

2016 FACTBOOK

Lincoln Christian University

“Metrics help us to remain accountable for the work that God has placed in our hands.”

- Peter Greer and Chris Horst



Part A: Who Are Our Students?

Part A.1. Recruitment

Table A.1.1. New Fall Students

	Enrolled	
	Actual	Goal
LEAP	11	
English Language Academy	2	
Total	13	
<i>Undergraduate</i>		
First-time Freshmen	83	
Undergraduate Transfer Students	38	
Undergraduate Re-applicants	10	
Las Vegas	4	
Unclassified	4	
Total	139	
<i>Seminary</i>		
First-time Seminary Students	6	
Seminary Transfer Students	8	
Seminary Re-applicants	5	
Unclassified	2	
Total	21	
<i>Graduate</i>		
First-time Graduate Students	52	
Graduate Transfer Students	5	
Graduate Re-applicants	7	
Unclassified	1	
Total	65	
<i>University Total</i>	234	

Table A.1.2. Undergraduate Fall 2016 Recruitment

	Applicants		Accepted		Enrolled	
	Actual	Goal	Actual	Goal	Actual	Goal
First-Time Freshmen (Trad.)	234		130		80	
Transfer Students (Trad.)	81		39		26	
Re-applicants (Trad.)	5		4		3	
Non-Traditional Freshmen*	40		19		3	
Transfers (Non-Trad.)*	22		10		12	
Re-applicants (Non-Trad.)	7		7		7	
Las Vegas ¹	25		7		4	
Unclassified	7		1		4	
English Language Academy	4		4		2	
Total	425		221		141	

Table A.1.3. Undergraduate Historic Fall Recruitment

	2012		2013		2014		2015		2016	
Traditional										
Applicants	321	—	252	—	333	—	333	—	320	—
Accepted	216	67%	168	67%	181	54%	200	60%	173	54%
Enrolled	123	57%	81	48%	107	59%	121	61%	109	70%
Non-Traditional										
Applicants	150	—	90	—	76	—	86	—	69	—
Accepted	68	45%	60	67%	44	58%	38	44%	36	52%
Enrolled	54	79%	51	85%	30	68%	24	63%	26	72%
Las Vegas										
Applicants	38	—	29	—	43	—	29	—	25	—
Accepted	12	31%	11	38%	18	42%	14	48%	7	28%
Enrolled	9	75%	9	82%	11	61%	9	64%	4	57%

¹ All of the new Las Vegas students for Fall 2016 are transfer students.

* This category does not include Las Vegas students.

Table A.1.4. Graduate Fall 2016 Recruitment

	Applicants		Accepted		Enrolled	
	Actual	Goal	Actual	Goal	Actual	Goal
Seminary						
MA in Counseling	32		23		16	
MRE	7		5		4	
MA (Seminary)	16		11		7	
MDiv	22		16		13	
MDiv Equivalency	1		1		1	
MA in Ministry (Lincoln)	15		12		12	
MA in Ministry (Indianapolis)	2		1		0	
DMin	7		4		1	
Unclassified	3		2		2	
Non-Seminary						
MA in Spiritual Formation (& Cert.)	12 (4)		10 (4)		8 (4)	
MA in Marriage and Family Therapy	14		9		6	
MA in Bible and Theology	16		10		6	
MA in Organizational Leadership	22		16		7	
MA in TESOL ²	7		4		0	
MA in Intercultural Studies	2		2		2	
Unclassified	1		1		1	
Total	179		127		86	

Table A.1.5. Graduate Historic Fall Recruitment

	2012		2013		2014		2015		2016	
Seminary										
Applicants	276	—	118	—	125	—	128	—	105	—
Accepted	150	54%	97	82%	89	71%	101	79%	75	71%
Enrolled	129	86%	67	69%	60	67%	57	56%	56	75%
Non-Seminary										
Applicants	126	—	95	—	114	—	88	—	74	—
Accepted	82	65%	65	68%	78	68%	46	52%	52	70%
Enrolled	75	91%	55	85%	62	79%	41	89%	30	58%

² Only transfers or re-applicants could start Fall 2016.

Part A.2. Average Incoming ACT Score

Table A.2.1. Historic Fall ACT Composite (of those Reported)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Traditional Undergraduate	22.5	23	22.1	22	22.3

Part A.3. Enrollment

Table A.3.1. LCU Fall Enrollment

	2012	2013	2014	2015	2016	
					Actual	Goal
Trad. Undergrad (with ELA & LEAP)						
Headcount	433	382	359	357	315	
Total Credit Hours	6,139	5,149	4,920	4,748	4,268	
Non-Traditional Undergrad						
Headcount	245	240	210	173	147	
Total Credit Hours	2,798	2,740.5	2,172	1,734	1,416	
Graduate						
<i>Seminary</i>						
Headcount	251	235	225	225	211	
Total Credit Hours	1,562.5	1,454	1,476	1,433	1,286	
<i>Non-Seminary</i>						
Headcount	137	137	142	131	99	
Total Credit Hours	782	795	855	715	573	
LCU Total						
Headcount	1,066	994	936	886	772	
Total Credit Hours	11,281.5	10,138.5	9,423	8,630	7,543	

Table A.3.2. LCU Unduplicated Annualized Enrollment

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016*
Trad Undergrad (inc. ELA and LEAP)					
Und. Headcount	449	466	409	397	366
FTE	480	477	453	446	428
Hargrove/Non-Trad. Undergrad.³					
Und. Headcount	485	467	501	438	208
FTE	369	328	397	331	174
Seminary					
Und. Headcount	318	294	249	256	277
FTE	221	177	170	181	224
Non-Seminary Graduate					
Und. Headcount	n/a	n/a	n/a	n/a	142
FTE	n/a	n/a	n/a	n/a	96
LCU Total					
Und. Headcount	1,252	1,227	1,159	1,091	993
FTE ⁴	1,070	982	1,020	958	922

Table A.3.3. Traditional Undergraduate Enrollment by Category

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Freshmen (inc. LEAP and ELA)					
Headcount	127	108	123	160	128
Total Credit Hours	1,679	1,418	1,734.5	2,136	1,710
Sophomores					
Headcount	101	76	58	58	64
Total Credit Hours	1,610.5	1,111.5	860	846	959
Juniors					
Headcount	101	91	73	53	61
Total Credit Hours	1,581	1,255.5	1,058.5	719	876
Seniors					
Headcount	97	107	101	83	62
Total Credit Hours	1,268.5	1,268	1,267	1,047	723

³ In the 2015-2016 School year the Hargrove School became non-traditional undergraduate and non-seminary graduate.

* 2015-2016 calculations are based on Fall 2015, Spring 2016, and Summer 2016. Prior years' calculations were based on Summer-Fall-Spring grouping.

⁴ FTE here is calculated as 12 credit hours per semester for undergraduate students, 9 credit hours for graduate students, and 4 credit hours for doctoral students.

Table A.3.4. Non-Traditional Undergrad Enrollment by Category

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lincoln					
Headcount	180	187	149	125	105
Total Credit Hours	1,907	2,046.5	1,491	1,199	977
Las Vegas					
Headcount	65	53	61	48	42
Total Credit Hours	708	600	674	532	439

Table A.3.5. Graduate Enrollment by Category

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
					Actual	Goal
Seminary						
Headcount	251	235	225	196	184	
Total Credit Hours	1,499.5	1,361	1,271	1,312	1,189	
Indianapolis Site						
Headcount	n/a	6	8	10	6	
Total Credit Hours	n/a	33	54	57	27	
Graduate Online						
Headcount	119	117	111	88	68	
Total Credit Hours	671	617	648	483	369	
Graduate Normal						
Headcount	18	20	21	22	12	
Total Credit Hours	111	120	120	102	75	
Graduate Las Vegas						
Headcount	n/a	n/a	12	18	18	
Total Credit Hours	n/a	n/a	88	130	129	
Doctor of Ministry						
Headcount	16	17	21	21	21	
Total Credit Hours	48	60	71	64	70	

Table A.3.6. Fall Undergraduate Enrollment by Program

Undergraduate Degrees	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
					Actual	Goal
Traditional						
AA in Bible	8	5	2	1	8	
AA in Early Childhood	2	1	1	1	1	
AA in Education w/ Greenville	9	13	5	19	24	
AS in Pre-Nursing	13	12	4	8	7	
Biblical Exposition / Biblical Studies	14	7	5	6	7	
Bible (Teacher Education)	15	11	5	3	0	
Business Administration	38	34	25	52	49	
Children & Family Studies / Children's Ministry	19	17	19	19	14	
Christian Ministry ⁵	n/a	n/a	n/a	n/a	38	
General Ministry / Communication Studies	4	3	1	8	14	
General Studies	12	10	8	3	0	
Intercultural Studies	55	47	37	33	19	
Philosophy	8	4	3	1	2	
Preaching Ministry	19	21	13	13	17	
Psychology	49	40	29	50	41	
Spiritual Formation and Ministry	19	26	25	29	24	
Worship Ministry	40	42	26	33	25	
Youth and Family Ministry	48	49	31	41	33	
TESOL	0	0	8	0	0	
Non-Traditional						
AA in General Studies	17	5	7	1	1	
AA in Biblical Studies	50	31	19	22	5	
AAS in Early Childhood	8	10	6	2	1	
Christian Ministry	67	66	60	66	37	
Business Administration	n/a	n/a	n/a	3	9	
Psychology	n/a	n/a	n/a	9	21	
Human Services	59	43	27	34	19	
Individualized Study	6	17	9	9	5	
Leadership and Management	38	49	39	17	2	
Urban Ministry	12	6	1	0	0	

⁵ This program was first offered in the traditional format in Fall 2015, but this is the first Factbook that has listed it separately.

Table A.3.7. Fall Graduate Enrollment by Program

Graduate Programs	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
					Actual	Goal
Non-Seminary Masters						
Bible & Theology	25	40	42	29	26	
Intercultural Studies	3	6	10	3	3	
Marriage and Family Therapy	n/a	n/a	11	18	18	
Organizational Leadership	54	46	33	37	29	
Spiritual Formation	20	20	20	17	12	
TESOL ⁶	35	23	26	19	10	
Seminary Masters						
Master of Divinity	66	73	65	70	56	
Master of Arts	82	63	55	46	36	
Master of Arts in Counseling	69	56	48	48	48	
Master of Religious Education	15	13	13	8	13	
Master of Arts in Ministry	n/a	6	19	20	33	
Undecided						
Undecided	13	12	6	4	5	
Doctoral						
Doctorate of Ministry	16	17	20	21	21	

⁶ Includes TESOL Academic Certificate students.

Table A.3.8. Fall Enrollment by Full Time/Part Time, Gender and Race

	Male	Female	White	African American	Hispanic	Asian	Hawaiian / Islander	Native American	2 or more	Unknown
Traditional UG										
Full Time	153	127	234	9	7	26	0	3	0	0
Part Time	13	21	32	1	0	1	0	0	0	0
Non-Trad. UG										
Full Time	33	48	53	12	6	0	0	1	3	7
Part Time	31	34	42	12	3	0	0	3	2	4
Non-Sem. Grad.										
Full Time	36	45	59	6	3	0	0	1	5	6
Part Time	9	8	11	1	1	0	0	2	1	1
Seminary										
Full Time	45	45	69	9	1	9	0	0	1	1
Part Time	88	34	101	11	1	0	0	1	1	7
TOTAL	408	362	601	61	22	36	0	11	13	26
Undergraduate	230	230	361	34	16	27	0	7	5	11
Graduate	178	132	240	27	6	9	0	4	8	15

Table A.3.9. Undergraduate Class Sizes

Students	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
0-10	230	238	197	137	107
11-20	178	160	156	99	106
21+	61	69	52	33	56

Table A.3.10. Graduate Class Sizes

Students	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
0-10	115	129	123	109	85
11-20	67	62	60	42	62
21+	7	2	3	0	8

Part B: What do we use and do to facilitate student success?

Part B.1. Quality Faculty

Table B.1.1. Faculty with Terminal Degrees

	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Faculty				
Unduplicated Permanent Faculty	35	40	39	40
Permanent Faculty with Terminal Degree	16	21	20	23
Adjunct Faculty	110	111	83	52
Adjunct Faculty with Terminal Degree	26	25	21	20
Seminary Faculty				
Permanent Full Time Faculty	12	14	12	12
Permanent Faculty with Terminal Degree	11	13	11	12
Adjunct Faculty	18	18	10	14
Adjunct Faculty with Terminal Degree	10	10	5	11
LCU Total				
Unduplicated Permanent Faculty	47	54	51	52
Permanent Faculty with Terminal Degree	27	34	31	35
Adjunct Faculty	111	114	93	66
Adjunct Faculty with Terminal Degree	36	31	26	31

Table B.1.2. Fall 2016 University Faculty by Gender and Race

	Male	Female	Unknown	White	Hispanic	Native American	Asian or Asian American	Black	Two or more	Unknown
Permanent	30	9	0	37	0	0	0	1	0	1
Adjunct	15	12	0	17	0	0	1	0	0	9
Total	45	21	0	54	0	0	1	1	0	10

Table B.1.3. Fall 2016 Seminary Faculty by Gender and Race

	Male	Female	Unknown	White	Hispanic	Native American	Asian or Asian American	Black	Two or more	Unknown
Permanent	8	3	0	10	0	0	0	0	1	0
Adjunct	2	1	0	3	0	0	0	0	0	0
Total	10	4	0	13	0	0	0	0	1	0

Table B.1.4. Fall 2016 LCU Permanent Faculty by Year of Birth

	1940 – 1949	1950 – 1959	1960 – 1969	1970 – 1979	1980 – 1989	1990 – 1999
0	4	15	12	7	1	0

Table B.1.5. Fall 2016 Seminary Permanent Faculty by Year of Birth

	1940 – 1949	1950 – 1959	1960 – 1969	1970 – 1979	1980 – 1989	1990 – 1999
0	0	7	2	2	0	0

Part B.2. Online and Summer Courses

Table B.2.1. LCU Online Courses

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016 ⁷
Undergraduate					
Number of Courses	n/a	10	15	30	71
Headcount	93	102	157	275	1,063
Credit Hours	n/a	302	471	825	3,189
Non-Trad. Undergrad.⁸					
Number of Courses	n/a	147	183	158	—
Headcount	1,496	1,542	1,925	1,516	—
Credit Hours	n/a	4,594	5,662	4,493	—
Seminary/Graduate					
Number of Courses	n/a	18	33	22	65
Headcount	165	216	582	222	668
Credit Hours	n/a	648	846	666	2,004
LCU Total					
Number of Courses	n/a	175	231	210	136
Headcount	1,754	1,860	2,664	2,013	1,731
Credit Hours	n/a	5,544	6,979	5,984	5,193

⁷ Beginning this year, all Undergraduate NET courses are included in the Undergraduate category (formerly split between the School of Undergraduate Studies and Hargrove).

⁸ This category was formerly Hargrove, which consisted of both Undergraduate and Graduate students.

Table B.2.2. LCU Summer Courses

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Traditional Undergraduate					
No. of Courses	n/a	n/a	6	3	2
Headcount	77	60	54	9	3
Credit Hours	312	258	233	33	9
Non-Trad. Undergraduate					
No. of Courses	n/a	n/a	0	3	5
Headcount	2	1	0	20	33
Credit Hours	12	3	0	60	99
Non-Trad. Graduate					
No. of Courses	n/a	n/a	21	12	16
Headcount	58	80	91	105	154
Credit Hours	309	488	513	303	462
Normal - Graduate					
No. of Courses	n/a	n/a	4	0	4
Headcount	13	19	16	0	31
Credit Hours	75	108	93	0	93
Seminary					
No. of Courses	n/a	n/a	11	3	5
Headcount	56	46	39	17	11
Credit Hours	178	176	102	51	33
DMin					
No. of Courses	n/a	n/a	2	0	6
Headcount	7	10	13	0	20
Credit Hours	28	40	52	0	62
LCU Total					
No. of Courses	n/a	n/a	60	21	38
Headcount	213	210	213	151	252
Credit Hours	914	1,073	993	447	758

B.3. Library Resources

Table B.3.1. Collection Size and Annual Additions

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Collection Size					
Print book volumes	93,955	92,581	93,935	94,521	92,814
Print journal volumes	13,723	13,295	13,295	12,142	12,277
Curriculum & related items	5,393	5,394	5,395	5,395	5,251
Electronic book volumes	47,808	49,838	51,809	52,784	55,082
Electronic journal volumes	7,505	7,505	7,505	7,505	7,505
Media items (+ microfilms)	20,909	10,567	13,376	10,946	10,928
<u>TOTAL</u>	189,293	179,180	185,315	183,293	183,857
<i>The Jessie C. Eury Library also has access to a combined total of 15,442 full-text journals and 57 E-resources.</i>					
Annual Additions					
Print book volumes	1,672	2,325	1,495	1,206	1,317
Curriculum & related items	8	16	1	0	0
Electronic book volumes	1,571	555	1,971	975	1,425
Media items	2,043	91	103	59	459
Electronic journal volumes	0	0	0	0	0
<u>TOTAL</u>	5,294	2,987	3,570	2,240	3,201

Table B.3.2. Circulation Statistics

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Circulation Statistics					
Print volumes circulated	30,241	29,743	26,323	23,781	27,050
Las Vegas circulated	870	300	293	388	74
Indianapolis circulated	0	0	n/a	n/a	n/a
e-Books circulated	2,400	1,970	2,232	4,744	2,809
Media items circulated	2,988	1,451	1,352	1,115	758
Laptops circulated	1,219	737	482	670	747
Number circulated subtotal	37,718	34,201	30,662	30,698	31,438
Database searches (Excluding WorldCat)	135,937	179,268	149,965	133,650	118,642
Chapel downloads	2,636	n/a	n/a	3,348	2,636
Streaming Videos Watched	n/a	n/a	n/a	n/a	2,012
TOTAL	176,291	213,469	180,647	167,696	154,728
Interlibrary Loans					
Loaned to other libraries	3,529	3,404	3,692	5,001	3,496
Borrowed from other libraries	4,261	3,694	2,927	2,104	1,973
Services					
Library annual gate count	65,232	64,456	n/a	52,701	50,163

Table B.3.3. Library Finances

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Library Finances					
Cost for Personnel (includes benefits)	\$294,490	\$300,824	\$275,751	\$264,494	\$279,944
Cost for Resources	\$98,474	\$94,968	\$73,088	\$79,182	\$79,297
Cost for other expenses	\$43,280	\$34,612	\$23,794	\$18,841	\$19,006
TOTAL	\$436,244	\$430,404	\$372,633	\$362,517	\$378,247

Table B.3.4. Information Literacy

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Information Literacy					
Information Literacy sessions	79	92	79	99	25 [^]
Students in Information Literacy sessions	1,132	1,063	966	1,256	424 [*]
Number of LibGuides	48	59	54	63	71
Hits on LibGuides	31,998	52,456	47,255	34,745	15,373 [*]
Number of screencasts	23	33	34	31	33
Hits on screencasts	n/a	n/a	n/a	n/a	467

* Removal of the HS600 and HS290 courses greatly reduced the number of information literacy sessions (by 57%), students instructed (by 66%), and use of LibGuides (by 55.75%). Historically, instruction on LibGuides from the HS600 and HS290 courses resulted in the students actively using the LibGuides for their other courses. The students are no longer formally presented with this knowledge and awareness of LibGuides (reflected in the 55.75% drop in hits), despite their increase in number since last year.

[^] This total does not include 18 from the 6 sections of the Library Module in US500 Orientation to LCU, 6 sections of the Library Module in US098 Orientation to LCU, plus 6 sections of the Library Module in DMIN1000 Orientation to Doctorate of Ministry Studies. These Library Modules only provide an awareness of the Library’s resources and services; given the limited time structure no information literacy instruction is included. Thus, students in these Library Modules are not counted in the “Students in Information Literacy sessions” category.

Part B.4. Financial Resources

Table B.4.1. Tuition and Fees

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Traditional Undergrad	\$502 per ch	\$527 per ch	\$527 per ch	\$430 per ch	\$430 per ch
Non-Trad. Undergrad	\$399 per ch	\$419 per ch	\$419 per ch	\$430 per ch	\$430 per ch
Graduate	\$399 per ch	\$399 per ch	\$399 per ch	\$418 per ch	\$418 per ch
Graduate Normal	\$299 per ch	\$299 per ch	\$299 per ch	\$418 per ch	\$418 per ch
Graduate MAMFT	n/a	n/a	\$499 per ch	\$499 per ch	\$499 per ch
Seminary	\$399 per ch	\$399 per ch	\$399 per ch	\$418 per ch	\$418 per ch
Seminary MAC	\$499 per ch	\$499 per ch	\$499 per ch	\$499 per ch	\$499 per ch
Seminary DMin	\$399 per ch	\$399 per ch	\$399 per ch	\$418 per ch	\$418 per ch
Seminary MAM (Indy)	n/a	\$299 per ch	\$299 per ch	\$307 per ch	\$307 per ch

Table B.4.2. Debt Trends

(in thousands)	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	
					Actual	Goal
Operating Debt	1,719	1,615	1,626	1,242	1,814	
Capital Debt	10,428	9,937	9,446	8,956	8,428	
Total Debt	12,147	11,553	11,072	10,198	10,242	
Interest on Total Debt	457	428	413	375	347	
Principal on Debt	632	594	706	718	686	
Principal & Interest on Debt	1,089	1,022	1,118	1,249	1,033	
P & I Debt as % of Operating Expense	8%	8%	8.5%	10.4%	9.3%	
Interest on Operating Debt	100	85	59	48	56	
Principal on Operating Debt	190	202	215	228	158	
P & I on Operating Debt	290	287	286	276	214	

Table B.4.3. Endowment

(in thousands)	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	
					Actual	Goal
Endowment	8,515	8,907	10,074	10,344	10,454	
Rate of Return	2.8%	7.7%	14.2%	1.2%	1.2%	

Table B.4.4. Annual Revenue

(in thousands)	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	
					Actual	Goal
Gross Tuition and Fees	10,611	10,528	9,933	9,181	7,614	
Less Donor-Funded Aid	155	216	228	206	209	
Less Institutional Aid	2,060	2,020	1,882	1,883	1,538	
Less Donor & Inst. Aid	2,215	2,236	2,110	2,089	1,747	
Net Tuition and Fees	8,397	8,293	7,823	7,092	5,867	
Private Gifts	2,774	2,369	2,054	2,203	1,709	
Investment Income	229	657	1,264	121	140	
Auxiliary Services	2,343	2,433	2,175	2,099	2,076	
Other Income	507	422	459	445	371	
Total Operating Revenue	14,250	14,174	13,977	11,839	10,539	
Non-Operating Revenue	(368)	48	126	394	261	
Total Revenue	13,882	14,222	15,233	12,223	10,799	

Table B.4.5. Revenue by Source

	2011 – 2012	2012 – 2013	2013 – 2014	2015 – 2016	2016 – 2017	
					Actual	Goal
Tuition and Fees	60%	58%	51%	58%	56%	
Government grants/contracts	0%	0%	0%	0%	0%	
Private gifts/grants/contracts	20%	17%	13%	19%	21%	
Investment Return	2%	5%	8%	2%	1%	
Other Core Revenue	17%	17%	14%	21%	22%	

Table B.4.6. Residence Hall Occupancy

	2012 – 2013		2013 – 2014		2015 – 2016		2016 – 2017		Goal
	No.	%	No.	%	No.	%	No.	%	
Fall	317	51%	253	52%	269	55%	224	46%	
Spring	280	45%	233	48%	221	45%	n/a	n/a	
Capacity	622		486		486		486		

Table B.4.7. Expenses/Change in Net Assets

(in thousands)	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	
					Actual	Goal
Instruction	4,564	4,583	4,181	3,914	3,458	
Academic Support/Library	1,548	1,658	1,783	1,936	1,446	
Student Services	1,853	2,029	2,084	1,573	2,034	
Institutional Support	2,385	2,540	2,566	2,235	2,042	
Advancement	514	527	531	477	380	
Total Education and General	10,864	11,338	11,144	10,074	9,361	
Auxiliary Operations	2,062	2,028	1,984	1,888	1,771	
Total Operating Expenses	12,926	13,366	13,127	11,962	11,133	
Change in Net Assets	956	855	976	271	(333)	

Table B.4.8. Change in Unrestricted Net Assets

	2012	2013	2014	2015	2016
Change in Assets	1,130,125	87,798	(410,022)	29,753	(684,655)

Table B.4.9. Financial Ratios

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	Goal
USDE Financial Strength	2.71	2.7	2.4	2.6	2.8	> 1.5
HLC Viability	1.20	1.34	.44	.55	1.1	> 1.25
HLC Primary Reserve	0.24	.3	.31	.47	.51	> 0.40
HLC Net Income	5.22%	5.12%	(2.1%)	.25%	(6.6)%	> 3%
HLC Return on Net Assets	5.29%	2.4%	6.56%	2.0%	(2.0)%	> 6%
HLC Debt Burden	8.02%	7.6%	8.52%	8.6%	8.1%	< 7%
Debt Service Coverage	2.19	2.27	1.00	1.00	.56	> 1.25
Total Liabilities to Net Assets	1.05	.95	.85	.80	.81	< 2.25
Private Gifts	23%	18%	21%	19%	21%	25-50%
Investment Income	1.78%	4.9%	10%	1%	1.3%	> 2.6%
Auxiliary Services Income	18%	17%	17%	17%	20%	< 25%
Tuition Discount	21%	21%	21%	21%	20%	< 25%
Instruction Allocation	35.3%	34%	32%	33%	31%	> 35%
Academic Support Allocation	12%	12%	14%	12%	13%	> 12%
Student Services Allocation	14.3%	15%	16%	16%	18%	> 10%
Institutional Supp. Allocation	18.5%	19%	20%	19%	18%	< 17%
Auxiliary Enterprises Surplus	\$280,616	\$404,404	\$191,398	\$268,414	\$305,171	< \$250k

Table B.4.10. Student Financial Aid

(in thousands)	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
<i>Traditional Undergraduate</i>					
Federal Grants	857	735	737	665	561
State Grants	630	512	505	416	343
Institutional Grants/Waivers	1,746	1,889	1,709	1,482	1,099
Federal Work Study Funds	65	67	70	70	65
Loans	2,518	2,953	2,662	2,474	2,025
Total SUS Aid	5,816	6,156	5,683	5,107	4,093
<i>Non-Traditional Undergraduate</i>					
Federal Grants	654	635	606	507	429
State Grants	260	238	213	130	134
Institutional Grants/Waivers	84	113	104	149	122
Loans	1,719	1,721	1,653	1,265	1,039
Total Hargrove UG Aid	2,717	2,707	2,576	2,051	1,724
<i>Non-Seminary Graduate</i>					
Institutional Grants/Waivers	83	82	83	84	113
Loans	316	544	753	1,010	882
Total Hargrove Grad Aid	399	626	836	1,094	995
<i>Seminary</i>					
Institutional Grants/Waivers	326	275	266	301	317
Loans	1,733	1,358	1,208	1,118	1,139
Total Seminary Aid	2,059	1,633	1,474	1,419	1,456
LCU Total:					
Federal/State Grants	2,401	2,120	2,061	1,718	1,467
Federal Work Study Funds	65	67	70	70	65
Institutional Grants/Waivers	2,240	2,359	2,162	2,016	1,651
Loans	6,285	6,576	6,276	5,867	5,085
Total Aid	10,991	11,122	10,569	9,671	8,268

Table B.4.11. Number of Donors by Type

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	
					Actual	Goal
Churches	298	296	284	275	273	300
Other Organizations	59	57	57	56	46	51
Individuals	1,626	1,536	1,578	1,322	1,298	1,428

Table B.4.12. Gifts by Source and Amount

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	
					Actual	Goal
Churches	\$883,574	\$788,647	\$735,524	\$837,764	\$881,193	\$800,000
Other Organizations	\$85,066	\$100,173	\$320,423	\$398,453	\$398,352	\$400,000
Individuals (not alumni)	\$428,806	\$421,439	\$353,673	\$308,581	\$275,192	\$350,000
Alumni	\$416,973	\$457,259	\$409,884	\$444,289	\$446,933	\$450,000
Estates/Annuities	\$311,586	\$1,021,730	\$850,335	\$687,377	\$470,582	\$500,000
Total Given	\$2,126,005	\$2,789,248	\$2,669,839	\$2,676,464	\$2,472,252	\$2,500,000

Table B.4.13. Top 10 Financial Supporting Churches

	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
1	Lincoln Christian Church Lincoln, IL \$28,735	Lincoln Christian Church Lincoln, IL \$27,366	First Christian Church Fairfield, IL \$48,171	Resurrection Chr. Ch. Kenai, AK \$155,393
2	First Christian Church Fairfield, IL \$17,830	First Christian Church Fairfield, IL \$20,000	Lincoln Christian Church Lincoln, IL \$25,594	Lincoln Christian Church Lincoln, IL \$25,224
3	Catlin Church of Christ Catlin, IL \$17,300	Catlin Church of Christ Catlin, IL \$16,550	West Side Christian Ch. Springfield, IL \$22,000	First Christian Church Clinton, IL \$18,800
4	First Christian Church Clinton, IL \$17,200	West Side Christian Ch. Springfield, IL \$16,000	Jefferson Street CC Lincoln, IL \$14,628	First Christian Church Fairfield, IL \$18,690
5	West Side CC Springfield, IL \$16,000	Jefferson Street CC Lincoln, IL \$15,852	CC of Clarendon Hills Clarendon Hills, IL \$13,800	CC of Clarendon Hills Clarendon Hills, IL \$18,300
6	Jefferson Street CC Lincoln, IL \$14,728	First Christian Church Morris, IL \$13,720	First Christian Church Morris, IL \$13,700	West Side Christian Ch. Springfield, IL \$18,000
7	First Christian Church Morris, IL \$13,700	Plainfield CC Plainfield, IN \$13,000	Catlin Church of Christ Catlin, IL \$13,591	Catlin Church of Christ Catlin, IL \$13,608
8	Plainfield CC Plainfield, IN \$13,000	Agape Christian Church LaPorte, IN \$12,840	Plainfield Christian Ch. Plainfield, IN \$13,000	Jefferson Street CC Lincoln, IL \$13,409
9	CC of Clarendon Hills Clarendon Hills, IL \$12,000	CC of Clarendon Hills Clarendon Hills, IL \$12,600	Northside Christian Ch. New Albany, IN \$11,600	First Christian Church Morris, IL \$13,133
10	Antioch Christian Church Toluca, IL \$10,192	Antioch Christian Church Toluca, IL \$10,690	Clover Road Christian Ch. Hannibal, MO \$11,450	Plainfield Christian Ch. Plainfield, IN \$13,000
	Total: \$160,655 (20% of all church giving)	Total: \$158,618 (22% of all church giving)	\$187,534 (22% of all church giving)	\$307,557 (34% of all church giving) (Overall Goal: 20-25% of all church giving)

Part C: What are the Results?

Part C.1. Retention

Table C.1.1. Retention by School

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
					Actual	Goal
Traditional Undergrad First Time Freshmen	75%	63%	83%	55%	58%	
Traditional Undergrad Transfer	n/a	n/a	82%	87%	60%	
Non-Trad. Undergrad First Time Students	47% (/17 students)	100% (/16 students)	56% (/16 students)	44% (/9 students)	20% (/5 students)	
Non-Traditional Undergraduate Transfer	n/a	n/a	56%	72%	56%	
Non-Seminary First Time Graduate Students	74%	73%	72%	60%	66%	
Seminary First Time Graduate Students	68%	63%	79%	60%	60%	

Part C.2. Graduation Rate (150%)

Table C.2.1. Fall Cohort of First Time, Full Time Undergraduate Freshman Graduation Rate as reported in IPEDS

	2011 – 2012 (2005 FA Cohort)	2012 – 2013 (2006 FA Cohort)	2013 – 2014 (2007 FA Cohort)	2014 – 2015 (2008 FA Cohort)	2015 – 2016 (2009 FA Cohort)
LCU Total	80 of 180 (44%)	71 of 150 (47%)	49 of 105 (47%)	50 of 87 (57%)	39 of 71 (55%)
Male	41 of 98 (42%)	30 of 73 (41%)	17 of 50 (34%)	33 of 44 (75%)	14 of 27 (52%)
Female	39 of 82 (48%)	41 of 77 (53%)	32 of 55 (58%)	17 of 43 (40%)	28 of 42 (67%)
Recipients of Federal Pell Grants	19 of 80 (24%)	21 of 71 (30%)	14 of 49 (28%)	13 of 50 (26%)	23 of 71 (32%)
Recipients of a subsidized Stafford loan who did not receive a Pell Grant	15 of 80 (19%)	13 of 71 (18%)	22 of 49 (45%)	16 of 50 (32%)	20 of 71 (28%)
Students who did not receive either a Pell Grant	46 of 80 (58%)	37 of 71 (52%)	13 of 49 (27%)	21 of 50 (42%)	28 of 71 (39%)
White	77 of 169 (46%)	69 of 145 (48%)	47 of 100 (47%)	46 of 83 (56%)	37 of 71 (52%)
Nonresident Alien	LCU enrolled too few of these students to disclose this information with confidence and confidentiality.				
Hispanic/Latino					
American Indian or Alaskan Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
Two or more races					
Race and ethnicity unknown					

Part C.3. Student Learning

Table C.3.1. 2015 – 2016 Assessment Results

	Goals Met	Goals Not Met	Action to be Taken
AA (Bible)	Due to personnel and curricular changes, these programs are revising their assessment plans.		
AA (Education)			
AS (Pre-Nursing)			
Gen Ed Core (Undergrad)	0	3	While there were substantial improvements in most areas over last year, it was noted that program goals had not been updated with the change in core curriculum and at least 3 goals could not be measured. Program goals have been revised for the 2016-2017 school year and the School of Arts and Sciences will consider revising measures and benchmarks.
Bible/Theology Core	2	n/a	It was noted that program goals had not been updated with the change in core curriculum. Last year the program was assessed based on 13 objectives for the Senior Seminar paper; however, it was discovered these 13 objectives were not program objectives, but used instead to measure 2 of the Bible/Theology goals. The other two goals of the Bible/Theology core were not assessed since there was no formal assessment plan in place. Revisions have been made and a new plan developed for implementation in the 2016-2017 school year.
BA in Biblical Studies	n/a	n/a	Last year the program was assessed based on 13 objectives for the Senior Seminar paper; however, it was discovered these 13 objectives were not program objectives, but used instead to measure 2 of the Bible/Theology goals. No formal assessment plan was in place. A new plan has been developed for implementation in the 2016-2017 school year.
BA in Business Administration	1	3	Course sequence has been revised for the coming year and new lessons/projects will be incorporated in a variety of classes to introduce and reiterate key components missed on this current assessment report.
BA in Children’s Ministry	New program beginning Fall 2015; no graduates yet.		
BA in Christian Ministry	New program structure beginning Fall 2015; no graduates yet.		
BA in Communication Studies	5	1	Will review and revise measures used to assess goals.
BA in Intercultural Studies	3	1	Will continue with much of the current plan; however, with increased amount of time spent on evangelism and discipleship. A new program goal will be introduced for 2017-2018 to better reflect current curriculum.
BA in Philosophy	n/a	n/a	Only one student currently enrolled; no philosophy courses taken during this academic year. Program looks to be revised in the future.

BA in Preaching Ministry	3	0	One goal was not assessed because the course in which the measure is embedded was not offered. Will consider if the targets need to be tweaked; will introduce new lessons and revise schedule (both course frequency and assignment due dates).
BA in Psychology	2	2	Will create a new "Field Mentor Information Packet," consider curricular change to require internship, and make sure all professors are using rubrics.
BA in Spiritual Formation and Ministry	3	2	Revise assignments and rubrics to better measure goals.

	Goals Met	Goals Not Met	Action to be Taken
BA in Worship Ministry	3	2	Revise instructions, revisit where key skills are taught, and consider ways to increase students' ability to use music software outside of class.
BA in Youth and Family Ministry	1	5	Revise course lectures and introduce new artifacts for measuring goals.
MA in Bible and Theology	1	3	For each of the goals not met, only two students were barely under the benchmark. This means that 48 student met each of the goals. At this time, no change to the assessment plan targets is recommended.
MA in Intercultural Studies	2	n/a	Course for objective 1 was not offered. Program has been revised for the coming 2016-2017 year and a new assessment plan has been created.
MA in Marriage and Family Therapy	5	0	Within goal two, of the 9 indicators measured, only two students missed the target on one goal (one who changed professions mid-course and did not finish the class and the other who performed poorly on the first time through but retook the class and improve the grade to a C-). No changes are planned at this time.
MA in Organizational Leadership	1	4	While this is not a desirable outcome, it is better than last year (where no goals were met). Based on the last two years of assessment, it is clear that some of the measures and thresholds need to be revised. Additionally, for goal 4 and 5, the curriculum will be reviewed in terms of where key principles are introduced in the course of study and how they are measured.
MA in Spiritual Formation	5	0	Though a formal assessment plan does not yet exist, personal feedback from exit interviews with students reveal that the goals were met. Based on feedback, some ideas introduced later in the program are going to be introduced earlier in SF 601. Additionally, professors are going to be cautioned to consider the full spectrum of students within the class. A formal assessment plan is being created and implemented for the 2016-2017 school year.

MA in TESOL	0	4	Smaller class sizes have skewed the results, with goals being barely under the desired benchmark. Though this program is ending in 2017, for the courses that will show up in one more rotation, rubrics will be developed that are specific to the assignments.
MA (Biblical Studies)	n/a	n/a	Because this is a new program, only one goal was partially assessed and revision will be made as to where topics are addressed in the course. For all other goals, no data is yet available.
MA (Theology)	3	0	As a new program, full data is not yet available. Will consider revision of rubrics.
MA (Church History)	2	1	Non-Church History students who struggled did not have theological background before taking the class. Church History majors scored very high on goals.
MA (Philosophy and Apologetics)	0	4	Rubrics will be highlighted with assignments and students will be required to submit a self-evaluation using the assignment rubric.
MRE	5	n/a	This program was recently revised. Courses used to measure Goal 1 were not offered during this academic year. For other Goals, not all of the performance indicators could be measured; however, on those that were, students met the criteria. Since the program in its current format is so new, at present no changes are suggested.
MA in Counseling	4	0	Will review rubrics to make sure they comply with procedure and clarify grading.
MA in Ministry	5	0	The first round of students has completed the MA in Ministry and all goals have been met. Artifacts for measurement are being reviewed to make sure each sufficiently assesses the intended goal.
MDiv	n/a	n/a	The ATS reaffirmation visit in 2016 revealed that MDiv goals need to be revised in order to be measurable. New goals and a formal assessment plan are being created and implemented for the 2016-2017 school year.
DMin	6	0	Changes made in the curriculum as a result of last year's assessment resulted in a marked improvement in scores for goals 2, 3 & 6. The program director will investigate ways to expand time in DMin 1005 to help address the overall weakness related to the literature review.
TOTAL	62	35	62/92 = 64%

Table C.3.2.1. 2015 – 2016 Undergraduate Course and Professor Evaluation Results (*Previous Items*⁹)

	Fall 2015
<i>The Course:</i>	
The course objectives have been accomplished.	4.6
The student's responsibilities in this course were clear.	4.5
The textbook(s) for this course was/were appropriate.	4.5
The amount of reading for this course was appropriate.	4.3
The assignments for this course were appropriate.	4.6
The methods of evaluation were appropriate and fair.	4.5
I would rate this course as an excellent course.	4.3
<i>The Instructor:</i>	
The instructor was well prepared and organized.	4.6
The instructor communicated the material effectively.	4.5
The instructor showed enthusiasm for the material.	4.7
The instructor encouraged the student interaction.	4.6
The instructor was reachable for questions.	4.6
The instructor showed concern for me as a person.	4.6
The instructor gave feedback that was helpful.	4.5
I would rate this instructor as an excellent instructor.	4.6
<i>The Student:</i>	
I have completed all of the assignments required.	4.6
I have worked diligently.	4.4
I had a desire to take this course.	4.1
I feel more positively about this subject due to this course.	4.4
I have learned a lot in this course (excellent material).	4.4
This course worked well in the online format (if applicable)	n/a
This course worked well in the intensive format (if applicable)	n/a

⁹ The Academic Council approved a new set of evaluation items that went into effect Spring 2016.

Table C.3.2.2. 2015 – 2016 Undergraduate Course and Professor Evaluation Results (*New Items*¹⁰)

	Spring 2016
Work Load Evaluation:¹¹	
The amount of work required for this course was:	3.1
The amount of reading required for this course was:	3.2
Course and Professor Evaluation:	
My responsibilities in this course were clear.	4.2
The assignments were well-designed (meaning they helped me learn, allowed my instructor to measure my learning, or both).	4.2
The grading for this course was fair.	4.3
I had a desire to take this course.	4.2
I will be a better critical thinker when encountering this topic in the future.	4.4
This course helped me develop my research skills.	3.7
This was an excellent course.	4.3
The instructor was knowledgeable about the subject being taught.	4.7
The instructor integrated biblical worldview implications with course content.	4.6
The instructor integrated critical thinking skills with course content.	4.4
The instructor made use of instructional technology.	4.2
The instructor modeled decorum and respect for others.	4.7
The instructor required students to model classroom respect and decorum for others.	4.7
The instructor motivated me to learn and engage the subject of the course.	4.5
The instructor provided clear timely communication and was available to answer questions (after class, by office hours and/or email.)	4.5
The instructor was committed to my holistic growth.	4.5
The instructor held classes (or, in the case of online courses, modules) regularly.	4.6
The instructor was reliable and followed through on commitments.	4.6
The instructor modeled spiritual maturity.	4.7
This was an excellent instructor.	4.6
Course Objectives Average:	4.6

¹⁰ The Academic Council approved a new set of evaluation items that went into effect Spring 2016.

¹¹ For the Work Load Evaluation, the target score is 3 (1-2 is the “too little” range, 4-5 is the “too much” range).

Table C.3.3.1. 2015 – 2016 Seminary Course and Professor Evaluation Results (*Previous Items*¹²)

	Fall 2015
<i>The Course:</i>	
The course objectives have been accomplished.	4.7
The student's responsibilities in this course were clear.	4.6
The textbook(s) for this course was/were appropriate.	4.7
The amount of reading for this course was appropriate.	4.6
The assignments for this course were appropriate.	4.6
The methods of evaluation were appropriate and fair.	4.6
I would rate this course as an excellent course.	4.6
<i>The Instructor:</i>	
The instructor was well prepared and organized.	4.7
The instructor communicated the material effectively.	4.7
The instructor showed enthusiasm for the material.	4.9
The instructor encouraged the student interaction.	4.8
The instructor was reachable for questions.	4.7
The instructor showed concern for me as a person.	4.7
The instructor gave feedback that was helpful.	4.6
I would rate this instructor as an excellent instructor.	4.7
<i>The Student:</i>	
I have completed all of the assignments required.	4.5
I have worked diligently.	4.5
I had a desire to take this course.	4.4
I feel more positively about this subject due to this course.	4.6
I have learned a lot in this course (excellent material).	4.6
This course worked well in the online format (if applicable)	5.5
This course worked well in the intensive format (if applicable)	n/a

¹² The Academic Council approved a new set of evaluation items that went into effect Spring 2016.

Table C.3.3.2. 2015 – 2016 Seminary Course and Professor Evaluation Results (*New Items*¹³)

	Spring 2016
Work Load Evaluation: ¹⁴	
The amount of work required for this course was:	3.1
The amount of reading required for this course was:	3.1
Course and Professor Evaluation:	
My responsibilities in this course were clear.	4.3
The assignments were well-designed (meaning they helped me learn, allowed my instructor to measure my learning, or both).	4.3
The grading for this course was fair.	4.3
I had a desire to take this course.	4.2
I will be a better critical thinker when encountering this topic in the future.	4.5
This course helped me develop my research skills.	3.9
This was an excellent course.	4.2
The instructor was knowledgeable about the subject being taught.	4.7
The instructor integrated biblical worldview implications with course content.	4.2
The instructor integrated critical thinking skills with course content.	4.4
The instructor made use of instructional technology.	4.3
The instructor modeled decorum and respect for others.	4.7
The instructor required students to model classroom respect and decorum for others.	4.7
The instructor motivated me to learn and engage the subject of the course.	4.4
The instructor provided clear timely communication and was available to answer questions (after class, by office hours and/or email.)	4.4
The instructor was committed to my holistic growth.	4.3
The instructor held classes (or, in the case of online courses, modules) regularly.	4.6
The instructor was reliable and followed through on commitments.	4.5
The instructor modeled spiritual maturity.	4.5
This was an excellent instructor.	4.6
Course Objectives Average:	4.6

¹³ The Academic Council approved a new set of evaluation items that went into effect Spring 2016.

¹⁴ For the Work Load Evaluation, the target score is 3 (1-2 is the “too little” range, 4-5 is the “too much” range).

Table C.3.3.3. 2015 – 2016 Graduate & Seminary Course and Professor Evaluation Results (*New Items*)

	Spring 2016
Work Load Evaluation:¹⁵	
The amount of work required for this course was:	3.1
The amount of reading required for this course was:	3.1
Course and Professor Evaluation:	
My responsibilities in this course were clear.	4.4
The assignments were well-designed (meaning they helped me learn, allowed my instructor to measure my learning, or both).	4.3
The grading for this course was fair.	4.3
I had a desire to take this course.	4.3
I will be a better critical thinker when encountering this topic in the future.	4.5
This course helped me develop my research skills.	3.8
This was an excellent course.	4.3
The instructor was knowledgeable about the subject being taught.	4.7
The instructor integrated biblical worldview implications with course content.	4.3
The instructor integrated critical thinking skills with course content.	4.5
The instructor made use of instructional technology.	4.3
The instructor modeled decorum and respect for others.	4.7
The instructor required students to model classroom respect and decorum for others.	4.7
The instructor motivated me to learn and engage the subject of the course.	4.5
The instructor provided clear timely communication and was available to answer questions (after class, by office hours and/or email.)	4.4
The instructor was committed to my holistic growth.	4.3
The instructor held classes (or, in the case of online courses, modules) regularly.	4.6
The instructor was reliable and followed through on commitments.	4.5
The instructor modeled spiritual maturity.	4.6
This was an excellent instructor.	4.6
Course Objectives Average:	4.6

¹⁵ For the Work Load Evaluation, the target score is 3 (1-2 is the “too little” range, 4-5 is the “too much” range).

Part C.4. Degrees Conferred¹⁶

Table C.4.1. Undergraduate Degrees Conferred by Program

Undergraduate Degrees	2015 – 2016	
<i>School of Undergraduate Studies</i>		
	Actual	Goal
AA in Bible	0	
AA in Early Childhood*	2	
AA in Education w/ Greenville	3	
AS in Pre-Nursing	1	
Biblical Exposition / Biblical Studies	1	
Bible (Teacher Education)*	0	
Business Administration	3	
Children & Family Studies*	6	
Communication Studies	2	
General Studies*	2	
Intercultural Studies	17	
Philosophy	1	
Preaching Ministry	1	
Psychology	16	
Spiritual Formation and Ministry	11	
Worship Ministry	10	
Youth and Family Ministry	7	
Youth and Preaching Ministry*	0	
Youth Ministry*	0	
<i>Non-Traditional Undergraduate</i>		
TESOL Certificate*	0	
AA in General Studies*	0	
AA in Biblical Studies*	5	
AAS in Early Childhood Education*	2	
BA in Christian Ministry	17	
BA in Human Services	5	
BA in Individualized Study*	5	
BA in Leadership and Management	7	
BA in Urban Ministry*	0	

¹⁶ All degree conferment numbers are based on Summer-Fall-Spring groupings (for May Commencement).

* This program is no longer offered.

Table C.4.2. Graduate Degrees Conferred by Program

Graduate Programs	2015 – 2016	
	Actual	Goal
<i>Masters</i>		
Bible & Theology	20	
Intercultural Studies	3	
Organizational Leadership	18	
Spiritual Formation	8	
TESOL	17	
<i>Seminary Masters</i>		
Master of Divinity	9	
Master of Arts	18	
Master of Arts in Counseling	14	
Master of Religious Education	3	
Master of Arts in Ministry	6	
<i>Doctoral</i>		
Doctorate of Ministry	1	

Part C.5. Graduate Placement

Table C.5.1. One-Year-Out Placement Survey

	2014 – 2015 Graduates	
	Actual	Goal
I am employed or not seeking employment.	95% (39/41 respondents)	>85%
My employment is related to my LCU degree.	76% (31/41)	>85%
My employment is at a satisfactory level (full or part-time).	88% (36/41)	>85%
I am engaged in paid ministry.	54% (22/41)	>50%
I am engaged in volunteer ministry.	56% (23/41)	
I am enrolled in further higher education.	10% (4/41)	
I typically attend a weekly church service.	93% (38/41)	

Part C.6. Student Debt Statistics

Table C.6.1. Number of LCU Students in Default

	FY 2011		FY 2012		FY 2013		FY 2014		FY 2015	
After Three Years	25/298	8.3%	18/291	6.1%	28/322	8.6%	n/a	n/a	n/a	n/a
National Average	—	13.7%	—	11.8%	—	11.3%	—	n/a	—	n/a

Table C.6.2. Student Borrowing Trends

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Traditional Undergraduate					
Loan as percentage of all aid	43%	48%	45%	47%	51%
% of student with loans	56%	69%	70%	64%	63%
% of grads leaving with loans	76%	88%	77%	85%	79%
Average indebtedness for borrowers at graduation	\$24,241	\$30,690	\$25,579	\$32,194	\$31,335
Non-traditional Undergraduate					
Loan as percentage of all aid	63%	64%	64%	61%	60%
% of student with loans	83%	76%	74%	69%	72%
% of grads leaving with loans	78%	82%	69%	88%	79%
Average indebtedness for borrowers at graduation	\$22,945	\$30,493	\$29,496	\$34,220	\$30,060
Graduate					
Loan as percentage of all aid	79%	87%	90%	94%	89%
% of student with loans	38%	47%	37%	41%	31%
% of grads leaving with loans	31%	38%	43%	37%	47%
Average indebtedness for borrowers at graduation	\$10,530	\$16,554	\$17,584	\$22,162	\$27,423
Seminary					
Loan as percentage of all aid	84%	83%	82%	84%	78%
% of student with loans	43%	39%	42%	34%	36%
% of grads leaving with loans	58%	70%	60%	57%	65%
Average indebtedness for borrowers at graduation	\$40,675	\$37,588	\$35,107	\$38,922	\$36,293

Part C.7. Graduate Satisfaction

Table C.7.1. One-Year-Out Satisfaction Survey

	2014 – 2015 Graduates
If I were to do it over again, I would still choose LCU.	93% (38/41)