



CHAMPION

CHRISTIAN COLLEGE



INSTITUTION
SELF-STUDY

2019

Submitted to the
Transnational Association of Christian Colleges and Schools
P.O. Box 328 | Forest, Virginia 24551

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Introduction

I. Purpose of Self Study

Provide a general introduction to the institution, including the status being sought (Candidate Status, Accredited Status, Reaffirmation) and the pertinent institutional characteristics such as types of programs offered, type of calendar system, enrollment figures, and church affiliation(s) (if any), etc.

Purpose of the Self-Study

The purpose of the College's Self-Study is to compile and analyze information related to operations, educational programs, student services, and strategic plans of the college. Not only does the Self-Study ensure compliance with TRACS accreditation standards, but the data and information gathered throughout this process will ensure evidenced-based decisions and plans are made. The Self-Study will provide credence that the college continues to fulfill its mission and ministry for Christ and will adequately demonstrate the college's readiness for accreditation with TRACS.

Goals of the Self-Study

The goals of Champion Christian College's Self-Study are as follows:

- a) Emphasize and clearly articulate the college's mission to students, faculty, staff, and our community.
- b) Document and assess data-based reporting resulting from the Self-Study in evaluating articulated goals of student learning, continued program improvement, and services to our constituents and stakeholders.
- c) Identify strengths and weaknesses inherent in the College's operations with the goal of maximizing strengths and minimizing weaknesses.
- d) Enable evidenced-based strategic planning with appropriate assessment tools and procedures for future growth and effectiveness.
- e) Involve faculty, staff, and students as a College community while working through the processes of accreditation and the Self-Study.
- f) Review the publications, policies, and procedures employed by the College for consistency and clarity.
- g) Enable the College to meet the standards and criteria for TRACS accreditation.

II. History of the Institution

Provide a narrative history of the institution highlighting key events that provide a good perspective of the institution.

Introduction and Brief History of Champion Christian College

Champion Christian College, as an institution of higher learning, acknowledges the inspired and revealed Word of God as the foundational authority for all faith and practice and its worldview as the basis for interpretation of all knowledge. We perpetuate the work of God by training students who value integrity and justice to compassionately carry out the Great Commission mandate in a post-Christian world, while living lives rooted in unchanging Biblical truth. Champion Christian College embraces an atmosphere of love, joy, and peace, as well as providing a wholesome social environment. Champion Christian College is committed to the

truth as revealed in the Word of God communicated to us in the Judeo-Christian Bible. Our total foundational educational underpinnings concerning truth, reality, values, and authority are rooted deeply in the biblical narrative as evidenced by our statement of faith and elements of our philosophy of education.

The History and the Hope of Champion Christian College

The vision for Champion Christian College emanated from both Pastor Eric Capaci's mind and the congregation of Gospel Light Baptist Church, which he founded in 1992. In the fall of 2005, the vision became a reality as Champion Baptist College began with 104 students and 24 faculty members. Most of the students came from other states and from Independent Baptist churches.

The campus for both the church and College consisted of approximately fourteen acres in the heart of Hot Springs, Arkansas. Gospel Light's support of Champion was strong, and during the very first year a two-hundred-bed, state-of-the-art dormitory was built on the property. It was filled with vibrant students within four years. Although the College experienced exponential growth, it was limited to the connection to the Independent Baptist churches.

In 2010, following a serious study of the mission of the College and the education needs of students, the Board determined to pursue accreditation. Following a shift in the ministry philosophy of Gospel Light, Champion determined that it would extend its scope of ministry to a broader group of Bible-based churches. Sudden changes resulted in a decline in enrollment.



In 2015, Champion determined to take a bold initiative to strengthen its educational programs and improve its response to students' educational needs. Accreditation attainment became the first step in the pursuit of the college's academic excellence.

With the support and goodwill of several local pastors and business professional persons, the College became an independent non-profit corporation, changed its name to Champion Christian College, and elected a Board of Trustees.

As Champion grew, the programs of study increased. Champion now offers two four-year baccalaureate degrees: A Bachelor of Science in professional studies and a Bachelor of Arts in church ministries. Champion also awards an Associate of Arts degree in professional studies.

On October 24, 2017, the TRACS Accreditation Commission voted to grant Champion Christian College (CCC) Candidate status. In addition, Champion Christian College has been granted certification by the Arkansas Higher Education Coordinating Board for the following programs: Associate of Arts in professional studies and Bachelor of Science in professional studies. The Bachelor of Arts in church ministries will remain exempt from certification for

church-related training.

It is a bold venture and challenge in a very calamitous time, but as we observe the erosion of the foundation of our nation and culture, we believe our God is calling out a people to be trained and prepared to complete His mission in a post-Christian era. Champion Christian College is dedicated to educating and training church leaders, missionaries, lay vocational persons, and even martyrs for the glory of God, thus extending His kingdom and performing His will on earth, as it is in Heaven.

III. Relationship with TRACS

Provide a narrative of the institution's relationship with TRACS, such as when applied, when application approved, and when received (or when appearing to receive) Candidate Status, Applicant Status, or Reaffirmation. Include the initial contact with TRACS, the approval of the application, and any applicable dates for recognition for candidacy, accreditation, or reaffirmation.

In the year 2015, the Board of Trustees of the College directed the administration to proceed with the initial steps required for accreditation by the Transnational Association of Christian Colleges (TRACS), including making the formal application, completing its self-study, and appearing before the Commission for Candidacy by Fall 2017.

The College began its self-study during the application process to meet the mandates of the Board of Trustees. The College identified an individual to oversee the process, organized a steering committee, and assigned faculty and staff to three additional committees encompassing student services, academic services, and administration.

IV. Response to Previous TRACS Team Visit Report and/or other Accrediting Agency Actions

Institution should provide detailed narrative on the response and date of compliance with previous TRACS Team Visit Recommendations and/or steps taken in response to any actions taken by any previous accrediting agency.

All recommendations and suggestions are in compliance and the institution's recommendation matrix was cleared by the Commission in October 2018.

I. Accreditation Requirements

I Faith Statement

The Faith Statement of an institution defines its Christian nature by affirming those doctrinal matters to be true that are found in the TRACS Biblical Foundations Statement and that identify it as part of the evangelical Protestant tradition in education. It is to be written so as to conform to the historic creeds and statements of Christianity and thus reflect a careful and precise theological statement but also accurately state the current position of the institution as set down by the institution’s Board and administration. In addition, it should be written lucidly in order to inform prospective students, faculty, administrators, and Board members, as well as external constituencies, of the religious identity of the institution.

1.1 The institution has a Faith Statement which is readily available and included in appropriate official publications. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College (CCC) affirms its commitment to the Christian biblical foundations, purposes and objectives, philosophy, and ethical and moral values as specified in the TRACS Foundational Standards. The College’s foundational underpinnings and statement of faith are published in all institutional publications (Catalog, Student Handbook, Faculty Handbook, Policies and Procedures Manual, and Board Manual) and are posted on the College’s website. Additionally, every student is required to sign a document which confirms their commitment. The Faith Statement for Champion Christian College is as follows:

Statement of Faith & Foundational Underpinnings

The Old Testament Psalmist asked, “If the foundations be destroyed, what can the righteous do?” Today in America, our historical foundations of education, law, values, ethics, morality, the home, and even the church are in shambles. Christianity is under siege as we slide into the post-Christian world.

Champion Christian College is committed to the truth as revealed in the Word of God communicated to us in the Judeo-Christian Bible. Furthermore, we reserve the right to discriminate against certain behavioral and lifestyle practices based on the dictates of this Word. Our total foundational educational underpinnings concerning truth, reality, values, and authority are rooted deeply in the biblical narrative. Following are CCC’s statement of faith, introductory statements that further develop these foundational commitments, and elements of our philosophy of education.

We Believe . . . The Bible to be the inspired and only infallible and authoritative Word of God, inerrant in all it affirms and teaches.

We Believe . . . That there is one God, eternally existent in three persons: God the Father, God the Son, and God the Holy Spirit.

We Believe . . . In the deity of our Lord Jesus Christ; in His virgin birth; in His sinless life; in His miracles; in His vicarious and atoning death; in His bodily resurrection; in His ascension to the right hand of the Father; and in His personal, future return to this earth in power and glory to rule the nations.

We Believe . . . In the deity of the Holy Spirit who convicts, regenerates, indwells, and seals all believers in Christ; fills those who yield to Him; and gives spiritual gifts to all believers as He wills.

We Believe . . . That mankind was created in the image of God, but that through Adam's sin, the race fell, inherited a sinful nature, and became alienated from God. Man has a radical propensity to sin, and of himself is utterly unable to remedy his lost condition. We also believe that humanity is created in the image of God (imago dei) and thus has intrinsic value. This is seen in the reality of Jesus Christ's incarnation (becoming a man) and willingness to die for humanity. We believe that Jesus' resurrection inaugurated a new kind of humanity, the "One New Man," and that those who are in Christ are being conformed to His image; that is to say, they are being restored to the likeness of God from whence mankind fell and will bear fruit in their life before they die.

We Believe . . . That the only means of being cleansed from sin is through repentance and faith in the precious blood of Christ and that regeneration through spiritual conception by the Holy Spirit is absolutely essential for personal salvation.

We Believe . . . In the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to live a holy life, evidenced by the fruits of the Spirit and increasing conformity to Christlikeness in all areas of life.

We Believe . . . That Christ's Church, as represented in the assembly of saints in a local community, is the body of Christ to do His work of evangelizing lost individuals in its community; promoting spiritual formation in the lives of its members, bringing them to full maturity in Christ; and pressing beyond its Jerusalem to plant the church in its Judea, Samaria, and among the uttermost communities of earth, thus endeavoring to complete Christ's Great Commission.

We Believe . . . That the standard for the Christian life should reflect the original intent of God before the fall of humanity and that standards and behaviors that emerged after the fall should not be considered normative. This view values the importance and inherent worth of both man and woman. It also includes the belief that the covenant of marriage is to be between a man and a woman and that all sexual expression is rightly kept only within the boundaries of this relationship. This belief is affirmed in the words of Jesus Christ in Matthew 19:4-6.

We Believe . . . In the resurrection of the saved and the lost, the saved to everlasting life and the lost to everlasting damnation.

Student Commitment Statement

Having committed myself to God and prayerfully sought His will, I, (Student's Name), a student at Champion Christian College, do hereby pledge to uphold biblical ethics, to act in the power and presence of the Lord, and to conduct myself in a manner worthy of the Gospel of Christ.

Enter List of Supporting Documents here

Exhibit 1.1.2: Catalog (Faith Statement, page 13)
Exhibit 1.1.3: Faculty and Staff Handbook (Faith Statement, page 8)
Exhibit 1.1.4: Student Handbook (Faith Statement, page 16)
Exhibit 1.1.8: Policy Manual (Faith Statement, page 9)
Exhibit 1.1.9: Board of Trustees Manual (Faith Statement, page 6)

CCC Website

Our Beliefs

<http://championchristiancollege.com/about/our-beliefs>

Faculty and Staff Handbook:

http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-1.1.3-2018_19_-Faculty-Staff-Handbook-_1.pdf

Catalog:

<http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-1.1.2-2018-19Catalog.pdf>

Student Handbook:

<http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-1.1.4-2018-2019-Champion-Student-Handbook.pdf>

Policy Manual

<http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-1.1.8-Policy-Manual.pdf>

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

1.2 The institution's Board approves and periodically reviews the institution's Faith Statement.

Enter Institutional Self-Study Analysis & Compliance Narrative here

As referenced in the Board of Trustees By-Laws and the College's Assessment Plan, the Board of Trustees of Champion Christian College annually reviews and approves the College's Faith Statement (Foundational Underpinnings). Below reference the meeting minutes when the Board reviewed and approved the Faith Statement:

Academic Year	Board Meeting Minutes
2016-2017	May 3, 2017
2017-2018	September 5, 2018
2018-2019	February 12, 2019

The next review of the Faith Statement will occur during the Board's meeting in April 2019 for the 2019-2020 academic year.

Enter List of Supporting Documents here

Exhibit 1.1.7:	Board of Trustee By-Laws, page 1 (Review and Approval Process)
Exhibit 1.2.1:	Board of Trustees Meeting Minutes, May 3, 2017
Exhibit 7.1a:	Board of Trustees Meeting Minutes, September 5, 2018
Exhibit 1.1.10:	Board of Trustees Meeting Minutes, February 12, 2019

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

2 Mission and Name

The institution's mission is appropriate to Christian higher education, is consistent with its charter or other operating authority, and is implemented in a manner that complies with accreditation expectations. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness. The mission sets forth the specific educational role of the institution with regard to its intended audience.

The name of the institution is accurate, descriptive, and appropriate for its stated purpose. The use of "institute," "college," "university," "seminary," "theological school," "graduate school," et al., is in keeping with the general and national use of such nomenclature (and appropriate to the programs approved by TRACS) in order to enable a consumer to correctly understand the scope and nature of the institution.

2.1 The institution has a Mission Statement which is current and comprehensive, an accurate guide for the institution's operations, approved and periodically reviewed by the institution's Board, communicated to the institution's constituencies, and accurately reflective of its Faith Statement. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

<p>The Mission of Champion Christian College (CCC) is consistent with the biblical perspective of the College. The integration of all these elements is reflected in the current practice of the institution and educational offerings.</p> <p>As referenced in the College Assessment Plan, the Board of Trustees reviews and approves the mission vision statement annually. As referenced below, these statements were last reviewed and approved on May 3, 2017, and September 5, 2018.</p>

Academic Year	Board Meeting Minutes
2017-2018	May 3, 2017
2018-2019	September 5, 2018

The board will meet in April 2019 to review and approve the Mission Statement for the 2019-2020 academic year. Furthermore, the Mission and Vision Statements are stated in all institutional core publications (Catalog, Student Handbook, Faculty Handbook, Policies and Procedures Manual, and Board Manual) and are posted on the College’s website.

Mission

Our mission is to teach and train regenerated servant leaders to excel intellectually, spiritually, and practically in professional ministries and selected lay vocations. The mission statement is published in all respective publications including the college’s website.

Vision

Champion Christian College, as an institution of higher learning, acknowledges the inspired and revealed Word of God as the foundational authority for all faith and practice and its worldview as the basis for interpretation of all knowledge. We shall perpetuate the work of God by training students who value integrity and justice to compassionately carry out the Great Commission mandate in a post-Christian world, while living lives rooted in unchanging biblical truth. Champion Christian College intends to achieve this mission in community with like-minded churches, in an atmosphere of love, joy, and peace, as well as a wholesome social environment.

Enter List of Supporting Documents here

Exhibit 1.2.1:	Board of Trustees Meeting Minutes, May 3, 2017
Exhibit 7.1a:	Board of Trustees Meeting Minutes, September 5, 2018
Exhibit 1.1.2:	College Catalog, page 12
Exhibit 1.1.3:	Faculty Handbook, page 14
Exhibit 1.1.4:	Student Handbook, page 9
Exhibit 1.1.8:	Policy Manual, page 8
Exhibit 1.1.9:	Board Manual, page 5
Website:	http://championchristiancollege.com/about/our-beliefs

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

2.2 The name of the institution is appropriate to its mission and reflects national norms for programs offered.

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College (CCC) is a faith-based institution offering degrees in church ministries and professional studies. Thus, the name of the institution is appropriate to its mission and reflects national norms for programs offered. The faculty teaches from a worldview perspective as indicated by the institution’s name, Champion Christian

College. The College mission is reflective of the educational and spiritual principles espoused by the College. The tagline for the institution is “Champions for Christ, Champions for Students.”

Enter List of Supporting Documents here

Not applicable

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

3 Institutional Objectives

Institutional Objectives are formulated which are consistent with the institution's Mission, its scope of recognition with TRACS, and its Faith Statement.

3.1 The institution has adopted clearly defined written Institutional Objectives which are consistent with the institution’s mission, stated in measurable terms, and approved and periodically reviewed by the institution’s Board. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College (CCC) has adopted clearly defined written institutional objectives which are consistent with Champion Christian College’s mission statement. The institutional learning outcomes ensure that our mission to teach and to train regenerated servant leaders to excel spiritually, intellectually, and practically in professional ministries and selected lay vocations is carried out.

As stated in the College Assessment Plan, institutional objectives are reviewed by the Board of Trustees on a yearly basis. The institutional objectives were reviewed and approved on May 3, 2017, and September 5, 2018. The Board will meet during their spring board meeting in April 2019 to annually review and approve the Institutional Objectives for the 2019-2020 academic year.

Furthermore, institutional objectives are stated in all institutional core publications (Catalog, Student Handbook, Faculty Handbook, Policies and Procedures Manual, and Board Manual) and are posted on the College’s website.

Institutional Objectives

1. Champion Christian College shall promote a biblical worldview to foster spiritual growth in students.
2. Champion Christian College shall foster college-level competencies in communication, critical thinking, and reading/writing in all educational programs.
3. Champion Christian College shall promote academic scholarship through teaching

and training of students for selected lay vocations.

4. Champion Christian College shall provide a caring atmosphere, a wholesome social environment, and opportunities for local church ministry.

Enter List of Supporting Documents here

Exhibit 1.2.1: Board of Trustees Meeting Minutes, May 3, 2017
Exhibit 7.1a: Board of Trustees Meeting Minutes, September 5, 2018
Exhibit 1.1.2: College Catalog, page 16
Exhibit 1.1.3: Faculty and Staff Handbook, page 13
Exhibit 1.1.8: Policy Manual, page 13
Exhibit 1.1.4: Student Handbook, page 20

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

4 Institutional Integrity

The institution defines itself by a set of values which are central to its mission and objectives. These values and standards result in institutional operations that exemplify integrity.

4.1 The institution operates with integrity and is represented accurately and honestly to students, the public, and to TRACS. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College (CCC) operates with integrity in its financial, academic, personnel, and auxiliary functions and is represented accurately and honestly to students, the public, and to TRACS. The College emphasizes the mission, statement of faith, ethical values, and faith-based educational values on its website and in publications. The institution is very transparent to the public, its students, and constituencies concerning Champion Christian College's mission and faith-based beliefs. Furthermore, the institution establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, staff, and students.

Enter List of Supporting Documents here

Exhibit 1.1.2: College Catalog
Exhibit 4.1.1: Advertisement and Promotional Materials
Webpage: <http://championchristiancollege.com/about>

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

5 Operational Authority

The institution has the legal authority to operate an institution of higher education.

5.1 The institution has legal authorization to operate from all appropriate governmental agencies (state, federal, territory, country) in which it is located and has filed copies of such authorizations with TRACS. If a governmental requirement conflicts with a TRACS Standard, the institution will be deemed in compliance with the TRACS Standard as long as it is in compliance with the governmental requirement. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College (CCC) abides by all laws and regulations of the state of Arkansas and the Arkansas Department of Higher Education. CCC has been granted certification of the following degree programs at the Hot Springs campus, contingent on obtaining and maintaining institutional accreditation: Associate of Arts in professional studies and Bachelor of Science in professional studies. The Bachelor of Arts in church ministries will remain under exemption from certification. The certification expires on December 31, 2021.

CCC maintains and demonstrates compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. As per the Program Participation Agreement (PPA) dated 8/17/2018, along with the Eligibility and Certification Approval Report (ECAR), Champion Christian College ensures compliance with all federal regulation by use of a third-party servicer, Weber and Associates, to help guide and maintain actions completed under Title IV and the use and distribution of FSA funds.

On an annual basis, CCC is dedicated to providing all patrons, including prospective and current students as well as current and prospective employees, with consumer information via email. The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires that post-secondary institutions participating in Title IV federal programs disclose information which includes, but is not limited to, policies and procedures in the areas of completion and job placement rates, disability services, drug/alcohol prevention programs, educational degree plans, financial aid programs, privacy rights, and voter registration. Notification includes emailing this statement and specific policies to the campus community, presenting this information at orientation, and linking to other CCC departments via CCC webpages.

Enter List of Supporting Documents here

Exhibit 5.1.1: Certification from the Arkansas Department of Higher Education
Exhibit 2.2.1: Articles of Incorporation (Arkansas Secretary of State)
Exhibit 10.5.3: DOE Title IV Program Participation Agreement
Exhibit 10.5.2: Eligibility and Certification Approval Report
Exhibit 5.1.4: Arkansas Department of Higher Education State Aid Approval

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6 Organizational Structure

The institution has a system of governance that facilitates the accomplishment of its mission and objectives and supports institutional effectiveness and integrity. Through its organizational structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and, where appropriate, research activity. Such governance assures provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any external entity, such that it is solely accountable for meeting accreditation requirements.

6.1 The institution's Board, of not fewer than five voting members, is the legally constituted body that holds the institution in trust; has appropriate oversight in matters of policy, operation, and evaluation; and exists without conflicts of interest. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Board of Trustees is legally constituted and governed by the approved By-Laws and Policies. The By-Laws specifically state the Board is comprised of a minimum of five trustees who are not employed by the College and do not have a familial relationship with one another or with the administrators of the College, including the Chief Executive Officer. The Board of Trustees has the final authority in matters of policy, operation, and management of Champion Christian College (CCC). The Board of Trustees By-Laws specifically list the President of the College as an *ex officio* (non-voting) member of the board.

Governance

The Board of Trustees shall have and exercise the complete oversight and management of the College and its property. The Board of Trustees shall have ultimate institutional authority as set forth in these By-Laws and other policy decisions. The Board is tasked to set the College's strategic direction in the following ways:

- 1.1 Reviewing of the College's mission and purpose.
- 1.2 Appointing and evaluating the President of the College, including compensation and conditions of employment. The President shall be the College's Chief Executive Officer to whom the Board of Trustees delegates responsibility for the administration of the College. The President shall serve as an *ex officio* member of the Board of Trustees.
- 1.3 The Board shall be comprised of no fewer than five and no more than eleven voting members. Trustees will display a stewardship role for the College with a commitment to the values of the institution, pledge to act in the best interests of the College and uphold the integrity of the Board of Trustees. Members of the Board of Trustees are selected for their experience and expertise in both Christian ministry and lay professional leadership, in conjunction with their commitment to the mission and objectives of the College.
- 1.4 The number of Trustees serving on the Board of Trustees may be changed by a

majority vote of the current members of the Board of Trustees at any meeting of the Board of Trustees. A change cannot increase the number of Trustees to greater than eleven nor reduce the number to fewer than five.

1.5 Each Trustee of the College shall be a believer and follower of the Lord Jesus Christ. Each Trustee shall provide written assent to the Statement of Faith set forth in the Doctrinal Statement prior to assuming his duties.

1.6 A majority (51%) of the Trustees may not be related by blood to the third degree of consanguinity or by marriage.

Board Members & Positions

- 1) Ralph Ohm, Chair
Attorney and District Court Judge
- 2) Richard McGrew, Co-Chair
Former owner of McGrew Service Company
- 3) Eric Capaci, Ex Officio Member
President/CEO of Champion Christian College
- 4) David Chittum, Secretary
Elder at Gospel Light Baptist Church
- 5) Dr. Fred Lyles, Member
Medical Doctor
- 6) Dr. Neil Clem, Member
Optometrist

Enter List of Supporting Documents here

Exhibit 1.1.7: Board of Trustee By-Laws (Article I)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

- 6.2 The institution's Board appoints and periodically evaluates a full-time Chief Executive Officer (CEO) who is not the Chair of the institution's Board or a Chair of any of its sub-committees and who is granted the legal authority to fulfill the tasks defined in the written job description for this position as the individual responsible for carrying out published Board policies and procedures. (IER)**

Enter Institutional Self-Study Analysis & Compliance Narrative here

According to the Board By-Laws, the Board of Trustees is given the authority to appoint and evaluate a full-time Chief Executive Officer.

The Board evaluated the President/CEO, Dr. Eric Capaci, in January 2019, and the evaluation for preceding years was also completed. An annual appraisal of the President's performance and effectiveness survey is sent to all Board members for completion each calendar year. President Eric Capaci will be evaluated during the Board meeting of January 2020.

Enter List of Supporting Documents here

Exhibit 1.1.7: Board of Trustees By-Laws (Article I)
Exhibit 6.2.2: Performance Appraisal of the President 2018-2019 (January 2019)
Exhibit 6.2.3: Performance Appraisal of the President 2017-2018 (February 2018)
Exhibit 6.2.1: President Capaci's Resume/Contract/Transcripts
Exhibit 1.1.9: Board of Trustees Manual

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.3 A full-time Chief Academic Officer (CAO) is in place who has the credentials, experience, and competence to lead the institution's educational programs toward quality outcomes; and the CAO is periodically evaluated. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Mrs. Claudia Kemp has twenty-one years of teaching experience. Her experience includes the following: teaching at Gospel Light Christian School at the elementary level; teaching high school Spanish at the secondary level for Gospel Light Christian School, Virtual Arkansas and the Arkansas School for Mathematics, Sciences, and the Arts; and teaching at the college level at CCC.

According to our policy, an annual evaluation of the CAO's performance and effectiveness is completed by the Executive Vice President, annually. Mrs. Kemp was evaluated in December 2018 and will be evaluated in December 2019.

Enter List of Supporting Documents here

Exhibit 6.3.1: Kemp's Contract, Transcripts, and Performance Evaluations (2017-2018 & 2018-2019)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.4 Organizational structure is maintained which clearly depicts lines of administrative responsibility.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The organizational chart for CCC delineates the area of responsibility and managerial duties for each administrator. The organizational chart is published in the Faculty/Staff Handbook, Catalog, and the Board of Trustees Policy Manual. The Board annually reviews the organization of the institution.

As part of our continuing effort to evaluate and improve the quality of our administrative staff, beginning in the summer of 2019, the Board will review the organization of the institution by analyzing and discussing the evaluation of contractual employees.

Enter List of Supporting Documents here

Exhibit 6.4.1: College Organizational Chart
Exhibit 1.1.3: Faculty & Staff Handbook, page 24

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.5 Administrative Leadership positions have written job descriptions which are used as a basis for performance evaluations.

Enter Institutional Self-Study Analysis & Compliance Narrative here

Each leadership position has a job description detailing duties, responsibilities, and supervisory roles, including the Executive Vice President, Vice President for Academic Affairs, Vice President for Student Affairs, and the Vice President for Finance (CFO). Each job description is the basis for the annual evaluation of the administrative team, utilizing the general performance evaluation form in concert with the job description for each respective position.

As part of the institution's continuing effort to evaluate and improve the quality of the evaluation process, beginning in the fall of 2019, the administrative leadership positions will be evaluated by the specific components listed in their job description.

Enter List of Supporting Documents here

Exhibit 6.5.1: Job Description Executive Vice President
Exhibit 6.5.3: Job Description Vice President of Academic Affairs
Exhibit 6.5.4: Job Description Vice President of Student Affairs
Exhibit 6.5.5: Job Description Vice President of Finance/CFO
Exhibit 6.4.3: Evaluation of Contractual Employee (Administrative Leadership Positions)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.6 Qualified administrative personnel and leadership team members are sufficient in number and competence to provide direction to the major operational areas of the institution and are periodically evaluated.

Enter Institutional Self-Study Analysis & Compliance Narrative here

At the current enrollment levels, there are sufficient qualified leadership team members employed to satisfy the needs of the College. Senior members of the administration have been employed by the College for many years and have the appropriate experience and preparation to be effective and competent in their positions.

Dr. Shane Robertson (Executive Vice President)

The Executive Vice President, Dr. Shane A. Robertson, earned a Bachelor of Arts in biblical studies and languages in 1998 from Ouachita Baptist University in Arkadelphia, Arkansas; a Master of Divinity degree from Southwestern Baptist Theological Seminary in Ft. Worth, Texas, in 2002; and a Doctor of Ministry from New Orleans Baptist Theological Seminary in New Orleans, Louisiana. Dr. Robertson has over twenty-five years of church ministry experience, teaching and leading in various pastoral roles in churches and ministries in Texas and Arkansas. Dr. Robertson has taught at the collegiate level at Champion Christian College since the spring of 2017. Dr. Robertson was hired as the Executive Vice President in August 2018.

Mrs. Claudia Kemp (Vice President for Academic Affairs)

The Vice President for Academic Affairs, Mrs. Claudia Kemp, graduated from Hyles-Anderson College with a baccalaureate degree in elementary education and earned a Master of Arts in teaching secondary education from Liberty University, Arkansas Secondary Teacher’s License. Mrs. Claudia Kemp has twenty-one years of teaching experience. Her experience includes the following: teaching at Gospel Light Christian School at the elementary level; teaching high school Spanish at the secondary level for Gospel Light Christian School, Virtual Arkansas, and the Arkansas School for Mathematics, Sciences, and the Arts; and teaching at the college level at Champion Christian College. Mrs. Kemp was hired as the Vice President of Academic Affairs in August 2011.

Mr. Stephen Sellers (Vice President for Student Affairs)

The Vice President for Student Affairs has the responsibility for Student Services, Recruitment, Admissions, Athletics, and Security and Safety. Stephen Sellers graduated from Champion Christian College with a baccalaureate degree in pastoral ministry. Mr. Sellers has succeeded in advancing Champion's social media presence, spearheading community marketing initiatives, collaborating on and leading fundraising projects, and forwarding recruitment nationwide. Mr. Sellers also works to facilitate Champion's day-to-day operations on and off campus while being the liaison between the college's students and the higher administration. Mr. Sellers was hired as the Vice President for Student Affairs on August 2018.

Mrs. Marcia Thomas (Vice President for Finance/CFO)

The Vice President for Finance/CFO, Mrs. Marcia Thomas, has over thirty years of experience in financial affairs as the bank manager for Bank of America and director of finance for Custom Insulation. Mrs. Thomas was hired as the Chief Financial Officer in August 2018.

Each member of the administrative staff is evaluated on a yearly basis. The administrative staff was evaluated in December 2018. The next evaluation will take place in December 2019 (fall 2019).

Enter List of Supporting Documents here

- Exhibit 6.6.1: Robertson’s (EVP) Contract, Transcripts, and Evaluations (2017/18& 2018/19)
- Exhibit 6.3.1: Kemp’s (VPA) Contract, Transcripts, and Evaluations (2017/18 & 2018/19)
- Exhibit 6.6.2: Seller’s (VP of Student Affairs) Contract, Transcripts, and Evaluations

(2017/18 & 2018/19)
Exhibit 6.6.3: Thomas's (CFO) Contract, Resume, and Evaluations (2018/19)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.7 The institution's Board has a policy regarding conflicts of interest for Board members.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Board of Trustees By-Laws clearly delineates the conflict of interest policy for Board members.

Article 5: Conflict of Interest Policy

The purpose of the conflict of interest policy is to protect the College's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Trustee of the College or might result in a possible excess benefit transaction. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board decides that a conflict of interest exists. This policy is intended to supplement but not replace any applicable state or federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

- 5.1 A person has a financial interest if the person has any of the following, directly or indirectly, through business, investment, or family:
- a. An ownership or investment interest in any entity with which the College has a transaction or arrangement.
 - b. A compensation arrangement with the College or with any entity or individual with which the College has a transaction or arrangement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial.
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the College is negotiating a transaction or arrangement.

Enter List of Supporting Documents here

Exhibit 1.1.7: Board By-Laws, 5.1, page 5
Exhibit 1.1.9: Board of Trustees Manual, page 13

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.8 The institution's Board has appropriate autonomy.

Enter Institutional Self-Study Analysis & Compliance Narrative here

As stated in the Board Policy Manual (Governance), the Board of Trustees of Champion Christian College has complete authority to conduct the policy, actions, and affairs of

Champion Christian College. The Board of Trustees shall have and exercise the complete oversight and management of the College and its property. The Board of Trustees shall have ultimate institutional authority as set forth in the Board of Trustees By-Laws.

Enter List of Supporting Documents here

Exhibit 1.1.9: Board of Trustees Manual (Article I)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.9 The institution's Board is responsible for the financial stability of the institution and approves the annual operating budget.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Board of Trustees revised their By-Laws to include a standing Finance Committee and quarterly meetings to review the College's financial standing. The Finance Committee Chair reports to the Board quarterly on the financial condition of the College. The Finance Committee, as stated in the By-Laws, consists of a minimum of three Trustees elected at the last meeting of the Board of Trustees for the fiscal year.

As listed in the minutes, the Finance Chairman recently reported on the College's financial statements in the Board of Trustees meetings in January 2019 during their quarterly meeting.

Article IV: By-Laws

The Finance Committee shall perform the following roles:

- a) Meet monthly at such time and place as the Finance Committee shall decide.
- b) Have charge and custody of and be responsible for all funds of the College which are not designated as College funds.
- c) Receive a monthly financial report submitted by the College President.
- d) Provide a quarterly assessment of the financial status of the College to the Board of Trustees.
- e) Report to the Board of Trustees concerning the accounts of the College, including properties and business transactions.
- f) Render to the Board of Trustees an accounting of the financial condition of the College.
- g) Be responsible for obtaining a proper audit of the College for each fiscal year and reporting the results to the Board of Trustees.

Enter List of Supporting Documents here

Exhibit 1.1.7: Board of Trustee By-Laws, Article IV

Exhibit 6.9.1: Finance Committee Minutes (August 2018, October 2018, November 2018, January 2019)

Exhibit 6.9.2: Board of Trustees Meeting Minutes (October 10, 2018, Approval of 2018-2019 Preliminary Budget)

Exhibit 1.1.10: Board of Trustees Meeting Minutes (February 12, 2019, Approval of Revised 2018-2019 Budget)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.10 The institution’s Board is responsible for establishing and providing appropriate oversight of affiliated corporate entities and auxiliary services.

Enter Institutional Self-Study Analysis & Compliance Narrative here

According to the Board of Trustees By-Laws, the Board of Trustees is given the authority and complete oversight of the College’s institutional policies and related auxiliary services, as listed in the Board By-Laws. The Board also has the duty to review and approve all College policies, as listed in the Board By-Laws.

The Board of Trustees shall have and exercise the complete oversight and management of the College and its property. The Board of Trustees shall have ultimate institutional authority as set forth in these By-Laws and other policy decisions. The Board is tasked to set the College’s strategic direction by performing the following roles:

- 1.3 Approve employment of administrative personnel, faculty, and staff, including reasonable compensation for services on behalf of the College.
- 1.4 Adopt a detailed annual budget affecting all institutional assets recommended by the President.
- 1.5 Actively participate in the College’s fundraising goals and strategies.
- 1.6 Authorize certain College officials to accept gifts on behalf of the College, subject to the Board of Trustees policy.
- 1.7 Approve and authorize any construction of new buildings, renovation of existing buildings, or other major improvements to land, buildings, and physical plant.
- 1.8 Exercise all other actions necessary to expand and properly maintain the College.

Enter List of Supporting Documents here

Exhibit 1.1.7: Board of Trustee By-Laws (Article I)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.11 A clear distinction exists between the policy-making functions of the institution’s Board and the role of the institution’s CEO and administration to carry out such policies.

Enter Institutional Self-Study Analysis & Compliance Narrative here

Article I: Governance

The By-Laws of the Board of Trustees are the final resource for any conflicts arising from any policies. The Board of Trustees reserves the right to revise or adopt policies at any time. The President of the College is given discretionary authority by the Board to carry out the College’s mission and enforce its policies. The President is the official channel to the Board for all policy, human resources, program, and budget recommendations.

The Board of Trustees shall have and exercise the complete oversight and management of the College and its property. The Board of Trustees shall have ultimate institutional authority as set forth in these By-Laws and other policy decisions. The Board is tasked to set the College's strategic direction by appointing and evaluating the President of the College, including compensation and conditions of employment. The President shall be the College's chief executive officer to whom the Board of Trustees delegates responsibility for the administration of the College. The President shall serve as an *ex officio* member of the Board of Trustees.

Enter List of Supporting Documents here

Exhibit 1.1.7: Board of Trustee By-Laws

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

6.12 The support staff is sufficient in number and competence to adequately support the administrative, academic, and support functions of the institution. Members of the support staff are periodically evaluated in relation to a written job description.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The support staff includes well-qualified and experienced professionals. The support staff is sufficient in number to adequately support the functions of the institution. The support staff is evaluated on a yearly basis. Champion Christian College will be improving the quality of our evaluation process. Beginning in the fall of 2019, the support staff will be evaluated, using the components listed in their job descriptions as a basis for performance evaluations.

Registrar & Assessment Coordinator

The Registrar & Assessment Coordinator is Mrs. Digna Wilkie, who holds a Master of Science in secondary education from Liberty University, Arkansas Secondary Teacher's License. Mrs. Wilkie was evaluated in 2017 and 2018 and will be evaluated in 2019. Mrs. Wilkie was hired as the Registrar in the fall of 2015.

Librarian

The librarian is Mrs. Kimberlee Reed, who holds a Master of Education in instructional technology library media K-12, Arkansas Technical University. Mrs. Reed joined the Champion staff in January 2019. She will be evaluated during the spring 2019 semester.

Director of Athletics

Mr. Dwain Roark joined the Champion staff as the Director of Athletics in January 2019. He will be evaluated during the spring of 2019.

Recruiter and Admissions Counselor

Mrs. Tiffany Capaci is the Recruiter and Admissions Counselor. She was evaluated in 2017 and 2018 and will be evaluated in 2019. Mrs. Capaci was hired as the recruiter and admissions counselor in the fall of 2016.

Lead Faculty for Professional Studies

Mrs. Cheryl Arthur holds a master's degree in English literature from Southern New

Hampshire University and a master's degree in educational leadership from Northern Arizona University. Mrs. Arthur joined the Champion faculty in the fall of 2019. She will be evaluated during the spring 2019 semester.

Lead Faculty for Church Ministries Studies

Dr. Jeremy Horton holds a Doctor of Ministry from the Louisiana Baptist Theological Seminary. Dr. Horton joined the Champion staff in January 2019. He will be evaluated during the spring 2019 semester.

Enter List of Supporting Documents here

Registrar

Exhibit 6.12.1: Wilkie's Contract/Transcripts/Evaluations (2017/18 & 2018/19)

Exhibit 6.12.1a Job Description Registrar & Assessment Coordinator

Lead Faculty (Professional Studies)

Exhibit 6.12.2: Arthur/Contract/Transcripts (new hire; evaluation spring 2019)

Exhibit 6.12.2a: Job Description for Lead Faculty

Lead Faculty (Church Ministries)

Exhibit 6.12.3: Horton's Contract/Transcripts (new hire; evaluation spring 2019)

Exhibit 6.12.3a: Job Description for Lead Faculty

Director of Athletics

Exhibit 6.12.4: Roark's Contract/Transcripts/Evaluations (2018/19)

Exhibit 6.12.4a: Job Description for Director of Athletics

Recruiter & Admissions Counselor

Exhibit 6.12.5: T. Capaci's Contract/Resume/Evaluations (2017/18 & 2018/19)

Exhibit 6.12.5a: Job Description for Recruiter and Admissions Counselor

Librarian

Exhibit 6.12.6: Kimberlee Reed's Contract/Transcripts (new hire; no evaluation)

Exhibit 6.12.6a: Job Description for Librarian

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

7 Publications and Policies

The institution produces and maintains current, accurate, and consistent publications (including its website) which appropriately reflect the institution's mission and operations.

The institution develops and implements policies which are comprehensive and provide the guidance necessary for the institution to function appropriately.

7.1 The institution’s publications are Board-approved and include at least the following: *Board Manual, Policies Manual, Catalog(s), Faculty Handbook, and Student Handbook.* (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

The College’s official publications include the following:

1. Faculty/Staff Handbook
2. Student Handbook
3. Catalog
4. Board of Trustees Manual
5. Board of Trustees By-Laws
6. Policy Manual
7. Strategic Plan
8. Assessment Plan

The Board of Trustees reviews and approves the Faculty/Staff Handbook, Student Handbook, Catalog, Strategic Plan, and the Assessment Plan and revises the Board Policies and Board By-Laws. These publications are reviewed annually by the administration and/or assigned person to ensure that the information is consistent and accurately portrays the College’s mission, programs, services, policies, and procedures. The publication change form is used to document changes.

Academic Year	Board Meeting Minutes
2017-2018	March 29, 2017
2018-2019	(Annual Review) September 5, 2018 (Updates) February 12, 2019, and March 6, 2019

Note: The institution started using institutional change forms in 2018 to track and present proposed changes.

The College’s website, all publications, advertisements, and recruitment materials are reviewed for consistency and clarity yearly when the publications are updated.

To improve the operations and assessment procedures, the Board will consistently review and approve all institutional core publications in April, annually, prior to the next academic year. The Board is scheduled to review and approve publications for the 2019-2020 academic year in April/May 2019.

Enter List of Supporting Documents here

- | | |
|-----------------|---|
| Exhibit 2.1.1: | Board Meeting Minutes March 29, 2017 (Approval of all institutional publications) |
| Exhibit 7.1.a: | Board Meeting Minutes September 5, 2018 (Approval of all institutional publications) |
| Exhibit 1.1.10: | Board Meeting Minutes, February 12, 2019 (Approval for all institutional Publications (updates—excluding Assessment Plan) |
| Exhibit 7.2.1: | Publication Change and/or Review Forms (2018-2019 Year) |
| Exhibit 7.1.3 | Board Meeting Minutes, March 6, 2019 (Approval of Assessment Plan) |
| Exhibit 1.1.2: | Catalog |
| Exhibit 1.1.4: | Student Handbook |
| Exhibit 1.1.3: | Faculty and Staff Handbook |

- Exhibit 1.1.9 Board of Trustees Manual
- Exhibit 1.1.7 Board of Trustees By-Laws
- Exhibit 1.1.8: Policy Manual
- Exhibit 13.1.1: Strategic Plan
- Exhibit 17.11.4: Assessment Plan

The following documents may also be found on our website.

Faculty and Staff Handbook:

http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-1.1.3-2018_19_Faculty-Staff-Handbook--1.pdf

Catalog:

<http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-1.1.2-2018-19Catalog.pdf>

Student Handbook:

<http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-1.1.4-2018-2019-Champion-Student-Handbook.pdf>

Policy Manual

<http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-1.1.8-Policy-Manual.pdf>

Assessment Plan:

<http://championchristiancollege.com/wp-content/uploads/2019/03/Champion-Assessment-Plan-2018-Final-Revised-2-1.pdf>

Strategic Plan:

<http://championchristiancollege.com/wp-content/uploads/2019/03/Exhibit-13.1.1-Strategic-Plan.pdf>

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

7.2 The institution’s publications are current, clear, factually accurate, and consistent with each other.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The college reviews publications annually, and the following people are assigned the task of ensuring that all information is up-to-date, accurate, and consistent. The Board approved the annually revised publications for the 2018-2019 AY in February 2019 and March 2019. To ensure the most up-to-date publications are utilized as the beginning of each academic year, all suggested revisions to all core institutional publications will be presented to the Board in April of each year. The Board will meet in April 2019 to review suggested changes, if any are needed, for the 2019-2020 AY.

Publication Review Assignments:

Dr. Eric Capaci, President: Board Manual
 Dr. Shane Robertson, EVP: Policy Manual & Strategic Plan
 Mrs. Claudia Kemp, VPAA: Faculty and Staff Handbook/Catalog
 Mr. Stephen Sellers, VP of Student Affairs: Student Handbook
 Mrs. Digna Wilkie, Registrar: Catalog & Assessment Plan

Enter List of Supporting Documents here

Exhibit 7.2.1: Publication Change and/or Review Forms (2018-2019 Year)
 Exhibit 8.2.2: Faculty Meeting Minutes (Academic Year 2018-2019)
 Exhibit 1.1.10: Board Meeting Minutes, February 12, 2019 (Approval for all institutional Publications—excluding Assessment Plan)
 Exhibit 7.1.3: Board Meeting Minutes, March 5, 2019 (Approval of Assessment Plan)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

7.3 Policies and procedures are comprehensive in scope and consistent with TRACS standards.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Policy Manual contains all Board-approved policies. These policies have been adopted and approved by the Champion Christian College Board of Trustees. The By-Laws of the Board of Trustees is the final resource for any conflicts arising from these policies. The Board of Trustees reserves the right to revise or adopt policies at any time. The President of the College is given discretionary authority by the Board to carry out the College's mission and enforce its policies. The President is the official channel to the Board for all policy, human resources, program, and budget recommendations. These policies are also listed in the appropriate publications, including the College Catalog, Student Handbook, and Faculty/Staff Handbook, as well as on the College's website.

Policy Manual, Section I: General Policies

- Institutional Mission Statement
- Biblical Foundation Statement
- Christian Philosophy of Education
- Institutional Objectives
- Policies and procedures posted in appropriate publications and website
- Assessment of mission and biblical foundation statement
- Implementation of board-approved policies

Policy Manual Section II: Institution-Wide Policies

- Classification of employees
- Employee categories
- Employee benefits
- Immigration law compliance

- Equal Employment Opportunity
- Personnel files
- Hiring procedures
- Overtime
- Code of conduct
- Sexual and other forms of harassment
- Conflicts of interest
- Dress code
- Solicitation and distribution
- Workplace violence prevention
- Drug and alcohol testing
- Procedures for addressing grievances
- Return of property
- Annual notification of consumer information
- Evaluation
- Termination of employment

Policy Manual, Section III: Academic Policies

- Attendance
- Classification of students
- Full-time/part-time student
- Grading system—GPA
- Grading scale
- Non-credit grades
- Academic probation and suspension
- Definition of credit hour
- Transfer of credit
- Appeal
- Transfer of credits for Champion students
- Credit for life experiences
- Correspondence credit
- Registration policy
- Course registration procedures
- Changes in registration
- Adding a course
- Dropping a course
- Change of program
- Change of status
- Withdrawing from a course
- Repeating a course
- Transcript policy
- Graduation policy
- Academic honesty
- Student Right to Know
- Title IX compliance
- Library

- Academic records privacy rights
- Program length
- Cost of program
- Undergraduate admissions policy
- Admission categories
- Unconditional admission
- Conditional admission
- Special students
- Accelerated high school student admission
- Concurrent enrollment
- Ability-to-benefit student policy
- Readmission for returning students
- Readmission after dismissal
- Transfer students
- Admission of students with felony charges and/or convictions
- Occupation of residence halls
- Review of admissions policies

Policy Manual, Section IV: Faculty and Staff Policies

- Faculty rank policy
- Remuneration
- Appointment and retention
- Promotion and tenure
- Advancement
- Dismissal
- Faculty council and officers
- Job descriptions
- Faculty workload requirements
- Teaching load policy
- Academic advising
- Absence policy
- Faculty evaluation
- Faculty development
- Academic freedom
- Classroom policies and procedures

Policy Manual, Section V: Student Affairs Policies

- Student code of conduct
- Appearance and dress code
- Chapel
- Residence hall
- Leaving campus
- Computer usage
- Couples/dating
- Orientation
- Automobiles

- Student complaint procedures
- Refund policy
- Transfer of credit policy
- Recruiting policy

Policy Manual, Section VI: Financial Policies

- Refund schedule
- Refunds
- Conflict of interest policy
- College budget and procedures

Policy Manual, Section VII: Facilities and Equipment Policies

- Use of facilities
- Security
- Emergency plans
- Fire
- Crisis Communication Plan
- Drug-free campus
- Tobacco-free campus
- Damages to facilities/equipment
- Accessibility services
- Americans with Disabilities Act of 1990

Policy Manual, Section VIII: Board Policies

- Governance
- Organization and officers
- Duties and meetings
- Conflict of interest
- Board approval of all policies
- Board self-evaluation procedures

Enter List of Supporting Documents here

Exhibit 1.1.8: Policy Manual

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

7.4 Policies are adopted for the evaluation of Board members and all employees with clear due process procedures. Documentation of proceedings are made available to TRACS upon request.

Enter Institutional Self-Study Analysis & Compliance Narrative here

According to the institution's policy manual, an annual performance evaluation shall be conducted for all employees, including faculty and staff, to provide an opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive and purposeful approaches for meeting goals and improved results.

In an effort to continue to improve our evaluation process, beginning in the fall of 2019, the evaluation form will be based on the respective job description and job status, with one evaluation form for contractual employees and one evaluation form for staff.

Enter List of Supporting Documents here

Exhibit 1.1.3: Faculty Handbook, page 41
Exhibit 1.1.7: Board By-Laws, Article VII
Exhibit 9.6.1: Performance Evaluation Form

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

8 Educational Programs

The institution's educational program(s) have as their principal focus the education and academic preparation of students within a distinctly Christian context. Educational programs are derived from recognized fields of study normally found at the postsecondary level and require designated courses of study with clearly outlined procedures for completing the programs successfully.

- 8.1 The institution has at least one academic program at the diploma, certificate, associate, bachelor, master, and/or doctoral level (based on at least 60 semester credit hours or equivalent at the associate level; at least 120 semester credit hours or the equivalent at the bachelor level, or at least 30 semester credit hours or the equivalent at the graduate or professional level). (IER)**

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College offers the following academic programs of study:

1. Professional Studies (conferring Bachelor of Science & Associate of Arts degrees)
2. Church Ministries (conferring a Bachelor of Arts degree)

Champion offers the following academic pathways:

1. Professional Studies

A. Bachelor of Science in Professional Studies (minimum of 120 credit hours)

Christian Core Courses (15 hours)

BIB 1013 Old Testament Survey
BIB1023 New Testament Survey
BIB 2023 Spiritual Formation
BIB 3013 Romans, or BIB 3023 Torah, or BIB 3033 Daniel & Revelation
BIB 4013 Hermeneutics

General Education Core Courses (44 hours)

English Composition I, English Composition II, Practical Writing, and Speech (12 hours)
ENG 1013 English Composition I

ENG 1023 English Composition II
ENG 1033 Fundamentals of Speech
ENG 3043 Practical Writing

Fine Arts/Humanities/Literature (9 hours)

MUS 2313 Music Appreciation
SPAN1013 Elementary Spanish I
SPAN 1023 Elementary Spanish II
ENG 2013 World Literature I
ENG 2023 World Literature II
PHI 1313 Introduction to Philosophy

History/Government/Social Science (9 hours)

HIS 2313 American Nation I
HIS 2323 American Nation II
HIS 1313 World History I
HIS 1323 World History II
POS 2313 American National Government
CMJ 1013 Introduction to Criminal Justice
PSY 1313 General Psychology
SOC 1013 Introduction to Sociology

Natural Sciences (8 hours)

BIO 1414 Biology
PHY 1434 Physical Science

Mathematics (3 hours)

MTH 1213 College Algebra

Computer Applications (3 hours)

CIS 2003 Computer Applications

Concentration.

Choose courses from one of the following areas of concentration (minimum of 43 hours) from the professional studies degree program: business, criminal justice, health sciences, and sports management.

Minor

Choose and complete a minor (minimum 18 hours) from one of the areas of professional studies in the degree program with consultation with an academic advisor.

B. Associate of Arts in Professional Studies (minimum of 60 credit hours)

Christian Core Courses (9 hours)
General Education Core Courses (38 hours)
Fine Arts/Humanities/Literature (6 hours)
History/Government/Social Science (6 hours)
Natural Sciences (8 hours)
Mathematics (3 hours)
Computer Applications (3 hours)
Directed Elective Courses (13 credit hours)

2. Church Ministries

A. Bachelor of Arts in Church Ministries (minimum of 120 credit hours)

Christian Core Courses (15 hours)

BIB 1013 Old Testament Survey
BIB1023 New Testament Survey
BIB 2023 Spiritual Formation
BIB 3013 Romans, or BIB 3023 Torah, or BIB 3033 Daniel & Revelation
BIB 4013 Hermeneutics

General Education Core Courses (44 hours)

English Composition I, English Composition II, Practical Writing, and Speech (12 hours)

ENG 1013 English Composition I
ENG 1023 English Composition II
ENG 1033 Fundamentals of Speech
ENG 3043 Practical Writing

Fine Arts/Humanities/Literature (9 hours)

MUS 2313 Music Appreciation
SPAN1013 Elementary Spanish I
SPAN 1023 Elementary Spanish II
ENG 2013 World Literature 1
ENG 2023 World Literature II
PHI 1313 Introduction to Philosophy

History/Government/Social Science (9 hours)

HIS 2313 American Nation I
HIS 2323 American Nation II
HIS 1313 World History I
HIS 1323 World History II
POS 2313 American National Government
CMJ 1013 Introduction to Criminal Justice
PSY 1313 General Psychology
SOC 1013 Introduction to Sociology

Natural Sciences (8 hours)

BIO 1414 Biology
PHY 1434 Physical Science

Mathematics (3 hours)

MTH 1213 College Algebra

Computer Applications (3 hours)

CIS 2003 Computer Applications

Concentration

Choose and complete courses in the area of concentration (minimum of 61 credits).
Each concentration area has specific courses that must be completed. Concentration

areas include missions, pastoral studies, youth and family ministry, and music ministry. Complete electives in the area of concentration.

Enter List of Supporting Documents here

Exhibit 1.1.2: College Catalog (Program Plan of Study), page 43

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

8.2 The curriculum clearly relates to the mission and objectives of the institution. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

The curriculum clearly relates to the mission, objectives, and philosophy of education of Champion Christian College (CCC). CCC is focused on providing a well-balanced education in a Christian atmosphere where each student can grow not only academically but also spiritually.

CCC has taken strides to continue to grow as an institution of higher learning. CCC is a four-year college with a biblical worldview. CCC has updated the curriculum, including the Biblical Core and General Education Core of Courses as well as the policies and procedures, to ensure that it is clearly meeting its mission, objectives, and philosophy of education.

The Board of Trustees reviews and approves the mission and philosophy of education annually, as required in the Board Policy Manual.

Enter List of Supporting Documents here

Exhibit 1.1.2: Catalog

Exhibit 8.2.1: Faculty Meeting Minutes (Academic Year 2017-2018)

November 10, 2017 (Student Learning/Bible Core)

December 1, 2017 (Curriculum Discussion)

April 25, 2018 (Commencement, Graduation, Student Surveys, etc.)

June 11, 2018 (Curriculum Review)

Exhibit 8.2.2 Faculty Meeting Minutes (Academic Year 2018-2019)

July 9, 2018 (Academic Policies)

November 8, 2018 (Assessment, Performance Evaluations, Library Operations)

January 10, 2019 (Assessment)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

8.3 Academic programs have adequate enrollment to facilitate student interaction appropriate to quality instruction and to financially sustain the program. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Academic programs have adequate enrollment to facilitate student interaction appropriate to enhance quality instruction and to financially sustain the program.

Fall 2017: The class of 2017 included 28 students pursuing the Bachelor of Science in professional Studies and 6 students pursuing the Bachelor of Arts in church ministries.

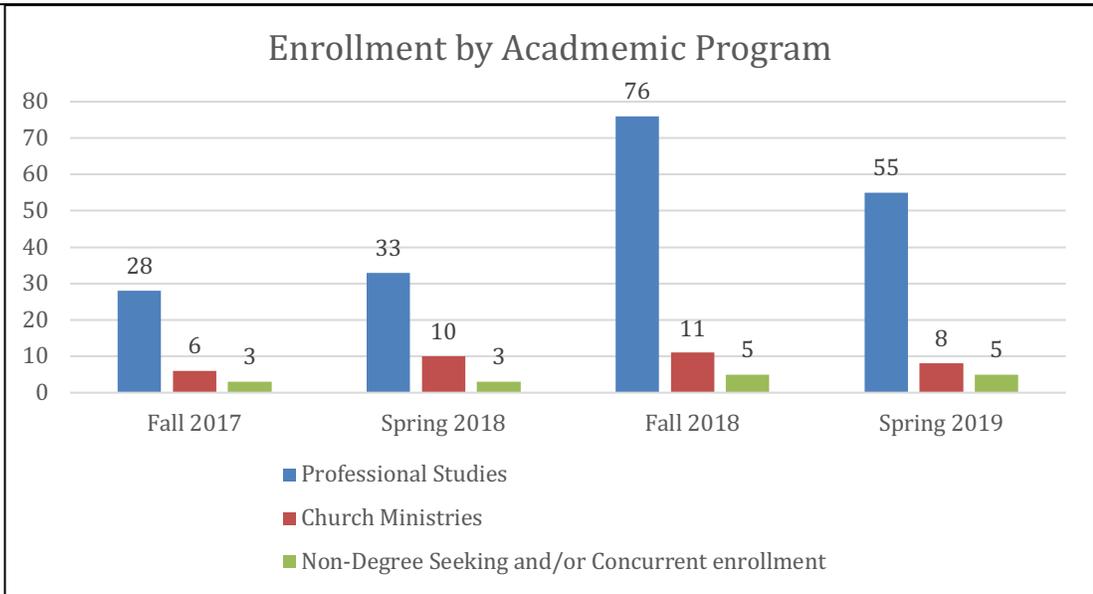
Spring 2018: The class of spring 2018 included 33 students pursuing the Bachelor of Science in professional Studies and 10 students pursuing the Bachelor of Arts in church ministries.

Fall 2018: The class of fall 2018 included 76 students pursuing the Bachelor of Science in professional studies and 11 students pursuing the Bachelor of Arts in church ministries. In the fall of 2018, Student Services instituted a Recruitment Plan to increase student enrollment in the church ministries division, as well as continue its activities for increasing enrollment in the professional studies division. The activities and results of the various recruitment activities are shared with the administration of the College via a shared folder on Google Drive and calendar.

Spring 2019: The class of spring 2019 includes 55 students pursuing the Bachelor of Science in professional studies and 8 students pursuing the Bachelor of Arts in church ministries.

Enrollment by Academic Programs & Semesters

Academic Programs	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Professional Studies	28	33	76	55
Church Ministries	6	10	11	8
Non-Degree Seeking and/or Concurrent enrollment	3	3	5	5



Champion Christian College (CCC) employs many different recruitment strategies. Our recruiters attend community events, visit local public and private schools, network with homeschool groups, and meet with youth groups at churches in surrounding areas. At each visit, recruiters show a slideshow presentation that explains the identity of CCC as well as the athletic options and degree programs that are offered. At large events, such as conferences, recruiters set up a table with application folders, flyers, and school merchandise. Prospective students are encouraged to complete contact cards so that CCC can pursue them as a potential recruit. College staff contacts these individuals within a week in order to maintain their interest and help them to complete the application process. Recruiters work with each prospective student until their entire application folder is complete and they have been accepted into the College.

The recruitment focus for the current year (2018-2019) is to increase enrollment in the Bachelor of Arts in church ministries program. To achieve this goal, recruiters visit as many youth groups as possible, not only in the Greater Hot Springs area but also in other cities throughout the state. When visiting youth groups, recruiters typically offer to lead worship and give testimonies of how the Lord brought each of them to Champion, either as a former student or a current employee. Current students are also invited so that the high school students can have the opportunity to speak to a peer who can provide insight regarding their personal experience at Champion.

In addition to youth groups, our recruiters utilize Christian private schools and homeschool groups to increase church ministries enrollment. The College is currently compiling a list of Christian private schools and homeschool groups around the state of Arkansas so that recruiters can present CCC to these organizations. It is our hope that students from these schools and homeschools will view Champion as a viable choice for continuing their Christ-centered education. Also, Champion recruiters and current students regularly attend Teen Revolution, a nationwide youth conference held each summer in Gatlinburg, Tennessee. This conference is usually attended by approximately eight hundred young people and gives our staff and students the opportunity to interact with potential recruits, sharing with them how God can use CCC in their life.

Enter List of Supporting Documents here

Exhibit 8.3.1: College Recruitment Strategy
Exhibit 8.3.2: Recruitment Meeting Minutes

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

- 8.4 Undergraduate academic degree programs offered include an appropriate general education core. General education courses are not narrowly focused nor are they directed toward a specific occupation or profession. Undergraduate bachelor's degree programs include a minimum of 30 semester hours in general education, with at least 3 semester hours in each of the humanities/fine arts, behavioral/social sciences, and natural science/math. Associate degree programs include a minimum of 15 semester hours in general education. (IER)**

Enter Institutional Self-Study Analysis & Compliance Narrative here

Christian and General Education Core Requirements

Every student who is pursuing a degree at Champion Christian College is required to complete the courses of the biblical core and general education core. These courses integrate both biblical and theological studies along with the liberal arts, natural and social sciences, mathematics, and humanities. These requirements are designed to establish biblical core values, solidify a biblical worldview, strengthen comprehension and communication skills, and apply critical thinking skills. The purpose of the program is to ensure that students attain knowledge common to educated people and are able to process and evaluate that knowledge for making decisions.

Bible Core Learning Outcomes:

1. Demonstrate an understanding of the Bible, its history and geography and doctrines.
2. Develop skills to disciple and evangelize people.
3. Develop skills as a lifelong learner to study, plan, and prepare for teaching, preaching, and leadership ministries.

Christian Core Courses | Associate Degree (9 hours) | Bachelor's Degree (15 hours)

BIB 1013 Old Testament Survey
BIB1023 New Testament Survey
BIB 2023 Spiritual Formation
BIB 3013 Romans, or BIB 3023 Torah, or BIB 3033 Daniel & Revelation
BIB 4013 Hermeneutics

General Studies Core Learning Outcomes

1. Demonstrate an ethical mindset and exercise professional responsibility in a global context.
2. Communicate effectively in both oral and written language so that professional advancement is possible.
3. Be able to comprehend, analyze, and interpret texts in a variety of disciplines.
4. Be able to think critically and analyze to solve problems.

General Education Courses | Associate Degree (38 Hours) | Bachelor's Degree (44 hours)

English Composition I, English Composition II, Practical Writing, and Speech (12 hours) (9 Hours for AA)

ENG 1013 English Composition I
ENG 1023 English Composition II
ENG 1033 Fundamentals of Speech
ENG 3043 Practical Writing

Fine Arts/Humanities/Literature (9 hours) (6 Hours for AA)

MUS 2313 Music Appreciation
PHI 1313 Introduction to Philosophy
SPAN1013 Elementary Spanish I
SPAN 1023 Elementary Spanish II
ENG 2013 World Literature I
ENG 2023 World Literature II

History/Government/Social Science (9 hours)

HIS 2313 American Nation I
HIS 2323 American Nation II
HIS 1313 World History I
HIS 1323 World History II
POS 2313 American National Government
CMJ 1013 Introduction to Criminal Justice
PSY 1313 General Psychology
SOC 1013 Introduction to Sociology

Natural Sciences (8 hours)

BIO 1414 Biology
PHY 1434 Physical Science

Mathematics (3 hours)

MTH 1213 College Algebra

Computer Applications (3 hours)

CIS 2003 Computer Applications

Enter List of Supporting Documents here

Exhibit 1.1.2: College Catalog, page 44

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

- 8.5 Clearly defined student learning outcomes are established at the course, program, and institutional levels; written in measurable terms; and reflected in all aspects of academic and support services.**

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Champion Catalog contains learning outcomes at the institutional, program, and course

level. The learning outcomes are reviewed in the summer with revisions, additions, or deletions by the faculty. Faculty must clearly state course learning outcomes in their syllabus, per the Faculty Handbook.

Institutional Objectives

1. Champion Christian College shall promote a biblical worldview to foster spiritual growth in students.
2. Champion Christian College shall foster college-level competencies in communication, critical thinking, and reading/writing in all educational programs.
3. Champion Christian College shall promote academic scholarship through teaching and training of students for selected lay vocations.
4. Champion Christian College shall provide a caring atmosphere, a wholesome social environment, and opportunities for local church ministry.

Institutional Learning Outcomes

1. **Values:** CCC recognizes core values as the basis for setting priorities and making each of life's decisions and choices.
2. **Worldview:** CCC is dedicated to promoting a biblical worldview, which is the basis for interpreting all knowledge.
3. **Comprehension and Communication Skills:** CCC trains its students in the ability to effectively comprehend, analyze, reflect, and respond to oral, visual, and written information and to communicate effectively through spoken, written, and other appropriate forms of expression.
4. **Professional Demeanor and Personal Ethics:** Champion Christian College will strive to usher prepared students with a biblical standard of ethical conduct into their vocational enterprises vested with appropriate knowledge, abilities, skills, and leadership acumen to achieve success.
5. **Critical Thinking and Informational Competence:** Students will be able to select, analyze, and assess the accuracy, credibility, reasonableness, and relevancy of questions, arguments, or issues and will be competent to determine the possibility of a solution.
6. **Social Awareness and Responsibility:** Graduates will enter their social enclave with a keen awareness of the social, moral, cultural, environmental, and biblical perspectives and will demonstrate personal responsibility in relation to each.

Program Learning Outcomes by Concentration

Church Ministries

Concentration: Pastoral Studies

1. Demonstrate a deep understanding of the church as fashioned by Jesus Christ,

including its work as the Body of Christ, its witness and worship as depicted as a building for God's presence, its holy walk as unveiled in the Bride of Christ, and its spiritual warfare as a battle force for Christ's kingdom.

2. Acquire a thorough understanding of the content, purpose, and truth of the revealed Scriptures.

Concentration: Missions

1. Understand cultural concepts and social structure that influence communication of the gospel in a world that is culturally diverse.
2. Be able to think critically in order to make decisions which impact the work of the missionary and ministry.

Concentration: Music

1. Possess basic musical skills in theory, ear training, sight, signing, and musical analysis.
2. Develop a philosophy of church music and worship by which decisions can be made concerning all aspects of music ministry of the local church.
3. Display proficiency in singing and playing an accompanying instrument, either piano or guitar, sufficient to lead worship effectively.

Concentration: Youth and Family Ministries

1. Demonstrate an understanding of the Bible, its history and geography and doctrines.
2. Develop skills to disciple and mentor youth and family.

Professional Studies

Concentration: Business

1. Critically examine, analyze, and apply logical actions based on a variety of business concepts, models, and principles in order to address hypothetical or real-world business issues.
2. Apply basic computational, statistical, and quantitative reasoning skills in collecting, sorting, analyzing, and interpreting data to make and justify evidence-based business decisions.
3. Communicate effectively in both oral and written language and other management tools to influence and motivate personnel.

Concentration: Criminal Justice

1. Demonstrate a practical knowledge of techniques and procedures of criminology in a variety of settings.
2. Demonstrate knowledge of the legal issues involved in criminology.

Concentration: Sports Management

1. Demonstrate knowledge of the principles of sports management and competencies in a variety of settings.
2. Apply knowledge and skills of the principles and management of sports events learned throughout the curriculum.

3. Apply critical thinking skills as a sports management professional.

Concentration: Education (Elementary and Secondary)

1. Use a variety of instructional strategies based on the developmental levels and needs of the learner.
2. Create an effective classroom management plan, including lesson plans, to motivate students and enhance learning that is comprehensible to students.
3. Formulate and incorporate a personal biblical philosophy of education.
4. Create detailed lesson plans that incorporate motivation and technology to enhance student learning.

Concentration: Health Sciences

1. Locate, evaluate, summarize, synthesize, and attribute information relevant to assessing and improving population.
2. Identify and apply theories of health, disease, and well-being in the planning, implementation, assessment, and evaluation of health interventions.

Enter List of Supporting Documents here

Exhibit 1.1.2: College Catalog, page 15

Exhibit 3.1.1: College Assessment Plan

Exhibit 8.5.1: Course Syllabi for Professional Studies and Church Ministries Programs

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

- 8.6 The institution's branch campuses are operated in compliance with TRACS requirements (see definition of a branch campus), conform to all relevant laws, and provide comprehensive services to students according to the programs offered.**

Enter Institutional Self-Study Analysis & Compliance Narrative here

This standard is not applicable to Champion Christian College.

Enter List of Supporting Documents here

This standard is not applicable to Champion Christian College.

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

This standard is not applicable to Champion Christian College.

- 8.7 The institution's teaching sites are operated in compliance with TRACS requirements (see definition of a teaching site), conform to all relevant laws, and provide appropriate services.**

Enter Institutional Self-Study Analysis & Compliance Narrative here

This standard is not applicable to Champion Christian College.

Enter List of Supporting Documents here

This standard is not applicable to Champion Christian College.

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

This standard is not applicable to Champion Christian College.

8.8 A process is established for faculty-led curriculum development, review, modification, and assessment of the educational program.

Enter Institutional Self-Study Analysis & Compliance Narrative here

To determine program and curriculum effectiveness, all academic programs and their concentrations are reviewed once every three years. Although a comprehensive evaluation occurs once every three years, the program is assessed (through data collection) annually. The Faculty Council (composed of faculty), in concert with the Vice President of Academic Affairs, oversees the evaluation and review of the program. With a myriad of other institutional resources, the program review process evaluates the following:

1. Fiscal Resources/Budget Analysis
2. Faculty (teaching effectiveness, teaching load, scholarship)
3. Learning Resources (library, technology, etc.)
4. Enrollment, Recruitment, Retention, and Graduation and Completion rates
5. Constituency Satisfaction (internal and external—student satisfaction, alumni, employers)
6. Curricular Effectiveness (program level achievement)
7. Curriculum Comparability

Upon completion of the Program Review, the Faculty Council discusses the evaluation of the program regarding the appraisal and direction for the future of the academic program. If changes or modifications are needed as results of the Program Review, the Curriculum Development and Change process must be followed.

Academic Program Review Calendar		
Program	Program Review Data Collection Periods	Comprehensive Program Review Submission Year
Associate & Bachelor's degrees of Professional Studies (includes General Studies and Biblical Core Evaluation)	2017-2018 2018-2019 2019-2020	2020-2021
Bachelor of Church Ministries (includes General Studies and Biblical Core Evaluation)	2017-2018 2018-2019 2019-2020	2020-2021

Curriculum Development, Modifications, and Approval Process

Curricular changes, course modifications, and new degree programs originate with the faculty. Any faculty member may propose a change and submit the proposal to the faculty

who may vote to approve the proposal.

1. First, the proposal is submitted to the Vice President of Academic Affairs, where approval is granted or denied.
2. Second, the proposal is submitted to the Curriculum Committee, by way of the Faculty Council, where approval is granted or denied.
3. Once approved by the Faculty Council, administrative approvals (Executive Cabinet, President, and Board of Trustees) are needed for the addition of a new degree program(s), only. The administration's decision to approve proposed new degree programs is evidenced in the meeting's minutes.

Enter List of Supporting Documents here

Exhibit 3.1.1: College Assessment Plan

Exhibit 8.2.1: Faculty Meeting Minutes (Academic Year 2017-2018)

Exhibit 8.2.2: Faculty Meeting Minutes (Academic Year 2018-2019)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

- 8.9 The academic programs offered by the institution impart a common core of knowledge, which enhances students educationally and/or vocationally. The programs are consistent with commonly accepted standards and are appropriate for their educational level.**

Enter Institutional Self-Study Analysis & Compliance Narrative here

Christian and General Education Core Requirements

Every student who is pursuing a degree at Champion Christian College (CCC) is required to complete the courses of the biblical core and general education core.

The biblical core is designed to establish biblical core values, solidify a biblical worldview, and develop skills to disciple and evangelize people.

CCC offers a general education core for all programs of studies. As a member of the Arkansas Transfer system, Champion Christian College meets the general education core requirements of communication, humanities, sciences, and mathematics required by the Arkansas Higher Education Coordinating Board. These courses provide students with the following skills: reading, writing, speaking and listening, and critical and logical thinking.

In order to ensure that CCC is consistent with commonly accepted standards for the concentration's areas of the professional and church ministries programs, the college has completed a comparability analysis report. The colleges that were used to compare the data include the following: Central Baptist College, Mount Vernon Nazarene University, Ecclesia College, Ouachita Baptist University, and Baptist Bible College. Discussions for any revisions to the program begin with the faculty working together with the VP of Academics. Final approval for all changes rests with the Board.

Enter List of Supporting Documents here

Exhibit 8.10.3: 2017-2018 Annual Assessment Report (See Program Review)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

8.10 A process is in place for the systematic and regular evaluation of all academic programs, which includes an analysis of the accomplishments of program outcomes, retention rates, completion/graduation rates, job placement rates, the results of licensing or certification examinations (when appropriate), or other measures of evidence.

Enter Institutional Self-Study Analysis & Compliance Narrative here

To determine program and curriculum effectiveness, all academic programs and their concentrations are reviewed once every three years. Although a comprehensive evaluation occurs once every three years, the program is assessed (through data collection) annually. The Faculty Council (composed of faculty), in concert with the Vice President of Academic Affairs, oversees the evaluation and review of the program. With a myriad of other institutional resources, the program review process evaluates the following:

1. Fiscal Resources/Budget Analysis
2. Faculty (teaching effectiveness, teaching load, scholarship)
3. Learning Resources (library, technology, etc.)
4. Enrollment, Recruitment, Retention, and Graduation and Completion rates
5. Constituency Satisfaction (internal and external—student satisfaction, alumni, employers)
6. Curricular Effectiveness (program level achievement)
7. Curriculum Comparability

Upon completion of the Program Review, the Faculty Council discusses the evaluation of the program regarding the appraisal and direction for the future of the academic program. If changes or modifications are needed as results of the Program Review, the Curriculum Development and Change process must be followed.

Academic Program Review Calendar		
Program	Program Review Data Collection Periods	Comprehensive Program Review Submission Year
Associate & Bachelor's degrees of Professional Studies (includes General Studies and Biblical Core Evaluation)	2017-2018 2018-2019 2019-2020	2020-2021
Bachelor of Church Ministries (includes General Studies and Biblical Core Evaluation)	2017-2018 2018-2019 2019-2020	2020-2021

Persistence, Retention, Graduation and Job Placement Rates

Persistence

Term	Male	Female	Total	Total %
Fall 14 to Spring 15	19	13	32	86.5%
Fall 15 to Spring 16	18	14	32	69.6%
Fall 16 to Spring 17	28	14	42	97.7%
Fall 17 to Spring 18	15	11	26	70.3%

Retention

Term	Male	Female	Total	Total%
Fall 14 to Fall 15	17	9	26	70.3%
Fall 15 to Fall 16	8	8	16	34.8%
Fall 16 to Fall 17	6	5	11	25.6%
Fall 17 to Fall 18	9	9	18	48.6%

Graduation Rates

Cohort	Graduation Year	4-Year	6-Year
2012-2013	2015-2016	18%	Not yet available
2013-2014	2016-2017	90%	Not yet available
2014-2015	2017-2018	40%	Not yet available

Job Placement Rates

Term	Job Placement Rate
Spring 2017	89%
Spring 2018	72%

Enter List of Supporting Documents here

Exhibit 3.1.1: College Assessment Plan
 Exhibit 8.10.2: 2016-2017 Annual Assessment Report
 Exhibit 8.10.3: 2017-2018 Annual Assessment Report

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

8.11 The institution uses information resources and technology as an integral part of student education, enabling levels of proficiency appropriate to their degree and program or professional field of study.

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College has a traditional library for students to use as a resource in acquiring information in order to complete assignments and research for their degree. In addition, the College has multiple web-based learning resources, giving students access to hundreds of sources that they can access with ease on their computer or from the computer lab.

The College has an open computer lab for students to use for outside assignments and research. The open access lab is open from 7:00 a.m. to 8:00 p.m.

The library staff has implemented direct interaction with faculty to encourage the use of the College library and resources. This consists of presentations to committees and scheduled workshops on library usage on the in-service day for faculty.

Champion has partnered with other public and college libraries, including Garland County Library and ArkLinks, for the purpose of allowing students to access additional online resources for assignments and research.

The library staff has begun to develop workshops and seminars for faculty professional development on the resources and usage of the library in class.

A detailed list of the library holdings includes the following:

Dewey Number	Number of Volumes	Area
0-99	212	General Works
100-199	1,198	Philosophy, Psychology
200-299	17,491	Religion
300-399	2,091	Social Sciences
400-499	166	Language
500-599	154	Science
600-699	625	Technology
700-799	560	Arts and Recreation
800-899	992	Literature
900+	1,979	History, Geography
Total	25,468 Books	

Additional Holdings

Archive	817 Volumes
Audiovisual (Audio/CD/DVD)	609
Fiction	773
References	1,538
Serials	6,229
Youth	490
Biographies	667
Oversize Books	204
Total	11,327

Grand Total of Library Holdings = 36,795

Online Partner Resources and Links (listed by concentration area):

Business

ABI/INFORM Collection [ProQuest Central]
Accounting, Tax, & Business Periodicals [ProQuest Central]
Asian & European Business Collection [ProQuest Central]
Business and Human Rights Resource Center: <https://www.business-humanrights.org/en/business-children/latest-news-on-children>

Criminal Justice

Criminal Justice Database [ProQuest Central]
National Archive of Criminal Justice Data:
<https://www.icpsr.umich.edu/icpsrweb/content/NACJD/index.html>
National Criminal Justice Reference Service Abstracts Database:
<https://www.ncjrs.gov/App/AbstractDB/AbstractDBSearch.aspx>
National Institute of Justice publications: <https://www.nij.gov/publications/Pages/all-publications.aspx>
Sourcebook of Criminal Justice Statistics: <https://www.albany.edu/sourcebook/>
Uniform Crime Reports/Crime in the United States:
<https://www.fbi.gov/services/cjis/ucr/publications>
Wex [hosted by the Legal Information Institute at Cornell Law School]:
<https://www.law.cornell.edu/wex>

Health Sciences

Agency for Healthcare Research & Quality (AHRQ): <https://www.ahrq.gov/>
Family Health Database [ProQuest Central]
Health Management Database [ProQuest Central]
Health and Medical Collection [ProQuest Central]
Nursing & Allied Health Source [ProQuest Central]

Sports Management

Health Management Database [ProQuest Central]
Online Learning for Sport Management: <http://leoisaac.com/>
Sports Business Daily: www.sportsbusinessdaily.com/Daily.aspx

Other Partners:

Arkansas History Commission: <http://www.ark-ives.com/>
Arkansas Legal Services Online: <http://www.arlegalservices.org/>
Ask A Librarian: <http://gclibrary.com/ask.html#ask>
The Black Past: <https://blackpast.org/>
Butler Center for Arkansas Studies: <http://arstudies.org/>
EBSCO host Research Databases: <https://www.ebscohost.com/>
Garland County Library: <http://gclibrary.com/index.html> (library card required)
Live Binders Research Guides: <http://www.livebinders.com/welcome/home>
Northeast Arkansas Regional Archives: <http://www.ark-ives.com/neara/>
Occupational Information Network: <https://www.occupationalinfo.org/>
PCL Map Collection at University of Texas: <https://legacy.lib.utexas.edu/maps/>

ProQuest Central Periodical Resource: <https://search.proquest.com/central>
Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html
Southwest Arkansas Regional Archives: <http://www.ark-ives.com/sara/>
U.S. Census: <https://www.census.gov/>

Enter List of Supporting Documents here

Exhibit: www.championchristiancollege.org/library

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

8.12 Students earn at least 25% of the credit hours required for a degree through the institution awarding the degree.

Enter Institutional Self-Study Analysis & Compliance Narrative here

According to the policy listed in the catalog, students wishing to obtain a bachelor's degree through Champion Christian College must earn a minimum of 25% of the required hours for a bachelor's degree or 30 junior or senior CCC credit hours in order to qualify for a bachelor's degree of 120 hours and a minimum of fifteen hours in order to qualify for an associate degree of 60 hours.

Enter List of Supporting Documents here

Exhibit 1.1.2: Catalog, page 40

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

8.13 Graduate programs reflect post-baccalaureate level requirements and rigor and extend the intellectual maturity of the students and demonstrate a clear distinction between bachelor-level, master-level and doctoral-level work.

Enter Institutional Self-Study Analysis & Compliance Narrative here

This standard is not applicable to Champion Christian College.

Enter List of Supporting Documents here

This standard is not applicable to Champion Christian College.

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

This standard is not applicable to Champion Christian College.

9 Faculty

The institution employs dedicated and qualified faculty who possess the appropriate academic credentials and professional experience. The fundamental contribution of the faculty is to provide effective instruction and advice and to do so in a manner that makes the curriculum vital, with reference to the mission and objectives of the institution. An additional function of the faculty is to advise the administration and board in the formulation of academic policies involving such matters as curriculum, admissions, advising, student services, and faculty welfare.

9.1 The institution employs at least one full-time, contracted, and academically and spiritually qualified faculty member for each program area to teach and perform related duties, such as advising, and provide the curricular oversight needed for the institution to fulfill its mission. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College offers the following programs of study:

1. Professional Studies
2. Church Ministries

Academic Program: Professional Studies

Champion Christian College employs one full-time teacher for the professional studies program for students desiring a bachelor's or associate degree.

Mrs. Cheryl Arthur has a master's degree in English and literature from Southern New Hampshire University and a master's degree in educational leadership from Northern Arizona University.

Academic Program: Church Ministries

Champion Christian College employs one full-time teacher for the church ministries program.

Dr. Jeremy Horton is the program coordinator for church ministries studies. Dr. Horton has a Doctor of Ministries degree from the Louisiana Baptist Theological Seminary. Dr. Horton is also tasked with the responsibility for the biblical education core curriculum and courses.

Enter List of Supporting Documents here

- | | |
|-----------------|--|
| Exhibit 6.12.2: | Arthur/Contract/Transcripts (new hire; evaluation Spring 2019) |
| Exhibit 6.12.3: | Horton's Contract/Transcripts (new hire; evaluation Spring 2019) |
| Exhibit 9.1.4: | Fall 2018 Instructional Staff Listing |
| Exhibit 9.1.5: | Spring 2019 Instructional Staff Listing |

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

9.2 The institution employs a sufficient number of appropriately credentialed faculty members who support the mission and objectives of the institution, perform all required faculty responsibilities (including the development and review of curriculum), ensure the quality and integrity of its academic programs, and fulfill their role in governance.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The institution employs a sufficient number of appropriately credentialed faculty members who support the mission and objectives of the institution and perform all required faculty responsibilities. The College’s Curriculum Committee is composed of faculty with the responsibility for the development and review of programs, the development and review of course curricula including scope and sequence, and the assessment of learning objectives and outcomes. The review includes the analysis of assessment results for the program and course learning objectives.

All data collected from the various assessments are analyzed and reported, and policy advice is made based on the outcome. The recommendations are presented to the appropriate committees, department chairs, President, students, staff, Board of Trustees, and community in an annual report. The report will be the basis of evaluating the institutional goals and initiatives listed in the 5-year Strategic Plan. After the evaluation of the goals and initiatives, revisions may be recommended to the Strategic Plan. Any subsequent assessments will reflect any changes or modifications to the specific initiative for analysis.

Fall 2018

Academic Program	Full-time Faculty	Adjunct/Part-time Faculty
Professional Studies	1	11
Church Ministries	1	2

Spring 2019

Academic Program	Full-time Faculty	Adjunct/Part-time Faculty
Professional Studies	1	8
Church Ministries	1	4

Enter List of Supporting Documents here

- Exhibit 9.1.4: Fall 2018 Instructional Staff Listing
- Exhibit 9.1.5: Spring 2019 Instructional Staff Listing

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

9.3 At least 25% of courses in each major at the undergraduate level are taught by faculty having a terminal degree.

Enter Institutional Self-Study Analysis & Compliance Narrative here

At least 25% of courses in each major at the undergraduate level are taught by faculty having a terminal degree.

Fall 2018:

Bachelor of Science in professional studies: Dr. Tamra Barrett, Dr. Tao Chen, Dr. Philip Clay, Dr. Julie McCormick, and Dr. Jade Sierra taught 10 out of the 26 (38%) courses being offered in the professional studies program.

Bachelor of Arts in church ministries: Dr. Tom Bolton and Dr. Shane Robertson taught 6 out of 7 (86 %) courses being offered in the church ministries program.

Spring 2019:

Bachelor of Science in professional studies: Dr. Tamra Barrett, Dr. Tao Chen, Dr. Philip Clay, Dr. Julie McCormick, and Dr. Pam Shurett are teaching 9 out of the 19 (47 %) courses being offered in the professional studies program.

Bachelor of Arts in church ministries: Dr. Jeremy Horton, Dr. Tom Bolton, and Dr. Shane Robertson are teaching 6 out of 10 (60 %) courses being offered in the church ministries program.

Enter List of Supporting Documents here

Exhibit 9.1.4: Instructor Listing Fall 2018

Exhibit 9.1.5: Instructor Listing Spring 2019

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

9.4 The institution provides its faculty with ongoing opportunities for professional and spiritual development for the growth of faculty as teachers, scholars, and practitioners.

Enter Institutional Self-Study Analysis & Compliance Narrative here

All faculty members are actively involved in the spiritual development of the College's students and thus themselves, with many opportunities to participate in church activities and Christian outreach to the local community, including bus ministries, sharing of testimonies, Saturday meals for the community, Teen Revolution conferences and other national worship conferences, choral activities, and other opportunities.

The College provides professional development opportunities for the faculty, including in-service workshops on library resources, student engagement, and assessment. The College also requires a one-day new faculty orientation covering Board-approved faculty policies, procedures, work policies, classroom policies and procedures, development of syllabus, student conduct, and other areas related to their instructional tasks. Faculty members are encouraged to attend other professional development workshops to further enhance pedagogical strategies.

Enter List of Supporting Documents here

Exhibit 1.1.3: Faculty Handbook, page 41
Exhibit 9.4.1: Professional Development Matrix

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

9.5 The institution maintains a functioning faculty organization which is guided by a set of regulations, led by elected officers, meets regularly, and is involved in the formulation of curricular and academic matters, including faculty policies.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Faculty Council is actively involved in supporting the College in the areas of curricular and academic matters, especially in faculty policies and instructional development. Faculty involvement consists of committee assignments with regularly scheduled meetings and review of curriculum and program assessment and other academic and faculty matters. The Faculty Council officers will consist of President, Vice President, and Secretary and shall be elected by the members of the Faculty Council each fall semester.

General Responsibilities of Faculty (Faculty Handbook, page 27)

- Abide by the mission, goals, objectives, standards, and doctrine set forth by Champion Christian College.
- Develop a syllabus for each course taught and ensure that it meets college and department standards.
- Provide effective instruction and remain current in the subject matter of the courses he/she teaches.
- Assess students' progress by grading papers, tests, and other work.
- Administer exams according to the schedule provided by Champion Christian College.
- Enforce student attendance policy by maintaining proper records.
- Attend regularly scheduled meetings.
- Avoid being absent from a class without the approval of the Vice President for Academic Affairs.
- Post his/her office hours and conference periods.
- Work with colleagues to develop or modify the curriculum.
- The Faculty Council is responsible for reviewing and recommending policies, making budget decisions, or advising on hiring and promotions within their department.

Enter List of Supporting Documents here

Exhibit 1.1.3: Faculty Handbook, page 27
Exhibit 9.5.1: Faculty Council By-Laws

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

9.6 The institution regularly evaluates the effectiveness of each faculty member in accordance with published criteria.

Enter Institutional Self-Study Analysis & Compliance Narrative here

Faculty is evaluated by the Vice President of Academic Affairs, utilizing published criteria on a semester basis, as listed in the Performance Evaluation Form. Also, each faculty member is evaluated by students for each instructional course on a semester basis.

The faculty member is required to meet with the Vice President of Academic Affairs to review and evaluate the effectiveness of instruction and compliance with the Board-approved faculty policies and beliefs each semester.

Student evaluations are completed in each course taught by faculty each semester.

Faculty Evaluations (Faculty Handbook, page 41)

As part of our continuing effort to evaluate and improve the quality of our educational programs, we ask the students to complete a questionnaire on each class. The responses from this questionnaire are tabulated, one copy of the tabulations is sent to the instructor, and one copy is retained by the administrative offices. Supervisors and faculty members meet to discuss the faculty member's professional development, job performance, and educational goals. Additional formal performance evaluations may be conducted to provide both supervisors and faculty members the opportunity to discuss job tasks; identify weaknesses; encourage and recognize strengths; and discuss positive, purposeful approaches for meeting goals.

Sample Performance Evaluation Form and Student Course Evaluation are located in the Appendices of the Assessment Plan. Faculty were evaluated in the spring of 2018 and will be evaluated in the spring of 2019. All evaluations are housed in the human resource office.

Enter List of Supporting Documents here

Exhibit 1.1.3: Faculty Handbook (All Faculty Evaluations are available on site.)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

9.7 The institution ensures academic freedom for faculty.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The College recognizes academic freedom for faculty and abides by the Board-approved definition listed in the Faculty Handbook concerning academic freedom.

Academic Freedom (Faculty Handbook, page 41)

Faculty is entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. College faculty are representatives of Champion Christian College. When faculty speak or write as citizens, they are free from institutional censorship or discipline, but their position as a member of Champion Christian College imposes special obligations. As teachers, they should remember that the public may judge their profession and the College by their utterances and behavior.

Enter List of Supporting Documents here

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

10 Student Services

The institution provides the services necessary to promote the spiritual, intellectual, and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students and offers the resources and services that provide them the opportunity to achieve such success.

10.1 The institution offers an array of student services that are appropriate to its mission and objectives and which address the needs of its students regardless of location or the mode of delivery of educational programs. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Office of Student Affairs sponsors campus-wide activities and programs that help students succeed in their academic endeavors as well as meet the spiritual, cultural, recreational, and social needs of Champion Christian College students.

Academic Student Support Lab (Student Handbook, page 32)

The Academic Student Support Lab provides academic student support and tutoring. Enhanced reading comprehension and writing skills, study strategies, methods of taking clear and concise notes, development of organizational skills, and understanding of math concepts are the targeted support to ensure student success.

Career Exploration, Guidance, and Placement Services (Student Handbook, page 34)

Career services, in terms of resume writing and mock interviews, are embedded in the course and program content. College staff members encourage learners to create a LinkedIn profile; to pursue volunteer and internship opportunities related to students' career interests; to attend annual on-campus job fairs; to generate and maintain a list of professional contacts and references; to schedule mock interviews; to attend boot camp; and to complete a graduate survey. An introductory career exploration course is offered on an as-needed basis for deciding majors. This course offers students career assessments and the opportunity to search out career options that fit their values, interests, and abilities. In addition, they meet with an advisor to create their own unique plan to accomplish their career goals. The course wraps up with their attendance at a Reality Fair, which validates the actual expenses of their career and life choices. Student support services also offer employment referral services for a number of local employers who are seeking qualified employees.

Spiritual Counseling Services (Student Handbook, page 34)

Champion Christian College is committed to dealing with the affective and spiritual needs of students. The Office of the Dean of Residential Life and Student Services offers short-term crisis intervention counseling services, serves as student advocates, and acts as a resource for students in crisis. Counseling increases self-confidence, improves relationships, helps students

achieve educational goals, and aids students in making good decisions for their emotional, intellectual, physical, and spiritual well-being.

Academic Advising (Student Handbook, page 33)

Academic advising is essential and plays a key role in students' academic success. All first-time students meet individually with a well-trained academic advisor to map out a degree plan. Academic advisors explain to the new students that Champion Christian College is committed to providing students with a strong biblical education that will prepare them to make a significant impact in the world for Christ. The success of the advisement process is contingent upon students' supplying accurate information to their advisors regarding major and degree plan. Students are responsible for reporting degree plan changes in a timely manner so that appropriate schedule adjustments can be solidified.

Early Alert Intervention (Catalog, page 19 | Handbook, page 41)

Early alert intervention is designed to identify students who exhibit behaviors that could possibly lead to academic difficulty, course/program failure, and attrition. A student identified by a faculty or staff member is referred to the Vice President of Academic Affairs who compiles appropriate documentation and contacts the student via text, email, or class contact. The Vice President of Academic Affairs assesses need, takes action, or refers the student to a specific resource.

Mentoring (Student Handbook, page 34)

The primary goal of the mentoring program is to enhance student persistence through motivational support and coaching with the end goal of guiding students on their journey towards self-reliance. Mentors strive to help mentees establish a stronger sense of self-esteem and confidence, challenging them to meet and exceed their expectations as they continue their pursuit for enhanced knowledge and higher education. The mentor provides short-term crisis counseling and acts as a student advocate on an as-needed basis.

Freshman Year Experience Orientation (Catalog, page 21)

Orientation is offered for new students as well as returning students. For students at Champion Christian College, orientation activities commence their college experience and help them learn higher education expectations and college culture, experience spiritual growth, accept personal responsibility and ownership, and seek out resources. The purpose of Champion's orientation program is fivefold: (1) to create a sense of ease for our students by familiarizing them with the physical campus; (2) to introduce the concept of interdependence in the context of meeting faculty, staff, and students; (3) to educate new students on college culture, policies, and procedures; (4) to train students in the location and usage of campus resources; and (5) to introduce new students to the student information system.

Enter List of Supporting Documents here

Exhibit 1.1.4: Student Handbook
Exhibit 10.1.2: Job Fair Flyer

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

10.2 The institution maintains student records permanently, securely, and confidentially with provision for a secure backup of all records.

Enter Institutional Self-Study Analysis & Compliance Narrative here

Student records, including admission application, transcripts, and other documentation, are housed in a locked, fireproof filing cabinet located in the Office of Academic Affairs. All computer files containing student records, including grades, are password protected and backed up on a weekly basis to a remote storage location. In addition, Champion Christian College is acquiring the Student Information System (SIS) Populi in order to ensure the management of student files and records beginning in the fall of 2019.

Enter List of Supporting Documents here

Student files are available on site.

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

10.3 The institution maintains a sufficient number of qualified staff, with appropriate education and experience in the student services area, to accomplish the institution's mission.

Enter Institutional Self-Study Analysis & Compliance Narrative here

At the present time, the staff of the Office of Student Affairs consists of the following positions:

- Vice President of Student Affairs, Stephen Sellers (Bachelor's degree with 2 years of experience)
- Director of Athletics, Dwain Roark (Master's degree with 30 years of experience)
- Recruiter & Admissions Counselor, Tiffany Capaci (Two years of experience in recruitment and admissions)
- Director of Food Services, Vicki Dauber

Enter List of Supporting Documents here

Exhibit 6.4.1: Organizational Chart

Director of Athletics

Exhibit 6.12.4: Roark's Contract/Transcripts/Evaluations (2018/19)

Exhibit 6.12.4a: Job Description for Director of Athletics

Recruiter & Admissions Counselor

Exhibit 6.12.5: Capaci's Contract/Resume/Evaluations (2017/18 & 2018/19)

Exhibit 6.12.5a: Job Description for Recruiter and Admissions Counselor

Director of Food Services Job Description

Exhibit 6.12.7: Dauber's Contract/Evaluation

Exhibit 6.12.7a: Job Description for Director of Food Services

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

10.4 The institution offers student academic advising and career counseling appropriate to its educational programs.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Office of Student Affairs is responsible for academic advising and career counseling. Prior to registering for classes each semester, each student is advised regarding their schedule and the appropriate classes relative to their program of study to achieve satisfactory progress toward their educational goals.

Career Exploration, Guidance, and Placement Services (Student Handbook, page 34)

Career services, in terms of resume writing and mock interviews, are embedded in the course and program content. College staff members encourage learners to create a LinkedIn profile; to pursue volunteer and internship opportunities related to students' career interests; to attend on-campus job fairs; to generate and maintain a list of professional contacts and references; to schedule mock interviews; to attend boot camp; and to complete a graduate survey. An introductory career exploration course is offered on an as-needed basis for deciding majors. This course offers students career assessments and the opportunity to search out career options that fit their values, interests, and abilities. In addition, they meet with an advisor to create their own unique plan to accomplish their career goals. The course wraps up with their attendance at a Reality Fair, which validates the actual expenses of their career and life choices. Student support services also offer employment referral services for a number of local employers who are seeking qualified employees.

Enter List of Supporting Documents here

Exhibit 1.1.4: Student Handbook

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

10.5 The institution provides appropriate student financial aid services directed by a qualified individual.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Director of Financial Aid is responsible for student financial aid services, which consist of institutional tuition waivers and scholarships based on eligibility criteria, satisfactory academic progress, and availability of funds.

The College participates in Title IV funding and state lottery benefits regarding financial aid. Champion Christian College became eligible to offer Title IV funding in August 2018. Jeff Manthe, the Director of Financial Aid, proves to be a qualified individual for the office of financial aid. He worked eleven years in retail management and corporate leadership with three years spent in leadership training and development. He also specializes in departmental process management and auditing.

Enter List of Supporting Documents here

Exhibit 10.5.1: Jeff Manthe's Resume/Contract/Transcripts

Exhibit 10.5.2: Eligibility and Certification Approval Report

Exhibit 10.5.3: Program Participation Agreement

Exhibit 10.5.1a: Job Description for Director of Financial Aid

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

10.6 The institution’s CEO exercises appropriate academic, administrative, fiscal, and health and safety controls over the institution’s intercollegiate athletics program.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The institution’s CEO exercises appropriate academic, administrative, fiscal, and health and safety controls over the institution’s intercollegiate athletic programs. The institution is governed by NCCAA & ACCA policies and procedures.

In the fall of 2018, Champion Christian College joined the National Christian Collegiate Athletic Association. This membership gives Champion an opportunity to play in a regional and national tournament for both men’s and women’s basketball programs.

At Champion Christian College, we are proud of our student athletes. These individuals represent Champion Christian College by displaying high moral standards and excellent sportsmanship both on and off the playing field. Victory is a way of life for those who have the heart, passion, and integrity to be a Champion Tiger.

The institution’s athletic handbook contains all policies of the NCCAA and ACCA to ensure students are in compliance with all policies of the governing association and Champion Christian College.

Enter List of Supporting Documents here

Exhibit 10.6.2: Athletic Handbook

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

11 Financial Operations

The institution will exhibit financial stability and integrity as a means of demonstrating the viability of the institution. The institution’s financial resources will be adequate to carry out its mission and support its programs and activities for the foreseeable future.

11.1 The institution’s finances are adequate to support the staffing, facilities, equipment, materials, and support services for the approved programs. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College's finances, generated by student tuition and fees, auxiliary activities, congregational support, and faith donations, are adequate to carry out the institution's mission and support the College's programs and activities for the foreseeable future.

The 2016-2017 and 2017-2018 audits demonstrate the financial stability and integrity of the College to operate in a fiscal manner. The College has an established letter of credit (\$65,000) and a line of credit (\$100,000) from a bank equivalent to a minimum of 10% of its operational budget. The letter of credit demonstrates the continuity of the College's financial support for staffing, facilities, and other support services.

Enter List of Supporting Documents here

Exhibit 11.1.1: Audit 2016-2017
Exhibit 11.1.2: Audit 2017-2018
Exhibit 11.1.3: Bank Letter of Credit (for Title IV)
Exhibit 11.1.7: Line of Credit (LOC)
Exhibit 11.1.4: Board Approved Annual Budget 2018-2019
Exhibit 11.1.5: Financial Statements & Cash Flow July 2018-January 2019
Exhibit 11.1.6: Budget-to-Actual Report July 2018-January 2019

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

- 11.2 A certified external audit of the institution's financial statements is conducted each year in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards. Final audit reports along with all management letters are submitted to the TRACS office annually within 5 months of the close of the institution's fiscal year. (See definition of *certified external audit*.) Audits demonstrate a recent history of financial stability. (See definition of *financial stability*.) Institutions organized as non-profit or not-for-profit entities must have their audits prepared using the "net asset" model of accounting consistent with the policies and procedures provided by the American Institute of Certified Public Accountants (AICPA) in its document, *Audit and Accounting Guide: Not-for-Profit Organizations: 2017*, or any later enacted version. (IER)**

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College has retained a Certified Public Accountant to conduct the annual yearly audit as required in the Board of Trustees By-Laws and Policy Manual. All reports are compiled in accordance with GAAP (Generally Accepted Accounting Principles) standards.

The College has the 2017-2018 audit which shows the financial activity for the past fiscal year (July 1–June 30). The previous two years of audits provide supporting evidence that the College has adequate finances to support the institutional mission and programs for the foreseeable future.

Enter List of Supporting Documents here

Exhibit: 11.1.1: Audit 2016-2017

Exhibit: 11.1.2: Audit 2017-2018

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

11.3 The institution demonstrates credit lines or other liquid reserves adequate to ensure operations at all times. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

The College has an established line of credit from a bank equivalent to a minimum of 10% of its operational budget. This line of credit ensures the contingency amount reserved in the budget is backed by available cash. The college's line of credit equals to \$100,000 with Southern BanCorp.

Enter List of Supporting Documents here

Exhibit 11.1.7: Line of Credit

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

11.4 The institution exercises complete control over all its financial resources.

Enter Institutional Self-Study Analysis & Compliance Narrative here

Procedures have been employed to ensure that all institutional funds are recorded and deposited in the proper College bank account. This includes funds from events and other fundraising efforts initiated in support of the College. All funds are accounted for, deposited, and disbursed utilizing Board-approved procedures and policies. The College also has a procedure for authorizing all purchase orders, including, at a minimum, approval by two authorized signatures who have been approved by the Board of Trustees. The President reviews financial statements once each quarter with the finance committee.

Enter List of Supporting Documents here

Exhibit 1.1.7: Board of Trustees By-Laws—4.1, Finance Committee

Exhibit 6.9.1: Finance Committee Minutes (August 2018; October 2018; November 2018; January 2019)

Exhibit 6.9.2: Board of Trustees Meeting Minutes (October 10, 2018 Approval of 2018-2019 Preliminary Budget)

Exhibit 6.9.3: Board of Trustees Meeting Minutes (February 12, 2019 Approval of Revised 2018-2019 Budget)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

11.5 The institution has sufficient competent finance staff, led by a professionally qualified Chief Financial Officer (CFO).

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College has sufficient and competent finance staff led by Marcia Thomas. Marcia Thomas has years of experience in banking in addition to serving as an accountant for a large, successful company in Hot Springs, Arkansas. Marcia Thomas’s experience qualifies her as competent and compliant for Champion’s finance office.

Enter List of Supporting Documents here

- Exhibit 6.6.3: Thomas (CFO) Contract/Resume/Evaluation (2018/19)
- Exhibit 6.5.5: Vice President of Finance (CFO) Job Description

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

11.6 Planning and budgeting support the institution’s mission and objectives and are clearly connected.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Board of Trustees By-Laws requires board approval of the College’s annual budget. A budget process has been recently developed by the institution. For the 2019-2020 fiscal year, all divisions and departments will actively engage in the budgeting process led by the Executive Vice President and CFO.

Planning is an integral part of the institution’s ongoing cycle of planning, budgeting, and assessment. During the budgeting process, the CFO meets with the executive leadership team to review budgeting procedures. Additionally, the CFO will determine fiscal resources needed to best support their unit and the attainment of strategic goals assigned to their respective areas (which is reflected in the proposed division budget). The strategic goal and its related objectives indicate the fiscal resources needed to support the attainment of the goals. Below is a description of the institution’s budgeting process:

Budgeting Process and Procedures

Task	Person(s) Responsible	Due Date
1. Meet to discuss tuition/fees, gifts, Gospel Light assistance, federal money available, and third-source funding. This meeting produces the projected income for the following fiscal year.	President, Board Treasurer, Executive Vice President, Recruitment Director, Finance Manager, Financial Aid Director	End of January
2. Meet with leadership to discuss the budget submission process and procedures.	Executive Leadership Team	February 15 th

3. Submit budget requests for their specific areas to their immediate supervisors (i.e., director, Vice President) of those areas. These are based on the perceived needs of their area.	Faculty, Coaches, Auxiliary Staff	March 15 th
4. Submit their budget requests to the VP of Finance based on received input. This would also include projected salaries. VP of Finance will organize all budget requests and determine how it compares to the projected income. The budgets can be sent back to the Vice Presidents to make modifications if the projections are out of line with the projected income.	Vice Presidents	First business day in April
5. Review the proposed budget with the VP of Finance to make sure income and expenses are balanced. At this point the budget is sent to the Board of Trustees.	President and EVP	April 15 th
6. The Board of Trustees approves the proposed budget for the fiscal year starting July 1 st .	Board of Trustees	Last business day in April

Enter List of Supporting Documents here

Exhibit 3.1.1: Assessment Plan (Budget Process Document)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

11.7 The institution, at both the administrative and Board levels, regularly and systematically evaluates its fiscal condition and management of its financial operations, including its use of appropriate internal and external mechanisms which ensure financial stability, such as enrollment management, diversification of revenue resources, and realistic budgeting.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Board of Trustees' By-Laws provides for a Finance Committee with quarterly meetings with the College's administration. The President is to furnish a quarterly financial report detailing the revenue and expenditures of the College to the Chair of the Finance Committee, who reports the College's financial status to the whole Board of Trustees at the regularly scheduled quarterly meetings.

The Board of Trustees will be provided information regarding the ensuing budget by the Executive Vice President and Board Treasurer at each of their meetings commencing in the fall of the current budget year. Throughout the budget-building process for the following fiscal year, adjustments will be made based on enrollment projections and other factors that may positively or negatively impact a realistic budget. The Board of Trustees will be able to provide guidance on these as they monitor the creation of the upcoming budget.

Enter List of Supporting Documents here

- Exhibit 1.1.7: Board of Trustees By-Laws
- Exhibit 1.2.1: Board of Trustees Minutes May 3, 2017 (with Finance Committee Report)
- Exhibit 2.1.1: Board of Trustees Minutes March 29, 2017 (with Finance Committee Report)
- Exhibit 11.7.1: Board of Trustees Minutes May 5, 2018 (with Finance Committee Report)
- Exhibit 6.9.2: Board of Trustees Meeting Minutes (October 10, 2018 Approval of 2018-2019 Preliminary Budget)
- Exhibit 6.9.3: Board of Trustees Meeting Minutes (February 12, 2019 Approval of Revised 2018-2019 Budget)
- Exhibit 6.9.1: Finance Committee Minutes (August 2018, October 2018, November 2018, January 2019)
- Exhibit 11.1.6: Budget-to-Actual Report July 2018-January 2019
- Exhibit 11.1.5: Financial Statements July 2018-January 2019

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

12 Institutional Assessment

The institution has developed and implemented a comprehensive Assessment Plan as a means of evaluating its effectiveness in accomplishing its mission and objectives. The Assessment Plan describes the processes utilized in the evaluation of all foundational and operational areas of the institution. It includes the identification of outcomes and assessments to determine the extent to which these outcomes are achieved and leads to evidence of institutional improvement based on an analysis of assessment results.

12.1 The institution has developed and implemented a comprehensive Assessment Plan which includes all aspects of the institution. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Assessment is the process of evaluating various areas of the institution to determine if the institution's stated intentions are aligned with evidenced realities. Institutional assessment includes the assessment and evaluation of student learning and achievement, academic curriculum, policies, procedures, and operational units and the utilization of the results from the evaluating areas to influence institutional strategic planning efforts. The use of assessment results ensures that the institution's decisions are intentional and data-driven. Thus, the institution has developed and implemented an institutional Assessment Plan, which includes the evaluation of all aspects of the institution. The College Assessment Plan is in writing and is posted on the institution's website. Additionally, the Assessment Plan is reviewed and examined annually by the Registrar & Assessment Coordinator, as well as by a recently formed Assessment Committee composed of the following:

Assessment Committee:

Digna Wilkie: Assessment Coordinator
Claudia Kemp: Educational Programs & Faculty
Marcia Thomas: Vice President of Finance (CFO)
Jeff Manthe: Director of Financial Aid
Stephen Sellers: Student Services
Tiffany Capaci: Recruitment and Admission
Shane Robertson: Budgeting, Strategic Planning, and Board Effectiveness
Cheryl Arthur: Lead Faculty, Professional Studies
Jeremy Horton: Lead Faculty, Church Ministries

The committee is responsible for maintaining and reviewing the Assessment Plan and making revisions and modifications, as deemed appropriate. Furthermore, the Assessment Plan was most recently reviewed and approved by the Board on March 6, 2019, for the 2018-2019 academic year. The plan was previously reviewed and approved by the Board on March 29, 2017, for the 2017-2018 academic year.

Enter List of Supporting Documents here

Exhibit 3.1.1:	College Assessment Plan
Exhibit 2.1.1:	Board Meeting Minutes, March 29, 2017 (Approval of all institutional publications)
Exhibit 7.1.a:	Board Meeting Minutes, September 5, 2018 (Approval of all institutional publications)
Exhibit 7.1.3	Board Meeting Minutes, March 6, 2019 (Approval of Assessment Plan)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

12.2 The institution provides a systematic assessment of whether or not student learning outcomes at the institution, program, and course levels are appropriate to its educational mission. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

The institution does provide a systematic evaluation of whether student learning and program outcomes are appropriate to its educational mission.

Assessment at Champion Christian College (CCC) is a systematic, ongoing process by which the administration, faculty, and staff collaborate to improve outcomes for every area of the College. As documented in the College Assessment Plan, through the collection and analysis of quantitative and qualitative data, the institution continuously evaluates, plans, implements, and improves the quality of its educational programs and services to support the attainment of student learning and program learning outcomes.

Course, program, and institutional student learning outcomes are targeted and assessed as a primary focus in determining the level of success achieved by the college. Faculty gather data that reveal the effectiveness of teaching methods and techniques through direct and indirect assessment measures that are documented, disseminated to constituencies, and evaluated for the purpose of improving teaching, such that it results in greater achievement of student learning outcomes. Faculty also gather data to determine program effectiveness (Fiscal Resources, Faculty, Learning Resources, Enrollment, etc.). Likewise, other institutional units, policies, and procedures are assessed to ensure that services provided best facilitate an environment for the attainment of student learning. These results are published annually, in the Annual Assessment Report.

The institution demonstrates a strong commitment to a mission that emphasizes student learning and student achievement.

Enter List of Supporting Documents here

- Exhibit 3.1.1: College Assessment Plan
- Exhibit 8.10.2: 2016-2017 Annual Assessment Report
- Exhibit 8.10.3: 2017-2018 Annual Assessment Report

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

12.3 The institution utilizes multiple approaches (qualitative and quantitative methods and direct and indirect measures) for assessing student learning, including information both internal and external to the institution.

Enter Institutional Self-Study Analysis & Compliance Narrative here

As referenced in the College Assessment Plan, the College utilizes multiple approaches (qualitative and quantitative methods and direct and indirect measures) for assessing student learning.

The College Assessment Plan outlines a systematic methodology used to assess the College, which includes the evaluation of (a) Student Learning and (b) Administrative Effectiveness. The methodology includes the utilization of multiple approaches, including direct and indirect measures for assessing and evaluating various aspects of the College each academic year. The results of student performance (course, program, and institutional levels) and administrative effectiveness are published annually in the Annual Assessment Report, which is shared and discussed with internal and external constituencies. Below is a list of all assessment activities

and methods used for evaluating both student learning and administrative effectiveness.

January

Academic Assessment Activities:

- Pre-test Bible Core Examination

Non-Academic Assessment (Administrative Effectiveness) Activities:

- President's Evaluation (Annual Review)
- Continue discussion of projected income for the upcoming fiscal year
- Continue review of Institutional Core Publications, Policies and Procedures
- Strategic Planning Committee (Quarterly Meeting)
- Board Meeting (Quarterly Financial Statements & Budget-to-Actual Reports)

February

Academic Assessment Activities:

- None

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Budget Training with Executive Leadership
- Student Focus Groups (Student Affairs)
- Continue review of Institutional Core Publications, Policies and Procedures

March

Academic Assessment Activities:

- None

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Budgets are submitted to the EVP for approval
- Student Course Evaluations (Semester)
- Faculty Performance Evaluations
- Complete Review of Institutional Core Publications, Policies and Procedures
- Financial Aid Service Survey (Disseminate)

April

Academic Assessment Activities:

- Post-test Bible Core Examination
- ETS Proficiency Profile Testing (Rising Juniors) – Begins 2018-2019

Non-Academic Assessment (Administrative Effectiveness) Activities:

- EVP reviews budgets (revisions as needed)
- Quarterly Financial Statements & Budget-to-Actual Reports
- Board reviews annual budget for the upcoming fiscal year for approval
- Board reviews and approves mission statement, vision statement, core values, core publications, policies, and procedures (see reference above)

- Student Satisfaction Survey (Disseminate)
- Alumni Survey (Disseminate)
- Graduating Senior Exam (Disseminate)
- Board Self-Evaluation & Governing Board Survey (Disseminate)
- Strategic Planning Committee (Quarterly meeting)

May

Academic Assessment Activities:

- Course Level Assessment/Program Level Assessment Data Submission
- Update Academic Program Review (Data Collection)

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Submission of all assessment reports (referenced in the grid above)
 - Library Usage Report
 - Institutional Data Reporting (retention rates, graduation rates, etc.)
 - Chapel Attendance Reports
 - Recruitment/Admissions Analysis Report
 - Co-Curricular Engagement Report
 - Safety and Incident Reports/Clery Report
 - Building Maintenance & Inventory Report (includes fire extinguishers and sprinkler)
 - Fire Drills Report

June

Academic Assessment Activities:

- Review and discuss assessment data/results

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Financial Audit (preparation)
- Compiling and analyzing assessment data

July

Academic Assessment Activities:

- None

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Financial Audit (preparation)
- Compiling and analyzing assessment data
- Strategic Planning Committee (Quarterly meeting)

Non-Academic Assessment (Administrative Effectiveness) Activities:

August

Academic Assessment Activities:

- Pre-test Bible Core Examination

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Completion of the fiscal audit
- Compile and analyze assessment data

September

Academic Assessment Activities:

- None

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Student Focus Group

October

Academic Assessment Activities:

- None

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Quarterly Financial Statements & Budget-to-Actual Reports
- Assessment Coordinator meets with various groups to discuss assessment findings from the previous year.
- Strategic Planning Committee (Quarterly meeting)

November

Academic Assessment Activities:

- Post-test Bible Core Examination
- ETS Proficiency Profile Testing (Rising Juniors)

Non-Academic Assessment (Administrative Effectiveness) Activities:

- None

December

Academic Assessment Activities:

- Course Level Assessment/Program Level Assessment Data Submission

Non-Academic Assessment (Administrative Effectiveness) Activities:

- Discussion of projected income for the upcoming fiscal year
- Performance Evaluations (Administration and Support Staff)
- Student-Course Evaluations (Semester)
- Begin review of Institutional Core Publications, Policies and Procedures
- Faculty & Staff Satisfaction Survey

Enter List of Supporting Documents here

Exhibit 3.1.1: College Assessment Plan
Exhibit 8.10.2: 2016-2017 Annual Assessment Report
Exhibit 8.10.3: 2017-2018 Annual Assessment Report
Exhibit 3.1.2: Assessment Committee Meeting Minutes

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

13 Strategic Planning

The institution's planning processes are all-inclusive in nature and lead to the development of a comprehensive institutional Strategic Plan. The Strategic Plan will address such factors as educational programs, student enrollment, staffing projections, finances, facilities, equipment, and policies and procedures for operation.

The strategic planning processes include both short-range (1-2 years) and long-range (3-5 years) projections and goal setting. These processes will identify priorities, set goals and timelines, and identify individuals responsible for implementation.

The institution utilizes the results of assessments in broad-based continuous planning and evaluation processes and incorporates them into overall strategic planning processes.

13.1 The institution has developed and implemented a comprehensive Board-approved Strategic Plan which is based on both internal and external factors. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College's Board-approved Strategic Plan consists of a vision statement, mission statement, core values, and strategic goals and initiatives. The strategic plan establishes the overall direction for the College and serves as the foundation for annual goal planning at all levels of the College. The framework for the strategic plan is grounded in the SWOT analysis performed, which identified the institution's strength, weaknesses, threats, and opportunities. Upon completion of the SWOT analysis and review of vision and mission of the College, the institution devised a plan of strategic initiatives, which guides the organization towards the achievement of their goals and the fulfillment of its mission in a rapidly changing environment. Strategic Plan considers both income and expenditures that cover a five-year period, with identified assumptions, future revenue, expenditures, and timetables.
--

The Strategic Plan is reviewed quarterly and revised on an annual basis by the Strategic Planning Committee, as reflected in the Strategic Planning Committee Meeting Minutes. The Committee is composed of representatives from all aspects of the institution.
--

In an effort to strengthen the College's planning efforts, the Strategic Planning Committee will review institutional assessment findings earlier in the annual review process of the Strategic Plan to ensure assessment results are utilized when refining the Strategic Plan, if necessary. Thus, in 2019, the Strategic Planning Committee will review findings during the July and October quarterly meeting.
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The Board of Trustees annually reviewed and approved the 2018-2019 College Strategic Plan on September 5, 2018. The Board of Trustees approved Strategic Plan revisions on February 12, 2019.

Enter List of Supporting Documents here

Exhibit 3.3.1: College Assessment Plan
Exhibit 13.1.1: College Strategic Plan
Exhibit 7.1a: Board Meeting Minutes, September 5, 2018 (Approval of all institutional publications)
Exhibit 1.1.10: Board Meeting Minutes, February 12, 2019 (Approval for all institutional Publications [updates]-excluding Assessment Plan)
Exhibit 13.1.2: Strategic Planning Committee Meeting Minutes

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

13.2 The Strategic Plan aligns human and physical resources with the institution's mission, objectives, and budget.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The Strategic Plan aligns human and physical resource with the institution's mission, objectives, and budget. In an effort to strengthen the College's planning efforts to ensure that the Strategic Plan is an integral part of the institution's budgeting process, beginning spring 2019, the College has employed an institutional-wide budgeting process for the 2019-2020 fiscal year. This process is designed to ensure unit leaders have the necessary financial resources needed to attain department, division, and strategic goals assigned to their respective areas. This budgeting process will also ensure that the College's Strategic Plan is realistic to guide the fiscal management decisions of the College.

As a result of this budget process, the 2019-2020 Fiscal Year Budget will include a detailed narrative to discuss the alignment of the fiscal resources to support long-range initiatives.

Enter List of Supporting Documents here

Exhibit 13.1.1: College Strategic Plan
Exhibit 3.3.1: College Assessment Plan (See Budget & Strategic Planning Process)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

14 Library and Learning Resources

The institution maintains library and learning resources (including physical as well as digital resources) which are adequate to support the mission of the institution and the educational programs offered and to promote the intellectual, spiritual, and cultural development of faculty and students.

Additionally, the institution provides appropriate access to these learning resources and to relevant facilities, equipment, supplies, and services.

14.1 The institution furnishes library and learning resources and related services appropriate to support the institution’s mission, academic programs, and administrative functions through strategic, operational, and financial planning. These resources and services are made available to all students regardless of location or mode of course delivery. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Utilizing feedback from its constituencies as listed in its assessment plan, the College has revised its information resources, services, and technology required to support its mission. The assessment results and analysis have influenced the strategic, operational, and financial planning of the College due to the Board of Trustees placing emphasis on resources, services, and technology needed to support the College’s mission and objectives.

A detailed list of the library holdings:

Dewey Number	Number of Volumes	Area
0 – 99	212	General Works
100-199	1,198	Philosophy, Psychology
200-299	17,491	Religion
300-399	2,091	Social Sciences
400-499	166	Language
500-599	154	Science
600-699	625	Technology
700-799	560	Arts and Recreation
800-899	992	Literature
900+	1,979	History, Geography
Total	25,468 Books	

Additional Holdings

Archive	817 Volumes
Audiovisual (Audio/CD/DVD)	609
Fiction	773
References	1,538
Serials	6,229
Youth	490
Biographies	667
Oversize Books	204
Total	11,327

Grand Total of Library Holdings = 36,795

Online Partner Resources and Links (listed by concentration area):

Business

ABI/INFORM Collection [ProQuest Central]
Accounting, Tax, & Business Periodicals [ProQuest Central]
Asian & European Business Collection [ProQuest Central]
Business and Human Rights Resource Center: <https://www.business-humanrights.org/en/business-children/latest-news-on-children>

Criminal Justice

Criminal Justice Database [ProQuest Central]
National Archive of Criminal Justice Data:
<https://www.icpsr.umich.edu/icpsrweb/content/NACJD/index.html>
National Criminal Justice Reference Service Abstracts Database:
<https://www.ncjrs.gov/App/AbstractDB/AbstractDBSearch.aspx>
National Institute of Justice publications: <https://www.nij.gov/publications/Pages/all-publications.aspx>
Sourcebook of Criminal Justice Statistics: <https://www.albany.edu/sourcebook/>
Uniform Crime Reports/Crime in the United States:
<https://www.fbi.gov/services/cjis/ucr/publications>
Wex [hosted by the Legal Information Institute at Cornell Law School]:
<https://www.law.cornell.edu/wex>

Health Sciences

Agency for Healthcare Research & Quality (AHRQ): <https://www.ahrq.gov/>
Family Health Database [ProQuest Central]
Health Management Database [ProQuest Central]
Health and Medical Collection [ProQuest Central]
Nursing & Allied Health Source [ProQuest Central]

Sports Management

Health Management Database [ProQuest Central]
Online Learning for Sport Management: <http://leoisaac.com/>
Sports Business Daily: www.sportsbusinessdaily.com/Daily.aspx

Other Partners:

Arkansas History Commission: <http://www.ark-ives.com/>
Arkansas Legal Services Online: <http://www.arlegalservices.org/>
Ask A Librarian: <http://gclibrary.com/ask.html#ask>
The Black Past: <https://blackpast.org/>
Butler Center for Arkansas Studies: <http://arstudies.org/>
EBSCO host Research Databases: <https://www.ebscohost.com/>
Garland County Library: <http://gclibrary.com/index.html> (library card required)
LiveBinders Research Guides: <http://www.livebinders.com/welcome/home>
Northeast Arkansas Regional Archives: <http://www.ark-ives.com/neara/>
Occupational Information Network: <https://www.occupationalinfo.org/>
PCL Map Collection at University of Texas: <https://legacy.lib.utexas.edu/maps/>
ProQuest Central Periodical Resource: <https://search.proquest.com/central>
Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html
Southwest Arkansas Regional Archives: <http://www.ark-ives.com/sara/>
U.S. Census: <https://www.census.gov/>

Enter List of Supporting Documents here

Exhibit 3.1.1: Assessment Plan
Exhibit 13.1.1: College Strategic Plan
Exhibit 1.2.1: Board of Trustees Minutes, May 3, 2017
Exhibit: www.championchristiancollege.com/library

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

14.2 The institution employs an adequate number of professionally qualified staff who administer the institution’s library and learning resources. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College employs one qualified librarian. Mrs. Kimberlee Reed holds a Master of Education in instructional technology library media from Arkansas Technical University.

Enter List of Supporting Documents here

Exhibit 6.12.6: Contract/Transcripts for Kimberlee Reed

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

14.3 The institution provides sufficient and consistent financial support to ensure the adequacy of its library and learning resources and to support the effective maintenance and improvement of its instructional and information technology.

Enter Institutional Self-Study Analysis & Compliance Narrative here

The College is committed to providing sufficient and consistent financial support to the Francis Grubbs Library to upgrade and modernize its holdings, including print and non-print materials. The College is also relocating the student computer lab into the library for greater access to web-based learning resources. The renovation and reorganization of the library are presently funded and being conducted, with the completion date set for the fall 2020 semester. Champion Christian College allocates ~8% of the operating budget to library and learning resources.

Enter List of Supporting Documents here

Exhibit 11.1.4: Board Approved Annual Budget 2018-2019
Exhibit 11.1.6: Budget-to-Actual Report July 2018-January 2019

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

15 Facilities and Equipment

The institution maintains physical facilities and necessary equipment which are adequate to serve the institution's mission and objectives. Facilities, regardless of location, meet all state and local requirements and provide an atmosphere for safe and effective learning.

15.1 The institution provides, maintains, and controls adequate facilities and equipment (both on- and off-campus) that appropriately serve the needs of the educational programs, support services, and other mission-related activities. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

The College provides and maintains facilities designed to provide for adequate resources appropriate for classes, programs, and activities at the present time. The College utilizes six classrooms equipped with projectors and laptop connections. An open computer lab with ten desktop computers and a printer is also available from 7:00 a.m. to 12:00 a.m. Faculty is supplied with Zoom, an internet-based webinar package. CCC also maintains the Champion Community Center, a facility that includes two gyms, various classrooms and offices, and a student commons area. This facility is primarily used for the athletics department.



Champion Building: Administration Building – a two-story, 11,500-square-foot administration (Academic Affairs, Student Services), classrooms, and cafeteria building.

1st floor: College cafeteria, 7 classrooms, Francis Grubbs Library, elevator, maintenance closets, storage room, and restrooms.

2nd floor: Academic Affairs Office, Student Services Office, faculty offices, pastoral offices, copy/mail room, counseling office, chapel, 5 classrooms, computer lab, ministry office, receptionist area, maintenance office, maintenance closets, restrooms.

Hancock Hall Dormitory: a three-story, 24,420-square-foot residential building for students with a student lounge, laundry/kitchenette, and utility room on each floor.

1st floor: 17 student suites with a student lounge and laundry/kitchenette.

2nd floor: 17 student suites with a student lounge and laundry/kitchenette.

3rd floor: 16 student suites with a student lounge and laundry/kitchenette.

Parking Lot 1: 36,480 square feet of parking space

Parking Lot 2: 36,480 square feet of parking space

Parking Lot 3: 72,900 square feet of parking space

Champion Community Center: Athletic complex containing 2 full-size gyms, 43 parking spots (2 handicap spots), 6 classrooms, 2 offices, 1 locker room (while using a classroom as

the visitor locker room), 5 restrooms, weight room, 1 storage garage, 1 large storage closet, 1 small storage closet, game and lounge area, 1 kitchen/concession stand area coupled with a small dining area—44,000 square feet.

Enter List of Supporting Documents here

Exhibit 16.1.2: Floor Plan Evacuation Route

Exhibit 8.10.3: 2017-2018 Annual Assessment Report (includes Inventory, Maintenance Reports, and Fire Drills)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

15.2 Information technology is sufficient to provide appropriate support for administrative, management, staff, and student functions across the full scope of the institution's operations.

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College provides exceptional technology that is sufficient to provide support for administrative, management, staff, and student functions across the full scope of the institution's operations. Our technology to carry out this mission is composed of two informational technology staff members employed by ProData who hold an office area on our campus, ensuring around-the-clock support; a library database through EBSCO; equipped classrooms containing a projector and/or Zoom webinar capabilities; and a network of office phones through ProData. Champion provides a computer lab with printers for student use.

Enter List of Supporting Documents here

Exhibit 15.2.5: ProData Letter of Engagement

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

16 Health and Security

The institution provides a healthy, safe, and secure environment for the institution's personnel and students, regardless of location.

16.1 Appropriate health and security measures, including an Emergency Plan, are in place for all institutional facilities and activities. (IER)

Enter Institutional Self-Study Analysis & Compliance Narrative here

CCC has appropriate measures and protocol outlined in the College Emergency Plan available on the website. Emergency routes are posted in each classroom. Review of the College's emergency plan is included in the content area of the Collegiate Success class, which is required for all incoming students. Protocols discussed in the College Emergency Plan include but are not limited to an emergency response team on staff (page 1), appropriate notifications of emergencies to staff, students, and law enforcement (page 2), emergency evacuation

procedures (page 5), "shelter in place" procedures (page 6), lockdown procedures (page 8), and missing student protocol (page 9).

The College has an Emergency Plan published in the Student Handbook available on the website. Emergency routes are posted in each classroom, and hard copies of the emergency plan are provided to students. Review of the College's emergency plan is included in the content area of the Collegiate Success class, which is required for all incoming students.

The College's Emergency Plan includes the following:

1. Timely notification, emergency preparedness, and evacuation plan
2. Immediate notification—crime reporting
3. Collaboration: campus safety
4. Campus security/law enforcement
5. Campus personnel for maintaining a safe campus
6. Voluntary, timely, and confidential crime reporting
7. Reporting of crimes to campus and local authorities
8. Immediate threat notification
9. Emergency response preparedness
10. College response and emergency evacuation procedures
11. Evacuation procedures
12. Shelter-in-place procedures
13. Lockdown
14. Missing student notification
15. Trigger events
16. Resident Assistant response
17. Vice President of Student Affairs response
18. Executive Vice President response
19. Law enforcement response
20. Reporting emergencies media/family contact phone number

Enter List of Supporting Documents here

Exhibit 16.1.1: College Emergency Plan
Exhibit 1.1.4: Student Handbook
Exhibit 8.10.3: 2017-2018 Annual Assessment Report
Exhibit 16.1.3: Security Meeting Minutes

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

II. Federal Requirements

In addition to its obligation to demonstrate and maintain compliance with the accreditation requirements, any institution that holds Candidate or Accredited status must also demonstrate that it meets the following federal requirements regardless of whether the institution participates in Title IV programs. Institutions not participating in Title IV programs are not required to meet Title IV requirements.

TRACS staff, peer evaluators (evaluation teams and/or focus teams), and the Accreditation Commission will determine whether or not an institution demonstrates compliance with federal requirements. Failure to comply with federal requirements will be reported to the United States Department of Education and will trigger an institutional staff review per TRACS policy.

Applicable federal regulation numbers are cited with each requirement.

17.1 Credit Hours: The institution’s award of credit hours and length must meet national norms and federal requirements.

The institution is responsible to award credit hours in accordance with accepted practices in higher education and in compliance with the federal definition of a credit hour, which is as follows: “A credit hour for Federal purposes is an institutionally established equivalency that reasonably approximates some minimum amount of student work reflective of the amount of worked expected in a Carnegie unit: key phrases being ‘institutionally established,’ ‘equivalency,’ ‘reasonable approximate,’ and ‘minimum amount.’”

The institution must have policies determining credit hours awarded for course and programs. Determining a credit hour should be equivalent to the following: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practicums, studio work, and other academic work leading toward to the award of credit hours.

The institution must demonstrate peer review of a credit hour for courses regardless of mode of delivery. TRACS staff, peer evaluators, and/or the TRACS Accreditation Commission will review the assignment of a credit hour to determine the reliability and accuracy of the assignment and process. (IER) - §600.2, §602.24(f)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Federal Definition of the Credit Hour: For the purpose of the catalog and in accordance with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that is reasonably appropriate:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours.

A peer review of a credit hour was completed by comparison to National Park College and Ouachita Baptist University. These institutions are located near Champion and are both credible institutions.

Enter List of Supporting Documents here

- Exhibit 1.1.2: College Catalog, page 37
- Exhibit 1.1.3: Faculty/Staff Handbook, page 53
- Exhibit 1.1.8: Policy Manual, page 24
- Exhibit 17.1.1: Peer Review of Credit Hour

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

17.2 Program Length and Cost: The institution’s programs must be appropriate to the institution’s mission and objectives and must demonstrate that program lengths are comparable to accredited institutions of higher education.

Program-specific fees and tuition must be published and appropriate for the program length and objectives. (IER) - §602.16(a)(1) viii

Enter Institutional Self-Study Analysis & Compliance Narrative here

The institution’s programs are appropriate to the institution’s mission and objectives and demonstrate that program lengths are comparable to accredited institutions of higher education.

Tuition and Fees (2018-2019)

On-Campus Student Cost of Attendance	
Tuition	(15 Credit Hours x \$185/hour) \$5,500
Other Fees	\$800
Room and Board	\$6,400
Books and Supplies	\$1,200
Misc. Personal Expenses	\$1,000
Total Estimated Cost of Attendance	\$14,950

Off-Campus Student Cost of Attendance	
Tuition	(15 Credit Hours x \$185/hour) \$5,500
Other Fees	\$800
Housing and Meals	\$9,600
Books and Supplies	\$1,200
Misc. Personal Expenses	\$1,000
Travel Expenses	\$950
Total Estimated Cost of Attendance	\$19,100

Tuition, Fees and Program Length Comparison

College	Tuition/credit hour	Tuition/semester	Room/Board/semester	Yearly Cost-2 semester	Program Length (Bachelor's Degree)
Arkansas Baptist	\$ 345.00	\$ 4,380.00	\$ 4,100.00	\$ 16,960.00	
Central Baptist	\$ 490.00	\$ 7,350.00	\$ 3,750.00	\$ 22,200.00	120 (BA in biblical studies) 120 (BA in general studies) 120 (BS in missions) 132 (BS in education)
Crowley's Ridge	\$ 397.00	\$ 5,950.00	\$ 3,150.00	\$ 18,200.00	
Ecclesia College	\$ 475.00	\$ 7,125.00	\$ 2,505.00	\$ 20,150.00	
Harding University	\$ 638.00	\$ 9,570.00	\$ 3,876.00	\$ 26,849.00	128 (BA in Bible & ministry) 128 (BA in general studies)
John Brown University	\$ 858.00	\$ 12,875.00	\$ 4,612.00	\$ 36,152.00	
Lyon College	\$ 940.00	\$ 14,100.00	\$ 4,565.00	\$ 37,920.00	
Ouachita University	\$ 873.00	\$ 13,100.00	\$ 3,940.00	\$ 34,670.00	
Philander Smith College	\$ 393.00	\$ 5,902.00	\$ 4,125.00	\$ 25,420.00	
Shorter College	\$ 731.00	\$ 10,970.00	\$ 4,700.00	\$ 31,770.00	
University of the Ozarks	\$ 807.00	\$ 12,115.00	\$ 3,700.00	\$ 32,639.00	
Williams Baptist College	\$ 540.00	\$ 8,100.00	\$ 3,700.00	\$ 24,720.00	
Average	\$ 623.92	\$ 9,294.75	\$ 3,893.58	\$ 27,304.17	
Champion Christian College	\$ 185.00	\$ 2,775.00	\$ 3,200.00	\$ 11,950.00	120 (BA in professional studies) 120 (BS in church ministries)
<i>Difference</i>	30%	30%	82%	44%	

Enter List of Supporting Documents here

Exhibit 1.1.2: Catalog, page 29
 Exhibit 1.1.4: Student Handbook, page 46
 Exhibit: Website: <http://championchristiancollege.com/admissions/financial-information-2/>

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

17.3 Student Complaints: Institutions must record student complaints. Records must be kept of student complaints received, the process for addressing the student

complaints, and the manner in which the student complaint was handled in accordance with the institution's policies and procedures. The institution's student complaint policy must include, at a minimum, the following: a method for receiving confidential student input, clear step-by-step procedures for due process, an appropriate office that securely maintains all information and records of complaints, appeals, proceedings, and instructions for filing a complaint with TRACS and any other relevant government agencies. (IER) - §602.16(a)(1)ix

Enter Institutional Self-Study Analysis & Compliance Narrative here

Student Complaint Procedures

A complaint may be initiated by a student when he/she feels that they have been treated unjustly. To file a complaint regarding CCC or any of its staff and faculty, students should follow the procedures below:

1. First attempt to resolve the issue informally. If the informal process does not resolve the issue, the student may file a grievance regarding the student discipline or academic issue which he/she believes impedes academic studies, student life, or spiritual growth.
2. Submit a Student Complaint Form. Forms can be found in the office of Student Services. The form should be submitted to the Office of Student Services.
3. After receipt of the complaint, the VP of Student Services will investigate the matter unless the complaint is against him/her. At that point, the Executive Vice President will be in charge of investigating the matter. The process may require contacting all parties involved, including the student.
4. Once all the information has been gathered, the VP of Student Services will meet with the student and inform her/him of the outcome. Documentation of the results will be placed in the student's file, located in the Registrar's office.

If a student feels that he/she has not been treated fairly in the process outlined or that the issue has not been resolved, then he/she may report the incident to the following agencies:

Transnational Association of Christian Colleges and Schools (TRACS):

The student may reach TRACS by mail at P.O. Box 328, Forest, VA 24551; by telephone at (434)-525-9539; or by email at info@tracs.org. Directions for filing are found on these webpages:

- <http://championchristiancollege.com/wp-content/uploads/2019/03/TRACS-Complaint-Policy.pdf>
- <http://championchristiancollege.com/wp-content/uploads/2019/03/TRACS-Complaint-Information-Sheet.pdf>
- <http://championchristiancollege.com/wp-content/uploads/2019/03/TRACS-Complaint-Form.pdf>

Arkansas Department of Higher Education

Students must follow the institution's published student grievance process before contacting the Arkansas Department of Higher Education (ADHE). Grievances regarding student grades

or conduct violations are governed entirely by institutional policy and Arkansas law and will not be considered by ADHE. If a student must report an unresolved grievance, the student may contact ADHE at ADHE_Info@adhe.edu. Resolutions by ADHE are final. Students must submit a written grievance to ADHE. The grievant also must provide written documentation from the college/university verifying that the institution's appeal process has been followed. Below is the ADHE grievance form.

- <https://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/grievance-form>

Department of Education

Students must follow the institution's published student grievance process before contacting the Federal Department of Education (ED). Grievances regarding student grades or conduct violations are governed entirely by institutional policy and Arkansas law and will not be considered by ED. Students must submit an electronic grievance form to ED. The grievant also must provide written documentation from the college/university verifying that the institution's appeal process has been followed. Below is the link to the ED electronic grievance form.

- https://feedback.studentaid.ed.gov/s/loginselection?language=en_US&_ga=2.162390652.1300626284.1551891439-2091835821.1551891398

The Vice President of Student Services, located on the 2nd floor of Champion Hall, is available to explain the formal grievance process and guide the grieved student therein. Records are maintained in the office of the Vice President of Student Services.

Enter List of Supporting Documents here

Exhibit 1.1.8: Policy manual, pages 50-51
Exhibit 1.1.4: Student Handbook, page 64
Exhibit 1.1.2: Catalog, page 27

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

- 17.4 Transfer of Credit Policies: The institution has published policies and procedures for accepting transfer of credits. Published policies include criteria for evaluating, awarding, and accepting credit transfer, credit by examination, experiential learning (undergraduate only), advanced placement, and professional certificates. Policies and practices must ensure that course work is at the collegiate level. The institution is responsible for the quality of course work and credit given on the transcript.**

The policies and procedures must be published and communicated to those who administer the policies. Articulation agreements must be disclosed and the institution listed with which the agreement is made. (IER) - §602.24(e)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Transfer of Credit Policy for Prospective Students

It is the practice of most colleges and universities to accept or reject credits based on their own criteria. CCC will consider for transfer courses earned at another college. CCC's evaluation for credit include:

1. The institution where the coursework was completed (CCC will consider the accreditation status of the college or university, but this will not be the sole determination for accepting credits); and
2. The coursework similarities to Champion's courses; and
3. The grades received for the courses transferring for a specific major are C or higher; and
4. Courses transferring are not more than 10 years old from the time of enrollment. The registrar's office is responsible for evaluating transfer credits.

CCC reserves the right to refuse credits received at any college or university for the following reasons:

- a) Credits do not meet reasonable academic standards;
- b) Credits are below grade-level standard;
- c) The level of coursework does not meet college-level work;
- d) The institution is not credible.

Transfer students must perform the following: 1) submit official transcripts to the Registrar's office; 2) earn a minimum of 25% or 30 junior or senior CCC credit hours in order to qualify for a bachelor's degree; 3) earn a minimum of fifteen hours in order to qualify for an associate degree.

All other graduation requirements will also be in effect. This policy may be waived after consultation and approval from the Vice President of Academics.

Transfer of Credits for Champion Students

Students seeking to transfer should seek advice from an academic counselor. Credit hours for courses offered by CCC may or may not transfer to other post-secondary institutions. Acceptance of course credits for transfer is at the discretion of the receiving institution. Students can request official transcripts by completing the Transcript Request Form found on the Champion website or by visiting the Registrar's office.

Credit for Life Experience

Champion Christian College recognizes that students may acquire college-level knowledge and experience outside the classroom. Prior learning describes learning acquired outside a traditional academic environment and includes, but is not limited to, qualified work experience, employer training programs, military specialization, and/or a legacy of volunteer or community service endeavors. Students must submit a portfolio of prior experience. The portfolio will then be evaluated by one or more of the following guidelines: 1. American Council of Education; 2. Faculty Evaluation; 3. Challenge Examination; 4. Judgment of the Registrar. The Registrar holds the final decision to award credit. All documentation is held in the student's file.

Correspondence Credit

Students may be allowed to obtain up to twelve correspondence credits toward a Champion degree. The school who is offering the correspondence courses and the courses themselves will need to be approved by the Office of the Vice President for Academic Affairs.

Enter List of Supporting Documents here

Exhibit 1.1.2: College Catalog, page 38
Exhibit 1.1.8: Policy Manual, page 24
Exhibit 1.1.4: Student Handbook, page 26

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

- 17.5 Distance Education and Correspondence Education:** The institution demonstrates that programs and courses offered via distance education and correspondence education are in compliance with the federal definition of distance education and correspondence education (Title IV funds are available for distance education only):

Distance Education Definition: Education that uses one or more of the technologies listed to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if used in a course in conjunction with any of the technologies listed above.

Correspondence Education Definition: Education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; correspondence courses are typically self-paced; and correspondence education is not distance education. (IER) - §602.3

[NOTE: This definition for correspondence education is provided to ensure that the institution's distance education meets the definition of distance education and does not fall to the level of correspondence education. Correspondence education is not reviewed by TRACS and is not included in an institution's scope of recognition with TRACS.]

Enter Institutional Self-Study Analysis & Compliance Narrative here

Not applicable to Champion Christian College.

Enter List of Supporting Documents here

Not applicable to Champion Christian College.

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

Not applicable to Champion Christian College.

- 17.6 Verification of Student Identity:** An institution offering distance education as stated in federal definitions must have a process to verify that the student who registers for a distance education program or course is the same student who participates in, completes, and receives credit. Methods to verify the student include but are not

limited to the following: a secure login or passcode, proctored examinations, or new or other technologies and practices that are effective in verifying the identity of the student.

Institutions must notify the student at the time of registration of any additional charges associated with the verification of student identity. (IER) - §602.17(g)1

Enter Institutional Self-Study Analysis & Compliance Narrative here

Not applicable to Champion Christian College.

Enter List of Supporting Documents here

Not applicable to Champion Christian College.

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

Not applicable to Champion Christian College.

17.7 Student Privacy: The institution has a written procedure for protecting the privacy of students enrolled in distance education programs or courses. (IER) - §602.17(g)2

Enter Institutional Self-Study Analysis & Compliance Narrative here

Not applicable to Champion Christian College.

Enter List of Supporting Documents here

Not applicable to Champion Christian College.

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

Not applicable to Champion Christian College.

17.8 Public Information: The institution makes the following information available to students and the public through the institution's catalog(s), website, and/or other methods: academic calendar, grading policies, refund policies, admission policies, program requirements, and information regarding tuition and fees. (IER) - §602.16(a)(1) vii

Enter Institutional Self-Study Analysis & Compliance Narrative here

Champion Christian College has a published catalog and student handbook which is accessible on the website and in printed version upon request.

The catalog and student handbook are available to download as PDF documents and as a printed copy. Upon request, Champion Christian College staff will provide college information in an alternative format to accommodate individuals with exceptionalities.

The catalog and student handbook provide the following information for public view:

1. Academic Calendar (Catalog section I, page 3) (Student Handbook page 7)
2. Grading Policies (Catalog section VI, page 37) (Student Handbook page 32)
3. Refund Policies (Catalog section V, page 31) (Student Handbook page 47)
4. Admission Policies (Catalog section III, page 12)
5. Program Requirements (Catalog section VIII, page 45)

6. Tuition and Fees (Catalog section V, page 28) (Student Handbook page 43)

Enter List of Supporting Documents here

Champion website link to Catalog:

<http://championchristiancollege.com/wp-content/uploads/2018/12/2018-19Catalog-1.pdf>

Champion website link to Student Handbook: <http://championchristiancollege.com/wp-content/uploads/2019/01/2018-and-2019-Student-Handbook.pdf>

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

17.9 Advertising and Recruitment Materials: The institution's advertising and recruitment materials must accurately represent the institution's practices and policies. (IER) - §602.16(a)(1)vii

Enter Institutional Self-Study Analysis & Compliance Narrative here

Advertising and recruitment material, which includes all printed material, is updated to reflect changes made in publications. Website, Facebook, Instagram, and YouTube are updated as needed to reflect current announcements or advertisements. A newsletter is emailed regularly to students, faculty, staff, and other interested individuals.

Stephen Sellers – Website Management

Breanna Burris – Social Media & Multimedia Management

Ashlyn Ohm – Newsletter Management

Enter List of Supporting Documents here

Exhibit 4.1.1: Advertisement and Promotional Materials

Website

Website: www.championchristiancollege.com

Social Media & Multimedia

Facebook: <https://www.facebook.com/ccc.hotsprings/>

Instagram:

https://instagram.com/championchristiancollege?utm_source=ig_profile_share&igshid=19cgwy0hkc4lh

YouTube: <https://www.youtube.com/channel/UCmx69MfKrIR8Aw6kx22RRcw>

Printed Materials

Monthly Newsletter: *Tiger Prints*

Brochures: Athletic Brochure, CCC Brochures, & Women's Basketball Brochure

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

17.10 Fraud and Abuse: The institution must not engage in fraud or abuse and practices or procedures that are designed to deceive students or falsify information to students. (IER) - §602.27(6)

Enter Institutional Self-Study Analysis & Compliance Narrative here

Fraud and Abuse Policy Overview

Champion Christian College has established the following fraud, waste, and abuse policy.

Scope and Applicability

This policy applies to all employees of Champion Christian College.

Policy Statement

CCC promotes honesty and integrity as values and foundational beliefs. CCC works to earn the trust of the public, its students, and its employees. In order to fulfill this task, all employees must perform their duties to the highest degree of professionalism, honesty, ethical conduct, and all ways that honor the Christian faith. Therefore, all CCC employees should avoid situations that would be considered fraudulent, wasteful, or abusive of the College assets. CCC expects all employees to behave with all honesty and exercise biblical, ethical judgment in all of their duties.

A. Responsibility for Detection and Prevention

1. The administration and all employees have the responsibility to be aware of activities that are wasteful and abusive within their department and to establish regulations to prevent them.
2. If fraud is suspected, the administrator, supervisor, or employee shall cooperate in full with all authorities investigating the activity. If fraud is discovered, appropriate actions shall be taken.

B. Discipline and Restitution

1. Employees found in violation of this policy may be subject to any disciplinary action, which may include termination. The severity of the discipline imposed will depend on the violation and circumstances. If appropriate, CCC will report any activity in violation of local, state, or federal law to the appropriate authorities.
2. CCC may seek restitution from individuals or parties if the fraud, waste, or abuse involves a financial loss to the College.

Definitions

1. **Fraud**: An intentional act to deceive, steal, or cheat, usually for the purpose of causing a detriment to another and/or bringing about some benefit to oneself or others.
2. **Waste**: An act resulting in the spending, consumption, mismanagement, and use or squandering of institutional assets or resources to the detriment or potential detriment of the college. Waste may also result from incurring unnecessary expenses due to inefficient or ineffective practices.
3. **Abuse**: behavior that is lacking or improper and does not align with the biblical principles that are promoted by Champion. It includes the misuse of authority or position for personal financial interest.

Investigation

1. If an allegation of fraud, waste, or abuse is reported, the Office of the Executive Vice

President will begin an approach to resolving the concern. The Executive Vice President will investigate and coordinate with the appropriate people needed to carry out an accurate investigation. This may include legal counsel, financial professionals, and other experts.

2. The investigation may include interviewing colleagues, reviewing activities of the employee in question, and examining all paper and electronic documents. This includes checking all College computers including email, offices, and/or other work areas.

3. The Executive Vice President may, in consultation with the College's legal counsel, recommend the suspension of the employee during the investigation.

President's Decision

1. Upon completion of the investigation, the Executive Vice President will prepare a written report. This report will be shared with any person needed for consultation in order to determine appropriate discipline.

2. If the investigation determines that fraud, waste, or abuse has occurred, the report will include a recommendation of disciplinary action discussed. It may also include suggestions to help prevent future fraud. The report will be submitted to the President within five (5) calendar days after the investigation has ended. The President will review the report and may make modifications. The President holds the final decision.

Contact: Shane Robertson
 Executive Vice President
 shane.robertson@championchristiancollege.com
 501-623-2272

Enter List of Supporting Documents here

Exhibit 1.1.8: Policy Manual (page X)

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

17.11 Student Achievement: The institution's assessment of student achievement includes retention rates, course completion rates, graduation rates, job placement rates, and state or other licensing examinations. Student achievement information is made available to the public. (IER) - §602.16(a)(1)i

Enter Institutional Self-Study Analysis & Compliance Narrative here

The College is required to compile and report on data points each semester and academic year, including retention rates, completion rates, graduation rates, job placement, and student success rates. Annual assessment of student learning outcomes includes institutional, program, and course-level evaluations based on identified procedures. The assessment methods include qualitative and quantitative methods, including surveys, questionnaires, analysis of student data, peer evaluation, pre- and post-testing, capstone projects, and student and faculty focus groups.

Persistence, Retention, Graduation and Job Placement Rates

Persistence

Term	Male	Female	Total	Total %
Fall 14 to Spring 15	19	13	32	86.5%

Fall 15 to Spring 16	18	14	32	69.6%
Fall 16 to Spring 17	28	14	42	97.7%
Fall 17 to Spring 18	15	11	26	70.3%

Retention

Term	Male	Female	Total	Total%
Fall 14 to Fall 15	17	9	26	70.3%
Fall 15 to Fall 16	8	8	16	34.8%
Fall 16 to Fall 17	6	5	11	25.6%
Fall 17 to Fall 18	9	9	18	48.6%

Graduation Rates

Cohort	Graduation Year	4-Year	6-Year
2012-2013	2015-2016	18%	Not yet available
2013-2014	2016-2017	90%	Not yet available
2014-2015	2017-2018	40%	Not yet available

Job Placement Rates

Term	Job Placement Rate
Spring 2017	89%
Spring 2018	72%

Enter List of Supporting Documents here

Exhibit 3.1.1: College Assessment Plan
Exhibit 8.10.2: 2016-2017 Annual Assessment Report
Exhibit 8.10.3: 2017-2018 Annual Assessment Report

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

17.12 Title IV Participation: The institution maintains and demonstrates compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.

In evaluating the institution’s compliance with Title IV program responsibilities, the TRACS Accreditation Commission will rely on documentation forwarded to TRACS by the U.S. Secretary of Education, supported by letters of authorization on file from relevant agencies, indicating certification of eligibility and Federal Aid audits. (IER) - §602.16(a)(1)x, §602.27(a)6,7

Enter Institutional Self-Study Analysis & Compliance Narrative here

CCC was granted the authority to offer Title IV in August 17, 2018. CCC maintains and demonstrates compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. As per the Program Participation Agreement (PPA) dated 8/17/2018, along with the Eligibility and Certification Approval Report

(ECAR), CCC ensures compliance with all federal regulation by use of a third-party servicer, Weber and Associates, to help guide and maintain actions completed under Title IV and the use and distribution of FSA funds. On an annual basis, CCC is dedicated to providing all patrons, including prospective and current students as well as current and prospective employees, with consumer information via email. The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires that post-secondary institutions participating in Title IV federal programs disclose information which includes, but is not limited to, policies and procedures in the areas of completion and job placement rates, disability services, drug/alcohol prevention programs, educational degree plans, financial aid programs, privacy rights, and voter registration. Notification includes emailing this statement and specific policies to the campus community, presenting this information at orientation, and linking to other CCC departments via CCC webpages.

A Federal Aid audit will be performed in 2019 by the Department of Education and by the institution's external auditor.

Enter List of Supporting Documents here

Exhibit 10.5.2: Eligibility and Certification Approval Report

Exhibit 10.5.3: Program Participation Agreement

If Institutional Self-Study Analysis has shown that the institution is not in compliance with this Standard, enter Plan of Coming into Compliance here (including timelines):

The institution is in full compliance with this standard.

List of All Exhibits/Documents Attached

Exhibit 8.10.2	2016/17 Annual Assessment Report
Exhibit 6.2.2	2017/18 Annual Appraisal of the President
Exhibit 8.10.3	2017/18 Annual Assessment Report
Exhibit 6.2.3	2018/19 Annual Appraisal of the President
Exhibit 1.1.2	2018/19 Catalog
Exhibit 1.1.4	2018/19 Champion Student Handbook
Exhibit 8.2.2	2018/19 Faculty Meeting Minutes
Exhibit 1.1.3	2018/19 Faculty and Staff Handbook
Exhibit 11.1.4	2019/19 Budget
Exhibit 4.1.1	Advertisement & Promotional Material
Exhibit 5.1.4	Arkansas Department of Higher Education Approval
Exhibit 6.12.2	Arthur's Contract/Transcripts
Exhibit 2.2.1	Articles of Incorporation
Exhibit 3.1.2.	Assessment Committee Minutes
Exhibit 10.6.2	Athletic Handbook
Exhibit 11.1.2	Audit 2017-2018

Exhibit 11.1.3	Bank Letter of Credit
Exhibit 1.1.9	Board Manual
Exhibit 1.1.10	Board Meeting Minutes, February 12, 2019
Exhibit 2.1.1	Board Meeting Minutes, March 29, 2017
Exhibit 1.2.1	Board Meeting Minutes, May 3, 2017
Exhibit 11.7.1	Board Meeting Minutes, May 5, 2018
Exhibit 7.1a	Board Meeting Minutes, February 2, 2017
Exhibit 7.1.3	Board Meeting Minutes, March 5, 2019
Exhibit 6.9.2	Board Meeting Minutes, October 10, 2018
Exhibit 7.1a	Board Meeting Minutes, September 8, 2018
Exhibit 1.1.7	Board of Trustees By-Laws
Exhibit 11.1.6	Budget to Actual
Exhibit 6.2.1	Capaci's Resume/Transcript/Evaluation
Exhibit 11.1.7	CCC Line of Credit
Exhibit 6.4.1	CCC Organizational Chart
Exhibit 8.3.1	CCC Recruitment Strategy
Exhibit 9.6.1	CCC's Performance Evaluation Form
Exhibit 16.1.1	College Emergency Plan
Exhibit 6.12.7	Dauber's Contract/Evaluation
Exhibit 6.12.7 a	Director of Food Service Job Description
Exhibit 10.5.2	Eligibility and Certification Approval Report
Exhibit 6.4.3	Evaluation Form Contractual
Exhibit 9.5.1	Faculty Council By-Laws
Exhibit 8.2.1	Faculty Meeting Minutes, 2017/2018
Exhibit 11.1.5	Financial and Cash Flow Statements
Exhibit 16.1.2	Floor Plan Evacuation
Exhibit 6.12.3	Horton's Contract/Resume/Transcripts
Exhibit 9.1.4	ISL Fall 2018
Exhibit 9.1.5	ISL Spring 2019
Exhibit 6.12.4a	Job Description: Director of Athletics
Exhibit 10.5.1A	Job Description: Financial Aid Director
Exhibit 6.12.3a	Job Description for the Lead Faculty
Exhibit 6.12.6a	Job Description: Librarian
Exhibit 6.12.1a	Job Description: Registrar
Exhibit 6.5.3	Job Description: Vice President of Academic Affairs
Exhibit 6.5.5	Job Description: Vice President of Finance
Exhibit 6.5.4	Job Description: Vice President of Student Affairs
Exhibit 6.3.1	Kemp's Contract/Resume/Transcripts
Exhibit 1.1.8	Policy Manual
Exhibit 15.2.5	Pro Data Letter
Exhibit 9.4.1	Professional Development Matrix

Exhibit 8.5.1	Professional Studies/Church Ministries
Exhibit 10.5.3	Program Participation Agreement
Exhibit 7.2.1	Publications Change Review Form: Board Manual
Exhibit 7.2.1	Publications Change Review Form: Catalog
Exhibit 8.3.2	Recruitment and Admissions Meeting Minutes, 1/30/19
Exhibit 6.12.5a	Reed's Contract/Transcripts
Exhibit 6.12.4	Roark's Contract/Resume/Transcripts/Evaluation
Exhibit 6.6.1	Robertson's Contract/Resume/Transcripts
Exhibit 16.1.3	Security Meeting Minutes
Exhibit 5.1.1	State of AR Certification
Exhibit 13.1.2	Strategic Meeting Minutes
Exhibit 13.1.1	Strategic Plan
Exhibit 6.6.3	Thomas's Contract/Resume/Evaluation
Exhibit 6.12.1	Wilkie's Contract/Resume/Transcripts/Evaluations