



# CROSSROADS BIBLE COLLEGE

---

Biblical Literacy

Spiritual Maturity

Global Sensitivity

Vocational Competency

Technological Creativity

---

## **Fall 2017 Fact Book**

### **Disclosure of Institutional Data by the OFFICE OF INSTITUTIONAL EFFECTIVENESS**

## Table of Contents

<b>Crossroads: A Story of Hope for the World</b> .....	<b>4</b>
The Story Begins With.....	4
New Direction .....	4
New President and Facilities.....	4
Accreditation .....	4
Expansion of Academics Degrees.....	5
<b>Fulfilling Our Mission</b> .....	<b>5</b>
<b>The Need for a Fact Book</b> .....	<b>6</b>
<b>Administration of the Fact Book</b> .....	<b>6</b>
<b>Institutional Planning</b> .....	<b>6</b>
<b>Mission Statement</b> .....	<b>6</b>
<b>The Institution’s Vision</b> .....	<b>6</b>
<b>Educational Philosophy</b> .....	<b>6</b>
Philosophy of Life .....	7
Philosophy of Truth .....	7
Philosophy of Culture .....	7
Philosophy of Teaching.....	7
Philosophy of Learning .....	8
<b>Five Educational Goals</b> .....	<b>8</b>
Biblical Literacy.....	8
Spiritual Maturity .....	8
Vocational Competency.....	8
Global Sensitivity.....	8
Technological Creativity.....	9
<b>Key Distinctives that Drive Our Mission</b> .....	<b>9</b>
Biblical .....	9
Multiethnic .....	9
Distributive Modality.....	9
Residential Learning .....	9
Distance Education-Online.....	9
Tuition .....	10
<b>Academic Program Review</b> .....	<b>10</b>
Traditional-Accelerated Programs .....	10
Table 1: Traditional Program Review .....	10
Adult Degree Completion .....	10
Distance Education Program.....	11
<b>Registered Headcount—4-Year Analysis</b> .....	<b>11</b>
Table 4: Headcount Registered (a).....	12
Table 5: Headcount Registered (b).....	12
Table 6: Headcount Registered (c) .....	13

Graph 1. 7-year FTE Trend .....	13
<b>Distance Education-Online .....</b>	<b>14</b>
Figure 1. Enrolled By State.....	14
<b>Retention .....</b>	<b>14</b>
Graph 2. Fall 2017 Retention .....	15
Graph 3. Transfer Incoming Students Retention and Loss .....	15
<b>2016-2017 Entrance and Exit Tests.....</b>	<b>16</b>
Table 7: Entrance and Exit Tests .....	16
<b>Graduation Rates .....</b>	<b>16</b>
<b>Associate and Bachelor’s Degrees Granted July 1, 2017 to December 31, 2017.....</b>	<b>17</b>
Graph 4. Granted Degrees.....	17
<b>3-Year Composite GPA Averages.....</b>	<b>17</b>
Table 8: Cumulative Grade Point Average.....	17
<b>Enrollment by Ethnicity .....</b>	<b>17</b>
Graph 5. Ethnicity Averages.....	18
<b>Fall Term Gender Averages .....</b>	<b>18</b>
Graph 6. Gender Demographics .....	19
<b>Average Age .....</b>	<b>19</b>
Graph 7. Average Age.....	19
<b>Total Distribution of Financial Aid—8-Year Analysis .....</b>	<b>20</b>
Table 9: Distribution of Awards .....	20
<b>Conclusion .....</b>	<b>20</b>
<b>Assessment Limitations .....</b>	<b>20</b>
Limitations .....	20
Final Remarks.....	20

## Crossroads: A Story of Hope for the World

For 33 years students have been trained to change the world for the glory of God!

### The Story Begins With...

Dr. James S. Wells in 1980. As the Pastor of Zion Hope Baptist Church, Indianapolis, Indiana, he had a vision to change the educational and leadership opportunities, especially African-American pastors and church leaders in the city of Indianapolis. Dr. Wells recruited Ken Davis and Clint Kaufield to help him organize a Bible Institute. The school began in the fall of 1980 in the church and was called Baptist Bible Institute and College of Indianapolis. The first class numbered fifty-five students from twelve local churches in the first semester. Dr. Wells served as the first president until his death in 1987.

### New Direction

Pastor Marshall Watson who served as interim President until 1991. During this time, the school continued to grow and impact the city. In 1988, the school purchased a building located on North Kitley Avenue. This relocation allowed the school to expand its influence to reach a greater number of students, thus providing even greater educational and leadership opportunities in the growing urban center and state capitol of Indiana. During the next two years the Board of Trustees undertook an extensive search for a new president.

### New President and Facilities

Dr. A. Charles Ware who became the second president in 1991. Several key decisions were made to clarify the mission of the school. First, a second relocation of the school occurred in 1996 due to a generous gift by the owner of a 43,000-square foot church building. This third home of the school is located on Shortridge Road on the east side of Indianapolis.

### Accreditation

The Institution was granted accreditation with the Association for Biblical Higher Education (ABHE) in 1999. This educational achievement was a monumental step in the next phase of growth for the school as it allowed more students to attend the college and earn an accredited degree.

In the year 2000, the name of the school was changed to Crossroads Bible College. What began as a missionary college became a college with a mission: to train Christian leaders to reach a multiethnic urban world for Christ.

## Expansion of Academics Degrees

Additional degrees and educational programs were designed and implemented to accomplish the mission of the school.

First, in 2005, an accelerated Bachelor of Science degrees were launched in the Adult Degree Completion format (Accelerated). In the same year, Crossroads was an early adopter of online education and through consortium relationship began using online education as a supplement for adult learners.

Second, in 2009, a new Bachelor of Science degree in Urban Leadership launched. In the same year, Crossroads entered into a formal partnership with Dr. Tony Evans Ministries (The Urban Alternative) and became the only college in America that offered a course designed from the materials of the National Church Adopt-A-School Initiative.

Third, in 2010, the Institution launched the Biblical Counseling degree program in the Adult Degree format in Crown Point, IN, and the Urban Leadership degree program in the Accelerated format in Fort Wayne, IN. Later in the same year, Crossroads decided to postpone the Urban Leadership program in that location by offering the Adult Degree Completion in Leadership & Ministry and Management and Ethics (now Organizational Leadership-Business).

Fourth, in 2011, our online program in all four majors were launched through consortium partnership.

## Fulfilling Our Mission

Crossroads Bible College's mission is to glorify God by training Christian leaders to reach a multiethnic urban world Christ. The mission is vital towards our brand and educational delivery for a multiethnic commuter audience. The Institution consistently reminds its faculty and its students of its multiethnic leadership focus and the need to equip the church with a biblical response are racial reconciliation.

The Institution's goals provide the avenue to deliver education for a multiethnic-urban context. Crossroads remains consistent with its mission for over 30 years. Its audience remains consistent from the early days of inception of training working adults in a commuter environment.

Crossroads' mission statement has come of age. The world is longing to know and understand to solve the racial tension, the growing poverty in our country and the urban contextual needs facing our cities. Crossroads utilizes unique learning experiences that are suitable for adult learners.

## **The Need for a Fact Book**

Crossroads Bible College uses Outcomes Assessment measurements as an effective tool for assessing and interpreting data. The Fact Book data provides meaningful insights that the Office of Institutional Effectiveness can utilize for change management. The Fact Books is a fulfillment of Standard 2, 11.

## **Administration of the Fact Book**

A Fact Book is compiled and interpreted by the Institutional Effectiveness Office. The Office pulls data from its Campus Management System to assist the Institution with Enrollment trends. The findings are distributed internally and externally to its stakeholders by means of the Institution's website and learning platform. The results of the intended outcomes are monitored during the academic year in assessment meetings.

## **Institutional Planning**

The Assessment Planning Document guides the Outcomes Assessment Plan and the compilation of the Fact book. The assessment influences long-range planning and it guides the strategic direction for the College.

## **Mission Statement**

The mission of Crossroads Bible College is to glorify God by training Christian leaders to reach a multiethnic urban world for Christ.

## **The Institution's Vision**

The vision of the Institution is to be a catalytic resource for the global church through our laser focus on providing elite higher education training in biblical multiethnic urban ministry.

## **Educational Philosophy**

Crossroads Bible College is encouraged of its contribution to Christian Higher Education. We believe central to this view is our commitment to God's Word and the belief in a sovereign, transcendent, triune God who has revealed Himself to his creatures in his Word. Crossroads is committed to a biblical worldview within its curriculum. Foundational to all facets of life are the

presuppositions and conclusions one brings to bear on the significant questions of the world, and life in the world.

### Philosophy of Life

The Institution affirms that God is self-existent, and all life finds its origin in Him. Man is the image-bearer of God, who is a fallen state until God in His grace redeems him. We are committed to educating fallen, redeemed image-bearers.

### Philosophy of Truth

The Institution affirms that truth is revealed by God and does not originate with humans. Human beings are finite, fallen, and impaired in their ability to know truth apart from the filling of the Holy Spirit. We believe in the absoluteness and knowability of truth as revealed by God and seen most clearly in the Bible.

The Bible is our basis of truth and truth is the content that we teach. Knowledge is not something separable from reality and life. Therefore, we educate to change life and behavior along with learning knowledge.

### Philosophy of Culture

The Institution affirms that God is plurality within unity. He is pleased to display His glory by creating immense diversity and variety within the unity of this cosmos. The inherent and equal value of being human remains unchanged despite difference in culture, gender, and ethnicity. Human pride results in the sin of regarding one's class, ethnicity, gender, vocation, customs literature or music to be superior to those of other individuals and groups.

The Institution is encouraged by the diversity of the body of Christ. Therefore, we are committed to learning, living, and relating to one another within a multiethnic and multicultural context.

### Philosophy of Teaching

The Institution affirms that the purpose of our teaching is to equip believers to be biblically competent, spiritually mature, ministry skilled, socially compassionate, racially and culturally sensitive servant-leaders. The subject matter of our teaching is the truth [Scripture].

All life is placed in subjection to the authority of God's Word. Our methods of teaching are varied and diverse. The ultimate objective of our teaching is to glorify God by bringing students into conformity to the image of Jesus Christ.

## Philosophy of Learning

The Institution affirms that learning for the Christian adult student is facilitated change through or incidental experience, under the supervision of the Holy Spirit. The student acquires and regularly integrates developmentally appropriate knowledge, attitudes, values, emotions, skills, habits, and dispositions that display a Christ-like life.

## Five Educational Goals

The five educational goals direct the values of learning and instruction at Crossroads Bible College. The Institution believes the primary textbook is God's word as foundational for all of life and practice.

The teacher and student begin all instruction and learning with an understanding that believing in the sufficiency of Scripture provides adequate answers to all leadership, ministry, and life questions.

### Biblical Literacy

The student will become a competent biblically literate leader in all areas of life (Psalm 1:1; 19:7-11; John 5:39; 14:6; Acts 17:11; 2 Peter 1:20-21; 2 Timothy 2:15; 3:16-17).

### Spiritual Maturity

The student will demonstrate growth in Christlikeness through the enablement of God's Spirit (Galatians 5:22-26; 2 Thessalonians 2:4-12; Romans 12:1-2).

### Vocational Competency

The student will use vocational skills for service in the church and the world (Prov. 27:3; Luke 14:28; Ephesians 4:12; 1 Timothy 3; 1 Peter 4:10-11).

### Global Sensitivity

The student will model God's multiethnic love in their relationships and ministry contexts (Matthew 28:18-20; Acts 15; 1 Corinthians 9:19-23).



## Technological Creativity

The student will utilize diverse instructional methods as they communicate God's word (Acts 13:14-41; 14:14-17; 17:16-34; Mark 1:16-18; Luke 4:16-17; 1 Corinthians 9:19-23; Psalm 32:8-9; Matthew 12:34; Ephesians 4:15, 29).

## Key Distinctives that Drive Our Mission

### Biblical

The Bible is the core of the curriculum. Students take a majority of their courses in Bible and Theology.

### Multiethnic

The diversity of the college continues to grow beyond its original audience of reaching African American population. While African American continues to be the dominate cultural group; the Institution is seeing ethnic diversity among other ethnicities.

### Distributive Modality

A distributive education model enables Crossroads to bring teaching and learning outside of the traditional norm. Distributive education use technology and face to face interaction as a means of learning.

The Institution models a distribution education perspective by giving the student choices for their learning. In addition, the Institution enlarges its geographical scope beyond the main residential campus. Distributive Education is flexible, accelerated, and accessible.

### Residential Learning

The Institution provides a distributive educational model to students offering a choice of 15-week courses at the Main Campus, 5-week accelerated courses in Ft. Wayne and Main Campus and College Park Church.

### Distance Education-Online

The Institution is also available through distance education-online. The delivery model has no residency requirement. Distance Education is asynchronous, self-paced delivery. Students can begin online classes at the beginning of each month.

## Tuition

The tuition remains below the national average of private 4-year colleges. Government Grants enable the student to attend Crossroads without acquiring a heavy debt load after graduation.

## Academic Program Review

The academic review outlines the activities and plans for adjusting course curriculum at the college and the modality which the degree is offered.

Each program is subject to standard compliance. Table # displays when the academic degree will be reviewed among the faculty and Institutional Effectiveness Office.

## Traditional-Accelerated Programs

The Traditional-Accelerated (TA) programs are defined by delivery in 16-week and 8-week learning.

The roadmaps have limited open electives available and the academic terms are set for their completion of the program. The teaching style uses both pedagogical and andragogical methods of instruction.

Table 1: Traditional Program Review

<b>Traditional</b>				
<b>Programs</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Associates of Arts Christian Ministry				
Associates of Arts in Leadership & Ministry	<b>x</b>			
Associates of Arts in Organizational Leadership		<b>x</b>		
BS Biblical Counseling & Discipleship			<b>x</b>	
BS Leadership & Ministry	<b>x</b>		<b>x</b>	
BS Organizational Leadership-Business	<b>x</b>			<b>x</b>
BS Urban Leadership				<b>x</b>
BS Interdisciplinary Studies				<b>x</b>

## Adult Degree Completion

The Adult Degree Completion (ADC) program is subject to the Policy on Degree Completion and Alternate Academic Patterns (ABHE Manual, 2018). Students enrolled through this delivery program are accepted based on transfer credits and life experience validation.

**Table 2: Adult Degree Completion**

<b>Adult Degree Completion</b>				
<b>Programs</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
BS Biblical Counseling & Discipleship (ADC)			<b>x</b>	<b>x</b>
BS Leadership & Ministry (ADC)	<b>x</b>			<b>x</b>
BS Organizational Leadership (ADC)	<b>x</b>			<b>x</b>
BS Urban Leadership (ADC)				<b>x</b>

### Distance Education Program

The Online program is an asynchronous method of learning. Students enter into courses through a self-paced learning style. The Institution uses an available educational consortium for its Distance Education.

The Online program is subject to Policy on Online Programming and Best Practices (ABHE Accreditation Manual, 2017).

**Table 3: Online Degrees**

<b>Online Degrees</b>				
<b>Programs</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
BS Biblical Counseling & Discipleship			<b>x</b>	<b>x</b>
BS Leadership & Ministry	<b>x</b>	<b>x</b>		<b>x</b>
BS Organizational Leadership	<b>x</b>	<b>x</b>		<b>x</b>
BS Urban Leadership				<b>x</b>
BS Interdisciplinary Studies				<b>x</b>

### Registered Headcount—4-Year Analysis

Registered Headcount registered over the last 5-years has fluctuated from the peak being at 282 in the Spring of 2013. Subsequently, enrollment has dipped to its lowest in the Spring of 2017 at 181.

Credits hours has also dropped from the highest in the Spring of 2013 with 2,265 hours against the lowest occurring in the Fall of 2013 at 1720.

In 2013, the Institution was forced to make changes in operations and staffing. Realignment of curriculum also initiated broad changes for its Self-Study and its preparation for an accreditation team visit.

Table 4: Headcount Registered (a)<sup>1</sup>

<b>Academic Year</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
Enrolled in credits	242.00	229.00	247.00	282.00
Attempted Credits	2,985.00	2,298.00	2,268.00	2,265.00
Life Experience Credits	229.00	203.00	189.00	165.00
Total \$395 Credits	2,756.00	2,095.00	2,079.00	2,100.00
Academic FTE	260.00	197.00	194.00	193.00

Table 5. Headcount Registered (b)<sup>2</sup>

<b>Academic Year</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
Enrolled in credits	202.00	226.00	252.00	246.00	226.00	217.00
Attempted Credits	1,720.00	2,232.00	2,150.00	2,348.00	2,150.00	2,168.00
Life Experience Credits	242.00	102.00	81.00	351.00	246.00	269.00
Total \$395 Credits	1,478.00	2,130.00	2,069.00	1,997.00	1,904.00	1,899.00
Academic FTE	149.00	189.00	214.00	205.00	186.00	188.00

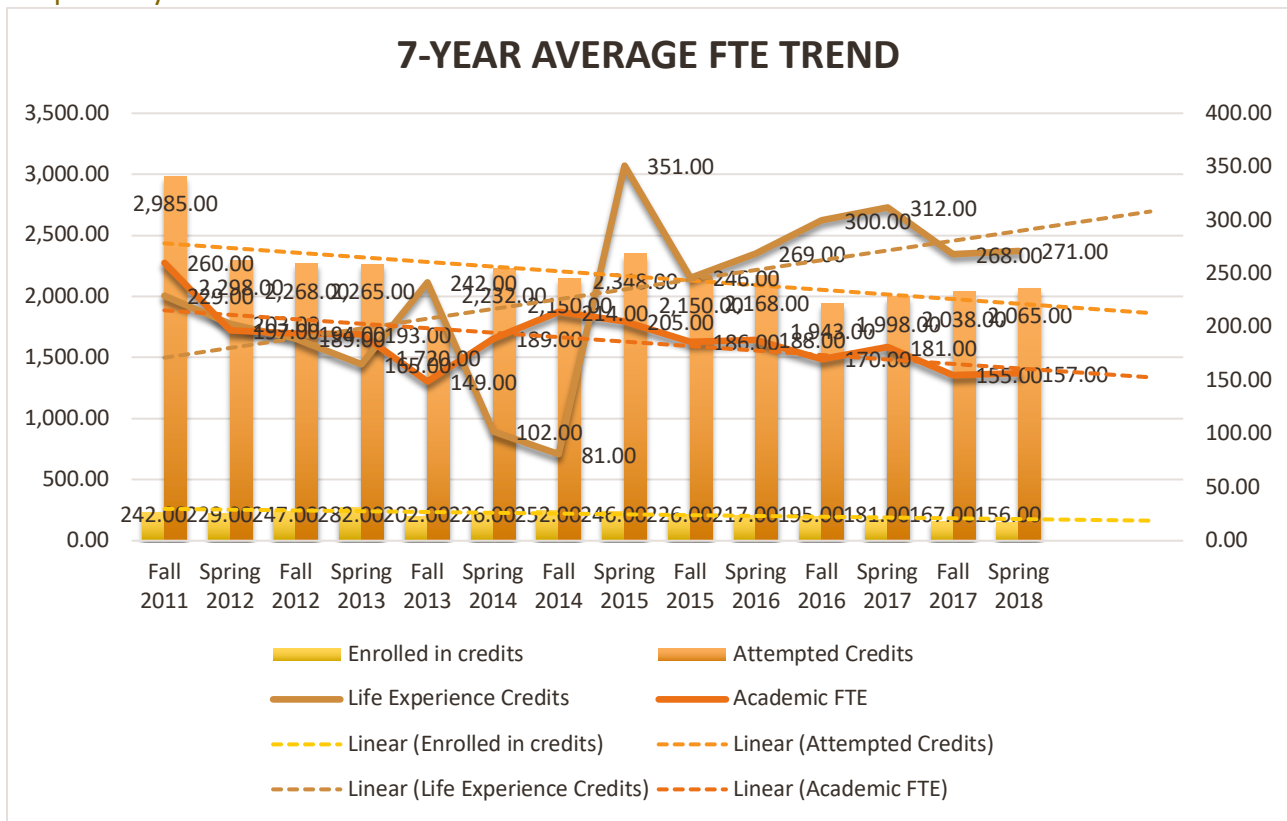
<sup>1</sup> Information obtained from Populi Campus SIS.

<sup>2</sup> Information obtained from Populi Campus SIS.

Table 6. Headcount Registered (c)<sup>3</sup>

Academic Year	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Enrolled in credits	195.00	181.00	167.00	156.00
Attempted Credits	1,943.00	1,998.00	2,038.00	2,065.00
Life Experience Credits	300.00	312.00	268.00	271.00
Total \$395 Credits	1,643.00	1,668.00	1,770.00	1,794.00
Academic FTE	170.00	181.00	155.00	157.00

Graph 1. 7-year FTE Trend<sup>4</sup>



<sup>3</sup> Information obtained from Populi Campus SIS.

<sup>4</sup> Information obtained from Populi Campus SIS.

## Distance Education-Online

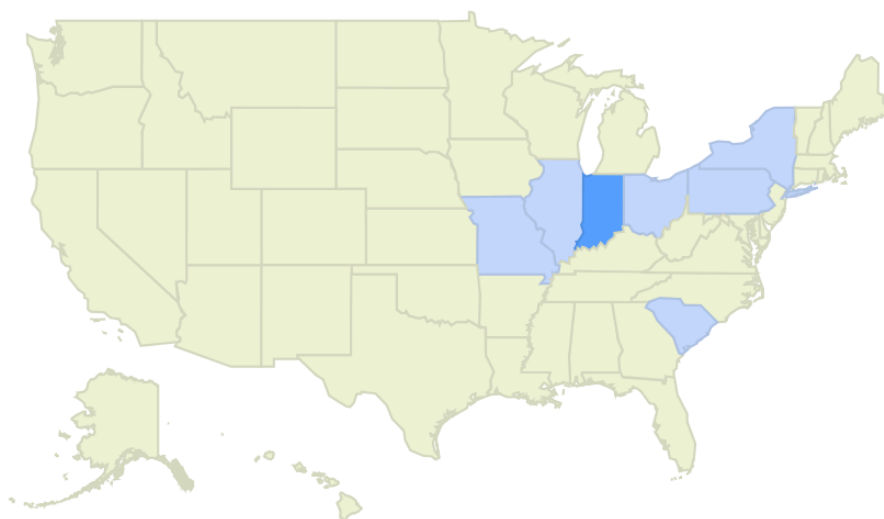
Distance Education is a significant delivery model at CBC. In addition to providing available 8-week courses at the beginning of the month, about 33 students in the Fall of 2017 selected distance education as their mode for full-time learning. In addition to that number, Distance Education represented 387 credits hours or 19% of the 32.25 Full-Time Enrollment represented in those hours.

Since, Crossroads' Distance Education is available online, students in other states have selected the Institution for completing their degree. During the Fall 2017 term, the Institution had 6 out of state students and 27 students were considered students in-state from Indiana.

Figure 1. Enrolled By State<sup>5</sup>

### By State

---

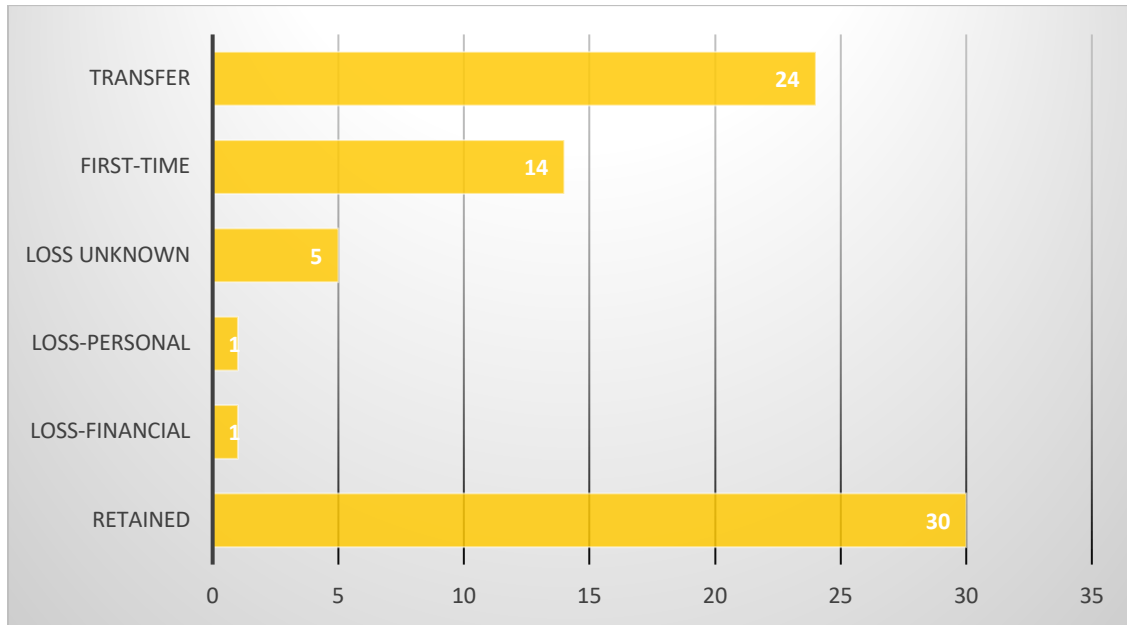


## Retention

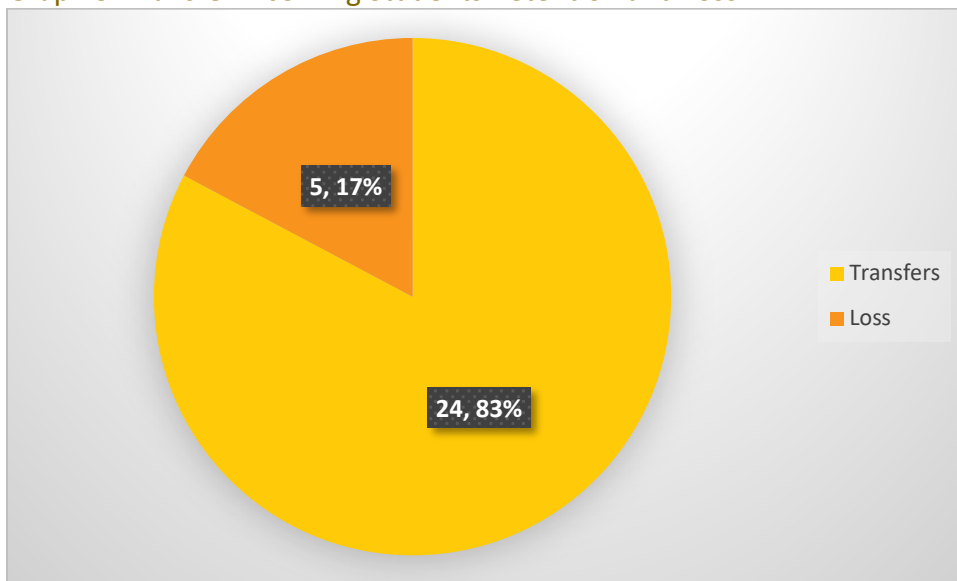
Retention Rates are the percentages of the Institution's first-time, first-year undergraduate students. Additionally, the Institution factors transfer student rate and the student who continues enrollment to the following academic term. Graph 2 and 3 provide a snapshot of how students are continuing at the College. The Institution has increased its effort to retain students both Incoming-First-Time Freshman and Transfer students.

<sup>5</sup> Information obtained from Populi Campus SIS.

Graph 2. Fall 2017 Retention<sup>6</sup>



Graph 3. Transfer Incoming Students Retention and Loss<sup>7</sup>



<sup>6</sup> Information obtained from Populi Campus SIS.

<sup>7</sup> Information obtained from Populi Campus SIS.

## 2016-2017 Entrance and Exit Tests

As part of the Enrollment Process, students complete entrance exams to determine their feasibility for academic studies. Some students submit ACT and SAT scores; however, the Institution does not require submission of national tests as a determiner for acceptance. However, the Institution does measure Bible Entrance and Exit data as well as English Entrance and Proficiency of Seniors for graduation. These composite averages provide meaningful data on student performance and helps the College make adjustments to curricular focus as needed. Table 7 provides averages and ranges for 2017.

Table 7: Entrance and Exit Tests<sup>8</sup>

Test	Average	Median	Range
ACT	20	20	16-25
Bible Entrance	53	53	9-102
Bible Exit	64	66	36-88
English Entrance	68	67	13-120
ETS Proficiency Test (Exit)	431	430	415-481
SAT	707	520	480-1120

## Graduation Rates

Crossroads continues to be above the national average for Institutions accredited by the Association for Biblical Higher Education. Each year, since 2014, the Institution has increased its overall graduation rates.

The Institution measures graduation rates by its student degree program. The Institution believe separating the modality best expresses the historical data.

Students entering at Associates or 2-year program continue to make modest improvements with completion rate. The Associate's graduation rate has increased by 16.38% over 3-years. The success for the increased graduation rates is that students begin with lower course coding and increase to higher coding into their Bachelor program.

Some students only intend to earn an Associate degree. The Institution believes creating a separate category for this graduation rate is warranted. Graph 4 provides the disclosure of degrees granted from July 1, 2017 to December 31, 2017 and the information contained in this report does not provide degrees granted prior this date.

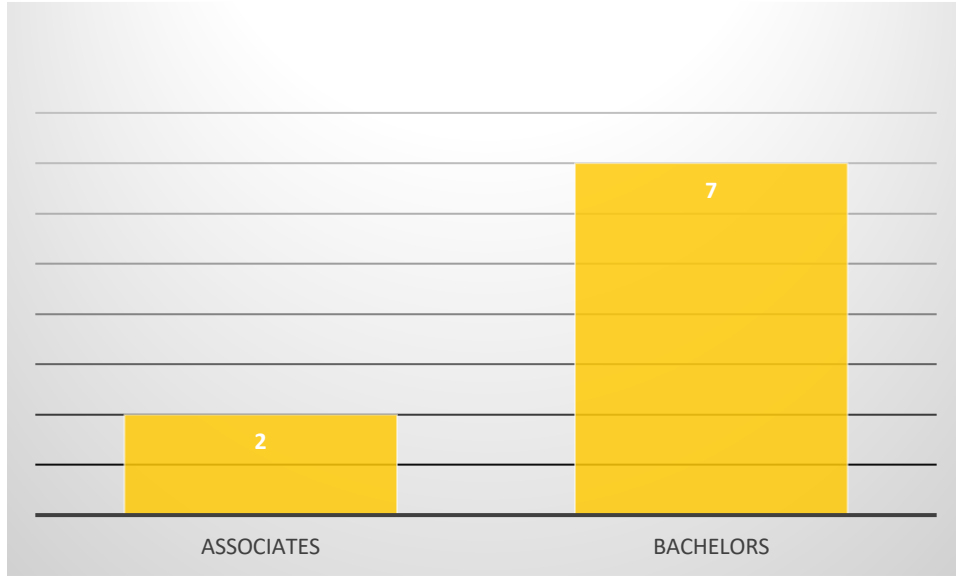
---

<sup>8</sup> Information obtained from Populi Campus SIS.



## Associate and Bachelor's Degrees Granted July 1, 2017 to December 31, 2017

Graph 4. Granted Degrees<sup>9</sup>



### 3-Year Composite GPA Averages

Grade point averages continue to show modest improvements. GPA increased .04% from one year ago. The Institution's diversity of education and language barriers continue to be concerns and may influence reasons for small gains in composite average. Table 8 provides a three-year analysis along with a composite average overall.

Table 8: Cumulative Grade Point Average<sup>10</sup>

Fall 2015	Fall 2016	Fall 2017	3-Year Fall Average
3.01	3.01	3.05	<b>3.02</b>

### Enrollment by Ethnicity

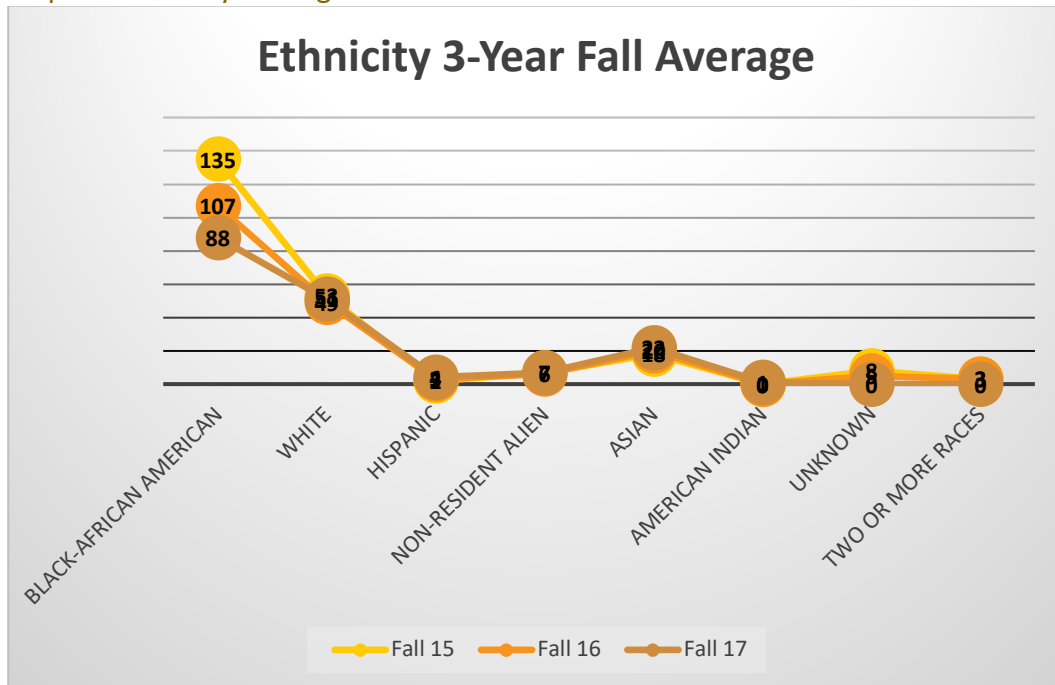
Crossroads continues to reach a broad ethnic minority audience. The majority of enrollment over the last 3-years is mainly African American adult learners. The Institution's origin of training African Americans with the emphasis of training leaders in the African American demographics and among the urban concerns of the city.

<sup>9</sup> Information obtained from Populi Campus SIS.

<sup>10</sup> Information obtained from Populi Campus SIS.

The last 3 years, the Institution has increased enrollment in its Asian community. White students continue to make up a great percentage with the second largest ethnic audience reached with biblical education. Graph 5 displays the Ethnic averages for each Fall entrance term.

Graph 5. Ethnicity Averages<sup>11</sup>

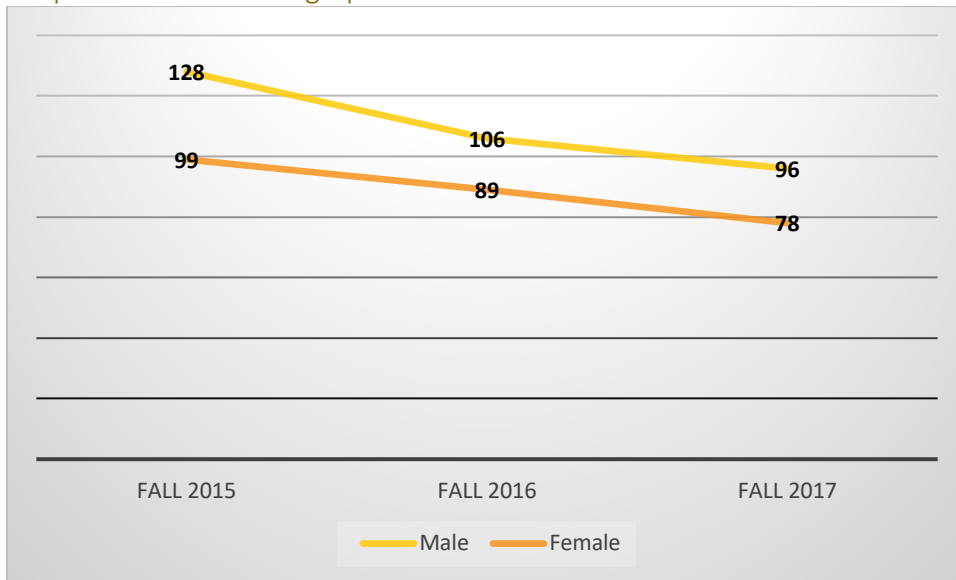


### Fall Term Gender Averages

The Institution continues to enroll more males than females. Graph 6 provides an analysis of Crossroads’ three-year Fall cycle. The trendline demonstrates a downward cycle from Fall 2015. However, the large number of women entering the Institution illustrates the potential need of a Women’s Ministry program to be included in the curriculum.

<sup>11</sup> Information obtained from Populi Campus SIS.

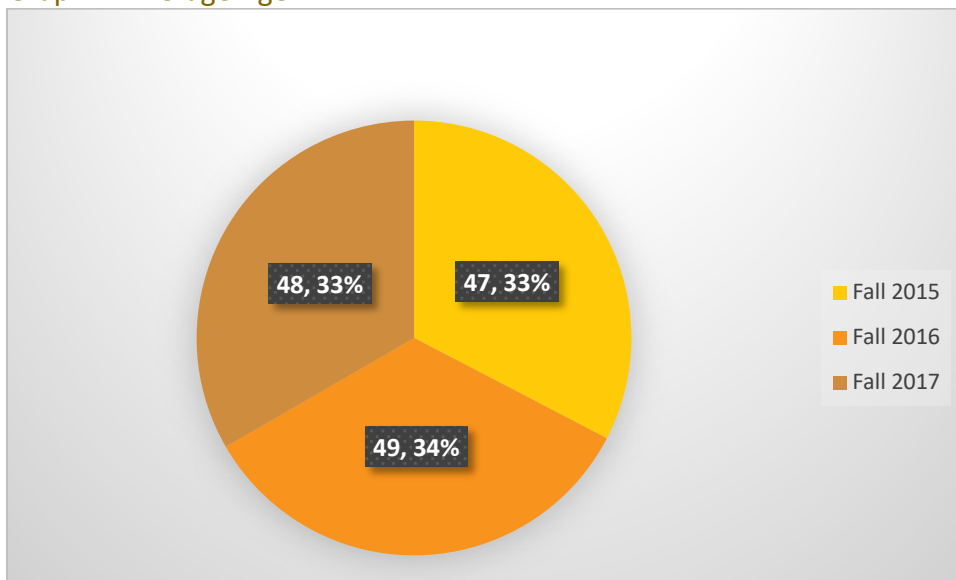
Graph 6. Gender Demographics<sup>12</sup>



## Average Age

The Institution continues to attract an adult population with a commuter campus environment. The average age of our students during the 3-year consecutive Fall Terms is around the mid 40 age bracket. Graph 7 shows the approximate variances between Fall 2015 to Fall 2017. The Institution continues to deliver 5-week courses at night and plans to research other delivery options that are suitable towards this age demographic.

Graph 7. Average Age<sup>13</sup>



<sup>12</sup> Information obtained from Populi Campus SIS.

<sup>13</sup> Information obtained from Populi Campus SIS.

## Total Distribution of Financial Aid—8-Year Analysis

Table 9: Distribution of Awards<sup>14</sup>

Awards	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016	2016-2017	2017-2018
State Grant	\$304,389.00	\$355,846.00	\$ 427,408.00	\$354,248.00	\$379,353.00	\$486,900.00	\$511,719.00	\$524,747.00	\$450,292.25
Pell Grant	\$593,254.50	\$728,882.00	\$ 744,379.00	\$607,014.00	\$607,725.50	\$605,375.23	\$639,529.00	\$480,845.91	\$469,291.13
ACG Grant	\$2,600.00	\$2,800.00	-	-	-	-	-	-	-
SEOG Grant	\$17,550.00	\$17,702.00	\$17,961.00	\$14,765.00	\$13,411.00	\$13,411.00	\$13,411.00	\$13,411.00	\$13,411.00
FWS Grant	\$22,326.00	\$15,866.00	\$14,135.00	\$ 12,098.00	\$10,699.00	\$10,096.00	\$10,096.00	\$10,181.00	\$10,181.00
Sub Loan	\$805,451.00	\$763,508.00	643,238.00	\$590,916.00	\$645,957.00	\$625,702.00	\$572,488.00	\$480,612.00	\$361,344.00
UnSub Loan	\$ 932,527.00	\$865,106.00	757,679.00	683,906.00	\$948,513.00	\$883,442.00	\$887,414.00	\$654,602.00	\$487,319.00
Plus Loans	\$ 29,902.00	\$32,569.00	8,230.00	\$9,994.00	-	\$2,620.00	\$6,464.00	\$1,458.00	-
<b>Totals</b>	<b>\$2,707,999.50</b>	<b>\$2,426,433.00</b>	<b>\$2,613,030.00</b>	<b>\$ 2,272,941.00</b>	<b>\$ 2,605,658.50</b>	<b>\$2,627,546.23</b>	<b>\$2,641,121.99</b>	<b>\$2,165,856.91</b>	<b>\$1,791,838.38</b>

## Conclusion

### Assessment Limitations

The Institutional Effectiveness Office acknowledges assessment limitations from obtaining and interpreting the data.

#### Limitations

- The interpretation of the historical data is a process of collecting data reports through our Campus Management System.
- Data wrongly inputted by the user is accounted for and careful practices are ensured for inputting data and abstracting data from the system through report analysis.
- Possible threat of internal validity due to the maturation effect and system change over which the Institution has encountered over the years. Bad continues to be a factor for collecting meaningful insights. It takes considerable time to verify numbers and information.

### Final Remarks

The **Fact Book** is a living document that is refined each academic Fall. The living document is distributed to the Institution's learning community for future self-improvement.

<sup>14</sup> Data provided by the Senior Director of Financial Aid.