

2019 FACTBOOK

Lincoln Christian University

“Data are just summaries of thousands of stories – tell a few of those stories to help make the data meaningful.”

--Chip & Dan Heath



Table of Contents

Part A: Who are Our Students?	1
Part A.1. Recruitment	1
Table A.1.1. New Fall Students	1
Table A.1.2. Undergraduate Fall 2019 Recruitment.....	2
Table A.1.3. Undergraduate Historic Fall Recruitment.....	2
Table A.1.4. Graduate and Seminary Fall 2019 Recruitment	3
Table A.1.5. Graduate and Seminary Historic Fall Recruitment	3
Part A.2. Average Incoming ACT/SAT Scores	4
Table A.2.1. Historic Fall ACT Composite (of those Reported).....	4
Table A.2.2. Historic Fall SAT Composite (of those Reported).....	4
Part A.3. Enrollment	4
Table A.3.1. LCU Fall Enrollment.....	4
Table A.3.2. LCU Unduplicated Annualized Enrollment.....	5
Table A.3.3. Traditional Undergraduate Enrollment by Category	5
Table A.3.4. Non-Traditional Undergraduate Enrollment by Category	6
Table A.3.5. Graduate and Seminary Enrollment by Category	6
Table A.3.6. Fall Undergraduate Enrollment by Program.....	7
Table A.3.7. Fall Graduate Enrollment by Program	8
Table A.3.8. Fall 2019 Enrollment by Full Time/Part Time, Gender and Race	9
Table A.3.9. Undergraduate Class Sizes	9
Table A.3.10. Graduate Class Sizes.....	9
Part B: What Do We Use and Do to Facilitate Student Success?	10
Part B.1. Quality Faculty	10
Table B.1.1. Faculty with Terminal Degrees	10
Table B.1.2. Fall 2019 All University Faculty by Gender and Race	10
Table B.1.3. Fall 2019 Seminary Faculty by Gender and Race	11

Table B.1.4. Fall 2019 All LCU Permanent Faculty by Year of Birth	11
Table B.1.5. Fall 2019 Seminary Permanent Faculty by Year of Birth	11
Part B.2. Online and Summer Courses	12
Table B.2.1. LCU Online Courses.....	12
Table B.2.2. LCU Summer Courses.....	13
Part B.3. Library Resources	14
Table B.3.1. Collection Size and Annual Additions	14
Table B.3.2. Circulation Statistics.....	15
Table B.3.3. Library Finances	16
Table B.3.4. Information Literacy.....	16
Part B.4. Financial Resources.....	17
Table B.4.1. Tuition and Fees	17
Table B.4.2. Debt Trends	17
Table B.4.3. Endowment	17
Table B.4.4. Annual Revenue.....	18
Table B.4.5. Revenue by Source.....	18
Table B.4.6. Residence Hall Occupancy	18
Table B.4.7. Expenses/Change in Net Assets	19
Table B.4.8. Change in Unrestricted Net Assets	19
Table B.4.9. Financial Ratios	19
Table B.4.10. Student Financial Aid.....	20
Table B.4.11. Number of Donors by Type	21
Table B.4.12. Gifts by Source and Amount.....	21
Table B.4.13. Top 10 Financial Supporting Churches	22
Part C: What are the Results?	23
Part C.1. Retention	23
Table C.1.1. Student Retention.....	23
Part C.2. Graduation Rate (150%).....	24

Table C.2.1. Fall Cohort of First Time, Full Time Undergraduate Freshman Graduation Rate as reported in IPEDS	24
Part C.3. Student Learning	25
Table C.3.1. 2018 – 2019 Assessment Results	25
Table C.3.2. 2018 – 2019 Undergraduate Course and Professor Evaluation Results.....	29
Table C.3.3. 2018 – 2019 Seminary Course and Professor Evaluation Results	30
Table C.3.4. 2018 – 2019 All Graduate and Seminary Course and Professor Evaluation Results	31
Part C.4. Degrees Conferred	32
Table C.4.1. Undergraduate Degrees Conferred by Program	32
Table C.4.2. Graduate/Seminary Degrees Conferred by Program.....	33
Part C.5. Graduate Placement	33
Table C.5.1. One-Year-Out Placement Survey	33
Part C.6. Student Debt Statistics.....	34
Table C.6.1. Number of LCU Students in Default	34
Table C.6.2. Student Borrowing Trends	34
Part C.7. Graduate Satisfaction	35
Table C.7.1. One-Year-Out Satisfaction Survey	35

Part A: Who are Our Students?

Part A.1. Recruitment

Table A.1.1. New Fall Students

	Enrolled	
	Actual	Goal
LEAP	20	
English Language Academy	4	
Total	24	
<i>Traditional Undergraduate</i>		
First-time Freshmen	58	
Transfer Students	23	
Re-applicants	1	
Total	82	95
<i>Nontraditional Undergraduate</i>		
First-time Students	1	
Transfer Students	9	
Re-applicants	5	
Total	15	20
<i>Seminary</i>		
First-time Seminary Students	46	
Seminary Transfer Students	8	
Seminary Re-applicants	9	
Total	63	65
<i>Graduate</i>		
First-time Graduate Students	20	
Graduate Transfer Students	7	
Graduate Re-applicants	2	
Total	29	45
<i>University Total</i>	213	225

Table A.1.2. Undergraduate Fall 2019 Recruitment

	Applicants	Accepted	Enrolled	
			Actual ¹	Goal
Traditional				95
First-Time Freshmen	253	123	58	
Transfer Students	88	35	23	
Re-applicants	2	1	1	
English Language Academy	10	8	4	
Non-Traditional				20
First-Time Freshmen	6	1	1	
Transfer Students	25	8	9	
Re-applicants	4	3	5	
Total	388	179	101	115

Table A.1.3. Undergraduate Historic Fall Recruitment

	2015		2016		2017		2018		2019	
Traditional										
Applicants	333	—	320	—	331	—	302	—	343	
Accepted	200	60%	173	54%	159	48%	172	57%	160	47%
Enrolled	121	61%	109	70%	112	70%	85	49%	82	51%
Non-Traditional										
Applicants	86	—	69	—	86	—	40	—	41	
Accepted	38	44%	36	52%	52	60%	18	45%	15	37%
Enrolled	24	63%	26	72%	39	75%	18	100%	15	100%
Las Vegas										
Applicants	29	—	25	—	40	—	n/a	—		
Accepted	14	48%	7	28%	12	30%	n/a	n/a	n/a	n/a
Enrolled	9	64%	4	57%	2	17%	n/a	n/a	n/a	n/a

¹ All numbers in this category are based on the Fall 10-Day Count.

Table A.1.4. Graduate and Seminary Fall 2019 Recruitment

	Applicants	Accepted	Enrolled	
			Actual ²	Goal
Seminary				65
MA in Counseling	28	20	21	
Master of Religious Education	4	3	3	
MA (Seminary)	19	7	8	
Master of Divinity	21	15	16	
MDiv Equivalency	1	1	0	
MA in Formative Worship	3	3	4	
MA in Ministry	15	9	10	
Doctor of Ministry	4	2	1	
Graduate				45
MA in Spiritual Formation (& Cert.)	19 (8 MASF 11 SF Cert.)	11 (2 MASF 9 SF Cert.)	2	
MA in Bible and Theology	11	10	10	
MA in Organizational Leadership	28	17	17	
MA in Intercultural Studies	n/a	n/a	n/a	
Total	153	98	92	110

Table A.1.5. Graduate and Seminary Historic Fall Recruitment

	2015		2016		2017		2018		2019	
Seminary										
Applicants	128	—	105	—	158	—	107	—	111	—
Accepted	101	79%	75	71%	97	61%	63	59%	69	62%
Enrolled	57	56%	56	75%	61	63%	59	94%	63	91%
Graduate										
Applicants	88	—	74	—	100	—	67	—	53	—
Accepted	46	52%	52	70%	56	56%	47	70%	31	58%
Enrolled	41	89%	30	58%	41	73%	38	81%	29	94%

² All numbers in this category are based on the Fall 10-Day Count.

Part A.2. Average Incoming ACT/SAT Scores

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Traditional Undergraduate	22	22.3	21.5	23.4	21.1

Table A.2.2. Historic Fall SAT Composite (of those Reported)

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Traditional Undergraduate	—	—	—	1053.2	997.6

Part A.3. Enrollment

Table A.3.1. LCU Fall Enrollment

	2015	2016	2017	2018	2019
Trad. Undergrad (with ELA & LEAP)					
Headcount	357	315	325	321	320
Total Credit Hours	4,748	4,268	4,375	4,364	4,362
Non-Traditional Undergrad					
Headcount	173	147	136	91	63
Total Credit Hours	1,734	1,416	1,228	866	558
Graduate and Seminary					
<i>Seminary</i>					
Headcount	225	211	224	207	217
Total Credit Hours	1,433	1,286	1,390	1,350	1,411
<i>Graduate</i>					
Headcount	131	99	93	93	79
Total Credit Hours	715	573	532	516	450
LCU Total					
Headcount	886	772	778	712	679
Total Credit Hours	8,630	7,543	7,525	7,096	6,781

Table A.3.2. LCU Unduplicated Annualized Enrollment

	2014 – 2015	2015 – 2016*	2016 – 2017*	2017 – 2018*	2018 – 2019
Trad Undergrad (inc. ELA and LEAP)					
Und. Headcount	397	366	355	349	348
FTE	446	428	353	356	357
Hargrove/Non-Trad. Undergrad.³					
Und. Headcount	438	208	174	163	106
FTE	331	174	109	94	68
Seminary (inc. DMin)					
Und. Headcount	256	277	251	260	254
FTE	181	224	164	173	168
Graduate					
Und. Headcount	n/a	142	117	113	126
FTE	n/a	96	88	83	83
LCU Total					
Und. Headcount	1,091	993	897	885	834
FTE ⁴	958	922	714	706	676

Table A.3.3. Traditional Undergraduate Enrollment by Category

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Freshmen (inc. LEAP and ELA)					
Headcount	160	128	140	112	116
Total Credit Hours	2,136	1,710	1,868	1,447	1,441
Sophomores					
Headcount	58	64	74	81	69
Total Credit Hours	846	959	1,085	1,204	1,027
Juniors					
Headcount	53	61	57	77	65
Total Credit Hours	719	876	791	1,058	945
Seniors					
Headcount	83	62	54	51	70
Total Credit Hours	1,047	723	631	655	949

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

* Current calculations are based on Fall-Spring-Summer. Prior to Fall 2015, calculations were based on Summer-Fall-Spring groupings.

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 Undergraduate Enrollment by Category

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Lincoln					
Headcount	125	105	106	80	63
Total Credit Hours	1,199	977	945	753	558
Las Vegas					
Headcount	48	42	30	12	n/a
Total Credit Hours	532	439	283	119	n/a

Table A.3.5. Graduate and Seminary Enrollment by Category

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Seminary					
Headcount	196	184	202	191	200
Total Credit Hours	1,312	1,189	1,316	1,292	1,341
Indianapolis Site					
Headcount	10	6	3	1	n/a
Total Credit Hours	57	27	12	3	n/a
Graduate Online					
Headcount	88	68	61	71	71
Total Credit Hours	483	369	330	381	402
Graduate Normal					
Headcount	22	12	21	19	8
Total Credit Hours	102	75	123	111	48
Graduate Las Vegas					
Headcount	18	18	11	3	n/a
Total Credit Hours	130	129	79	24	n/a
Doctor of Ministry					
Headcount	21	21	19	16	17
Total Credit Hours	64	70	62	58	70

Table A.3.6. Fall Undergraduate Enrollment by Program

Undergraduate Degrees	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Traditional					
39.0201 AA in Bible	1	8	10	2	1
13.1210 AA in Early Childhood	1	1	n/a	n/a	n/a
13.0101 AA in Education w/ Greenville	19	24	16	20	15
51.1105 AS in Pre-Nursing	8	7	7	9	14
39.0201 Biblical Exposition / Biblical Studies	6	7	10	8	12
39.0201 Bible (Teacher Education)	3	—	—	1	—
52.0201 Business Administration	52	49	62	60	58
39.0702 Children & Family Studies / Children's Ministry	19	14	9	9	8
39.0601 Christian Ministry ⁵	n/a	38	31	21	20
39.0602 General Ministry (Communication)	—	—	—	1	—
09.0100 Communication Studies	8	14	20	16	20
24.0101 General Studies	3	n/a	n/a	n/a	n/a
39.0301 Intercultural Studies	33	19	16	12	11
38.0101 Philosophy	1	2	3	2	2
39.0602 Preaching Ministry	13	17	19	17	11
42.0101 Psychology	50	41	44	37	35
39.0699 Spiritual Formation and Ministry	29	24	12	10	9
39.0501 Worship Ministry	33	25	25	31	30
39.0702 Youth and Family Ministry	41	33	33	40	37
Undecided	—	—	—	14	10
Non-Traditional					
39.0201 AA in Bible	—	—	—	6	7
39.0201 AA in Biblical Studies	22	5	3	3	1
24.0101 AA in General Studies	1	1	n/a	n/a	n/a
13.1210 AAS in Early Childhood	2	1	n/a	n/a	n/a
39.0601 Christian Ministry	66	37	42	34	27
52.0201 Business Administration	3	9	12	13	9
42.0101 Psychology	9	21	36	24	13
44.000 Human Services	34	19	9	6	3
24.0101 Individualized Study	9	5	1	1	—
52.0213 Leadership and Management	17	2	1	1	1

⁵ This program was first offered in the traditional format in Fall 2015, and Fall 2016 was the first time it was listed separately.

Table A.3.7. Fall Graduate Enrollment by Program

Graduate Programs	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<i>Non-Seminary Masters</i>					
39.0201 Bible & Theology	29	26	30	30	27
39.0301 Intercultural Studies	3	3	7	4	3
51.1505 Marriage and Family Therapy	18	18	11	3	n/a
52.0213 Organizational Leadership	37	29	22	37	41
39.0699 Spiritual Formation	17	12	21	19	8
13.1401 TESOL ⁶	19	10	1	n/a	n/a
<i>Seminary Masters</i>					
39.0602 Master of Divinity	68	55	48	43	47
MDiv Equivalency	2	1	4	2	1
39.0699 Master of Arts	46	36	39	39	36
42.2803 Master of Arts in Counseling	48	48	65	60	68
39.0401 Master of Religious Education	8	13	12	7	7
Master of Arts in Formative Worship	—	—	—	7	6
39.0601 Master of Arts in Ministry	20	33	31	33	32
<i>Undecided</i>					
39.0601 Undecided	4	5	7	0	2
<i>Doctoral</i>					
39.0602 Doctorate of Ministry	21	21	19	16	17

⁶ Includes TESOL Academic Certificate students.

Table A.3.8. Fall 2019 Enrollment by Full Time/Part Time, Gender and Race

	Male	Female	White	African American	Hispanic	Asian	Hawaiian / Islander	Native American	2 or more	Unknown	Non Resident F-1 Student
Traditional UG											
Full Time	152	128	231	20	8	18	0	0	3		16
Part Time	17	23	36	3	0	1	0	0			1
Non-Trad. UG											
Full Time	11	16	20	3	2	1	0	0		1	1
Part Time	19	17	27	6	1	1	0	0	1		
Non-Sem. Grad.											
Full Time											
Part Time	53	26	71	5	0	1	0	0	1	1	1
Seminary Grad.											
Full Time	58	37	71	8	4	9	0	0	3		9
Part Time	80	42	108	6	2	2	0	0	2	2	1
TOTAL	390	289	564	51	17	33	0	0	10	4	29
<i>Undergraduate</i>	199	184	314	32	11	21	0	0	4	1	18
<i>Graduate</i>	191	105	250	19	6	12	0	0	6	3	11

Table A.3.9. Undergraduate Class Sizes

Students	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
0-10	137	107	108	106	88
11-20	99	106	97	89	77
21+	33	56	43	49	57

Table A.3.10. Graduate Class Sizes

Students	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
0-10	109	85	114	82	72
11-20	42	62	36	42	57
21+	0	8	6	7	4

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

	2014 – 2015	2015 – 2016	2016 – 2017	2017-2018	2018 – 2019
Faculty					
Unduplicated Permanent Faculty	39	40	37	37	30
Permanent Faculty with Terminal Degree	20	23	20	20	18
Adjunct Faculty	83	52	35	40	37
Adjunct Faculty with Terminal Degree	21	20	17	21	20
Seminary Faculty					
Unduplicated Permanent Faculty	12	12	11	11	12
Permanent Faculty with Terminal Degree	11	12	11	10	12
Adjunct Faculty	10	14	2	2	4
Adjunct Faculty with Terminal Degree	5	11	1	1	2
LCU Total					
Unduplicated Permanent Faculty	51	52	48	48	42
Permanent Faculty with Terminal Degree	31	35	31	30	30
Adjunct Faculty	93	66	37	42	41
Adjunct Faculty with Terminal Degree	26	31	18	22	22

Table B.1.2. Fall 2019 All University Faculty by Gender and Race

	Male	Female	Unknown	White	Hispanic	Native American	Asian or Asian American	Black	Two or more	Unknown
Permanent	30	8		36				1	1	
Adjunct	18	7		25						
Total	48	15		61				1	1	

Table B.1.3. Fall 2019 Seminary Faculty by Gender and Race

	Male	Female	Unknown	White	Hispanic	Native American	Asian or Asian American	Black	Two or more	Unknown
Permanent	10	2		11					1	
Adjunct	4	2		6						
Total	14	4		17					1	

Table B.1.4. Fall 2019 All LCU Permanent Faculty by Year of Birth

	1940 – 1949	1950 – 1959	1960 – 1969	1970 – 1979	1980 – 1989	1990 – 1999
	1	17	10	9	1	0

Table B.1.5. Fall 2019 Seminary Permanent Faculty by Year of Birth

	1940 – 1949	1950 – 1959	1960 – 1969	1970 – 1979	1980 – 1989	1990 – 1999
	0	6	2	3	1	0

Part B.2. Online and Summer Courses

Table B.2.1. LCU Online Courses

	2014 – 2015	2015 – 2016 ⁷	2016 – 2017	2017 – 2018	2018 – 2019
Undergraduate					
Number of Courses	30	71	56	56	56
Headcount	275	1,063	840	801	653
Credit Hours	825	3,189	2,520	2,365	1,959
Non-Trad. Undergrad. & Grad.⁸					
Number of Courses	158	—	—	—	—
Headcount	1,516	—	—	—	—
Credit Hours	4,493	—	—	—	—
Seminary/Graduate					
Number of Courses	22	65	63	66	57
Headcount	222	668	547	610	620
Credit Hours	666	2,004	1,641	1,830	1,830
LCU Total					
Number of Courses	210	136	119	122	113
Headcount	2,013	1,731	1,387	1,411	1,273
Credit Hours	5,984	5,193	4,161	4,195	3,789

⁷ Beginning 2015-2016, all Undergraduate NET courses were 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. These students are now divided between Undergraduate and Graduate.

Table B.2.2. LCU Summer Courses

	2015	2016	2017	2018	2019
Traditional Undergraduate					
No. of Courses ⁹	3	2	1	1	1
Headcount ¹⁰	9	3	33	36	1
Credit Hours	33	9	111	96	3
Non-Trad. Undergraduate (Online & LV)					
No. of Courses	3	5	4	4	2
Headcount	20	33	16	12	18
Credit Hours	60	99	57	45	54
Graduate (Online & LV)					
No. of Courses	12	16	16	10	8
Headcount	105	154	63	52	81
Credit Hours	303	462	369	300	243
Graduate (Normal)					
No. of Courses	0	4	2	1	1
Headcount	0	31	10	18	6
Credit Hours	0	93	60	111	18
Seminary					
No. of Courses	3	5	3	4	3
Headcount	17	11	31	27	15
Credit Hours	51	33	105	88	45
DMin					
No. of Courses	0	6	2	4	3
Headcount	0	20	12	16	10
Credit Hours	0	62	50	66	38
LCU Total					
No. of Courses	21	38	28	24	18
Headcount	151	252	165	161	131
Credit Hours	447	758	752	715	401

⁹ The number of courses category for this chart does not include orientations, independent/specialized studies, internships, projects, practicums, or mentored ministry.

¹⁰ All headcount and credit hour totals are based on the 10-day count.

Part B.3. Library Resources

Table B.3.1. Collection Size and Annual Additions

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Collection Size					
Print book volumes	94,521	92,814	92,667	88,003	87,920
Print journal volumes	12,142	12,277	12,277**	12,277**	12,277**
Curriculum & related items	5,395	5,251	5,251	5,251	5,251
Electronic book volumes	52,784	55,082	55,233	55,275	55,781
Electronic journal volumes	7,505	7,505	7,505**	7,505**	7,505**
Media items (+ microfilms)	10,946	10,928	10,976	10,953	11,008
TOTAL	183,293	183,857	183,919	179,264	179,742
<i>The Jessie C. Eury Library also has access to a total of 12,465 unique full-text journals and 54 E-resources.</i>					
Annual Additions					
Print book volumes	1,206	1,317	640	206	787
Curriculum & related items	0	0	0	0	0
Electronic book volumes	975	1,425	105	0	506
Media items	59	459	48	79	74
Electronic journal volumes	0	0	0**	0**	0**
TOTAL	2,240	3,201	793	285	1,367

**Updated statistics for this category are not accessible at this time.

Table B.3.2. Circulation Statistics

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Circulation Statistics					
Print volumes circulated	23,781	27,050	21,321	18,254	16,063
Las Vegas circulated	388	74	50	39	0
e-Books circulated	4,744	2,809	2,809**	2,809**	2,809**
Media items circulated	1,115	758	397	279	237
Laptops circulated	670	747	554	264	309
Number circulated subtotal	30,698	31,438	25,131	21,645	19,418
Database searches (Excluding WorldCat)	133,650	118,642	118,642**	118,642**	118,642**
Chapel downloads	3,348	2,636	2,636**	2,636**	2,636**
Streaming Videos Watched	n/a	2,012	2,012**	2,012**	2,012**
TOTAL	167,696	154,728	148,421	144,935	142,708
Interlibrary Loans					
Loaned to other libraries	5,001	3,496	3,356	2,952	2,439
Borrowed from other libraries	2,104	1,973	1,258	1,406	1,659
Services					
Library annual gate count	52,701	50,163	47,410	43,823	38,998

Table B.3.3. Library Finances

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Library Finances					
Cost for Personnel (includes benefits)	\$264,494	\$279,944	\$260,345.42	\$220,770.09	\$218,502.35
Cost for Resources	\$79,182	\$79,297	\$56,373.67	\$50,106.86	\$55,320.39
Cost for other expenses	\$18,841	\$19,006	\$17,886.97	\$18,172.08	\$20,292.58
TOTAL	\$362,517	\$378,247	\$334,606.06	\$289,049.03	\$294,115.32

Table B.3.4. Information Literacy

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Information Literacy					
Information Literacy sessions	99	25 ^{*^}	22 [^]	28 [^]	24
Students in Information Literacy sessions	1,256	424 [*]	280	479	499
Number of LibGuides	63	71	89	94	114
Hits on LibGuides	34,745	18,422 [*]	20,707	22,513	24,321
Number of screencasts	31	33	25	34	34
Hits on screencasts	—	467	331	1,819	779
Hits on Library Website	—	—	26,267 [#]	35,282	32,225

* 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 not formally presented with this knowledge and awareness of LibGuides (reflected in the 55.75% drop in hits), despite their increase in number during 2015-2016.

[^] This total does not include the Library Modules in US500 Orientation to LCU, US098 Orientation to LCU, and 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.

[#]Jun-Oct 2016 the Library website was completely redesigned using Springshare LibGuides software, which provides usage statistics.

Part B.4. Financial Resources

Table B.4.1. Tuition and Fees

	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018-2019
Traditional Undergrad	\$527 per ch	\$430 per ch	\$430 per ch	\$434 per ch	\$434 per ch	\$440 per ch
Non-Trad. Undergrad	\$419 per ch	\$430 per ch	\$430 per ch	\$434 per ch	\$434 per ch	\$440 per ch
Graduate	\$399 per ch	\$418 per ch	\$418 per ch	\$434 per ch	\$434 per ch	\$440 per ch
Seminary	\$399 per ch	\$418 per ch	\$418 per ch	\$434 per ch	\$434 per ch	\$440 per ch
Seminary MAC	\$499 per ch	\$499 per ch	\$499 per ch	\$499 per ch	\$499 per ch	\$499 per ch
Seminary DMin	\$399 per ch	\$418 per ch	\$418 per ch	\$434 per ch	\$434 per ch	\$440 per ch

Table B.4.2. Debt Trends

(in thousands)	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Operating Debt	1,626	1,242	1,814	2,298	2,162	2,147
Capital Debt	9,446	8,956	8,428	7,867	7,303	6,739
Total Debt	11,072	10,198	10,242	10,165	9,465	8,886
Interest on Total Debt	413	375	347	308	334	380
Principal on Debt	706	718	686	874	828	669
Principal & Interest on Debt	1,118	1,249	1,033	1,182	1,162	1,049
P & I Debt as % of Operating Expense	8.50%	10.40%	9.30%	11.26%	11.14%	10.39%
Interest on Operating Debt	59	48	56	51	91	107
Principal on Operating Debt	215	228	158	0	136	105
P & I on Operating Debt	286	276	214	51	227	212

Table B.4.3. Endowment

(in thousands)	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Endowment	9,657	10,185	10,181	10,353	9,685	8,946
Rate of Return	5.00%	1.20%	1.20%	9.10%	5.4%	-0.2%

Table B.4.4. Annual Revenue

(in thousands)	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Gross Tuition and Fees	9,933	9,181	7,614	6,794	6,718	6,437
Less Donor-Funded Aid	228	206	209	203	176	198
Less Institutional Aid	1,882	1,883	1,538	1,428	1,378	1,430
Less Donor & Inst. Aid	2,110	2,089	1,747	1,631	1,554	1,628
Net Tuition and Fees	7,823	7,092	5,867	5,164	5,164	4,809
Private Gifts	2,155	2,329	2,201	2,278	2,117	2,364
Auxiliary Services	2,175	2,099	2,076	1,937	1,993	2,098
Other Income	560	445	393	397	406	673
Total Operating Revenue	12,713	11,965	10,537	9,776	9,681	9,945
Investment Income	1,264	121	140	297	-344	40
Non-Operating Revenue	150	159	234	115	121	229
Change in value of split interest agreements	-27	-12	-114	188	-88	-74
Miscellaneous	2	0	0	0	0	0
Total Revenue	14,102	12,233	10,797	10,376	9,369	10,140

Table B.4.5. Revenue by Source

	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Tuition and Fees	51%	58%	58%	51%	55%	47.3%
Government grants/contracts	0%	0%	0%	0%	0%	0.0%
Private gifts/grants/contracts	13%	20%	19%	23%	23%	25.1%
Investment Return	8%	1%	2%	3%	-3%	0.4%
Other Core Revenue	14%	21%	21%	23%	26%	27.2%

Table B.4.6. Residence Hall Occupancy

	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 - 2020	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fall Total	269	55%	223	46%	237	49%	245	50%	245	50%
Alumni Hall (Capacity 204)	—	—	118	58%	126	62%	130	64%	131	64%
Ruth Hall (Capacity 282)	—	—	105	37%	111	39%	115	41%	114	40%
Spring Total	221	45%	204	42%	205	42%	226	47%		
Alumni Hall (204)	—	—	—	—	—	—	—	—		
Ruth Hall (282)	—	—	—	—	—	—	—	—		

Table B.4.7. Expenses/Change in Net Assets

(in thousands)	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Instruction	4,181	3,914	3,458	3,290	3,160	3,019
Academic Support/Library	1,783	1,936	1,446	1,262	1,272	1,152
Student Services	2,084	1,573	2,034	1,934	1,892	2,023
Institutional Support	2,566	2,235	2,042	1,841	1,751	1,490
Advancement	531	477	380	385	455	393
Total Education and General	11,144	10,074	9,361	8,712	8,530	8,216
Auxiliary Operations	1,984	1,888	1,771	1,785	1,899	2,022
Total Operating Expenses	13,127	11,962	11,133	10,498	10,429	10,099
Change in Net Assets	976	271	-333	-121	-1,059	1

Table B.4.8. Change in Unrestricted Net Assets

	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Change in Assets	-410,022	29,753	-684,655	1,311,571	-1,574,550	803

Table B.4.9. Financial Ratios

	2013 – 14	2014 – 15	2015 – 16	2016 – 17	2017 – 18	2018-19	Goal
USDE Financial Strength	2.4	2.6	2.30	3.00	2.20	2.40	> 1.5
HLC Viability	0.44	0.48	0.47	0.49	0.53	0.46	> 1.25
HLC Primary Reserve	0.31	1.04	1.35	1.49	1.49	0.41	> 0.40
HLC Net Income	-2.10%	0.25%	-6.62%	11.11%	1.085%	-5.01%	> 3%
HLC Return on Net Assets	6.56%	1.70%	-2.10%	-0.80%	0.68%	0.00%	> 6%
HLC Debt Burden	8.52%	8.60%	8.10%	9.40%	9.7%	10.50%	< 7%
Debt Service Coverage	1	1	0.56	0.78	-0.23	0.77	> 1.25
Total Liabilities to Net Assets	0.85	0.8	0.81	0.78	0.80	0.74	< 2.25
Private Gifts	16%	20%	23%	23%	23%	25%	25-50%
Investment Income	8.96%	0.99%	1.30%	2.86%	-3.32%	0.40%	> 2.6%
Auxiliary Services Income	15%	17%	19%	19%	21%	21%	< 25%
Tuition Discount	21%	23%	23%	24%	23%	25%	< 25%
Instruction Allocation	32%	33%	31%	31%	30%	30%	> 35%
Academic Support Allocation	14%	16%	13%	12%	12%	11%	> 12%
Student Services Allocation	16%	13%	18%	18%	18%	20%	> 10%
Institutional Supp. Allocation	24%	23%	22%	21%	21%	19%	< 17%
Auxiliary Enterprises Surplus	\$191,000	\$211,000	\$305,000	\$151,117	\$94,142	\$75,966	> \$250k

Table B.4.10. Student Financial Aid

(in thousands)	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<i>Traditional Undergraduate</i>					
Federal Grants	665	561	531	602	573
State Grants	416	343	367	394	404
Institutional Grants/Waivers	1,482	1,099	1,030	1,053	1,109
Federal Work Study Funds	70	65	61	60	60
Loans	2,474	2,025	1,826	1,885	1,767
Total SUS Aid	5,107	4,093	3,815	3,994	3,913
<i>Non-Traditional Undergraduate</i>					
Federal Grants	507	429	332	258	187
State Grants	130	134	116	109	70
Institutional Grants/Waivers	149	122	85	72	39
Loans	1,265	1,039	840	576	363
Total Hargrove UG Aid	2,051	1,724	1,373	1,015	659
<i>Non-Seminary Graduate</i>					
Institutional Grants/Waivers	84	113	89	78	79
Loans	1,010	882	728	621	356
Total Hargrove Grad Aid	1,094	995	817	699	435
<i>Seminary</i>					
Institutional Grants/Waivers	301	317	151	164	169
Loans	1,118	1,139	1,113	1,255	1,109
Total Seminary Aid	1,419	1,456	1,264	1,419	1,278
LCU Total:					
Federal/State Grants	1,718	1,467	1,346	1,363	1,234
Federal Work Study Funds	70	65	61	60	60
Institutional Grants/Waivers	2,016	1,651	1,355	1,367	1,396
Loans	5,867	5,085	4,507	4,337	3,595
Total Aid	9,671	8,268	7,269	7,127	6,285

Table B.4.11. Number of Donors by Type

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018– 2019	
					Actual	Goal
Churches	275	273	262	254	242	240
Other Organizations	56	46	87	79	60	60
Individuals	1,322	1,298	1,459	1,494	1,360	1,500

Table B.4.12. Gifts by Source and Amount

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 -2019	
					Actual	Goal
Churches	\$837,764	\$881,193	\$723,591	\$722,015	\$743,698	\$750,000
Other Organizations	\$398,453	\$398,352	\$193,338	\$295,056	\$281,753	\$250,000
Individuals (not alumni)	\$308,581	\$275,192	\$291,871	\$285,632	\$337,004	\$350,000
Alumni	\$444,289	\$446,933	\$541,029	\$579,811	\$599,267	\$600,000
Estates/Annuities	\$687,377	\$470,582	\$392,530	\$196,918	\$173,779	\$175,000
Total Given	\$2,676,464	\$2,472,252	\$2,142,359	\$2,079,432	\$2,135,501	\$2,125,000

Table B.4.13. Top 10 Financial Supporting Churches

	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
1	Resurrection Chr. Ch. Kenai, AK \$155,393	First Christian Church Fairfield, IL \$28,690	Lincoln Christian Church Lincoln, IL \$25,559	Lincoln Christian Church Lincoln, IL \$26,028
2	Lincoln Christian Church Lincoln, IL \$25,224	Lincoln Christian Church Lincoln, IL \$25,294	Minier Christian Church Minier, IL \$24,931	First Christian Church Salem, IL \$21,000
3	First Christian Church Clinton, IL \$18,800	Westside Christian Ch. Springfield, IL \$23,000	Northside Christian Ch. New Albany, IN \$21,300	Madison Park CC Quincy, IL \$18,710
4	First Christian Church Fairfield, IL \$18,690	Northside Christian Ch. New Albany, IN \$16,379	First Christian Church Salem, IL \$20,189	First Christian Church Fairfield, IL \$18,690
5	CC of Clarendon Hills Clarendon Hills, IL \$18,300	Jefferson St. CC Lincoln, IL \$15,847	First Christian Church Fairfield, IL \$18,690	Lone Oak Church of Christ Danville, IL \$17,446
6	West Side Christian Ch. Springfield, IL \$18,000	CC of Clarendon Hills Clarendon Hills, IL \$15,300	CC of Clarendon Hills Clarendon Hills, IL \$15,833	CC of Clarendon Hills Clarendon Hills, IL \$16,900
7	Catlin Church of Christ Catlin, IL \$13,608	Kenney Christian Church Kenney, IL \$14,200	West Side Christian Ch. Springfield, IL \$14,000	West Side Christian Ch. Springfield, IL \$15,000
8	Jefferson Street CC Lincoln, IL \$13,409	Catlin Church of Christ Catlin, IL \$13,608	Clover Road CC Hannibal, MO \$13,925	Fairmount Christian Ch. Mechanicsville, VA \$14,872
9	First Christian Church Morris, IL \$13,133	Clover Road CC Hannibal, MO \$13,450	Catlin Church of Christ Catlin, IL \$13,608	Clover Road CC Hannibal, MO \$14,100
10	Plainfield Christian Ch. Plainfield, IN \$13,000	Plainfield Christian Ch. Plainfield, IN \$13,000	Jefferson St. CC Lincoln, IL \$13,223	Catlin Church of Christ Catlin, IL \$13,608
	\$307,557 (34% of all church giving) (Overall Goal: 20-25% of all church giving)	\$178,768 (24.7% of overall church giving)	\$181,258 (25% of overall church giving)	\$176,354 (23.7% of overall church giving)

Part C: What are the Results?

Part C.1. Retention

Table C.1.1. Student Retention

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
					Actual	Goal
Traditional Undergraduate First Time Freshmen	55%	58%	82%	82%	77%	80%
Traditional Undergraduate Transfer	87%	60%	72%	72%	53%	75%
Non-Traditional Undergraduate First Time Students	44% (/9 students)	20% (/5 students)	60% (/5 students)	40% (/5 students)	50% (/2students)	75%
Non-Traditional Undergraduate Transfer	72%	56%	82%	57%	67%	80%
Non-Seminary First Time Graduate Students	60%	66%	68%	77%	78%	80%
Seminary First Time Graduate Students	60%	60%	67%	58%	73%	80%

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

	2014 – 2015 (2008 FA Cohort)	2015 – 2016 (2009 FA Cohort)	2016 – 2017 (2010 FA Cohort)	2017 – 2018 (2011 FA Cohort)	2018 – 2019 (2012 FA Cohort)
LCU Total	50 of 87 (57%)	39 of 71 (55%)	62 of 106 (58%)	75 of 109 (69%)	65 of 92 (71%)
Male	33 of 44 (75%)	14 of 27 (52%)	23 of 42 (55%)	36 of 54 (67%)	26 of 43 (61%)
Female	17 of 43 (40%)	28 of 42 (67%)	39 of 64 (61%)	39 of 55 (71%)	39 of 49 (80%)
Recipients of Federal Pell Grants	13 of 50 (26%)	23 of 71 (32%)	31 of 62 (50%)	29 of 75 (39%)	14 of 65 (22%)
Recipients of a subsidized Stafford loan who did not receive a Pell Grant	16 of 50 (32%)	20 of 71 (28%)	9/62 (15%)	5 of 75 (6%)	9 of 65 (14%)
Students who did not receive either a Pell Grant	21 of 50 (42%)	28 of 71 (39%)	22/62 (35%)	41 of 75 (55%)	42 of 65 (66%)
White	46 of 83 (56%)	37 of 71 (52 %)	54 of 98 (55%)	69 of 96 (72%)	59 of 80 (74%)
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. 2018 – 2019 Assessment Results

	Goals Met	Goals Not Met	Action to be Taken
ARC/Learning Resource Center	2	2	2 of 4 program learning outcomes were met. Additional evaluation methods are being added to the assessment plan for 2019-2020. Changes are being made to course content and textbook selection related to LO (learning outcome) 1. Last year's efforts to reach out to students not on probation via increased evening office hours and email advertisements were successful in increasing student activity in the ARC.
AA (Bible)	<i>Assessment rubrics/measures are being developed; no data available for 2019-20</i>		
AA (Education)	2	0	In relationship to the 2 program outcomes, 10 thresholds were identified out of which 8 were met or exceeded. The two not met only involved 2 students whose scores (B-) were not significantly below the threshold. With a new program director and at least one new articulation agreement with a regional university possibly being added, it may be necessary to revisit the assessment plan after 2019-2020.
AS (Pre-Nursing)	4	1	The syllabi for Goals 1 and 3 will require review for next year. Goal 4 was not met because the course was not offered this academic year due to changes required for iTransfer acceptance.
Gen Ed Core (Undergrad)	2	2	Goals 1 and 3 were not met by the slimmest of margins. For Goal 1, the 2018-19 new learning outcome corrected the weakness of the "formulate a Christian worldview" which had been problematic. A presidential task force has been appointed to review the content and status of the Interdisciplinary Studies offerings. Students failing (receiving 0 credit) on written assignments did so due to plagiarism. Obtaining plagiarism software such as Turnitin will aid the University and students well if purchased.
Bible/Theology Core	3	2	Goal 1 was not measured this year as there was insufficient comparative growth data available. In 2019-20, the exam will be administered to graduating seniors to compare against student entry scores so the data can be gathered. Measurement of Goal 2 indicated the exegetical skills of the NET students was significantly less than residential students. The program director will need to address the low achievement of online students in 2019-20.
Christian Ministry Core/BA in Christian Ministry	3	1	Revisions have been made to assessment plan to clarify artifacts and thresholds related to LO1. NET students failed to meet threshold more often than residential students. Clearer instructions and more frequent communication are planned for NET students beginning 2019 Fall.
BA in Biblical Studies	3	1	The small number of students in the program makes it difficult to draw meaningful generalizations to date but the available data suggest that program goals are largely being met. A standardized final exam is being developed for LO1 to provide more consistent basis for comparative evaluation over time. In relation to LO2, a new rubric is being developed to distinguish between content based grading criteria and criteria related to writing quality. LO4 requires either an artifact for measurement or to be revised so as to be measurable.

BA in Business Administration	1	3	Course internal adjustments in testing methods will be made. The impact of course size on student performance will be monitored. Changes will be made to technology policies in some courses.
BA in Children's Ministry	3	0	Assessment rubric for ED 238 artifact for evaluating LO1 has been adjusted. Ministry Plan artifact is being added for YM 318 in 2019-2020. LO4 will be measured in 2019-2020 (not measured in 2018-2019).

	Goals Met	Goals Not Met	Action to be Taken
BA in Communication Studies	5	1	Revision of the rubric for Goal 4 will be done in the coming year; Goal 6 was not met because the course was not offered this year, thus no data was measured. Revision of the rubric for Goal 4 will be necessary for next year (too narrow to collect meaningful data). It is strongly recommended that the university invest in plagiarism detection software such as Turnitin to aid both students to achieve success in writing and professors to identify problem areas. At some future date, purchasing the EBSCO Communication and Mass Media database/s will address a continuing need of students to properly develop research bibliographies.
BA in Intercultural Studies	5	0	Although all five goals were met again this year, the program director will continue to address the slowly declining enrollment over the years as he is able.
BA in Philosophy	3	1	Goal 2 was not met this year because the course was not offered this year. Due to the small enrollment for this major (2 students in 2018-19), a proposal to merge the Philosophy major with the Theology major will be proposed by the program director for the School of Bible/Theology to consider in the coming year.
BA in Preaching Ministry	2	2	Two goals met, two goals not measured this year. As a result of low enrollment in this major, curriculum and personnel are currently under review.
BA in Psychology	2	2	The program director will review the difficulty of the assignments for the coming year and make appropriate changes as needed to enhance student learning.
BA in Spiritual Formation and Ministry	3	2	Three of the five goals were met. Goal 3 was not met, and Goal 4 was not measured this year. With the transition of the program director, both the curriculum and personnel in this program are under review.
BA in Worship Ministry	5	0	All five goals were met this year. Curricular tweaks will be done to this program in the coming year in order to improve the success rate of student learning.

BA in Youth and Family Ministry	5	1	Five goals were met this year. Goal 6 was not met due to the revision in the program of the internship requirement. It was observed that the changes made to last year's assessment measures had a beneficial effect on this year's results of student learning.
---------------------------------	---	---	--

	Goals Met	Goals Not Met	Action to be Taken
MA in Bible and Theology	4	0	All four goals for student learning were met in this program. As a result, the program director will review the thresholds for differentiating between diverse levels of achievement for the coming year.
MA in Intercultural Studies	<i>This program is on teach out. No assessment done.</i>		
MA in Marriage and Family Therapy	<i>Program is on teach out. No assessment done.</i>		
MA in Organizational Leadership	3	2	Three of the five learning goals were met. With a new program director in place for this program, the assessment plan is being reviewed for improvement.
MA in Spiritual Formation (Eastview)	5	0	All five program goals were met. Each goal maps to at least two of the twelve courses in the program. The program has historically been assessed through a reflective oral exam in the capstone course. This year, a student questionnaire was added to broaden and deepen assessment data. While the assessment plan uses much qualitative data, such is appropriate for a degree focused on spiritual development.
MA (Biblical Studies)	3	0	All three goals were met. Program faculty are revising the assessment plan for next year.

	Goals Met	Goals Not Met	Action to be Taken
MA (Theology)	3	0	All three goals were met for this program. The program director noted that a clearer distinction between the MA (Theology) and the MA in Bible Theology may be useful to prospective students.
MA (Church History)	3	0	All three goals were met for this program. As a result of the assessment this year, additional artifacts will be added for next year to measure Goal 1.

MA (Philosophy and Apologetics)	4	0	All four program goals met. All graduating majors had "high pass" grade on thesis or comprehensive exam. Course TH 710 provides assessment artifacts for this program and the MDiv program, and evaluation of assessment artifacts from that course proved difficult. The objectives and measurement related to that course are being re-evaluated during the 2019-2020 academic year. All four program goals met. All graduating majors had "high pass" grade on thesis or comprehensive exam. Course TH 710 provides assessment artifacts for this program and the MDiv program, and evaluation of assessment artifacts from that course proved difficult. The objectives and measurement related to that course are being re-evaluated during the 2019-2020 academic year.
MRE	6	0	All 6 goals met. It should be noted that while all six goals were clearly met, some artifacts were not collected because courses that generate them were not offered during the 2019-2020 academic year. It is recommended that the program director review for the assessment plan to ensure the measures are current.
MA in Counseling	4	0	All four of the LCU Learning Outcomes were met this year. The program director noted that although some specific indicators were not met, overall the students achieved successful thresholds to meet the goals. It is noted that the MAC program is the most sensitive program to maintain the correct Faculty to Student ratio that LCU has and accreditation (CACREP) is dependent on maintaining the ratio.
MA in Formative Worship	0	5	Four of the five goals were not measured this year. This is a new program in 2018-19 so a majority of the data is not yet available. The capstone portfolio, which contains student learning measurements for the program, is collected over time and students will be developing it over the course of the program.
MA in Ministry	5	0	All five of the learning objectives of this program were met. Minor curricular changes will be made as a result of the review. Adjustments to rigor of rubric suggested last year were implemented and seemed effective. The program director recommends an additional assignment (using Life Map) to help measure Goal 5. The Seminary faculty plans to review MA in Ministry Curriculum during the 2019-2020 academic year in light of the establishing of residency programs in churches.

	Goals Met	Goals Not Met	Action to be Taken
MDiv	3	1	Three of four goals met, the one not met was not the same one missed last year. The MDiv assessment continues to a complex and cumbersome process for two reasons: 1) Some courses that generate artifacts contain students from three or more programs making it difficult to isolate MDiv-relevant data, and 2) twenty-one separate measures are collected, and in some years only a handful, or even one, MDiv student is represented the measure. Program director and faculty recommend a review of the curriculum and assessment plan, and in response to a growing distributed student population, a classroom equipped for synchronous video instruction and more technology support is needed.
DMin	5	1	Five of the six goals were met. The artifact to measure the remaining goal was not available because the course that generates it was not offered in the academic year under review. Schedule changes to conform to state and federal reporting guidelines are being made.
TOTAL	99	27	99 / 126 = 79%

Table C.3.2. 2018 – 2019 Undergraduate Course and Professor Evaluation Results

	Fall 2018 (resp.)	Spring 2019 (resp.)
Work Load Evaluation:¹¹		
The amount of work required for this course was:	3.1	3.0
The amount of reading required for this course was:	3.2	3.1
Course and Professor Evaluation:		
My responsibilities in this course were clear.	4.0	4.3
The assignments were well-designed (meaning they helped me learn, allowed my instructor to measure my learning, or both).	4.1	4.2
The grading for this course was fair.	4.2	4.5
I had a desire to take this course.	4.1	4.1
I will be a better critical thinker when encountering this topic in the future.	4.3	4.4
This course helped me develop my research skills.	3.9	4.0
This was an excellent course.	4.1	4.3
The instructor was knowledgeable about the subject being taught.	4.5	4.8
The instructor integrated biblical worldview implications with course content.	4.4	4.5
The instructor integrated critical thinking skills with course content.	4.1	4.5
The instructor made use of instructional technology.	4.4	4.3
The instructor modeled decorum and respect for others.	4.4	4.7
The instructor required students to model classroom respect and decorum for others.	4.2	4.7
The instructor motivated me to learn and engage the subject of the course.	4.4	4.5
The instructor provided clear timely communication and was available to answer questions (after class, by office hours and/or email).	4.4	4.5
The instructor was committed to my holistic growth.	4.4	4.5
The instructor held classes (or, in the case of online courses, modules) regularly.	4.4	4.6
The instructor was reliable and followed through on commitments.	4.3	4.6
The instructor modeled spiritual maturity.	4.4	4.7
This was an excellent instructor.	4.3	4.6
Course Objectives Average:	4.3	4.5

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. 2018 – 2019 Seminary Course and Professor Evaluation Results

	Fall 2018 (resp.)	Spring 2019 (resp.)
Work Load Evaluation:¹²		
The amount of work required for this course was:	3.1	3.2
The amount of reading required for this course was:	3.2	3.4
Course and Professor Evaluation:		
My responsibilities in this course were clear.	4.4	4.4
The assignments were well-designed (meaning they helped me learn, allowed my instructor to measure my learning, or both).	4.5	4.5
The grading for this course was fair.	4.5	4.3
I had a desire to take this course.	4.3	4.2
I will be a better critical thinker when encountering this topic in the future.	4.6	4.5
This course helped me develop my research skills.	4.3	4.1
This was an excellent course.	4.6	4.5
The instructor was knowledgeable about the subject being taught.	5.0	4.8
The instructor integrated biblical worldview implications with course content.	4.7	4.6
The instructor integrated critical thinking skills with course content.	4.8	4.5
The instructor made use of instructional technology.	4.5	4.5
The instructor modeled decorum and respect for others.	4.7	4.7
The instructor required students to model classroom respect and decorum for others.	4.7	4.8
The instructor motivated me to learn and engage the subject of the course.	4.6	4.5
The instructor provided clear timely communication and was available to answer questions (after class, by office hours and/or email).	4.5	4.6
The instructor was committed to my holistic growth.	4.5	4.5
The instructor held classes (or, in the case of online courses, modules) regularly.	4.6	4.7
The instructor was reliable and followed through on commitments.	4.7	4.7
The instructor modeled spiritual maturity.	4.7	4.6
This was an excellent instructor.	4.8	4.5
Course Objectives Average:	4.5	4.5

¹² 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.3.4. 2018 – 2019 All Graduate and Seminary Course and Professor Evaluation Results

	Fall 2018 (resp.)	Spring 2019 (resp.)
Work Load Evaluation:¹³		
The amount of work required for this course was:	3.1	3.2
The amount of reading required for this course was:	3.2	3.3
Course and Professor Evaluation:		
My responsibilities in this course were clear.	4.5	4.4
The assignments were well-designed (meaning they helped me learn, allowed my instructor to measure my learning, or both).	4.5	4.5
The grading for this course was fair.	4.5	4.4
I had a desire to take this course.	4.3	4.3
I will be a better critical thinker when encountering this topic in the future.	4.5	4.5
This course helped me develop my research skills.	4.3	4.2
This was an excellent course.	4.6	4.5
The instructor was knowledgeable about the subject being taught.	5.0	4.8
The instructor integrated biblical worldview implications with course content.	4.7	4.6
The instructor integrated critical thinking skills with course content.	4.7	4.6
The instructor made use of instructional technology.	4.5	4.6
The instructor modeled decorum and respect for others.	4.7	4.7
The instructor required students to model classroom respect and decorum for others.	4.7	4.8
The instructor motivated me to learn and engage the subject of the course.	4.6	4.6
The instructor provided clear timely communication and was available to answer questions (after class, by office hours and/or email).	4.5	4.6
The instructor was committed to my holistic growth.	4.5	4.6
The instructor held classes (or, in the case of online courses, modules) regularly.	4.6	4.7
The instructor was reliable and followed through on commitments.	4.6	4.7
The instructor modeled spiritual maturity.	4.7	4.7
This was an excellent instructor.	4.8	4.5
Course Objectives Average:	4.6	4.6

¹³ 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 Conferred

Table C.4.1. Undergraduate Degrees Conferred by Program¹⁴

Undergraduate Degrees	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Totals
Traditional Undergraduate						
39.0201 AA in Bible	1	0	0	2	3	6
13.1210 AA in Education	4	3	4	0	7	18
51.1105 AS in Pre-Nursing	0	1	4	2	2	9
39.0201 Biblical Studies	4	1	1	2	1	9
52.0201 Business Administration	12	3	5	11	7	38
39.0702 Children’s Ministry	3	6	6	4	0	19
39.0601 Christian Ministry	8	8	12	10	5	43
09.0100 Communication Studies	0	2	1	5	2	10
24.0101 General Ministry*	0	0	0	0	0	0
24.0101 General Studies*	6	2	0	0	1	9
39.0301 Intercultural Studies	13	16	8	2	8	47
38.0101 Philosophy	1	1	2	1	1	6
39.0602 Preaching Ministry	4	1	3	1	4	13
42.0101 Psychology	11	15	7	13	10	56
39.0699 Spiritual Formation and Ministry	8	9	10	7	4	38
39.0501 Worship Ministry	5	10	6	3	7	31
39.0702 Youth and Family Ministry	7	7	10	3	5	32
Non-Traditional Undergraduate						
39.0201 AA in Bible (online)	11	5	4	1	1	22
24.0101 AA in General Studies*	2	0	0	1	0	3
13.1210 AAS in Early Childhood Education*	4	2	0	0	0	6
39.0201 BS in Bible*	1	0	1	1	1	4
52.0201 Business Administration (online)	18	7	5	9	4	43
39.0601 Christian Ministry (online)	6	8	1	8	6	29
44.0000 Human Services*	14	5	7	6	2	34
24.0101 Individualized Study*	7	5	2	0	1	15
42.0101 Psychology (online)	0	0	2	6	7	15
39.0703 Urban Ministry*	3	0	0	0	1	4
Certificate in Christian Service	0	0	1	0	1	2
13.1401 TESOL Certificate*	5	0	1	0	0	6
Total:	158	117	103	98	91	567

¹⁴ 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/Seminary Degrees Conferred by Program¹⁵

Graduate/Seminary Programs	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Totals
Graduate						
39.0201 Master of Arts in Bible & Theology	13	20	11	13	9	66
39.0301 Master of Arts in Intercultural Studies	2	3	1	0	3	9
51.1505 Master of Arts in Marriage & Family Therapy*	0	0	11	7	5	23
52.0213 Master of Arts in Organizational Leadership	17	18	19	13	12	79
39.0699 Master of Arts in Spiritual Formation	11	8	12	4	7	42
13.1401 Master of Arts in TESOL*	9	15	10	8	0	42
13.1401 TESOL Certificate*	1	4	4	1	0	10
Seminary						
39.0699 Master of Arts	15	14	8	15	14	66
42.2803 Master of Arts in Counseling	15	14	8	11	12	60
39.0601 Master of Arts in Ministry	0	10	7	10	6	33
39.0602 Master of Divinity	9	9	10	10	7	45
39.0401 Master of Religious Education	6	3	4	2	1	16
Doctoral						
39.0602 Doctor of Ministry	1	1	4	5	5	16
Total:	99	119	109	99	81	507

Part C.5. Graduate Placement

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

	2017 – 2018 Graduates (54 out of 197; 27%)	
	Actual	Goal
I am employed or not seeking employment.	91% (49/54)	>85%
My employment is related to my LCU degree.	73% (35/48)	>85%
My employment is at a satisfactory level (full or part-time).	96% (46/48)	>85%
I am engaged in paid ministry.	35% (19/54)	>50%
I am engaged in volunteer ministry.	63% (34/54)	
I am enrolled in further higher education.	44% (24/54)	
I typically attend a weekly church service.	93% (50/54)	

¹⁵ All degree conferment numbers are based on Summer-Fall-Spring groupings (for May Commencement).

* This program is no longer offered.

Part C.6. Student Debt Statistics

Table C.6.1. Number of LCU Students in Default

	FY 2014		FY 2015		FY 2016		FY 2017		FY 2018	
After Three Years	17/295	5.7%	13/310	4.1%	26/273	9.5%	n/a	n/a	n/a	n/a
National Average	—	11.5%	—	10.8%	—	10.0%	—	n/a	—	n/a

Table C.6.2. Student Borrowing Trends

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
Traditional Undergraduate					
Loan as percentage of all aid	47%	51%	48%	44%	42%
% of students with loans	64%	63%	64%	60%	61%
% of grads leaving with loans	85%	79%	70%	71%	86%
Average indebtedness for borrowers at graduation	\$32,194	\$31,335	\$22,841	\$23,845	\$29,631
Non-traditional Undergraduate					
Loan as percentage of all aid	61%	60%	61%	55%	51%
% of students with loans	69%	72%	83%	55%	54%
% of grads leaving with loans	88%	79%	90%	76%	67%
Average indebtedness for borrowers at graduation	\$34,220	\$30,060	\$28,857	\$32,933	\$22,781
Graduate					
Loan as percentage of all aid	94%	89%	89%	83%	67%
% of students with loans	41%	31%	60%	49%	34%
% of grads leaving with loans	37%	47%	45%	28%	58%
Average indebtedness for borrowers at graduation	\$22,162	\$27,423	\$31,911	\$31,864	\$24,812
Seminary					
Loan as percentage of all aid	84%	78%	88%	78%	74%
% of students with loans	34%	36%	41%	40%	34%
% of grads leaving with loans	57%	65%	46%	35%	51%
Average indebtedness for borrowers at graduation	\$38,922	\$36,293	\$36,778	\$33,489	\$38,169

Part C.7. Graduate Satisfaction

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

	2017 – 2018 Graduates
If I were to do it over again, I would still choose LCU.	93% (50/54)