



Annual Institutional
Effectiveness Report
2019/2020

Introduction

This report provides an overview of data in select areas of Heartland Christian College (HCC). HCC is a two-year Bible College designed to help students know God more, gain a sound biblical foundation, establish a Christian worldview, and prepare for their next step in life.

Mission: Our mission at Heartland Christian College is to equip and prepare students to be servants of Jesus Christ, lifelong learners, and effective workers in local churches and communities around the world.

Vision: Heartland Christian College is committed to providing affordable, quality biblical higher education in the context of a community of local and international learners striving for spiritual growth, discipleship, and preparation for life.

In spring 2020, the United States, along with much of the world, experienced a Covid-19 pandemic. For HCC, this resulted in months-long stay-at-home orders for all students, faculty and staff, all classes moved to online, all campus areas closed, and much disruption in the spring semester. Due to this unexpected complication, many spring assessments were unable to be fully completed. This Report reflects the assessment disruption.

Student Information

Enrollment

Year	Headcount	Full-Time	Part-time	FTE
Fall 2015	37	12	25	24
Fall 2016	41	14	27	25
Fall 2017	39	15	24	25
Fall 2018	38	23	15	27.75
Fall 2019	40	15	25	25.17

Graduation Rate

Average GPA

Entering Cohort	Rate			Year	GPA
2014	20%			2015/2016	3.02
2015	100%			2016/2017	3.20
2016	100%			2017/2018	2.75
2017	86%			2018/2019	3.13
2018	71.4%			2019/2020	3.07

Faculty/Staff/Administration

Academic Year	Faculty #	Staff #	Admin. #	Teaching Admin.
2017/2018	6	11	3	1
	Full time 2	Librarian	President	Academic Dean
	Part time 1	Part-time Librarian	Academic Dean	
	Adjunct 3	Aide (3)	Dean of Admin./	
		Office	Dean of Students	
		Registrar/Enrollment/		
		Recruiter		
		Administrative Aide		
		Building Engineer		
		Part-Time Custodian		
		(2)		
		Part-Time Front		
		Desk Receptionist		

2018/2019	4 Full time (1) Adjunct (3)	15 Librarian (1) Part-time Librarian Aide (3) Office (2) Registrar (1) Enrollment/ Recruiter (1) Administrative Aide (1) Building Engineer (1) Part-Time Custodian (2) Food Services Supervisor (1) Part-Time Cook (2)	5 President Academic Dean Dean of Admin./ Dean of Students Assist. Dean of Students Assist. Dean of Administration	3 Academic Dean Assist. Dean of Administration Assist. Dean of Students
2019/2020	4 Full time (1) Adjunct (3)	12 Library Head Librarian (1) Part-time Aide (2) HCC Office (1) Registrar (1) Enrollment (1) Recruitment (1) Bldg. Engineer (1) Part-time custod. (2) Food Services Supervisor (1) Part-Time Cook (2)	5 President Academic Dean Dean of Admin./ Dean of Students Assist. Dean of Students Assist. Dean of Administration	4 President Academic Dean Assist. Dean of Administration Assist. Dean of Students

Academic Programs

Associate Degree in Biblical Studies

This is a two-year academic program with an area of concentration in Education, Missions, Worship Arts, or Interdisciplinary Studies. Graduating students must successfully pass and complete all requirements for a minimum of 64 credit hours.

Overview of Program Assessment Results

- **Objective 1: Students will exhibit a general knowledge and basic understanding of the Bible**

This objective is measured by 3 tools, each with a pre-test and a post test. In 2019/2020 the objective was met for each of the 3 tools, therefore **this objective is met.**

Bible Content Test

Strong/Reliable/Objective tool; Online testing and data is very beneficial; the original objective was met by students increasing their raw pre-test/post-test scores by a group average of 16.2 points.

Objective is an average increase of 15 raw score points

Academic Year	# of Students Testing	Average Increase (Pts)
2015/2016	Graduating Certificate in Biblical Studies students did not take this pre/post test	
2016/2017	8	20
2017/2018	3	27.3
2018/2019	7	21.5
2019/2020	14	16.2

New Testament Pre/Post Tests

Objective tool that was revised last year. The expectation was changed to an average of 10% growth between pre-test/post-test. New Testament Pre/Post test was successfully administered to 9 students. Average increase per student was 21.66%. The stated goal was an average of 10% growth. **Objective was met.**

Old Testament Pre/Post Test

Objective tool that was revised last year. The expectation was changed to an average of 10% growth between pre-test/post-test. Old Testament Pre/Post Test was successfully administered to 4 students. Average increase per student was 27.67% growth. Stated goal was an average of 10% growth. **Objective was met.**

Historic Objective is an average increase of 15 raw score points

Course	Academic Year	# of Students Testing	Average Increase In Raw Score
New Testament	2015/2016	10	13.9 average increase in raw score
	2016/2017	Test was not administered	N/A
	2017/2018	10	8.7 (46.22%)
	2018/2019*	17	21.5 (47.35%)
Old Testament	2015/2016	9	21 point increase
	2016/2017	Test was not administered	N/A
	2017/2018	8	18.75 (42.97%)
	2018/2019*	15	8.33 (18.36%)

*Exam was revamped, including the number of questions

Current Objective is an average increase of 10%

Course	Academic Year	# of Students Testing	Average Increase In Raw Score
New Testament	2019/2020	9	21.66%
Old Testament	2019/2020	4	27.67%

Exit Survey

Good tool normally administered online to students graduating with an Associate Degree in Biblical Studies. Responses are on a 5-point scale from Strongly Agree to Strongly Disagree. The question that students respond to is "I am satisfied with my general knowledge and basic understanding of the Bible."

Due to disruptions from Covid-19 in spring 2020, **the Exit Survey was not administered**

Objective is 80% at least "Agree"

Academic Year	# of Students Surveyed	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% that at least "Agreed"
2014/2015	3	1	2				100%
2015/2016	2	2					100%
2016/2017	9	4	5				100%
2017/2018	3	1	2				100%
2018/2019	8	4	4				100%
2019/2020	No data due to Covid-19 complications						

➤ **Objective 2: Students will utilize foundational academic skills**

*This objective measures use of foundational academic skills in Oral Communication, Writing, Reading, and Financial Stewardship. For 2019/2020, there was an inability to use several of the measurement tools due to Covid-19 disruptions. **Insufficient data.***

Oral Communication Skills: *1 of 3 measurement tools (speech feedback form) was completed and met the objective; the remaining 2 measurement tools were interrupted due to Covid-19 complications (chapel feedback form, exit survey); Data is insufficient*

Writing Skills: *Neither the Student-chosen paper nor the Exit Survey were completed due to Covid-19 interruptions. Data is insufficient*

Reading Skills: *1 of 3 measurement tools (Article Review Rubric) was completed and considered to meet the objective. The remaining 2 measurement tools were interrupted due to Covid-19 complications; Data is insufficient*

Financial Stewardship: *Neither the budget formation tool nor the exit survey were completed due to Covid-19 interruptions; Data is insufficient*

Oral Communication Skills

Speech Feedback Forms: These were forms with which the Instructor analyzes whether she can clearly identify the topic and speaker stance of student speaker's persuasive speeches. **Objective was met.**

Objective is at least 80% clearly identified

Academic Year	# with clear Identification	# without clear identification	% of Success
2015/2016	Data Not Available		
2016/2017	7	0	100%
2017/2018	9	0	100%
2018/2019	16	0	100%
2019/2020	4	0	100%

Chapel Feedback Forms: Good historic tool but inability to use it due to Covid-19 disruptions.

Insufficient data.

Objective is that 80% at least agree

Academic Year	# that at least 80% of audience at least agree that they have good speaking skills	# that less than 80% of audience at least agree that they have good speaking skills	% of Success
2015/2016*	1	1	50%
2016/2017	4	1	80%
2017/2018	3	0	100%
2018/2019	5	4	55.6%
2019/2020	No data due to Covid-19 complications		

*Results based on Certificate students and not used for historical comparisons

Exit Survey: Good tool that is administered online to students graduating with an Associate Degree in Biblical Studies. Responses are on a 5-point scale from 'Strongly Agree' to 'Strongly Disagree.' The question that students respond to is "I was given opportunity to utilize good oral communication skills during my HCC experience." Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that 80% at least agree

Academic Year	# of Students Surveyed	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% that at least "Agreed"
2015/2016*	2	2					100%
2016/2017	9	5	4				100%
2017/2018	3	3					100%
2018/2019	8	6	2				100%
2019/2020	No data due to Covid-19 complications						

*Results based on Certificate students and not used for historical comparisons

Writing Skills

Formal Paper: Graduating students choose a paper from their HCC program that they feel portrays their best written work. This paper is critiqued by the HCC College Composition instructor against a written rubric. Samples from all students graduating with an Associate's Degree are evaluated. Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that 80% meet 4/5 college writing skills

Academic Year	# fulfilling at least 4/5 writing skills	# fulfilling less than 4/5 writing skills	% of Success
2015/2016*	Data not available		
2016/2017	Data not available		
2017/2018	2	0	0%
2018/2019	3	4	42.3%
2019/2020	No data due to Covid-19 complications		

*Certificate graduates were not required to complete this assessment tool

Exit Survey: Good tool that is administered online to students graduating with an Associate’s Degree. Responses are on a 5-point scale from “Strongly Agree” to “Strongly Disagree.” The question that students respond to is "I was given opportunity to utilize college-level writing skills during my HCC experience." Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that 80% at least agree

Academic Year	# of Students Surveyed	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% that at least "Agreed"
2015/2016*	2	2					100%
2016/2017	9	6	3				100%
2017/2018	3	3					100%
2018/2019	8	4	4				100%
2019/2020	No data due to Covid-19 complications						

*Results based on Certificate students and not used for historical comparisons

Reading Skills

Instructor Research Checklist: Solid, objective measurement tool. In one of three courses that require research papers, the instructor completes a grading rubric which includes student reading and incorporating information from at least 3 college-level texts along with adequate source citation. Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that at least 80% read & incorporate 3 or more texts

Academic Year	# who read & incorporate at least 3 college-level texts	# who read & incorporate less than 3 college-level texts	Average % of Success
2015/2016	Life of Paul – 3/3 (100%) Bible Research – 2/3 (67%) Life of Christ – 5/8 (62.5%)	Life of Paul – 0 Bible Research – 1/3 (33%) Life of Christ – 3/8 (37.5%)	77% average in all 3 classes
2016/2017	Life of Paul – 16/18 (89%) Bible Research – 16/20 (80%) Life of Christ – 15/20 (75%)	Life of Paul – 2/18 (11%) Bible Research – 4/20 (20%) Life of Christ – 5/20 (25%)	81% total average; criteria not met in Life of Christ
2017/2018	Life of Paul – 7/8 (88%) Bible Research – 7/12 (58%) Life of Christ – 13/18 (72%)	Life of Paul – 1/8 (12%) Bible Research – 5/12 (42%) Life of Christ – 5/18 (28%)	71% total average; criteria not met in Bible Research and Life of Christ
2018/2019	Objective not measure in 2018/2019	Objective not measure in 2018/2019	
2019/2020	No data due to Covid-19 complications		

Article Review Rubric: Good, objective tool new this academic year. The Relational Theology instructor uses a Reading & Comprehension Rubric to score students Article Review. The objective is that 80% of Associate-seeking students successfully complete 3 of 4 skill items on the rubric. Four students completed this Article Review, with 3 successfully completing at least 3 skill items. Although this is 75% rather than 80%, because of the small size, **HCC considers this objective met.**

Objective is that 80% successfully complete 3 of 4 skill items

Academic Year	# of Students	# Successful in at least 3 of 4 Skills	Percentage
2019/2020	4	3	75%

Exit Survey: Good tool that is administered online to students graduating with an Associate Degree. Responses are on a 5-point scale from “Strongly Agree” to “Strongly Disagree.” The question that students respond to is "I was given opportunity to utilize college-level reading skills during my HCC experience." Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that 80% at least agree

Academic Year	# of Students Surveyed	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% that at least "Agreed"
2015/2016	2	2					100%
2016/2017	6	3					100%
2017/2018	3	3					100%
2018/2019	8	6	2				100%
2019/2020	No data due to Covid-19 complications						

Financial Stewardship

Budget Formation: Normally, students in their last semester of their Associate in Biblical Studies degree or Certificate program work with their Shepherd Group Leader to make a budget for their next season in life. Assessment is administered to all students graduating with an Associate’s Degree or Certificate in Biblical Studies. They are provided a skill check rubric with 5 budgeting skills criteria which are evaluated by the Consumer Math instructor once the budget is constructed. Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that 80% will meet 4/5 budget skills

Academic Year	# of Students meeting at least 4/5 budget skills	# of students meeting less than 4/5 budget skills	% of students meeting at least 4/5 budget skills
2015/2016*	Data not available		
2016/2017	3	3	50% (3/6)
2017/2018	1	1	50% (1/2)
2018/2019	6	2	75% (6/8)
2019/2020	No data due to Covid-19 complications		

Exit Survey: Good tool that is administered online to students graduating with an Associate Degree in Biblical Studies or Certificate of Completion. Responses are on a 5-point scale from “Strongly Agree” to “Strongly Disagree.” The question that students respond to is “I was given opportunity to utilize sound financial stewardship skills during my HCC experience.” Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that 80% at least agree

Academic Year	# of Students Surveyed	Strongly Agree	Agree	Neutral/Somewhat Agree	Disagree	Strongly Disagree	% that at least "Agreed"
2015/2016*	2	2					100%
2016/2017	9	5	3				100%
2017/2018	3	3					100%
2018/2019	8	4	3	1			87.5%
2019/2020	No data due to Covid-19 complications						

*Results based on Certificate students and not used for historical comparisons

Foundational Academic Skills Overview

For each tool, 80% proficiency is the objective

Year	Oral Comm.	Oral Comm.	Writing Skills	Reading Skills	Reading Skills	Financial Stewardship
	Speech Feedback Form	Chapel Feedback Form	Written Paper	Research Reading & Incorporation	Article Review Rubric	Budget Formation
2015/2016*	Data not available	½ (50%) based on Certificate students	Tool not used for Certificate students	Life of Paul: 100% (3/3) proficiency Bible Research: 67% (2/3) proficiency Life of Christ: 63% (5/8) proficiency		Tool not used for Certificate students
2016/2017	7/7 (100%) reached proficiency	4/5 (80%) reached proficiency	Tool not used due to instructor transition	Life of Paul: 89% (16/18) proficiency Bible Research: 80% (16/20) proficiency Life of Christ: 75% (15/20) proficiency		3/6 (50%) reached proficiency
2017/2018	3/3 (100%) reached proficiency	3/3 (100%) reached proficiency	1/2 (50%) reached proficiency	Life of Paul – 7/8 (88%) Bible Research– 7/12 (58%) Life of Christ – 13/18 (72%)		1/2 (50%) reached proficiency
2018/2019	16/16 (100%)	5/9 (55.6%) Reached proficiency	3/7 (42.3%) Did not reach	Data not collected this academic year		6/8 (75%) reached proficiency

	Reached proficiency		proficiency			
2019/2020	4/4 (100%) Reached proficiency	No Data Covid-19	No Data Covid-19	No Data Covid-19	3/4 Reached Proficiency	No Data Covid-19

*Results included students graduating with Certificates

- **Objective 3: Students will employ critical thinking skills in order to solve problems**
*One measurement tool, the Critical Thinking in Debate Rubric, was successfully completed, but the two remaining tools were not completed due to Covid-19 disruptions. **Insufficient data.***

Critical Thinking in Debate Rubric

New measurement tool for the 2019/2020 academic year. Appears to be a good tool with objectivity. 9/12 Associate students were proficient in at least 3 of 4 skills. The remaining 3 students met 2 of the 4 skills and were ESL students. **HCC considers this objective met.**

Objective is that 80% successfully complete 3 of 4 skill items

Academic Year	# of Students	# Successful in at least 3 of 4 Skills	Percentage
2019/2020	12	9	75%

Exit Plan Form

Continues to be a good tool to use and discuss with a Shepherd Group Leader prior to graduation. Traditional students work through a series of items in order to have a smooth transition from Bible College. Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that 80% complete all checklist items

Year	Student Sample	% of Completion
2015/2016	2	100% (2/2)
2016/2017	9	100% (9/9)
2017/2018	3	100% (3/3)
2018/2019	8	87.5% (7/8)
2019-2020	No data due to Covid-19 complications	

Exit Survey

Good tool that is normally administered online to students graduating with an Associate Degree in Biblical Studies. Responses are on a 5-point scale from Strongly Agree to Strongly Disagree. The question that students respond to was "I was required to employ critical thinking skills in order to solve problems during my HCC experience." Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is that 80% at least agree

Year	Student Sample	% of Agreement
2015/2016	2	100% (2/2)
2016/2017	7	100% (2/2)
2017/2018	3	100% (3/3)
2018/2019	8	100% (8/8)
2019/2020	No data due to Covid-19 complications	

➤ **Objective 4: Students will explain their convictions regarding their faith in Christ, the inerrancy of His Word, and living with a biblical worldview**

*Both of these tools have historically worked well, however, in 2019/2020 neither tool was able to be used. Inability to use it due to Covid-19 disruptions. **Insufficient data.***

Exit Survey

Good tool that is normally administered online to students graduating with an Associate Degree in Biblical Studies and Certificate of Completion. Responses were on a 5-point scale from Strongly Agree to Strongly Disagree. The question that students responded to was "I can explain my convictions regarding my faith in Christ, the inerrancy of His Word, and living with a biblical worldview." 3/3 (100%) students at least "agreed."

Original objective was met for each of the three areas.

Objective is 80% agreement that student believes they can explain these convictions

Year	Student Sample	% of Agreement
2015/2016	2	Bible inspired & inerrant 100% Faith in Jesus Christ 100% Biblical Worldview 100%
2016/2017	9	Bible inspired & inerrant 100% Faith in Jesus Christ 100% Biblical Worldview 100%
2017/2018	3	Bible inspired & inerrant 100% Faith in Jesus Christ 100% Biblical Worldview 100%
2018/2019	8	Bible inspired & inerrant 100% Faith in Jesus Christ 100% Biblical Worldview 100%
2019/2020	No data due to Covid-19 complications	

Graduate Interview

This normally proves to be a valuable tool for determining the ability of students to reflect on and speak about their belief system. Students who graduate with an Associate Degree are interviewed by a panel of faculty/staff concerning their HCC experiences and growth. Interviews were not carried out in 2019/2020 due to Covid-19. Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is 80% score an average "4" out of "5"

Year	Student Sample	% receiving at least a "4" average score
2014/2015	4	100% (4/4)
2015/2016*	2	100% (2/2)
2016/2017	9	78% (7/9)
2017/2018	3	100% (3/3)
Objective is 80% score an average of "3" out of "5"		
2018/2019	7	100% (7/7)
2019/2020	No data due to Covid-19 complications	

*Results based on Certificate students and not used for historical comparisons

In 2018/19, the objective was revised to more accurately portray an average student rather than above-average student

➤ **Objective 5: Students will demonstrate growth in spirituality, character, and service**
The desire of these assessment are to give a good snapshot of "before and after" in the area of spiritual formation. Students both self-evaluate and are evaluated by college staff/faculty.
 Neither tool was able to be used in 2019/2020. Inability to use tools due to Covid-19 disruptions. **Insufficient data.**

Spiritual Growth Survey Pre/Post Assessment

All graduating students evaluate themselves on a 1-5 scale in multiple areas in the categories of spirituality, character and service the first semester of their first year and the second semester of their second year. Students are expected to perceive growth in 50% of the areas. Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective is 80% of students perceive growth in 50% of the areas

Year	Student Sample	% perceiving self-growth
2015/2016	Data unavailable as new tool is under construction	
2016/2017	Data unavailable as new tool is under construction	
2017/2018	2	100% (2/2)
2018/2019	9	55.6% (5/9)
2019/2020	No data due to Covid-19 complications	

Leader's Pre/Post Evaluation

Leaders completed a survey regarding each traditional student's incoming level of spirituality, character, and service. The same survey is to be completed near the end of each student's program of study. This instrument appears to be most accurate and helpful when the

same leader completes both the pre and post evaluations. Inability to use it due to Covid-19 disruptions. **Insufficient data.**

Objective was that 80% of students show growth in all areas

Year	Student Sample	% demonstrating growth
2015/2016	2	50% (1/2)
2016/2017	0	N/A
2017/2018	4	100% (4/4)
2018/2019	9	88.9% (8/9)
2019/2020	No data due to Covid-19 complications	

➤ **Objective 6: Apply foundational biblical teaching in future decisions and lifestyle choices**

*A one-year post-graduation survey is given annually, and an alumni survey is given every 3 years. This year both were given, and the **objective was met.***

1-year Post Graduation Survey

This tool is a useful tool for assessing graduate feedback one year after initial graduation from the Associate in Biblical Studies program or completion of a certificate in Biblical Studies. 7 alumni responded to this survey. Of that sample, 7/7 (100%) indicated that they apply foundational biblical teaching in current decisions and lifestyle choices.

Objective is Met.

Objective is that 80% apply foundational biblical teaching in current decisions and lifestyle choices

Year	Responding Student Sample	Percentage
2015/2016	4	100%
2016/2017	4	100%
2017/2018	3	100%
2018/2019	5	80%
2019/2020	7	100%

Alumni Survey

This is an online survey consisting of ten questions. 30 alumni completed this survey in 2019/2020. Answer choices ranged from Strongly Agree to Strongly Disagree. For this measurement, alumni responded to the question, “I believe my Bible college experience helped provide a biblical foundation from which I now make decisions and lifestyle choices.” 80% of alumni at least “agreed”, which is the objective. **Objective is Met.**

Objective is that 80% at least agree

Academic Year	# of Students Surveyed	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	% that at least "Agreed"
2019/2020	30	46%	34%	14%	6%		80%

Academic Programs

Areas of Concentration

Areas of Concentration consist of 9 hours in each specific area, plus an additional 3 credit hours from any other concentration. For this academic year, HCC graduated 13 students with areas of concentration. Areas of Concentration were as follows: 3 in Education, 5 in Worship Arts, 3 in Missions, and 2 in Interdisciplinary Studies. Student samples continue to be very small which easily effects results. Results of Graduate Surveys were also impacted by Covid-19 complications.

Education-

Graduate Survey	Identify opportunities to explore biblical patterns of education	Spring 2020: 1 student responded and they “strongly agreed”
Graduate Survey	Identify practical experiences with introductory teaching tools and concepts	Spring 2020: 1 student responded and they “strongly agreed”
Course Syllabi	Discussion of Biblical patterns of education	Fall 2019/2020: Creative Bible Teaching & Intro. To Education show such discussions
Methods & Observations Logs	Students accomplish 10 hours of classroom observation per semester	2019/2020: 100% (3/3) of graduating students logged at least 10 hours of observation per semester

Worship Arts

Graduate Survey	Identify biblical patterns of worship	Spring 2020 2/2 (100%) “strongly agreed”
Graduate Survey	Provided practical hands-on worship experiences	Spring 2020 2/2 (100%) “strongly agreed”
Course Syllabi	Discussion of Biblical patterns of worship	2019/2020 Worship Ministries course indicates such topics on 3 occasions
Worship Team Roster	Gained practical experience in worship area	2019/2020 5/5 (100%) gained practical experience on several occasions

Missions

Graduate Survey	Identify biblical patterns of evangelical missions	Spring 2020 2/2 (100%) students at least “Agreed”
Course Syllabi	Discussion of biblical patterns of evangelical missions	2019/2020 Evangelism in the New Testament indicates such topics covered
Missions Practicum Checklist	Short-Term Missions trip completed	2019/2020: Some Mission Trips unavailable due to Covid-19
Post-Trip Feedback Form	Identified practical mission trip experiences	2019/2020: Some Mission Trips unavailable due to Covid-19

Interdisciplinary Studies

Graduate Survey	Identified biblical perspectives of ministry	Spring 2020: 1 student responded and “agreed”
Course Syllabi	Discussion of biblical patterns of ministry	2019/2020: Introduction to Christian Ministry indicates this topic discussed on 8 occasions
Career Counseling Survey given in Practical Min. II	Identified 3 areas of possible interest	2018/2019 – No students enrolled in Practical Ministries II

Although the student samples are quite small, from the current data, it appears that these areas of concentration are fulfilling their goals.

Certificate of Completion

This non-accredited program is available for students with special needs including academic, social, or specific life circumstances. Students are recommended for this certificate of completion by the Academic Dean and/or the Dean of Students.

One student received a Certificate of Completion due to medical challenges within their second year of study. This student successfully completed 34 credit hours of course work; while they were unable to attend for a period of 2 full years, HCC extended the opportunity to earn this Certificate due to extenuating medical challenges (cancer). Due to Covid-19 restrictions, an Exit interview was not completed.

Certificate in Biblical Studies

This non-accredited program is designed to meet the needs of adult learners completing the certificate over a period of time or for traditional students desiring only one year of biblical study. It provides a biblical foundation and an introduction to the work of Christian ministry.

One traditional student and two adult students completed the Certificate in Biblical Studies program in spring 2020. They each completed at least 30 hours of specific biblical/theological courses over a period of 2 or more years. They performed adequately in each course and identified personal growth in biblical understanding. Due to Covid-19 restrictions, final Exit Interviews were not completed.

Senior Bridge

This program allows qualified Heartland Christian Academy (HCA) seniors to take part in and receive college credit for college courses while still in high school. This is not a dual enrollment, as HCA will not necessarily give high school credit for the college course(s) taken. No students participated in the senior bridge program in 2019-2020

Institutional Effectiveness

Institutional Units Assessment Results

The following institutional units structured plans and analyzed results for the 2018-2019 academic year. Each unit used the results to formulate recommendations or actions to be taken which are tied to the results.

- **Office of the Academic Dean**

Office Assessment Plan: Two methods of assessment were utilized whether direct instruction increases student awareness and understanding of academic policies. First, a student roster would indicate that at least 80% of traditional students attend 4 scheduled training session on topics regarding academic policies at HCC. Secondly, the students in attendance are surveyed and 80% agree that they have a clearer understanding of each policy after each presentation

Results: Concerning method one, over 80% of traditional students attended each presentation. The number of presentations was cut due to Covid-19 complications in the spring. For method 2, 805 of attending students had a clearer understanding of two of the policies. The third policy was more familiar, and so less than 80% felt they had a clearer understanding because it was already clear to them.

Actions: The Academic Dean's Office believes this is good practice and intends to continue short policy training and explanation

Objective was considered met

- **Admissions**

Office Assessment Plan: Two methods of assessments were planned to determine whether or not applicants receive bi-weekly touches and progress in the application process. First, a calendar and notes are used to manually track bi-weekly contact for applicants. Second, an Enrollment Management Report electronically tracks prospective student status on a monthly basis.

Results: Both assessments were successful in the fall semester. Due to Covid-19 complications, neither assessment was fully completed in the spring semester

Action: The Admissions Office plans to use these types of assessments again with the goal of implementing for an entire academic year.

Objective was not fully met

- **Enrollment Management**

Office Assessment Plan: Two methods of assessments were planned to determine the effectiveness of recruitment events. First, a completed Recruitment Visit Assessment Form is to be filed in the enrollment office under the month an event takes place.

Secondly, this form will be used to assess the effectiveness of each event for future planning.

Results: Covid-19 restrictions caused inconclusive results for the Visit Assessment Form; data that was gathered in the early part of the year will be used reviewed for future planning

Action: It is believed that this form has great potential and should be made a routine part of Visits.

Objective was partially met

- **HCC Office**

Office Assessment Plan: Two methods of assessments were planned to determine if bookstore acquisitions are completed in a timely manner. First, a deadline calendar was to be created specifying deadlines involved in bookstore resource acquisition. Second, the date that each deadline was met is stored electronically.

Results: Deadline calendar was successfully created and electronic records kept. Due to waiting on faculty textbook choices, the timeline was longer than desired. Books were processed, on the shelf, and available to students by the time classes started.

Action: Continue using deadline calendar annually

Objective was met, but timeline needs tightened

- **Library**

Office Assessment Plan: Two methods of assessments were planned to determine if student requests and feedback are given consideration in library budgets. The first assessment was a student survey question measuring how students feel their requests and feedback are received and acted upon. The second is an analysis by the Librarian of student requests and the percentage of purchase or implementation

Results: Neither assessment was completed. Covid-19 complications restricted revision of the survey as well as analysis.

Action: The Library plans to repeat this assessment in the next academic year

Objective not met

- **President**

Office Assessment Plan: Two methods of assessments were planned to determine increase of President/student and President/faculty, staff encounter. First, a log was planned detailing dates the President attended HCC chapel. Second an appointment calendar was maintained of individual visits with the President, including all faculty, staff, and students.

Results: In the fall semester, the President attended approximately 50% of chapels. Individual appointments were carried out with all faculty and staff and most students. In the spring, chapels were canceled and one student was unable to have an individual meeting. The spring results were due to Covid-19 restrictions

Action: These activities appeared beneficial to all involved. The President plans to continue these practices in future years

Objective was met

- **Recruitment**

Office Assessment Plan: Two methods of assessments were planned to measure the success of contacts through HCA sporting events. First, an electronic spreadsheet is updated weekly during the athletic season documenting head count of potential student interactions. Second, inquiry cards are used to record further potential student interactions.

Results: The spreadsheet was created, but it tracked school interactions rather than individual student interactions. While inquiry cards were available at the events, none were completed/submitted by individual students.

Action: This was not seen as a very effective method for gaining individual information. It is suggested that HCC provide labeled water bottles and make information available to coaches only.

Objective was not fully met

- **Registrar**

Office Assessment Plan: Two methods of assessments were planned to engage Academic Advisors in training. First, new forms were created for use in Academic Advising. Second, training days were established with Academic Advisors signing acknowledgement that they received training in use of the new form.

Results: New forms were created for the second semester, and all Academic Advisors signed acknowledgements of training in the use of the forms

Action: Review these worksheets with Academic Advisors annually before the start of each academic year.

Objective was met

Institutional Survey Results

- **Admissions/Enrollment Survey**

This survey reflects that incoming students continue to be generally satisfied with the admissions and enrollment services. Three fall enrollees were surveyed. Students responded to factors for enrolling at HCC as follows:

Reflects percentage who identified item as a factor in enrollment at HCC

Enrollment Factor	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Desire for Spiritual Growth	85.7%	100%	88%	86.6%	100%
Cost (tuition & board)	100%	100%	50%	73.3%	100%
Size of Institution	42.8%	100%	50%	40.0%	0%
Future Employment Opportunities	14.2%	66.7%	0%	26.6%	33%
Geographic Setting	42.8%	66.7%	25%	13.3%	0%
Appearance of School	28.5%	66.7%	13%	40.0%	33%

Reflects student responses to items regarding admissions/enrollment fall 2019

Items	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Recruiting & admissions staff accurately portray the school	67%		33%		
Requested college materials were received in a timely manner	67%				
Personalized attention prior to enrollment was received	67%	33%			
The admissions office is responsive to prospective students' unique needs and requests	67%		33%		
Personnel involved in enrollment are helpful	67%	33%			
Administrative offices are open during hours which are convenient for most students	33%	33%	33%		
Enrollment procedures are clear and effective	33%	67%			
Program requirements are clear and reasonable	100%				

Class change, add and drop policies are reasonable	67%	33%			
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- Institutional Integrity Survey**

Students, faculty, and staff completed this survey in an online format which worked well (results were combined for the purposes of this report). Percentage reflects entities who ‘agreed’ or ‘strongly agreed.’ There were no “disagree or strongly disagree” responses.

Reflects the percentage of respondents that agreed or strongly agreed with each statement

Integrity Statement	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
HCC publications, statements, and advertising give accurate and fair descriptions	94% (15/16)	90.5% (19/21)	95.6% (22/23)	92.1% (35/38)	94% (17/18)
HCC encourages respect for Heartland and surrounding communities	88% (14/16)	95.2% (20/21)	95.6% (22/23)	100% (38/38)	100% (17/18)
HCC appears to work with integrity in all financial matters	94% (15/16)	85.7% (18/21)	91.2% (21/23)	100% (38/38)	100% (17/18)
HCC consistently treats all students as equal	100% (16/16)	76.2% (16/21)	78.2% (18/21)	86.8% (33/38)	89% (16/18)
HCC encourages respect for diverse backgrounds and perspectives	100% (15/16)	95.2% (20/21)	100% (21/21)	94.7% (36/38)	100% (18/18)

- Student Satisfaction Survey**

Students completed online surveys regarding satisfaction with 4 general areas of the Institution plus 4 areas of contracted services. Students rated several statements within each area and the area received a total score based up to 5.0. Overall, students indicate high satisfaction with the institution. Overall student satisfaction was 4.41.

Area of Institution	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Campus Climate	4.41	4.22	4.57	4.34	4.39
Concern for the Individual	4.28	4.30	4.62	4.28	4.42
Course Effectiveness	4.45	4.22	4.56	4.34	4.42
General Campus, Housing and Student Life	4.43	4.18	4.49	4.25	4.45

Contracted Services	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Bookkeeping	4.63	4.29**	4.54	4.52	4.49
Custodial/Maintenance	4.65	4.22	4.63	4.31	4.27
Food Service	4.27	4.25	4.46	4.24	4.42

Institutional Advancement

Institutional Advancement continues to be an ongoing work. The College has several consistent donors, but continues to look for ways to make even greater connections. Because of Covid-19 constraints, HCC was unable to hold their annual Friends of the College event, which is normally the main fundraiser each year. A mailing was completed in summer/fall 2020 as a replacement for this event. Results of this mailing are not included as it was still ongoing at the time of publication.

Donor Base

Timeframe	# Monthly Donors	# Total Donors	# Major Donors (\$1000 +)	Total Donations
Aug. 2015 – July 2016		58		CNSIMI: \$530,770 Other: \$31,865 Total: \$562,644
Aug. 2016 – July 2017	25	61	6	CNSIMI: \$580,631 Other: \$39,455 Total: \$620,086
Aug 2017-July 2018	28	61	8	CNSIMI: \$619,932 Other: \$28,131 Total: \$648,063
Aug 2018-July 2019	26	53	8	CNSIMI: \$734,193 Other: \$25,513 Total: \$759,706
August 2019-July 2020	20	34	2	CNSIMI: \$819,098 Other: \$ 11,463 Total: \$ 830,561

Student Services

Library

- **Library Statistics**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Catalogued Volumes	10178	10588	10969	11434	11,741
Catalogued Titles	10109	10520	10796	11259	11,566
Periodical Subscriptions	23	23	23	15	5
Average Monthly Circulation	163	133	192	131	2018/2019 183
Staffing:					2018/2019
1. Librarians	1	1	1	1	1
2. Support Staff	1	2	3	3	2
Budget for Information Resources	\$37,784.50	\$36,501	\$53,830	\$65,557	2018/2019 \$64,447

Expended for Information Resources	\$29,216.50	\$38,513.08	\$39,649	\$53,830	2018/2019 \$51,244.69
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Budget and expenses include salaries

- **Library Student Satisfaction**

	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Frequency					
Daily	41.6%	17.6%	7.1%	29.6%	37.5%
1/week	41.6%	52.9%	28.6%	55.5%	37.5%
1/month	8.3%	29.4%	64.3%	14.8%	25%
1/year					
Never	8.3%				
Type					
Audio/Visual	33.3%	11.7%	14.3%	7.4%	0
Reference	100%	100%	85.7%	92.5%	100%
Non-Fiction	41.67%	41.1%	21.4%	22.1%	37.5%
Magazines	50%	23.5%	14.3%	11.1%	25%
Fiction	25%	17.6%	7.1%	3.7%	25%
Journals	16.67%	5.8%	21.4%	25.9%	0
Satisfaction					
Very Satisfied	91.67%	80%	75%	71.4%	75%
Satisfied	8.3%	20%	25%	28.6%	25%
No Response/Not Applicable					

Use of the library continues to grow as the library develops and as instructors utilize its materials for classroom assignments. Class-driven usage is strong by the indication that all students used reference materials, which students would not normally use on their own initiative. While select courses require the use of electronic journals, these are not identified as materials used through library visits.

Fun Nights

- 2019/2020 Roster
 - Mafia's Revenge Game
 - Game Night @ Staff Home
 - Volleyball (staff vs. student)
 - Bonfire & Worship
 - Worship Night

- **Student Satisfaction**

Category	Agree or Strongly Agree	Neutral/Some-what Agree	Disagree Or Strongly Disagree

Looked forward to Fun Nights	83.3%	16.7%	0%
Adequate number of Fun Nights	58,3%	8.3%	33.3%
Centered around relational activities	83.3%	16.7%	0%
Conducive to building relationships	91.7%	8.3%	0%

- **Objectives**

Objective 1: At least 3 Fun Nights are held each semester: **objective met**

Objective 2: A variety of different social activities are offered throughout the academic year: **objective met**

Objective 3: Fun Night settings are conducive to building relationships with peers and leaders: **objective met**

Fun Nights once again proved to be popular with most students, with several responding with a desire for more Fun Night opportunities and more advanced scheduling. The Student Council scheduled and planned all Fun Nights for the academic year.

Shepherd Groups

- **Assigned Groups**

Rihaneh: A. Cobb, N. Grissom, N. Davis, R. Rogers, C. Black

N Mayes: H. Chi, E. Eldho, H. Key, J. Davis, K. Asiedu

Melton: E. Say, R. Hanley, T. Paw, D. Platz

Morrow: P. Htoo, M. Milad

Nickerson: S. Imtiaz, E. Wilson

J Mayes: A. Helms, A. Flores

J Barton: L. Win, S. Paw

Morgan: H. Ku

- **Student Satisfaction**

Category	Strongly Agree/Agree	Somewhat Agree	Disagree	Strongly Disagree
One-on-one regular meetings	46.2%	38.5%	7.7%	7.7%
Received helpful guidance	84.6%	15.4%		
Each traditional student is paired with a seasoned leader each semester	Roster indicates this was achieved @ 100%			

In the areas of helpful guidance around specific issues, the three leading areas were 84.6% received help in personal issues. 76.9% received help in spiritual issues, 53.8% students received help in relational issues

- **Objectives (goal is 85% achievement of each)**

Objective 1: Each traditional student is paired with a seasoned leader each semester: **objective met**

Objective 2: Each traditional student has personal contact with their leader on a regular basis: **objective met** (some contact was in group settings rather than 1-1)
 Objective 3: Each traditional student receives helpful guidance within each semester: **objective met**

Servanthood

• **Student Satisfaction (graduating students only)**

Category	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree
Can explain biblical basis for serving others	100%		
Developed a desire to find ways to serve others	100%		
Was involved in hand-on serving projects	100%%		
Can identify ways communities were benefited by servanthood	100%		
I see graduates continuing to serve	100%		

• **Objectives**

Objective 1: Students will develop a biblical understanding of the need for a lifestyle of service: **objective met**

Objective 2: Students will develop a desire to serve others: **objective met**

Objective 3: Students will gain practical experience in serving others: **objective met**

Objective 4: Students will gain skills in teamwork: **objective not measured on this survey**

Graduating students completed this survey, having completed all four sections of Servanthood. These students indicated strong satisfaction with the Christian Service area.

College Meeting Days

• **Schedule**

Date	Activity
Oct	Bowling/Park Picnic
Nov	Bowling/Thanksgiving Dinner
March	Cancelled due to Covid-19
May	Cancelled due to Covid-19

- **Student Satisfaction**

Category	Agree/Strongly Agree	Somewhat Agree	Disagree
Offered enjoyable experiences	92.3%	7.7%	
Provided meaningful experiences	92.3%	7.7%	
Offered opportunities for faculty, staff, & students to worship God together	92.3%	7.7%	
Offered opportunities to discuss issues pertaining to college life	77%	23.1%	
Beneficial for the future	100%		

- **Objectives**

Objective 1: Students will identify College Meeting Days as meaningful, enjoyable times: **objective met**

Objective 2: College Meeting Days will provide opportunities for faculty, staff, and students to worship God together and discuss issues pertaining to college life **objective met**

Objective 3: College Meeting Days will allow students to interact with faculty, staff, and administration: **objective met**

College Meeting Days continue to be popular with students and have strong satisfaction

Chapel

- **Speaker Overview**

Category	#
Alumni	1
Other Guests	2
Student Speakers	22
HCC Adults	13

- **Student Satisfaction**

Category	Strongly Agree/Agree	Somewhat Agree	Disagree
Chapels featured worship time	100%		
Chapel worship times meaningful	92.3%	7.7%	
I was normally engaged in chapel worship times	100%		
Chapel speakers challenged me in my walk with God	100%		
Adequate variety of chapel speakers	100%		
Opportunity to hold a leadership position	92.3%	7.7%	
Opportunity to practice a new leadership skill	76.9%	7.7%	15.4%

- **Objectives**

Objective 1: Engage students in meaningful worship: **objective met**

Objective 2: Provide guest and faculty/staff speakers who bring biblical understanding to help students to grow in their walk with God: **objective met**

Objective 3: Provide a platform for students to experience leadership responsibilities in meetings: **objective met**

Students are well-satisfied with the chapel program this academic year.

Resident Assistants

- **Student Satisfaction with RAs**

	Highest Scores	Lowest Scores
Female	7/7 students at least “agreed” that RA “is pleasant and helpful in interactions with residents”	2/7 “somewhat agreed” concerning RA “carries out routine room inspections”
	6/7 students at least “agreed” that RA was proficient in all but 2 areas	3/7 “somewhat agreed or disagreed” concerning RA “oversees the completion of chores”
Male	100% agreement regarding “is pleasant and helpful in interactions with residents” and “Is interested in the spiritual growth of each resident”	2/5 disagreement with “Reinforces nightly quiet time and curfew in residence; 3/5 disagreement with carries out routine room inspections

Overall, students were very satisfied with the RA’s. This year the RA’s took part in routine leadership training under the Assistant Dean of Students. This appeared to be an advantage in satisfaction increase regarding interactions with students and interest in the spiritual growth of each student.

Non-Traditional Students

- **Student Satisfaction:**

	Highest Score	Lowest Scores
2017/2018	Personnel involved in registration are helpful	Non-traditional students are well received as part of HCC (1 neutral)
	Course registration is clear and convenient	Instructors are available outside of class time (1 neutral)
	I find the concepts taught in classes aid me in my walk with God	The library is open at times that are convenient for me (1 disagree)
	Required books for classes are easy to obtain	
	Monday night course offerings are subjects I am interested in	
2018/2019	Personnel involved in registration were helpful	The library is open at time that are convenient for me

	I find the concepts taught in classes aid me in my walk with God	Classes are scheduled at times that are convenient for me
2019/2020	I find the concepts taught in classes aid me in my walk with God (100% strongly agree)	2/15 students “somewhat agreed” the classes are scheduled at times that are convenient for me
	7/10 areas received all “strongly agree” or “agree” responses	2/15 students strongly disagreed that the library is open at times that are convenient for me

Exit Survey

Due to Covid-19 complications, this survey was not completed by spring 2020 graduates