



GATHER 4 HIM
CHRISTIAN COLLEGE

Institutional Effectiveness Report 2019-2020



Board of Directors APPROVED – August 15, 2020

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INTRODUCTION

Dear G4H Community,

I am pleased to share the college's Institutional Effectiveness Report (IER) for academic year 2019-2020. The plan tracks recent progress, presents future plans, and proposes recommendations for action to the Senior Leadership Team through data collected from all college programs and departments.

Most importantly, the Institutional Effectiveness Report promotes a continuous quality improvement process. Our Annual Program Update allows each area of the college to chart their successes and their resource needs. This information is integrated into the final Institutional Effectiveness Report, which provides a comprehensive approach to college planning and reporting as it supports the college's decision-making processes related to strategic, financial, facilities master planning, and project prioritization.

Additionally, the Institutional Effectiveness Report produces a streamlined approach to developing, managing, and tracking accreditation projects and collecting their results, a requirement for accreditation with the Transnational Association of Christian Colleges and Schools.

My sincere appreciation is extended to everyone for their contributions to this plan. Due to their hard work and diligence, the college has a way to document the needs of its programs and incorporate them into organized priorities and future successes.

Sincerely,

Robert N. Nash President

August 2020

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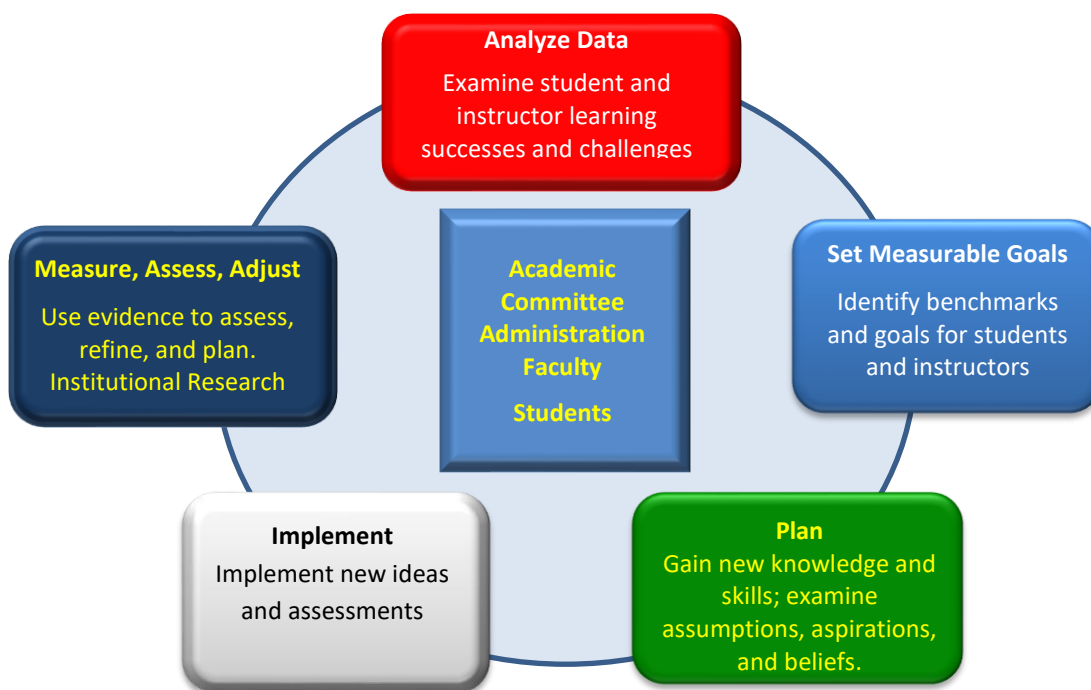
PURPOSE OF THIS REPORT

The purpose of the Gather 4 Him Christian College Institutional Effectiveness Report (IER) is to clarify and provide input to the college's decision-making processes related to strategic planning, budgeting, and project prioritization through the collection of program data and information, and through the establishment of a transparent evaluative process as the collected information is reviewed at the program and college levels. It is a comprehensive look at all aspects of college functions, both academic and support services, through which we align actions to the college's mission and strategic goals.

The Institutional Effectiveness Report is an internal report prepared annually and used to identify institution level operational and personnel priorities and goals. It directs institutional activities toward strategic goals based on annual evaluations that measure meaningful outcomes at all college unit/program, division, and institution levels. This data-based information is collected each year. While the IER informs yearly budget decisions, those budget decisions are not an automated process nor does inclusion in the IER equal funding approval. The completion of the IER does assist the units/programs in preparing funding requests to submit via the institution's Financial Planning process.

In addition, the process established for program improvement will assist the college in fulfilling external reporting requirements with the Transnational Association of Christian Colleges and Schools (TRACS) and the US Department of Education. Most importantly, the data-driven measures identified within the units and programs will move us forward to meet our strategic priority of student success.

Assessment and Planning Cycle



NOTE: Institutional research is ongoing and is applied at every appropriate level of the cycle.

GOVERNANCE

Gather 4 Him Christian College is an independent Christian liberal arts college offering an Associate of Arts degree in biblical studies. G4HCC is governed by a Board of Directors. The officers of the Board are Chair, Vice Chair, Treasurer and Secretary, all of whom are elected by their peers.

Advising the President is the Cabinet. Positions represented on the Cabinet include President, Dean of Academic Affairs, Registrar, Director of Financial Aid, and Director of Admissions and Student Life.

The Academic Committee is an institutional level committee as defined by the college's Governance Handbook and is under administrative and faculty control. The AC members are a cross-representation of faculty and is chaired by the Dean of Academic Affairs. The AC strongly supports and encourages shared governance, continuous process improvement, and a culture that aligns with the college's Core Values.

In addition, the Board has added the following committees, each with responsibilities concomitant with their charter.

- Finance Committee
- Facilities Development Committee
- Executive Committee

PROCESS FOR IMPROVEMENT

The Transnational Association of Christian Colleges and Schools accredits G4HCC as a candidate institution of higher education, Category 1. TRACS is one of seven national accrediting agencies in the United States recognized by the U.S. Secretary of Education. The college's model for continuous quality improvement appears on the previous page.

The college's institutional assessment process begins with the submission of annual assessments by all programs. They are analyzed by the appropriate senior leadership team members and at the institutional level by the Academic Committee and the Executive Board. The process includes the creation of this Institutional Effectiveness Report, which documents actions and summarizes the effects of those actions as they relate to strategic, budget, and master plans and the achievement of the institutional mission. The Institutional Effectiveness Report is the foundation for making evidenced-based decisions during strategic, operational, curricular, facility and financial planning, and a catalyst for ongoing continuous improvement efforts.

STRATEGIC GOALS AND COLLEGE PRIORITIES

The current strategic plan (SP) was developed during the summer and early fall of 2018, modified in September and December 2019 and again examined and modified in June 2020. The Strategic Plan Taskforce developed measures for each goal. Two quarterly reports captured baseline data and progress on the goals during the third and fourth quarters of fiscal year 2018. The measures and summaries of progress are included in the various sections below.

This section also includes progress summaries for all activities that are College Priorities (CP). College Priorities associated with a strategic goal are reported with the goal and produce action projects. Action projects and reports progress to the Academic Committee and Board. These action projects demonstrate

the college's efforts to improve institutional performance and are evidence for the TRACS Criteria for Accreditation. Once a project is completed, the institution will assess its efficacy and begin the next in sequence or importance, using the knowledge and skills gained from its earlier projects to select, shape, and define the scope of new activities. Although a college priority may end, the resulting processes, products, and structures become integral to the college. For greater detail, see Strategic Goals below.

ACADEMICS

We will establish full national academic accreditation status.

Measures: Completion of TRACS Recommendations and Suggestions, attaining Candidate, Category 1 status with TRACS in October 2018.

Status: Completed October 2018.

Commence 2020 Self Study

Reassess entire curriculum against other accredited institutions.

Status: Completed

Next Step: Achieve full TRACS accreditation in the Spring of 2021. This project is underway. This report is part of that project.

RETENTION AND COMPLETION RATES

Retention rates includes those full-time students who begin in the fall semester and return for the following fall semester.

Completion rate are the percentage of full-time students who complete our program within 150% of the normal time for such a program, or three years.

Transfer-out rates are the percentage of students who have completed the program, and who apply for transfer and are accepted to a 4-year accredited institution. The transfer-out rate is based on 3 years or less of full time attendance that equates to 150% of our program and is calculated by taking the number of transfer-out students divided by the number of students who began the program at the same time. The G4H transfer out rate from 2016-2020 is approximately 85%.

Comparison: The Columbia Basin College 2017-2020 completion rate was 29%. The CBC transfer out rate was 12%. (Source: <https://www.collegetuitioncompare.com/edu/234979/columbia-basin-college/graduation/>).

Retention Rates:

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
89%	73%	81%	71%	66%	71%

Completion Rates:

2014-2015	2015-5016	2016-2017	2017-2018	2018-2019	2019-2020
11%	17%	25%	6%	18%	29%

Number of students who receive alternate credit. Baselines not identified.

- Prior Learning Assessment. 0
- College Level Examination Program, CLEP 3
- Advanced Placement, AP 3
- Proficiency exam 0
- Military Service 0

Number of active partnerships with four-year institutions. Baseline identified in FY16:

- Articulation agreements (7): Eastern Washington University, Northwest University, Northwest Nazarene University, Corban University, Heritage University, Lewis & Clark State College, Eastern Oregon University. These formal agreements allow our graduates to directly transfer into the receiving institutions at Junior status.
- One new articulation agreement in exploration process

FACULTY INITIATIVE TO IMPROVE RETENTION AND COMPLETION ACTION PROJECT

The goal is to improve the ability of G4H students to identify their individual goals and to persist in reaching those goals. Approximately one-half of all G4H students are the first generation of their families to attend college, a majority come from families with a limited ability to pay for college, and fully one half of the students identify as Hispanic. Nationally, only 27 percent of first-generation students complete a degree program in the normal time frame, and 50 percent complete a program in 150 percent of the normal program time. (Source: *Chronicle of Higher Education*). The faculty have developed a fast-response reporting system to intervene with students who show signs of failure. The college has created a more intense social networking system to bring the Hispanic students into the mainstream of college life and writing and math tutoring projects have begun. This will help faculty help students persist and complete degrees at G4H.

Assessment: Hispanic students are still failing and withdrawing at unacceptable rates. More needs to be done to assist them in making a successful transition to college.

Action Plan: In addition to the early intervention program, the College will institute a college Buddy program. New students will be assigned to an experienced, successful Hispanic student for advice, tutoring, and all-around guidance. The College will place greater emphasis on study habits, study groups, and student responsibilities, including offering one-on-one assistance where possible. Effective date: Fall 2020.

Action Plan, Part 2: The College will seek a grant as a Hispanic Serving Institution under Title III. The purpose of the grant is to expand educational opportunities for our Hispanic students via tutoring, mentoring, improved technology, and improved instruction. Target date: Spring 2021.

Findings: While retention rates have improved, we are still losing First Generation Hispanic students at an unacceptable rate.

STUDENT COURSE EVALUATIONS AND STUDENT SATISFACTION SURVEYS

Once here, students have a very positive attitude toward G4H. The challenge is to convey that positive attitude to potential students, the high schools, parents and the community.

Students are expected to complete an online course and instructor evaluation prior to taking final exams. This process has functioned well in the past but was disrupted by the COVID-19 pandemic experience after all classes were continued online.

More than 75 percent commented positively upon both faculty and course content, indicating they feel they are getting a good quality education. A typical and repeated comment is to the effect that “my instructors actually care about me!”

Of unexpected significance is the clearly positive reaction from students who are asked to participate in focus groups. Students appear very impressed that the College is seeking their input and is interested in their views.

The most significant negative is the lack of student awareness regarding requirements and processes for transferring to a four-year institution.

Action Plan: The College will intensify the guidance process for students intending to transfer to four-year institutions.

End of Semester Course Evaluations: We now have four and one-half years of course evaluations broken down by semester. The Spring 2020 semester was not included in the data due to the low response rates from the new online environment.

Overall, the student course and instructor evaluations have presented a highly positive student view of the courses offered and the instructors teaching them. The percentage of students rating their courses and instructors as very good to excellent over the past nine semesters is 75.82%. For the Fall 2019 semester it is 84.0%.

Semester	Excellent %	Very Good %	Good %	Fair %	Poor %
Fall 2015	31.10%	30.40%	27%	3.50%	0%
Spring 2016	57.50%	28.30%	13.30%	0.90%	0%
Fall 2016	44.70%	28.20%	18.40%	7.80%	1%
Spring 2017	43%	20.40%	22.60%	12.90%	1.10%
Fall 2017	48.70%	35.00%	14.50%	0.90%	0.90%
Spring 2018	47.50%	29.70%	14.90%	5.00%	3%
Fall 2018	53.30%	30.00%	11.37%	2.80%	2%
Spring 2019	53.10%	17.50%	23.10%	4.20%	2.10%
Fall 2019	58.30%	25.70%	10.20%	3.20%	2.70%
Spring 2020	67.7%	21.9%	8.3%	2.1%	0.0%
Averages	50.49%	26.7%	16.36%	4.95%	1.07%

Anomalies: It is not known why the fair/poor category spiked at 14% in the spring of 2017.

Daily Average Attendance: 87.8 percent

Mean Grade Point Average by Academic Year (Fall 2015- Spring 2020) .

2015-2016	= 2.674
2016-2017	= 2.6
2017-2018	= 2.519
Fall 2018	= 2.615
Spring 2019	= 2.814
Fall 2019	= 2.856
Spring 2020	= 3.231

Cumulative through Spring 2019: Percentage of graduating students who applied to a four-year institution: 91%

Percentage of applicants accepted: 100%

Declared majors include Pre-Med, Pre-Law, Teacher Education, Business, International Relations, Organizational Development, Organizational Psychology, Graphic Design.

ALUMNI SATISFACTION

Alumni Surveys (N=29) Number of Graduates (N=57)

- 45% of respondents went on to a four-year university
- 55% did not
- 38% are currently enrolled in a BA/BS program
- 31% report that G4H prepared them “very well” for university.
- 14.3% report that G4H prepared them “More than adequately” for university.
- 55% report that G4H prepared them “adequately” for university
- 38% were “very satisfied” with the overall educational experience at G4H.
- 55% were “satisfied” with the overall educational experience at G4H.
- 7% were “dissatisfied” with the overall educational experience at G4H.
- 95% would enroll again at G4H to begin their college experience.
- 100% would recommend G4H to others.

STRATEGIC PLAN 2020

STRATEGIC GOAL 1: ACCREDITATION

We will establish full national academic and accreditation status.

Measures:

- Successfully complete TRACS Self Study for full accreditation. Target date: September 15, 2020.
- Complete new Comprehensive Self-Assessment Plan. Target date: Completed.
- Successfully complete second TRACS onsite team visit. Target date: Early November 2020.
- Achieve full accreditation. Target date: Spring 2021.

STRATEGIC GOAL 2: STUDENT ENROLLMENT.

We will continue to grow our enrollment and strengthen student life programs.

Measures:

- Enrollment growth
- Year-to-year Retention Rates
- Year-to-year Completion Rates
- Transfers to four-year institutions.
- Focus groups
- Student satisfaction surveys
- Alumni surveys

Gains:

- Enrollment increased by 23% from academic year 2018-2019.
- Student satisfaction with courses and instructors is at its highest level.
- Average Retention rates have increased to 82%.
- Completion rates have increased

STRATEGIC GOAL 3: PANDEMIC ADAPTATIONS.

We will provide for the health and safety of our students and an appropriately adapted academic program.

Progress – Our staff and faculty readily transitioned the school from a traditional classroom setting to an online program when the pandemic led the state to close classrooms for health reasons in 2020.

Fall 2020 Adaptions

- Comply with state guidelines for student classroom use which includes: Plexiglass shields, thermometers, face masks, hand sanitizer, disinfectant wipes and entrance, transition and exit strategies. Working with the cleaning company to ensure proper sanitation.
- Develop a one-page document outlining how G4HCC is complying with regulations and how we serve the health and safety needs of students; keep this document up to date
- Learn from these experiences and adapt additional online options into content delivery
- Prepare for online courses which includes recording each class.

Goal – Fully and successfully adapt to the pandemic crisis.

Estimated Cost - \$108,000

Breakdown - \$27,000 X 4 years = \$108,000

STRATEGIC GOAL 4: FINANCIAL SUSTAINABILITY.

We will gain financial sustainability by implementing a long-term business plan.

Measures:

- Number of marketing events and campaigns will be increased.
- Tuition was increased from \$10,000 per year to \$11,000.
- G4HCC has been approved for Federal Student Financial Assistance.
- Seek and secure endowments.

- Newsletter
- Face-to-face recruiting at schools
- Faculty/Staff speaking engagements at schools
- Increase the number of monthly donors by 100%.
- Fully implement the PowerFAIDS automated Federal Aid Processing program through the College Board and eliminate the third-party vendor. Estimated savings over five years = \$75,000+.

Progress:

- Attained approval for Federal Financial Student Assistance. This brings contributes to financial stability.
- Re-approved for Uniformed Services Veteran’s Educational Benefits (GI Bill®).
- Face to face recruiting at high schools has doubled.
- The 2019 Gala brought in more than \$60,000.
 - Conducted a “Raise the Roof Tour” over 12 weekends, visiting 12 churches with display booths and the band, Michelle Jarrett and Prevail.
 - The result was serious inquiries from more than 20 potential students.
- Increased the student body from 34 (2018-19) to 48 (2019-20)
- Added seven new students during the Christmas break.
 - Lost 5 students during the Christmas break or shortly thereafter.
- Student financial levels are rising, resulting in increased tuition payments.
- PowerFAIDS is fully implemented, Sept. 2020

Action Plan: We will seek additional Federal funds as part of the Hispanic Serving Schools grant program.

Action Plan: We will continue to work with our outside development consultant to develop the means for greater financial stability.

Action Plan: We will expand our monthly donor database.

Action Plan: We will double our monthly contributors through personal contact, Church contacts, newsletter, email and mail.

STRATEGIC GOAL 5: CAMPUS FACILITIES.

Continue to maintain and improve the current facility, particularly in the area of Internet infrastructure.

Internet infrastructure and capacity improvements completed July 2020.

(On indefinite hold) We will secure financing and develop our new campus facilities in Kennewick, Washington.

STRATEGIC GOAL 6: INFORMATION TECHNOLOGY.

We will add and utilize the technology necessary for college administration and a growing student body. The current technological resources are inadequate.

Measures:

- Informational Technology audit by outside vendor. Completed 2019.
- Acquisition and operation of new computer technologies to include all new administrative computers, WiFi and broadband secure intranet and internet systems, acquisition of laptop and tablet computers for student use. Completed July 2020
- Establish a computer literacy lab for student and faculty use.
- Integrated all computers into the network for the first time. Completed September 2020
- Integrated Zoom videoconferencing technology into the curriculum in less than two weeks elapsed time.

STRATEGIC GOAL 7: BOARD GOVERNANCE.

We will implement professionally led board building strategies.

Measures:

- Board retreat to clarify roles, goals and expectations
- Facilitated governance growth processes
- External analysis and recommendations for Board processes.

ACCOMPLISHMENTS

This section recognizes the measurable impacts/significant contributions by individual divisions.

Academic Affairs

Significant contributions to the institution during the past year include:

- Testing for incoming students in reading, writing, and mathematics through the College Board ACCUPLACER program. This includes challenge testing for students who believe they have enough knowledge to waive class requirements for certain courses.
- Addition of the ALEKS computerized mathematics tutoring system for student use.
- Testing and remediation for students with mathematics disability (Dyscalculia).
- Strengthening ties to local churches and high schools.
- The cumulative Grade Point Average (GPS) is rising.
- Implementation of Student Academic Early Intervention Program has resulted in lowered dropout rates for Hispanic First-Generation students.
- Development and implementation of Ability to Benefit and Satisfactory Academic Progress matrices completed.
- Develop and implement faculty professional development program. In progress

Federal Financial Aid

- Established full compliance with Federal Financial Aid Requirements.
- Currently transitioning from an outside third-party vendor to process FAFSA financial aid to an internal program (PowerFAIDS) through the College Board. Completed.

Administrative Services

Significant contributions to the institution during the past year include:

- Addition of a Financial Development and Recruiting Specialist

- FA Solutions is operational in processing of student financial data and Federal financial assistance funds but is being replaced internally by the PowerFAIDS program through the College Board.
- Contracted with OCLC WorldShare for interlibrary loans.
- We have hired a full time Registrar.

Communication and External Relations

Significant contributions to the institution during the past year include:

- New Direct Transfer Agreements in negotiations or in place with two four-year institutions.
- Hired a part-time Social Media Coordinator

Human Resources

In the process of designing and implementing a program of professional development for instructors, administrators and staff.

- Administrators have been working with an outside consultant to clarify future goals and actions plans.
- Due to major turnover in the administrative staff, team-building efforts are underway using an external consultant. This is an ongoing project. See Administrative / Executive team Assessment.

Information Technology

Significant contributions to the institution during the past year include:

- Increased WiFi connectivity and capacity for staff and students.
- Fully activated the Library for online search, checkout and checkin.
- Accessed OCLC Worldshare Interlibrary Loan Program

Institutional Research and Effectiveness

Significant contributions to the institution during the past year include:

- Completion of the Comprehensive Self-Assessment Plan,
- Completion of the first Self-Study,
- Completion of the TRACS recommendations and suggestions for accreditation,
- Redesign and completion of the 2019-2020 Comprehensive Self-Assessment Plan.
- Completion of the 2019-2020 Institutional Effectiveness Report

Student Development

Significant contributions to the institution during the past year include:

- Expanded Student Ambassador program
 - Revisited norms and expectations for students.
- Expanded student Practicum experience
- Expanded student participation on the Student Life Committee
- Expanded student activity opportunities
- Expanded ability of students to pursue materials through interlibrary loans (OCLC Worldshare).

INSTITUTIONAL ISSUES OF NOTE

The Board of Directors and Administrative Team identified significant changes to the 2017 SWOT analysis leading to changes in the Five-Year Strategic Plan. The Strategic Plan has been modified to meet the needs identified in the self-assessment process.

The Administrative Team has experienced significant changes in personnel in 2019. These changes require adjustments in responsibilities and the normal adjustments to be made in team formation.

Action plan: Administrative Team building will be a priority in 2020.

The Team did feel it was important to note the following issues (presented in alphabetical order):

Adjunct Faculty – The college is seeking high quality adjunct instructors in a thin market.

Entering students continue to be under-prepared in study habits, time management skills, and mathematics. Note: The incoming 2019 class scored higher in mathematics than any previous class and the number of students requiring remedial mathematics is dropping.

Action Plan:

1. In addition to the First Gen Early Intervention Program, we will institute a “campus buddy” program whereby each incoming student will be assigned to a successful returning student for coaching and familiarization.
2. We will actively pursue a grant for Hispanic Serving Institutions under Title III.
3. Mid-year oncoming students will be part of a once-per-week small group mentored by a volunteer adult as a coaching and encouraging mechanism.

High Number of College Priorities – The College currently has a large number of priorities (goals, accreditation projects, expansion plans, grants, financial assistance, etc.) in progress. This puts a strain on people and resources, which threatens timely, high-quality achievement.

Staffing and Responsibilities – Institutional and program initiatives and reporting, inadequate data tools, the small number of staff, and the unusually broad scope of the current initiatives and requirements is placing a long-term untenable workload on administrators.

Student Population – The population of Hispanic students enrolled at G4H has reached 51 percent, which may make the college eligible for federal funds as a Hispanic-serving institution (HSI). Federal funding can be used to assist first generation, majority low-income Hispanic students.

Technology Systems – Previously outdated technology systems have been replaced. We still need to acquire several laptop computers for student use.

Institutional Effectiveness

Institutional effectiveness involves collecting, analyzing, and sharing institutional data for statutory reporting and continued institutional improvement. The types of indicators being considered include the following:

Performance Indicators (or Key Performance Indicators) – An evaluation of performance based upon agreed upon indicators of quality and comparisons with other institutions. Performance indicators are generally more externally mandated to meet accountability demands from state, federal, and accreditation agencies.

Effectiveness Indicators – An evaluation of what the college should be doing by assessing whether the college is doing what it says it is doing. While performance indicators are more superficial and only incidentally linked to mission, effectiveness indicators are generally more tied to mission and goals. Effectiveness indicators are generally internally driven.

Diagnostic Indicators – Diagnostic indicators do not generally provide evidence of success in meeting organizational goals or accountability demands but are focused on indicators of organizational health that could impact performance or effectiveness. Diagnostic indicators generally cover financial stability or student satisfaction.

INSTITUTIONAL ACTION PLAN

TRACS ACCREDITATION

The TRACS accreditation pathway is focused on quality assurance and continual institutional improvement with an added emphasis on helping institutions achieve continuous quality improvement. The TRACS pathway follows a five-year cycle. The five-year cycle includes the following institutional reviews:

Annual Institutional Update – Reviewed by TRACS to monitor organizational health, comply with educational requirements and identify any changes that may require TRACS follow up.

During each year of the cycle, institutions submit Action Plans for review. The primary foci are student learning and institutional financial stability.

Comprehensive Reaccreditation Review in Year 5 – At the end of the five-year cycle, institutions undergo a Comprehensive Reaccreditation Review pursuing institutional improvement and complying with certain requirements set by TRACS and the U.S. Department of Education. This review leads to an action regarding the reaffirmation of the institution's accreditation.

REQUESTS FOR ADDITIONAL RESOURCES

The activities and initiatives proposed for future years may require additional resources such as personnel, equipment, technology, and/or facilities. The college president and senior leaders use budgeting requests to inform future financial and facility planning.