



Annual Institutional Effectiveness Report

2010/2011

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.

Student Information

Enrollment

Year	Headcount	Full-Time	Part-time	FTE
Fall 2008	24	12	12	17.25
Fall 2009	44	8	36	18
Fall 2010	37	13	24	20.6

Graduation Rate

Year	Rate
Fall 2008	55.56%
Fall 2009	100%
Fall 2010	100%

Average GPA

Year	GPA
Fall 2008	2.67
Fall 2009	2.38
Fall 2010	3.08

Faculty/Staff/Administration

Academic Year	Faculty #	Staff #	Admin. #	Teaching Admin.
2008/2009	8 full time 2 part time 1 adjunct 5	2 Librarian Registrar/Office	3 President Academic Dean Dean of Admin/Dean of Students	3 President Academic Dean Dean of Students
2009/2010	8 full time 2 part time 1 adjunct 5	2 Librarian Registrar/Office	3 President Academic Dean Dean of Admin/Dean of Students	3 President Academic Dean Dean of Students
2010/2011	8 full time 2 part time 1 adjunct 5	3 Librarian Registrar HCC Office	3 President Academic Dean Dean of Admin/Dean of Students	2 President 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)

*Two of the three measurement tools worked well and will be used in the next cycle with small modifications. The third tool was developed and administered, but accurate data was not available. The available data confirms that **this objective was met** in the two measured areas.*

- Bible Content Test

Strong/Reliable/Objective tool; Online testing and data was very beneficial; the **original objective was met** with 3/3 students increasing their raw pre-test/post-test scores by an average of 21 points

Academic Year	# of Students Testing	Average Increase
2009/2010	2	18 pts.
2010/2011	3	21 pts.

- New/Old Testament Pre/Post Tests

Solid, Objective tool; **original objective was met**, as all students improved their percentage scores from the pre-test to the post-test. New Testament students raised their scores an average of 20 percent, and Old Testament students raised their scores an average of 37 percent.

Course	Academic Year	# of Students Testing	Average Percentage Increase
New Testament	2009/2010	4	13.5%
	2010/2011	6	20%
Old Testament	2009/2010	5	15%
	2010/2011	10*	37%

*One student had a very low pre/test score and a much higher post/test score, thus skewing the increase percentage higher

- Exit Survey

Good tool that was administered online to graduating students, with the question, “I am satisfied with my general knowledge and basic understanding of the Bible”. Responses were on a 5-point scale from Strongly Agree to Strongly Disagree. Three graduating traditional students completed this survey in spring 2011. Of the three, 1 student strongly agreed and 2 students agreed. This was the first year for this tool, so no historical data is available.

Objective 2: (Communicate effectively both orally and in writing)

All three measurement tools worked well and could be used again in the next assessment cycle.

No data is available for one tool due to a failure to record data before disposing of raw material.

*The available data confirms that **this objective was met** in the two measured areas.*

- College Composition II Final Essay

Difficult tool to use due to subjectivity. If used in the future, a more objective and detailed rubric must be developed. **Objective was met** as 7/8 students received at least a “C” on this essay. This was the first year to use this tool.

Grade	# of Students
A	2
B	2
C	3
D	1

- Speech Communications Persuasive Speech Feedback Form

Solid, objective tool. No data is available due to the failure to record data prior to disposing of raw material. Instructor’s perception is that at least 80% of a peer audience was able to identify topic, main points, and speaker stance from each student’s speech.

- Chapel Feedback Form

Solid survey feedback. **The objective was met** when 98% of audience at least “agreed” that second-year student’s communication skills when speaking in chapel were good, and 2% disagreed. The previous year 100% of audience at least “agreed”.

Objective 3: (Employ critical thinking skills in order to solve problems)

*This objective met with mixed results. One tool easily met the objective and two did not meet the objectives. From the available data the **objective was not met.***

- Servanthood III/IV Plan of Action & Journal Forms

This is a solid tool, but results are contingent on students' organizational skills and ability to submit forms in a timely manner. **Objective was not met** because the acceptable performance is that 100% of students will develop, carry out, and reflect on each Servanthood project.

Course Name	Year	% Fulfilling Objective
Servanthood III	2009/2010	84%
	2010/2011	79%
Servanthood IV	2009/2010	67%
	2010/2011	88%

- Exit Plan Form

Solid, reliable tool providing objective information. **Objective was met** with 100% of students completing all items on the form. This is compared to only a 50% success rate in the previous year.

- Exit Survey

This online Survey is believed to be a good tool to be continued in the future. Graduating traditional students rated the question, "I was required to employ critical thinking skills in order to solve problems during my Bible College experience. Of 3 students surveyed, 1 Agreed, 1 was Neutral, and 1 did not respond to this question. **Objective was not met.** This was the first year for the use of this tool so no historical data is available.

Objective 4: (Utilize tools to research, analyze, evaluate and apply biblical studies to their lives)

*All three measurement tools were successful and provided usable data. According to the data, this **objective was met.***

- Bible Research Application Project Checklist

Reliable, objective measurement tool. **Objective was met** when 100% of students utilized at least 5 research tools. This is the first year for this tool as it replaced an unsuccessful tool from the previous year.

- Bible Doctrines PAA Check-off Form

Objective measurement tool in which the **objective was met** as 100% of students completed all check-off items for every PAA. This is an increase over the previous year in which only 40% achieved the acceptable performance.

- Course Satisfaction Survey for Select Courses

This student survey **met the objective** when 91% of students at least agreed that they had increased confidence in using tools as a result of select courses. This is an increase over the previous year when only 61% met the acceptable performance.

Objective 5: (Embrace the inspiration and inerrancy of the Bible)

Two measurement tools were used to measure this objective. Based on these results, it appears that the objective was met. It is not known, however, if the results are tied directly to Bible College influence.

Bible Doctrines Essay Question

This measurement tool is somewhat subjective and needs to have a well-developed rubric. 100% of responding students indicated that they embrace the inspiration and inerrancy of the Bible, thus **the objective was met**

- Exit Survey

This online survey is believed to be a good tool to be continued in the future. Graduating traditional students rated the question, “I embrace the inspiration and inerrancy of the Bible.” Of 3 students surveyed, 100% strongly agreed. In the previous year, 100% of students indicated on the survey that they embraced the inspiration and inerrancy of the Bible also. **The objective was met.**

Objective 6: (Identify the historical context of the Scriptures in order to correctly apply its truths in the 21st century)

*The two measurement tools used for this objective provided data results in which **the objective was not met**. While one tool provided data in which the objective was met, it was not a strong indicator. These tools need review and possible revision before future use.*

Bible Research Paper

- This instrument still needs some revision to provide a more sound rubric. 100% of students identified the historical context of selected Scriptures with 80% accuracy, thus **the objective was met**. The same results were found in the previous year.

- Bible Research Assignment 7

With only 67% of students correctly applied spiritual truths to present-day living, **the objective was not met**. This was a slight increase in success from the previous year when only 50% successfully met the acceptable performance.

Objective 7: (Express a basis for their beliefs in the Bible as the Word of God, faith in Jesus Christ, and living life from a biblical perspective)

According to the results of these assessments, this objective was met. Continued measurements and data collection are recommended.

- Bible Doctrines Personal Written Statement of Faith or Creed

With 100% of students expressing in writing their belief in the Bible as the Word of God, faith in Jesus Christ, and living life from a biblical perspective, **the objective was met**. This was the first year for the use of this tool so no historical data is available

- Exit Survey

This online survey is believed to be a good tool to be continued in the future. Graduating traditional students rated the question, “I feel prepared to express a basis for my beliefs in the Bible as the word of God, faith in Jesus Christ, and living life from a biblical perspective.” Of 3 students completing the survey, 100% at least agreed with each area thus **this objective was met**. This was the first year for use of this tool so no historical data is available.

Objective 8: (Model the biblical principles of spirituality, character, and service to both the church body and the unsaved world)

*Both measurement tools resulted in good comparable data. While the objective was not met for one part of one measurement, overall the data indicates that **the objective was met.***

- Servanthood III & IV Feedback Survey

This survey, completed by community members, **met the objective**, as 100% of student groups received at least a rating of “good” in the areas of spirituality, character, and service. The same results were indicated in the previous year.

% of student groups rated as at least “good” in each area

Academic Year	# of Student Groups	Spirituality	Character	Service
2009/2010	3	100% Excellent	100% Excellent	100% Excellent
2010/2011	2	100% Excellent	100% Excellent	100% Excellent

- Work Supervisor Survey

100% of students were rated at least “good” in 2 of 3 areas – spirituality and character; in the third area, “service”, 40% of student groups were rated at “satisfactory” rather than “good”

% of students rated as at least “good” in each area

Academic Year	# of Students	Spirituality	Character	Service
2009/2010	9	90%	89%	78%
2010/2011	5	100%	100%	60%

Objective 9: (Apply foundational Christian teaching in future decisions and lifestyle choices)

This was the first formal alumni data received from HCC, therefore it is establishing a baseline.

*The data indicates that **the objective was met.***

- Alumni Survey

The desire is for at least 85% of alumni to apply foundational Christian teaching in future decisions and lifestyle choices. The following results indicate that an average of 86.5% of respondents reflect a Christian lifestyle.

Category	Percentage
Regular current church attendance	88%
Responded that they are making decisions and lifestyle choices from a biblical foundation	85%
Average	86.5%

Strengths of Associate Degree

- General Bible Knowledge & Understanding: Data from the past two academic years indicate that students enrolled in the Associate in Biblical Studies program increase their biblical knowledge and understanding. In both years, this is indicated in both objective testing as well as student perceptions.
- Oral Communication: The data indicates that second-year students are able to communicate on at least a “good” level orally, in front of a group. This is consistent with

the previous year's findings, indicating that the opportunities given to students for oral speaking are bearing fruit.

- **Community Service**
Responses to Servanthood students, especially outside of the Heartland community, continued to be very positive and appreciative. HCC students make a good impression and people in the area look forward to working with them. This is the second year in a row that all groups received a rating of "excellent" in every area.
- **Assessment Day**
The establishment of an Assessment Day in April was a great benefit to completing multiple student surveys. The students completed these online in a certain block of time that had been set aside for this purpose. Compacting these surveys seemed to help students become less weary than when faced with surveys day after day for a few weeks.

Weaknesses of Associate Degree

- **Critical Thinking:** This continues to be an area that needs attention. HCC now has its own written definition for critical thinking, and instructors identify critical thinking assignments in courses. However, students need to be continually challenged to think critically in a variety of situations.
- **Modeling Biblical Principles:** While this objective was somewhat met, HCC 2-year students may not be in a position to "model" these characteristics due to a small window for growth. The College would do well to re-evaluate this program objective for clarity.
- **Degree Objectives:** A few of the stated program objectives appear to more closely fit with individual courses rather than the program as a whole. Program objectives should be reviewed with possible revisions in this area.

Areas of Concentration

Areas of Concentration are assessed on a two-year rotation, and this was the first of a two-year cycle. Even though the cycle is not completed, satisfactory assessments were carried out in Education and Worship Arts. Scheduled assessments in the Missions Area of Concentration could not be completed because a mission trip was canceled due to unrest in Egypt. The student enrolled in Missions Practicum in spring 2011 is scheduled to complete the field portion of this course in another semester on another mission trip, with appropriate assessment paperwork collected at that time.

Suggestions: HCC is making changes to the Areas of Concentration, so objectives need to be reviewed to see if they are still applicable. Complete the 2-year cycle in the 2011/2012 academic year. It would be beneficial to create a graduate survey for each area of concentration.

Certificate of Completion

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

No students were enrolled in or completed a Certificate of Completion this academic year. One student received this certificate in spring 2009, and one in spring 2008.

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.

One student was enrolled in this program in spring, 2011. This student and his instructor both identified specific study skills that were required for the course, including Reading for Comprehension, Note Taking, Writing, Research, and Computer Skills. These are necessary skills for success in college classes, and they helped prepare the high school student for the expectations of college classes.

The student and instructor strongly agreed that discussion of worldview was discussed within the course, and the student strongly agreed that he was encouraged to think from a biblical worldview during class time. The student and instructor indicated that the student interacted with faculty and students within the course, and the student strongly agreed that these individuals appeared to be living for Christ.

The instructor strongly agreed that the Senior Bridge experience was beneficial for the student, who received a final grade of C. The student commented that he “enjoyed this class a lot, and can’t quite think of any negatives”.

While one student began this program in the 2009/2010 academic year, this was the first year for a student to successfully complete a course under this program.

Strengths of Senior Bridge

- Vision: Senior Bridge provided increased vision for attending HCC. The student who took part in this program applied to the College for fall 2011.
- Cooperation: HCC works well with the administrators of HCA, resulting in a smooth transition for students

Weaknesses of Senior Bridge

- Advertising: This program needs to be better advertised to qualified HCA seniors, especially in the spring semester

Institutional Effectiveness

Institutional Units Assessment Results

Most of these assessments are set to begin in the 2011/2012 academic year. Goals and objectives were set during 2010/2011, and measurement plans and tools are being developed in summer 2011. However, the President and his office were assessed during the current year. The President was assessed by the Board of Trustees, and the Office was assessed by HCC administrators, faculty, staff, and students.

According to the Board, the President's strengths include good listening and speaking skills, high ethical standards, love for the students, strong Christian faith, servant leader, flexibility, and a desire for students to grow in God and succeed at higher learning.

Board suggestions for improvements include ongoing communication with the board, increased self-confidence, finding revenue resources, and ways to increase enrollment.

The Board of Trustees voted to renew the President's contract at the current salary for the 2011/2012 academic year, indicating its approval of the President.

Results from the Administration, faculty, and staff survey indicate strong support for the HCC President and the workings of the Office. All areas received scores near the top of the choices. Strengths indicated by this group included display of righteousness and good character, vision and direction for the college, good communication, willing helper, personal convictions, passion for Jesus, learning, good representation of HCC, relational, strong, and effective.

Areas for improvement included campus and recruiting development, upgrade of tools and technology, long-term planning and vision, and acquiring financial support.

Student feedback scored the office of the President at 4.29 out of a possible 5. High marks were awarded in the areas of high ethical standards, respect by colleagues, perceived as a leader, a good representation of the College, and care for individual students. The lowest marks were given to maintenance and upgrade of the physical plant. These results indicate that the student body is pleased with the functions of the office of the President.

Suggestions: Results from all areas of assessment should be made available to the HCC President for future planning. Investigate the possibility of doing online surveys through "survey monkey".

Student Satisfaction Assessment Results

Students completed two online surveys regarding satisfaction with 5 areas of the Institution. Students rated several statements within each area and the area received a total score based up to 5.0. This was the first year to use this survey and little data was gathered in previous years, therefore this year's data is foundational.

Area of Institution	Score Out of a possible 5.0
Campus Climate	3.75
Concern for the Individual	4.14
Instructional Effectiveness	4.38
General Campus, Housing and Student Life	3.25
Administration Effectiveness	3.17

Institutional Advancement

The HCC President and the Board of Trustees discussed this topic at the fall 2010 and spring 2011 board meetings. The President encouraged board members to identify contacts that could be of benefit to the College. In addition, the board decided to increase the number of board members in an effort to provide additional avenues for institutional advancement.

Groundwork was begun for the establishment of an in-house scholarship program. The President visited other colleges and researched formats for such a program, and a few corporations were identified as a potential pool for giving. As a part of this plan, in summer 2011, the HCC chancellor met with Ozark agents to discuss HCC as an option for college education as well as encouraging the agents to make an annual gift to HCC in order to sponsor a student.

Student Services

Library

Library Usage & Satisfaction

Frequency	
Daily	15%
1/week	39%
1/month	46%
Type	
Audio/Visual	31%
Reference	85%
Non-Fiction	39%
Satisfaction	
Very Satisfied	23%
Satisfied	69%
No Response	8%

The largest percentage of responding students (46%) used the library only one time per month, with 39% using it once per week and 15% using it daily. The overwhelming materials

usage (85%) was reference books, indicating that library usage is directly tied to course assignments. The majority of students (69%) are “satisfied” with the services of the librarian, although 39% responded that they rarely request assistance.

75% of students use the library computer system to locate books often or sometimes, with 23% using it seldom, but 46% also responded that they often or sometimes are unable to locate books that are listed in the computer as available. 92% felt that it was very easy or somewhat easy to use the library’s computer catalog to find library resources.

The library was used for internet access at least sometimes by 76% of students, and 92% are at least somewhat satisfied with the availability of internet access in the library. 46% use this service often and 23% seldom, but no students responded that they never use this service.

The response to satisfaction of resources provided to the library was more mixed. 77% were somewhat satisfied and 23% were undecided; however student were more positive regarding quiet study space around the library, with 77% at least somewhat satisfied by this availability.

Positive comments included a serene atmosphere, good variety of books, helpful for school work, availability of resources that are needed, and a good place to study or do homework.

Suggestions for improvements included the need for more chairs, a better selection of movies, and additional fiction books.

Suggestions: Continue to find ways to help students use library resources on a systematic basis. Maybe highlight new resources some way, open the library for some evening hours, etc.

Fun Nights

Fun Night Roster
2010/2011 Academic Year

October 11 Bowling/Lunch in Quincy
January 27 Chapel/Lunch in Shelbina
March 29 Pizza Hut in Quincy
April 19 Game Night at Rihanek’s

Category	Yes	No	Neutral
Looked forward to Fun Nights	76%	16%	8%
Adequate number of Fun Nights	68%		42%
Centered around relational activities	93%	7%	
Conducive to building relationships	77%		23%

76% of responding students look forward to Fun Nights, 8% were neutral, and 16% did not look forward to them. According to comments, those that did not look forward to them probably feel

that they should be optional rather than required. While the majority (68%) at least agreed that there were an adequate number of Fun Nights, 42% were neutral or disagreed that there was a good variety to fun nights. As shown in the above roster, two were evening activities and two were daytime activities, and only 4 activities were carried out during the entire academic year.

Students were positive in seeing Fun Nights as relational activities as 93% identified them as being centered around relational activities and 77% found the environments conducive to building relationships.

In comments, Game Night at Rihanek's was the overwhelming favorite. It was also the one closest to the time of the assessments, but student's cited enjoyment in just hanging out together in a home setting, interaction with a variety of people, good fellowship, and comfortable environment.

Student suggestions for future Fun Nights included Scottie's Fun Place, St. Louis Zoo, BBQ, Moorman Park, Physical activities, Game Nights, Movie Night.

Objective 1 Provide at least 3 Fun Nights per semester **Not Met**

Objective 2 Engage students in a variety of social activities throughout the academic year
Partially Met

Objective 3 Provide a setting in which students can build relationship with peers and leaders
Met

Suggestions: Fun Nights were not organized in advance as well as they should have been, leading to last minute decisions for activities. Because of this, several of them were done during College Meeting Days. Because students indicate that they feel these are valuable times in building relationships, concerted effort should be made to better schedule Fun Nights next academic year.

Shepherd Groups

All students were assigned a specific Shepherd Group leader during the academic year as follows:

Shepherd Groups
2010/2011

Felicity
Melissa
Shelby
Jenny

Christy
Stephanie
Amanda

Molly
Aundria
Hannah

Heather
Ashley (withdrew)
Jenna (withdrew)

Darin
Jordan

Ashraf
Charles

Mauricio
Curt

Dave
Noah

Kris
Ethan

Zachariah
Jacob (withdrew)

Russell

Category	Yes	No	Neutral
One-on-one weekly meetings	84.7%	15.3%	
Received helpful guidance	92.3%		7.7%
Guidance on spiritual issues	92.3%		
Guidance on personal issues	84.6%		
Guidance on Relational issues	84.6%		

While 84.7% of students at least agree that they met one-on-one with their Leader on a weekly basis, 15.3% strongly disagreed. All, however, indicated that they received helpful guidance from their Leader – 69.2% Strongly Agreed, 23.1% Agreed, and 7.7% were Neutral. This indicates that even though meetings may have been more sporadic for some students, the guidance that they received was helpful. The top areas in which students received helpful guidance were Spiritual Issues (92.3%), Personal Issues(84.6%), and Relational Issues (84.6%). Financial Issues, Academic Issues, and “Other” each came in between 30%-40%.

Positive Comments included getting a different perspective and a bigger picture, someone to talk to, good advice and ability to listen, patience, and pushing me beyond my comfort zone.

Student suggestions included specific meeting times built into the academic day, deepen relationships, doing things together outside of the college setting, meet in a variety of places, more personal involvement, and more time together than once a week.

Objective 1 Each traditional student is paired with a seasoned leader each semester **Met**

Objective 2 Each traditional student meets one-on-one with their leader at least one time per Week **Not Fully Met**

Objective 3 Each traditional student receives helpful guidance within each semester **Met**

Suggestions: Shepherd Group Leaders could keep a log of meeting dates with each student to better track weekly meetings – create strategies for how to handle weeks that meetings are missed. Leaders agree that finding meeting times that meet both instructor and student schedules is difficult with some students. Consider setting aside time during the academic day for short meetings. Provide Leaders with more materials to help track topics.

Non-Traditional Students

This was the first year for this survey, and non-traditional student survey responses were very positive with all areas receiving near the highest level of agreement. All students strongly agreed that they were well received as part of HCC. The lowest levels of satisfaction regarded Instructor availability outside of class time, with an average 4.28 out of 5, and the library being open at convenient times with a 3.57. This was a general non-traditional student satisfaction survey, and clear objectives need to be developed for this area.

Suggestions: HCC has already identified the need for some evening library hours and this reiterated the need for this. Instructors need to make sure clear contact information, such as email addresses, are available on syllabi to help with availability outside the classroom.

Chapel

Chapels were held Monday-Friday, in a variety of formats. The fall semester was given to establishing routine, and chapels were mostly led by HCC. Most students gave a short testimony in chapel in the fall semester. In the spring semester, every student led an invocation on more than one occasion, and every student was part of more than one team who led spring semester chapel services.

Spring 2011 Special Speakers

Category	#
Alumni	8
Guests	1
Student-Led	16
Video Speakers	7

Suggestions: Include more outside guests as speakers in the future.

Servanthood

Feedback Survey Results

Servanthood III	Spirituality	Character	Service
Entity A	Excellent	Excellent	Excellent
Entity B	Excellent	Excellent	Excellent
Entity C	Excellent	Excellent	Excellent
Servanthood IV			
Entity A	Excellent	Excellent	Excellent
Entity B	Excellent	Excellent	Excellent
Entity C	Excellent	Excellent	Excellent

While Servanthood III and IV were successful from the view of those served in the area communities, all the Servanthood courses seemed to suffer this year from a lack of vision on the part of the students. Some student comments from a curriculum review reflect this attitude with comments such as “our labs usually feel like we aren’t doing anything that’s really helping people” or “I don’t see myself or anyone else that graduated the College applied this to their daily life.” This was also reflected in the lack of completion of quality plans of actions and reflections.

Course	% of plans and reflection
Servanthood III	87%
Servanthood IV	67%

Future data is important for determining steps to take to improve student vision in this important area.

Suggestions: Better formalize the courses so that they feel well-structured, and investigate the possibility of adding another staff member to this area.

Exit Plan & Survey

Exit Plan

100% of graduating students (3/3) completed their Exit Plan with the help of their Shepherd Group Leader. This was an improvement over last year, and the success of the completion seems due in large part to including this assessment as part of an April Assessment Day. Shepherd Group Leaders were contacted prior to Assessment Day and made plans to be available during the morning hours. Graduating students visited with their Leader before beginning other assessments.

All students had a plan for life after graduating which they feel confident is the will of God. 100% plan to stay at Heartland and begin to work full-time. 2/3 plan to work in their present area of employment and 1/3 may change work areas. Each was aware of benefits when changing to full-time work as well as the meal system requirements. 66% (2/3) indicate a possibility of continuing their education online, but not in the immediate future.

2/3 had spoken to Mr. Barton regarding living situations after graduating, but none know for sure how those arrangements will be resolved although 100% anticipate remaining in HCC housing in some capacity for the near future. 2/3 are interested in transitioning to an RA position at HCC.

None of the graduating students has a budget plan for their next step in life, although 100% of them identified purchases needed for their next life step. Purchases mainly included items for non-dorm living (furniture, etc.) and a vehicle.

Exit Plan Suggestions: Continue making the Exit Plan a part of the April Assessment Day, and involving Shepherd Group Leaders to be an active part of completing it. It would be good to have Shepherd Group Leaders really talk to students about further educational opportunities. If they plan to continue schooling, it is helpful to start that process soon after HCC graduation. Housing is a stressful situation for graduates. Try to find a way that they will know a little sooner where they will transition for their next living step. It would be helpful for Shepherd Group Leaders to help them develop a budget during their last semester.

Exit Survey

This survey was taken by three graduating traditional students. 100% of the students at least “agreed” with 10/11 of the statements on the survey, with the final question resulting in one neutral response. The overall score for this survey was 4.67 out of a possible 5.0, indicating student satisfaction with their HCC experience. Results are on the following page.

Statement	Strongly Agree	Agree	Neutral
I believe that the Bible is the inspired and inerrant Word of God	100%		
I feel prepared to express a basis for my belief in the Bible as the word of God	50%	50%	
I feel prepared to express a basis for my faith in Jesus Christ		100%	
I feel prepared to express a basis for my decision to live life from a Christian perspective		100%	
I believe that my experiences at HCC helped me grow in my walk with God	67%	33%	
I understand a life of discipleship better as a result of my experiences at HCC	67%	33%	
I have a desire to continue serving others as a result of my experiences at HCC	67%	33%	
I am satisfied with my general knowledge and basic understanding of the Bible	33%	67%	
I was required to use critical thinking skills in order to solve problems during my Bible College experience		50%	50%
I feel prepared for my next step in life as a result of my experiences at HCC	33%	67%	
I would recommend attending HCC to others	67%	33%	