



Annual Institutional  
Effectiveness Report  
2020/2021

## **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 biblical 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.

## Student Information

### Enrollment

| Year      | Headcount | Full-Time | Part-time | FTE   |
|-----------|-----------|-----------|-----------|-------|
| 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 |
| Fall 2020 | 25        | 9         | 16        | 15.92 |

### Graduation Rate

### Average GPA

| Entering Cohort | Rate  |  |  | Year      | GPA  |
|-----------------|-------|--|--|-----------|------|
| 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 |
| 2019            | 66.6% |  |  | 2020/2021 | 3.21 |

## Faculty/Staff/Administration

| Academic Year    | Faculty #                         | Staff #  | Admin. #   | Teaching Admin.   |
|------------------|-----------------------------------|--|--|---|
| <b>2018/2019</b> | 4<br>Full time (1)<br>Adjunct (3) | 15<br>Librarian (1)<br>Part-time Librarian<br>Aide (3)<br>Office (2)<br>Registrar (1)<br>Enrollment/ (1)<br>Recruiter<br>Administrative Aide<br>(1)<br>Building Engineer<br>(1)<br>Part-Time Custodian<br>(2)<br>Food Services<br>Supervisor (1)<br>Part-Time Cook (2) | 5<br>President<br>Academic Dean<br>Dean of Admin./<br>Dean of Students<br>Assist. Dean of<br>Students<br>Assist. Dean of<br>Administration | 3<br>Academic Dean<br>Assist. Dean of<br>Administration<br>Assist. Dean of<br>Students              |
| <b>2019/2020</b> | 4<br>Full time (1)<br>Adjunct (3) | 12<br>Library<br>Head Librarian (1)<br>Part-time Aide (2)<br>HCC Office (1)<br>Registrar (1)<br>Enrollment (1)<br>Recruitment (1)<br>Bldg. Engineer (1)<br>Part-time custod. (2)<br>Food Services<br>Supervisor (1)<br>Part-Time Cook (2)                              | 5<br>President<br>Academic Dean<br>Dean of Admin./<br>Dean of Students<br>Assist. Dean of<br>Students<br>Assist. Dean of<br>Administration | 4<br>President<br>Academic Dean<br>Assist. Dean of<br>Administration<br>Assist. Dean of<br>Students |
| <b>2020/2021</b> | 4<br>Full time (1)<br>Adjunct (3) | 9<br>Head Librarian (1)<br>Part-time Lib. (2)<br>Aides<br>HCC Office (1)<br>Registrar (1)<br>Enrollment (1)<br>Recruitment (1)<br>Part-time janitor (2)  | 4<br>-President<br>-Academic Dean<br>-Dean of Admin<br>-Assistant Dean<br>of Students  | 4<br>-President<br>-Academic Dean<br>-Dean of Admin<br>-Assistant Dean<br>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 2020/2021, one of the tools was not used due to changes in ABHE Bible Content testing. As the objective was met for the remaining 2 tools, this objective is met.

#### **Tool #1: ABHE Bible Content Test**

Strong/Reliable/Objective tool that has been used for many years. Online testing and data is very beneficial. ABHE revised their test this year, so data was not available for this student cohort.

##### **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                   |
| 2020/2021     | No Data due to testing revisions  |                        |

#### **Tool #2: New Testament Pre/Post Tests**

Objective tool that has been used for several years. New Testament Pre/Post test was successfully administered to 6 students. Average increase per student was 65.37%. This large growth was because 2/6 students had very low scores on the pre-test with significant raises on the post-test. The stated goal was an average of 10% growth. **Objective was met.**

Objective is an average increase of 10% (objective changed to this in 2019/2020)

| Course        | Academic Year | # of Students Testing | Average Increase In Raw Score |
|---------------|---------------|-----------------------|-------------------------------|
| New Testament | 2019/2020     | 9                     | 21.66%                        |
|               | 2020/2021     | 6                     | 65.37%                        |

**Tool #3: Old Testament Pre/Post Test**

Objective tool that was revised in 2019/2020. Old Testament Pre/Post Test was successfully administered to 5 students. Average increase per student was 27.32% growth. Stated goal was an average of 10% growth. **Objective was met.**

Objective is an average increase of 10% (objective changed to this in 2019/2020)

| Course        | Academic Year | # of Students Testing | Average Increase In Raw Score |
|---------------|---------------|-----------------------|-------------------------------|
| Old Testament | 2019/2020     | 4                     | 27.67                         |
|               | 2020/2021     | 5                     | 27.32%                        |

**Student Input: 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" |
|---------------|---------------------------------------|----------------|-------|---------|----------|-------------------|--------------------------|
| 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 |                |       |         |          |                   |                          |
| 2020/2021     | 3                                     | 2              | 1     |         |          |                   | 100%                     |

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

*This objective measures use of foundational academic skills in Oral Communication, Writing, Reading, and Financial Stewardship.*

**A. Oral Communication Skills:** 3 measurement tools were completed and each met the stated objective.

**Tool #1: Speech Feedback Forms**

These are forms with which the Speech Communications Instructor analyzes whether he/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 |
|---------------|-----------------------------|--------------------------------|--------------|
| 2016/2017     | 7                           | 0                              | 100%         |
| 2017/2018     | 9                           | 0                              | 100%         |
| 2018/2019     | 16                          | 0                              | 100%         |
| 2019/2020     | 4                           | 0                              | 100%         |
| 2020/2021     | 6                           | 0                              | 100%         |

**Tool #2: Chapel Feedback Forms**

These are forms with which peers and adults in attendance at a chapel message presented by a second-year student graduating with an Associate’s in Biblical Studies degree provide feedback regarding the speaker’s communication skills. The objective is that each student receive at least a “Good” rating from 80% of responding attendees. **Objective was met.**

**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     | Not measured due to Covid complications  |   |              |
| 2020/2021     | 3  | 0   | 100%         |

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

**Tool #3: Student Feedback; Exit Survey**

Survey was administered online to students graduating with an Associate Degree in Biblical Studies. Responses were on a 5-point scale from ‘Strongly Agree’ to ‘Strongly Disagree.’ The question that students responded to was "I was given opportunity to utilize good oral communication skills during my HCC experience." 3/3 (100%) students at least "agreed".

**Original objective was met.**

**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     | Not measured due to Covid complications |                |       |         |          |                   |                          |
| 2020/2021     | 3                                       | 2              | 1     |         |          |                   | 100%                     |

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

**B. Writing Skills:** Due to revisions being made to the Measurement Plan, and continued Covid issues, the main tool was not measured in 2020/2021. **Insufficient data.**

**Tool #1: Student Chosen Paper**

Students graduating with an Associates in Biblical Studies 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, with the objective of each student fulfilling 4/5 writing skills on the rubric. **Objective was not measured in 2020/2021.**

**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    |   |              |
| 2020/2021     | No data due to revisions in-progress     |   |              |

\*Certificate graduates were not required to complete this assessment tool

**Tool #2: Student Feedback; 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." **Objective was met.**

**Objective is that 80% at least agree**

| Academic Year | # of Students Surveyed                | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | % that at least "Agreed" |
|---------------|---------------------------------------|----------------|-------|---------|----------|-------------------|--------------------------|
| 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 |                |       |         |          |                   |                          |
| 2020/2021     | 3                                     | 2              | 1     |         |          |                   | 100%                     |



**C. Reading Skills:** 3 measurement tools were completed and each met the stated objective.

**Tool #1: 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. In 2020/2021, this was measured in *Life of Christ*, with 100% of students meeting the criteria. **Objective was met.**

**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  |
|------------------|--|--|---|
| <b>2016/2017</b> | Life of Paul – 16/18 (89%)<br>Bible Research–16/20 (80%)<br>Life of Christ – 15/20 (75%) | Life of Paul – 2/18 (11%)<br>Bible Research –4/20 (20%)<br>Life of Christ – 5/20 (25%) | 81% total average;<br>criteria not met in Life of Christ                    |
| <b>2017/2018</b> | Life of Paul – 7/8 (88%)<br>Bible Research–7/12 (58%)<br>Life of Christ – 13/18 (72%)    | Life of Paul – 1/8 (12%)<br>Bible Research –5/12 (42%)<br>Life of Christ – 5/18 (28%)  | 71% total average;<br>criteria not met in Bible Research and Life of Christ |
| <b>2018/2019</b> | Objective not measure in 2018/2019   | Objective not measure in 2018/2019   |   |
| <b>2019/2020</b> | No data due to Covid-19 complications  |  |   |
| <b>2020/2021</b> | Life of Christ – 2/2 (100%)  |  | 100%  |

**Tool #2: Article Review Rubric**

Good, objective tool new in 2019/2020. The Relational Theology instructor uses a Reading & Comprehension Rubric to score student response to an Article Review. The objective is that 80% of Associate-seeking students successfully complete 3 of 4 skill items on the rubric. Five students completed this Article Review, with all 5 successfully completing all 4 skill items. **Objective is 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 |
|------------------|---------------|--|------------|
| <b>2019/2020</b> | 5             | 5                                      | 100%       |

**Tool #3: Student Feedback; 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." 3/3 (100%) of students strongly agreed. **Objective is met.**

**Objective is that 80% at least agree**

| Academic Year    | # of Students Surveyed | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | % that at least "Agreed" |
|------------------|------------------------|----------------|-------|---------|----------|-------------------|--------------------------|
| <b>2016/2017</b> | 6                      | 3              |       |         |          |                   | 100%                     |
| <b>2017/2018</b> | 3                      | 3              |       |         |          |                   | 100%                     |

|                  |                                       |   |   |  |  |  |      |
|------------------|---------------------------------------|---|---|--|--|--|------|
| <b>2018/2019</b> | 8                                     | 6 | 2 |  |  |  | 100% |
| <b>2019/2020</b> | No data due to Covid-19 complications |   |   |  |  |  |      |
| <b>2020/2021</b> | 3                                     | 3 |   |  |  |  | 100% |

**D. Financial Stewardship:** Due to revisions being made to the Measurement Plan, and continued Covid issues, the main tool was not measured in 2020/2021. **Insufficient data.**

#### **Tool #1: Budget Rubric**

Normally, students in their last semester of their Associate in Biblical Studies degree 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. **Objective was not measured in 2020/2021.**

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

| <b>Academic Year</b> | <b># of Students meeting at least 4/5 budget skills</b> | <b># of students meeting less than 4/5 budget skills</b> | <b>% of students meeting at least 4/5 budget skills</b> |
|----------------------|---|--|---|
| <b>2015/2016*</b>    | Data not available                                      |  |   |
| <b>2016/2017</b>     | 3   | 3  | 50% (3/6)   |
| <b>2017/2018</b>     | 1   | 1  | 50% (1/2)   |
| <b>2018/2019</b>     | 6   | 2  | 75% (6/8)   |
| <b>2019/2020</b>     | No data due to Covid-19 complications                   |  |   |
| <b>2020/2021</b>     | No data due to revisions in-progress                    |  |   |

#### **Tool #2: Student Feedback; 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." 3/3 (100%) students at least "agreed". **Objective is met.**

##### **Objective is that 80% at least agree**

| <b>Academic Year</b> | <b># of Students Surveyed</b>         | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral/Somewhat Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>% that at least "Agreed"</b> |
|----------------------|---------------------------------------|-----------------------|--------------|-------------------------------|-----------------|--------------------------|---------------------------------|
| <b>2016/2017</b>     | 9                                     | 5                     | 3            |                               |                 |                          | 100%                            |
| <b>2017/2018</b>     | 3                                     | 3                     |              |                               |                 |                          | 100%                            |
| <b>2018/2019</b>     | 8                                     | 4                     | 3            | 1                             |                 |                          | 87.5%                           |
| <b>2019/2020</b>     | No data due to Covid-19 complications |                       |              |                               |                 |                          |                                 |
| <b>2020/2021</b>     | 3                                     | 2                     | 1            |                               |                 |                          | 100%                            |

➤ **Objective 3: Students will employ critical thinking skills in order to solve problems**  
*All three measurement tools were successfully completed. In the process, it became apparent that the Exit Plan Forms need revision to be relevant. **Objective was met.***

**Tool #1: Critical Thinking in Debate Rubric**

Only in use for the second academic year, this tool appears to be a good tool with objectivity. 3 of 4 Associate students were proficient in at least 3 of 4 skills. The remaining 1 ESL student met 2 of the 4. **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%        |
| 2020/2021     | 4             | 3                                      | 75%        |

**Tool #2: Exit Plan Form**

This tool needs to be updated. Items are discussed with a Shepherd Group Leader prior to graduation. All graduating Traditional students (4) worked through a series of items in order to have a smooth transition from Bible College to their next life step. **Objective is met.**

**Objective is that 80% complete all checklist items**

| Year      | Student Sample                        | % of Completion |
|-----------|---------------------------------------|-----------------|
| 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 |                 |
| 2020-2021 | 4                                     | 4               |

**Tool #3: Student Feedback; 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." 3/3 (100%) students strongly agreed.

**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 |                |
| 2020-2021 | 3                                     | 3              |

➤ **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 provide helpful input with the Graduate Interview being especially helpful.*

**Tool #1: Exit Survey**

Good tool that is administered online to students graduating with an Associate Degree in Biblical Studies. 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**

| <b>Year</b>      | <b>Student Sample</b>                 | <b>% of Agreement</b>  |
|------------------|---------------------------------------|--|
| <b>2015/2016</b> | 2                                     | Bible inspired & inerrant<br>100%<br>Faith in Jesus Christ<br>100%<br>Biblical Worldview<br>100% |
| <b>2016/2017</b> | 9                                     | Bible inspired & inerrant<br>100%<br>Faith in Jesus Christ<br>100%<br>Biblical Worldview<br>100% |
| <b>2017/2018</b> | 3                                     | Bible inspired & inerrant<br>100%<br>Faith in Jesus Christ<br>100%<br>Biblical Worldview<br>100% |
| <b>2018/2019</b> | 8                                     | Bible inspired & inerrant<br>100%<br>Faith in Jesus Christ<br>100%<br>Biblical Worldview<br>100% |
| <b>2019/2020</b> | No data due to Covid-19 complications |  |
| <b>2020-2021</b> | 3                                     | Bible inspired & inerrant<br>100%<br>Faith in Jesus Christ<br>100%<br>Biblical Worldview<br>100% |

### **Tool #2: Graduate Interview**

This is 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 completed with all 3 graduating students in 2-020/2021. All students 3/3 scored an average of 3.0 or above out of a 5.0. **Objective is met.**

| <b>Objective is 80% score an average of “3” out of “5”</b> |                                       |            |
|--|---------------------------------------|------------|
| <b>2018/2019</b>   | 7                                     | 100% (7/7) |
| <b>2019/2020</b>   | No data due to Covid-19 complications |            |
| <b>2020/2021</b>   | 3                                     | 100% (3/3) |

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 assessments 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.*  
 Because of revisions being made, the personal Spiritual Growth Survey was not completed in 2020/2021. **Objective is considered met.**

**Tool #1: Spiritual Growth Survey Pre/Post Assessment**

All graduating Associate's 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. Due to revisions in this assessment, it was not completed in 2020/2021

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

| <b>Year</b>      | <b>Student Sample</b>                              | <b>% perceiving self-growth</b> |
|------------------|--|---------------------------------|
| <b>2016/2017</b> | Data unavailable as new tool is under construction |                                 |
| <b>2017/2018</b> | 2  | 100% (2/2)                      |
| <b>2018/2019</b> | 9  | 55.6% (5/9)                     |
| <b>2019/2020</b> | No data due to Covid-19 complications              |                                 |
| <b>2020/2021</b> | No data due to revisions in measurement tool       |                                 |

**Tool #2: 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 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. 2/2 (100%) students showed small increments of growth in each area. **Objective is met.**

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

| <b>Year</b>      | <b>Student Sample</b>                 | <b>% demonstrating growth</b> |
|------------------|---------------------------------------|-------------------------------|
| <b>2016/2017</b> | 0                                     | N/A                           |
| <b>2017/2018</b> | 4                                     | 100% (4/4)                    |
| <b>2018/2019</b> | 9                                     | 88.9% (8/9)                   |
| <b>2019/2020</b> | No data due to Covid-19 complications |                               |
| <b>2020/2021</b> | 2                                     | 100%                          |

➤ **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. The alumni survey responses are collected every 3 years and new data was not collected for this in 202/2021 as it was collected the year previously. **Data indicates that the objective is met.***

**Tool #1: 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%       |
| 2020/2021 | 7                         | 100%       |

**Tool #2: Alumni Survey**

This is an online survey, given every 3 years, 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 3 students with areas of concentration. Areas of Concentration were as follows: 3 in Worship Arts. The remaining 3 graduates were Certificate In Biblical Studies which does not include an area of concentration. Student samples continue to be very small which easily effects results.*

#### Worship Arts

|                     |   |  |
|---------------------|---|--|
| Graduate Survey     | Introduced me to a variety of worship arts concepts | Spring 2021: 3/3 (100%)<br>"strongly agreed"                             |
| Graduate Survey     | Provided practical hands-on worship experiences     | Spring 2021: 3/3 (100%)<br>"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         | 2020/2021: 3/3 (100%) gained practical experience on several occasions   |

Although the student samples are quite small, from the current data, it appears that this area of concentration is fulfilling its 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.*

No student received a Certificate of Completion in the 2020/2021 academic year.

### **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.*

Three adult non-traditional students completed the Certificate in Biblical Studies program in spring 2021. 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.



## **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 2020-2021*

## **Institutional Effectiveness**

### **Institutional Units Assessment Results**

The following institutional units structured plans and analyzed results for the 2020-2021 academic year. Each unit used the results to formulate recommendations or actions to be taken which are tied to the results.

- **President's Office**

Office Assessment Plan: Two methods of assessments were planned to measure the success of routine communication from the President's Office with the Board, faculty/staff, and donors. First, a Quarterly update would be sent to the Board and donors each quarter. Secondly, a monthly Note from the President's Desk would be sent to faculty/staff. The goal was that each of these were sent 100% of the stated times.

Results: One Quarterly Update was sent in September, but no further Updates were prepared. In addition, monthly updates were not routinely sent throughout this academic year. A mid-year campus relocation as well as Covid issues affected this routine.

Actions: This plan will be repeated in the next academic year as the President believes it is imperative to have ongoing communication with these constituents.

***Objective was not met***

- **Office of the Academic Dean**

Office Assessment Plan: Two methods of assessment were planned to provide a reviewed and updated Grading Scale for use in all HCC courses. The current grading scale was to be reviewed and benchmarked by the Academic team and secondly, the resulting grading scale is to be adopted by the Executive Council. The goal was to have both of these completed by May 30<sup>th</sup>.

Results: The current grading scale was reviewed, benchmarked, and discussed in a May 25<sup>th</sup> Academic Team meeting. The revised Grading scale was sent to the Executive Council which adopted the new scale on May 26<sup>th</sup>.

Actions: The Academic Dean makes changes to the grading scale in publications as well as through electronic means to current students, faculty, and staff

***Objective was met***

- **Office of the Dean of Students**

Office Assessment Plan: Two methods of assessment were planned to ensure that traditional students are assigned to a Shepherd group annually and meet with that leader throughout the year. An assignment roster will be prepared prior to the beginning of each semester, assigning each traditional student to a leader. Secondly, a schedule of assigned

shepherd group meetings for each semester will show regular meetings between the leader and student. The goal was 100% of traditional students were assigned to a shepherd group leader and met with them on a regular basis.

Results: The roster confirmed that 100% of traditional students was assigned a shepherd group leader, and group meetings were scheduled regularly throughout each semester.

Actions: Continue to use these two tools annually to ensure Shepherd Group assignments and meetings.

***Objective was met***

- **Admissions Office**

Office Assessment Plan: Two methods of assessment were planned to determine how many applicants are contacted on a bi-weekly basis once they have been given a requested application. Each communication effort will be tracked manually using a calendar with notes; in addition, an Enrollment Management Report will be used to electronically track and report communications on a monthly basis.

Results: The tracking tools for this office were completed for approximately 50% of the academic calendar year.

Actions: The Admissions department believes the method used is effective and that improvement on consistent completion of reports will be valuable in future years

***Objective Partially Met***

- **Recruitment Office**

Office Assessment Plan: Two methods of assessment were planned to determine better recruitment strategies for Recovery/Rehabilitation center residents. The first tool will be the use of Information cards from potential students at these centers which are logged into Populi. A second tool is a spreadsheet which is updated showing when/where visits to these institutions are completed, along with key notes regarding the visit.

Results: Due to continued Covid concerns, many of this type of center did not receive visitors throughout 2020/2021. In summer 2021 three visits were made and the assessment tools were used successfully.

Actions: Consider combining these visits with regular school visits to help them become more frequent. Continue using the tools in the future.

***Objective met (small # of visits)***

- **HCC Office**

Office Assessment Plan: A plan was made to measure the efficiency of mail pickup and delivery using two methods of measurement. First, a daily alarm would be set for pickup reminder, and additionally a spreadsheet will be used to track weekly success rate (Goal = pickup 90% of time by 1 pm; mail distributed in-house 90% of the time by 2 pm).

Results: The alarm and spreadsheet were used successfully initially. Due to Covid quarantines, the Office was covered by multiple people and so these tools were not used consistently throughout the whole year. A new mail system was also put in place in April 2021 due to relocation of the main campus building.

Actions: Mail is reassigned to the building receptionist, so the HCC Office will no longer be responsible

**Objective Partially Met**

- **HCC Library**

Office Assessment Plan: A plan was made to measure the assigned use of Library Resources through two specific courses as well as the student's feeling as to library usage training sessions. A Works Cited page from papers for College Composition and Bible Research will indicate the use of Library resources, and students will respond to a survey question regarding having been taught how to and required to access library resources. The goal was that 100% of students surveyed at least agreed that they were required to use library resources in classes and were taught how to use library resources in orientation.

Results: 100% of students surveyed at least agreed that they were required to use library sources in these classes and 92% at least agreed that they were taught how to use library resources in orientation as well as classes. Assessment of Works Cited pages in class research papers was not completed.

Actions: Implement assessment of Works Cited pages and re-evaluate the outcome

**Objective Partially Met**

- **HCC Registrar**

Office Assessment Plan: A plan was put into place to measure the success of moving students from provisional acceptance to full acceptance. Two methods were used for measurement. First reminders were set in the Registrar's computer to follow up with these student bi-weekly until missing components were completed. Secondly, students were to sign an acknowledgement form each time they received a reminder. The goal was that 100% of students would receive full acceptance rather than provisional in a timely manner.

Results: Reminders were set up on the computer, but were not an effective tool as they were easily missed. Student acknowledgement forms did help students get started on completing requirements, but fewer reminders resulted in less action on the part of students. Less than 100% of students received full acceptance rather than provisional in a timely manner.

Actions: Set up reminders that are more effective and try this again

**Objective Not Met**

- **HCC Residential Coordinator**

Office Assessment Plan: A plan was put into place to have 100% of residences with working, secure locks. The first measure was for Residential Coordinators to check all locks to ensure they are working properly and report findings to the Dean of Students. The second measure was a student verbal survey, with the expectation that 100% of students would agree that they have secure, working locks on the residences.

**Results:** New electronic locks were installed on student residences prior to the inspection. 100% of these locks were in good working condition and accessible to students. In addition 100% of students agreed that their residences had working accessible locks

**Actions:** Continue to check locks and update or maintain as needed.

**Objective Met**

## **Institutional Survey Results**

- **Admissions/Recruitment 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**

| <b>Enrollment Factor</b>        | <b>Fall 2016</b> | <b>Fall 2017</b> | <b>Fall 2018</b> | <b>Fall 2019</b> | <b>Fall 2020</b> |
|---------------------------------|------------------|------------------|------------------|------------------|------------------|
| Desire for Spiritual Growth     | 100%             | 88%              | 86.6%            | 100%             | 100%             |
| Cost (tuition & board)          | 100%             | 50%              | 73.3%            | 100%             | 80%              |
| Size of Institution             | 100%             | 50%              | 40.0%            | 0%               | 60%              |
| Future Employment Opportunities | 66.7%            | 0%               | 26.6%            | 33%              | 40%              |
| Geographic Setting              | 66.7%            | 25%              | 13.3%            | 0%               | 40%              |
| Appearance of School            | 66.7%            | 13%              | 40.0%            | 33%              | 20%              |

**Reflects student responses to items regarding admissions/enrollment fall 2020**

| <b>Items</b>   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Somewhat Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--|-----------------------|--------------|-----------------------|-----------------|--------------------------|
| Recruiting & admissions staff accurately portray the school                            | 80%<br>(4/5)          | 20%<br>(1/5) |                       |                 |                          |
| Requested college materials were received in a timely manner                           | 80%<br>(4/5)          | 20%<br>(1/5) |                       |                 |                          |
| Personalized attention prior to enrollment was received                                | 80%<br>(4/5)          | 20%<br>(1/5) |                       |                 |                          |
| The admissions office is responsive to prospective students' unique needs and requests | 80%<br>(4/5)          | 20%<br>(1/5) |                       |                 |                          |
| Personnel involved in enrollment are helpful   | 80%<br>(4/5)          | 20%<br>(1/5) |                       |                 |                          |
| Administrative offices are open during hours which are convenient for most students    | 60%<br>(3/5)          | 40%<br>(2/5) |                       |                 |                          |
| Enrollment procedures are clear and effective  | 60%<br>(3/5)          | 40%<br>(2/5) |                       |                 |                          |
| Program requirements are clear and reasonable  | 60%<br>(3/5)          | 20%<br>(1/5) | 20%<br>(1/5)          |                 |                          |
| Class change, add and drop policies are reasonable                                     | 40%<br>(2/5)          | 60%<br>(3/5) |                       |                 |                          |

- **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*

| <b>Integrity Statement</b>  | <b>Spring 2017</b> | <b>Spring 2018</b> | <b>Spring 2019</b> | <b>Spring 2020</b> | <b>Spring 2021</b> |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| HCC publications, statements, and advertising give accurate and fair descriptions | 90.5%<br>(19/21)   | 95.6%<br>(22/23)   | 92.1%<br>(35/38)   | 94%<br>(17/18)     | 90%<br>(18/20)     |
| HCC encourages respect for Heartland and surrounding communities                  | 95.2%<br>(20/21)   | 95.6%<br>(22/23)   | 100%<br>(38/38)    | 100%<br>(17/18)    | 100%<br>(20/20)    |
| HCC appears to work with integrity in all financial matters                       | 85.7%<br>(18/21)   | 91.2%<br>(21/23)   | 100%<br>(38/38)    | 100%<br>(17/18)    | 100%<br>(20/20)    |
| HCC consistently treats all students as equal                                     | 76.2%<br>(16/21)   | 78.2%<br>(18/21)   | 86.8%<br>(33/38)   | 89%<br>(16/18)     | 90%<br>(18/20)     |
| HCC encourages respect for diverse backgrounds and perspectives                   | 95.2%<br>(20/21)   | 100%<br>(21/21)    | 94.7%<br>(36/38)   | 100%<br>(18/18)    | 100%<br>(20/20)    |

- **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 4.51.*

| <b>Area of Institution</b>               | <b>2016/2017</b> | <b>2017/2018</b> | <b>2018/2019</b> | <b>2019/2020</b> | <b>2020/2021</b> |
|--|------------------|------------------|------------------|------------------|------------------|
| Campus Climate                           | 4.22             | 4.57             | 4.34             | 4.39             | 4.69             |
| Concern for the Individual               | 4.30             | 4.62             | 4.28             | 4.42             | 4.60             |
| Course Effectiveness                     | 4.22             | 4.56             | 4.34             | 4.42             | 4.50             |
| General Campus, Housing and Student Life | 4.18             | 4.49             | 4.25             | 4.45             | 4.49             |
| Contracted Services                      |                  |                  |                  |                  | 4.43             |

## 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 held a small annual Friends of the College event, which is normally the main fundraiser each year.*

### Donor Base

| Timeframe               | # Monthly Donors | # Total Donors | # Major Donors (\$1000 +) | Total Donations  |
|-------------------------|------------------|----------------|---------------------------|--|
| Aug. 2016 – July 2017   | 25               | 61             | 6                         | CNSIMI: \$580,631<br>Other: \$39,455<br>Total: \$620,086   |
| Aug 2017-July 2018      | 28               | 61             | 8                         | CNSIMI: \$619,932<br>Other: \$28,131<br>Total: \$648,063   |
| Aug 2018-July 2019      | 26               | 53             | 8                         | CNSIMI: \$734,193<br>Other: \$25,513<br>Total: \$759,706   |
| August 2019-July 2020   | 20               | 34             | 2                         | CNSIMI: \$819,098<br>Other: \$ 11,463<br>Total: \$ 830,561 |
| August 2020 – July 2021 | 11               |                | 4                         | CNSIMI: \$630,345<br>Other: \$ 15,450<br>Total: \$ 645,795 |

## Student Services

### Library

- **Library Statistics**

|                                    | Fall 2016   | Fall 2017 | Fall 2018 | Fall 2019                | Fall 2020                |
|------------------------------------|-------------|-----------|-----------|--------------------------|--------------------------|
| Catalogued Volumes                 | 10588       | 10969     | 11434     | 11,741                   | 12,147                   |
| Catalogued Titles                  | 10520       | 10796     | 11259     | 11,566                   | 12,147                   |
| Periodical Subscriptions           | 23          | 23        | 15        | 5                        | 3                        |
| Average Monthly Circulation        | 133         | 192       | 131       | 2018/2019<br>183         | 2019/2020<br>144         |
| Staffing:                          |             |           |           | 2018/2019                | 2019/2020                |
| 1. Librarians                      | 1           | 1         | 1         | 1                        | 1                        |
| 2. Support Staff                   | 2           | 3         | 3         | 2                        | 2                        |
| Budget for Information Resources   | \$36,501    | \$53,830  | \$65,557  | 2018/2019<br>\$64,447    | 2019/2020<br>\$78,633    |
| Expended for Information Resources | \$38,513.08 | \$29,649  | \$53,830  | 2018/2019<br>\$51,244.69 | 2019/2020<br>\$57,358.11 |

Budget & Expenses include salaries

- **Library Student Satisfaction**

|                            | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Frequency</b>           |           |           |           |           |           |
| Daily                      | 17.6%     | 7.1%      | 29.6%     | 37.5%     | 31%       |
| 1/week                     | 52.9%     | 28.6%     | 55.5%     | 37.5%     | 23%       |
| 1/month                    | 29.4%     | 64.3%     | 14.8%     | 25%       | 38%       |
| 1/year                     |           |           |           |           | 8%        |
| Never                      |           |           |           |           |           |
| <b>Type</b>                |           |           |           |           |           |
| Audio/Visual               | 11.7%     | 14.3%     | 7.4%      | 0         | 8%        |
| Reference                  | 100%      | 85.7%     | 92.5%     | 100%      | 100%      |
| Non-Fiction                | 41.1%     | 21.4%     | 22.1%     | 37.5%     | 15%       |
| Magazines                  | 23.5%     | 14.3%     | 11.1%     | 25%       | 15%       |
| Fiction                    | 17.6%     | 7.1%      | 3.7%      | 25%       | 46%       |
| Journals                   | 5.8%      | 21.4%     | 25.9%     | 0         | 31%       |
| <b>Satisfaction</b>        |           |           |           |           |           |
| Very Satisfied             | 80%       | 75%       | 71.4%     | 75%       | 77%       |
| Satisfied                  | 20%       | 25%       | 28.6%     | 25%       | 23%       |
| No Response/Not Applicable |           |           |           |           |           |

*Class-driven usage of the Library remains strong as indicated by 100% of student respondents having used reference materials, which students would not normally use on their own initiative. While electronic journals are introduced in select courses, few courses in this 2-year program require the use of such journals.*

### Fun Nights

- 2020/2021 Roster (Fun Nights were somewhat limited due to Covid restrictions)  
Game Nights (2)  
Christmas Movie Night  
Worship Night

- **Student Satisfaction**

| Category                              | Agree or Strongly Agree | Neutral/Some-what Agree | Disagree Or Strongly Disagree |
|---------------------------------------|-------------------------|-------------------------|-------------------------------|
| Looked forward to Fun Nights          | 100%                    |                         |                               |
| Adequate number of Fun Nights         | 70%                     | 30%                     |                               |
| Centered around relational activities | 100%                    |                         |                               |

- **Objectives**

Objective 1: At least 1 Fun Night in each month not containing a College Meeting Day: **objective not met due to Covid restrictions**

Objective 2: Engage students in a variety of social activities throughout the academic year:  
**objective met**

Objective 3: Provide a setting in which students can build relationships with peers and leaders:  
**objective met**

*Fun Nights were well-received by students, with some expressing a desire for more Fun Night opportunities. The Student Council scheduled and planned all Fun Nights for the academic year.*

**Shepherd Groups**

- **Assigned Groups**

Rihaneh: A. Cobb, N. Sanders, B. Reed  
 N Mayes: K. Asiedu, P. Nickerson  
 Melton: P. Htoo, E. Eldho, D. Simmons  
 J Mayes: S. Imtiaz, F. Labee  
 J Barton: G. Paw, B. Eh K, C. Harn

- **Student Satisfaction**

| Category  | Strongly Agree/Agree                      | Somewhat Agree | Disagree | Strongly Disagree |
|---|---|----------------|----------|-------------------|
| Personal contact on a regular basis                                     | 85%                                       |                | 15%      |                   |
| Received helpful guidance   | 85%                                       | 15%            |          |                   |
| 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 as follows: 85% received help in personal issues. 85% received help in spiritual issues, 85% students received help in academic issues*

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

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

Objective 2: Each traditional student has personal contact with their leader on a consistent basis while college is in session: **objective met**

Objective 3: Each traditional student receives helpful guidance within each semester they are enrolled: **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**

*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   | Worship Meeting               |
| Nov   | Cancelled due to Covid-19     |
| March | Bowling & Worship Meeting     |
| May   | Graduate Speakers & Breakfast |

• **Student Satisfaction**

| Category   | Agree/Strongly Agree | Somewhat Agree | Disagree |
|--|----------------------|----------------|----------|
| Offered enjoyable experiences  | 100%                 |                |          |
| Provided meaningful experiences  | 100%                 |                |          |
| Offered opportunities for faculty, staff, & students to worship God together | 100%                 |                |          |

|   |      |  |  |
|---|------|--|--|
| Offered opportunities for meaningful discussion | 100% |  |  |
| 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**

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

### Chapel

- **Speaker Overview**

| Category         | #  |
|------------------|----|
| Alumni           | 0  |
| Other Guests     | 3  |
| Student Speakers | 16 |
| HCC Adults       | 11 |

- **Student Satisfaction**

| Category  | Strongly Agree/Agree | Somewhat Agree | Disagree |
|---|----------------------|----------------|----------|
| Chapels featured worship time                     | 100%                 |                |          |
| Chapel worship times meaningful                   | 100%                 |                |          |
| 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         | 100%                 |                |          |
| Opportunity to practice a new leadership skill    | 100%                 |                |          |

- **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**

|               | <b>Highest Scores</b>   | <b>Lowest Scores</b>   |
|---------------|---|--|
| <b>Female</b> | 5/5 at least agreed that she is familiar with residential policies, expects residents to adhere to policies, reinforces nightly quiet time and curfew, and does routine room inspections                          | 2/5 somewhat agreed or disagreed that she conducts regular residential meetings  |
|               |   | 1/5 disagreed that she is aware of interpersonal conflicts   |
| <b>Male</b>   | 7/7 students at least “agreed” that RA “is familiar with residential policies; expects residents to adhere to residential policies, builds relationships with residents, and is aware of interpersonal conflicts” | 3/7 “somewhat agreed or disagreed” that he carries out routine room inspections  |
|               |   | 2/7 “somewhat agreed or disagreed” that he oversees the completion of chores and conducts regular residential meetings |

*Overall, students were well satisfied with the RA’s. Training through regular RA meetings appear to make RAs more effective.*

**Non-Traditional Students**

• **Student Satisfaction:**

|                  | <b>Highest Score</b>   | <b>Lowest Scores</b>  |
|------------------|--|---|
| <b>2018/2019</b> | 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   |
| <b>2019/2020</b> | 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   |
| <b>2020/2021</b> | 6/10 survey items received 100% “agree or strongly agree” responses<br>100% strongly agreed that non-traditional students are well received as a part of HCC | 2/6 were neutral or disagreed that classes are scheduled at times that are convenient, and 1/6 was neutral that the library is open at convenient times |

## Exit Survey

Three traditional students graduated and took the survey.

| Item   | Strongly Agree | Agree      | Somewhat Agree | C.S.        |
|--|----------------|------------|----------------|-------------|
| I believe that the Bible is the inspired and inerrant Word of God  | 3/3<br>100%    |            |                | 5.0         |
| I feel prepared to explain my convictions regarding the Bible as the inspired Word of God                    | 3/3<br>100%    |            |                | 5.0         |
| I feel prepared to explain my convictions regarding my faith in Jesus Christ                                 | 3/3<br>100%    |            |                | 5.0         |
| I feel prepared to explain my convictions regarding living life based on a biblical worldview                | 3/3<br>100%    |            |                | 5.0         |
| I believe that my experiences at HCC helped me grow in my walk with God                                      | 3/3<br>100%    |            |                | 5.0         |
| I understand a life of discipleship better as a result of my experiences at HCC                              | 3/3<br>100%    |            |                | 5.0         |
| I have a desire to continue serving others as a result of my experiences at HCC                              | 3/3<br>100%    |            |                | 5.0         |
| I am satisfied with my general knowledge and basic understanding of the Bible                                | 2/3<br>67%     | 1/3<br>33% |                | 4.5         |
| I was required to use critical thinking skills in order to solve problems during my Bible College experience | 3/3<br>100%    |            |                | 5.0         |
| I was given opportunity to utilize good oral communication skills during my Bible College experience         | 2/3<br>67%     | 1/3<br>33% |                | 4.5         |
| I was given opportunity to utilize college-level writing skills during my Bible College experience           | 2/3<br>67%     | 1/3<br>33% |                | 4.5         |
| I was given opportunity to utilize college-level reading skills during my Bible College experience           | 3/3<br>100%    |            |                | 5.0         |
| I was given opportunity to utilize sound financial stewardship skills during my Bible College experience     | 2/3<br>67%     | 1/3<br>33% |                | 4.5         |
| I feel prepared for my next step in life as a result of my experiences at HCC.                               | 3/3<br>100%    |            |                | 5.0         |
| I would recommend attending HCC to others.   | 3/3<br>100%    |            |                | 5.0         |
| <b>Composite Score Average Total</b>   |                |            |                | <b>4.87</b> |