive of men and women- 83%
7. Motivated them-100%
8. Welcomes and uses feedback from students- 66.7%
9. Developed a Christian worldview- 100%
10. Strengthen intellectual growth- 100%
11. Spiritual growth- 100%
12. Relational growth- 100%
13. General education core- 83%
14. Availability of faculty for office appointments- 83%
15. Quality of academic advising- 83%
16. Class size- 83%

The following are based on Satisfaction Results lower than 60%

1. Improving my writing skills- 50%
2. Developing research skills- 50%
3. Using technology- 50%
4. Technology resources- 50%
5. Resident housing- 50%
6. New student orientation- 50%
7. Library and learning resources- 33%

Champion Christian College seeks to continue to improve. In order to improve students writing skills and research skills a writing rubric has been implemented for the upcoming school year. Technology and technology resources have been improved with a better WIFI connection and the use of EBSCO research database for students. EBSCO has over 9,000 professional journals and magazines accessible to all Champion students.

Student orientation needs to be improved for all incoming freshman and new students. The following are recommendations:

1. Provide individualized Academic advising for new students.
2. Provide a financial session with Jeff Manthe, Financial Aid Director.
3. Provide a question and answer panel with all the administration for parents.
4. Provide a social activity for all new students.

Alumni

Purpose

The main purpose for the alumni survey is to gather information about how Champion has helped to prepare the student for career advancement opportunities and/or graduate school. The survey asks the students to rate the overall experience of Champion, quality of instruction, spiritual growth, cost of program, location of school, ministry & outreach opportunities.

Objectives of the Survey

1. To gather information on how Champion can improve in developing students for the work place and/ or graduate schools.
2. To gather data to aid in making decisions for the quality of instruction provided to students.
3. To gather data for the purpose of helping students spiritually.

Methodology

The survey is sent via email to all graduate students at the end of each spring semester. The President's office sends the survey and receives the results.

Survey Results & Analysis

The academic year of 2017-18 there were 5 people who took the survey.

The following are areas that scored 80% or higher:

1. The degree earned increased career advancement opportunities. -80%
2. Preparation for the job market place- 100%
3. Spiritual Experience- 100%

4. Developed leadership skills- 100%
5. Professional network- 80%
6. Social network- 80%
7. Recommend Champion to a friend- 80%
8. Cost of program-100%

The following are areas that scored below at or below a 60% with recommendations:

1. Quality of instruction- 60%
 - a. Recommendation: Ensure that faculty is qualified and that the academic rigor is standard to higher education.
2. Institution reputation
 - a. Recommendation: Marketing Champion to make the institution more recognizable.
3. Location of school
 - a. Recommendation: In the future, expand the campus by obtaining more facilities.
4. Scholarships
 - a. Recommendation: Find donors and grants so that students have more scholarship opportunities.
5. Opportunities for missions or community outreach
 - a. Recommendation: Make sure students are aware of the current opportunities available to them and provide more community outreach or missions trips.
6. Program offerings
 - a. Recommendation: Strengthen program offerings and add more in the future.
7. Career counseling
 - a. Recommendation: Provide career counseling to students to prepare them for career opportunities.

Physical Plant & Security

A. Safety Reports (Incidents & Drills)

B. Maintenance Reports

Fire and Alarm Sprinkler Inspection

C. Inventory List

Item/Description	Quantity
Rectangular Tables	8

Circular Tables	5
Office/ Teacher Desk	3
Student Desk	28
Metal Folding Chairs	24
Student Chairs/Misc. Chairs	52
Book Shelves	7
Television	1
Computer	1
Filing Cabinet	3
Blue Benches (gym seating)	6
Bleachers	13
Basketball Goals	12
Punching Bags	3
Trash Cans	26
Fire Extinguishers	5
Sinks	14 (1 utility, 10-bathroom, 3 kitchen)
Toilets	8
Urinals	5
Shower Heads	5
Food Warmers	2
Popcorn Machine	1
Microwave	2
Snow Cone Machine	1
Refrigerators	2
Ice Machine	1
Portable Cooler	1
Grill	1
Ping Pong Table	1
Air Hockey Table	1
Foosball Tables	2
Dry Erase Boards	2
Telephones	3
Office Storage Unit/Shelving	3
Copy Machine	3
Wall-Mounted Single Bench Bleachers	3
Storage Rack	2
Over Head Projector	1
Cafeteria Booth Benches	10 (5 sets of two with a table top per set)
Mower	1
Weed Eater	1
Washing Machine	1
Dryer	1
Ball Racks	5
Industrial Fans	2
Wrestling Mats	4

Speakers	2
Mini Student Chairs	13
Maroon Cushioned Chairs	15
Chairs with built in desk top	2
Dollies	3
Emergency Defibrillator	1
Ladders	2
Water Fountains	4
Postal Machine	1
Volleyball Referee Stands	2
Pitching Machines	5
Baseball Helmets	Approximately 75
Baseball Bats	30
Baseball Cleats	42 Pairs
Score Board Clocks	8
Gum Ball Machine	1

Institutional Core Publication, Policies and Materials Review

Every academic year, the institution must review its publications, manuals, policies and procedures to ensure the timeliness and relevance of information published to all the institution's constituencies. The process, which is referenced in the Institutional Assessment Plan, is designed to solicit feedback and participation from all divisions to ensure that the information published accurately reflects the institution's governing policies and procedures. Each publication and manual are assigned to a lead reviewer who is responsible for the following:

1. Facilitate the process of compiling updated policies and procedures.
2. Update the publication and/or manual, accordingly, with the proposed changes and modifications.
3. Summarize the proposed changes and modifications using the "Publication Review Form" (located in the Institutional Assessment Plan). *See institutional change forms in appendices.*

Publications / Policies /Procedures	Area/Division Responsible	Board Approval Date
Student Handbook	VP of Student Affairs	September 5, 2018
Recruitment Plan	VP of Student Affairs	September 5, 2018
Academic Catalog	VPAA, Registrar & Coordinator of Institutional Effectiveness and Assessment	September 5, 2018
Emergency Policy and Procedure Manual (Critical Incident Management Plan)	VP of Student Affairs	September 5, 2018
Faculty and Staff Handbook Manual	VP of Academic Affairs	September 5, 2018
Board of Trustee Manual	President & Board of Trustees	September 5, 2018
Philosophy of Education; Biblical Foundations and Statement of Ethical Values and Standards	President	September 5, 2018
Assessment Plan	Registrar & Coordinator of Institutional Effectiveness and Assessment	September 5, 2018
Strategic Plan	Executive Vice President	September 5, 2018
Policies and Procedures Manual	VP of Academic Affairs	September 5, 2018

Appendices

- A. Appendix: Program Evaluation (Professional Studies and Church Ministries)
- B. Appendix: Board Evaluation
- C. Appendix: 2017-2018 Fiscal Year Audit
- D. Appendix: Employee Satisfaction
- E. Appendix: Student Satisfaction Survey
- F. Appendix: Graduating Senior Survey
- G. Appendix: Alumni Survey
- H. Appendix: Fire Drill / Incident Reports
- I. Appendix: Maintenance Reports
- J. Appendix: Institutional Change Forms