



# Horizon University

## GRADUATING STUDENT INVENTORY

2015

NUMBER: 4

### Selected Highlights

The following statements reflect a sample of some of the important information contained in the Graduating Student questionnaire results. There is more to be gleaned from a careful review of the survey results. Additional custom filtered reports will be made available upon request.

- Graduate Demographics:
  - Age: 50% under 25 years of age, 25% between the ages of 26-35;
  - Gender: 75% male
  - Ethnicity: 25% Asian, 50% Caucasian and 25% Native North American
  - Married: 50%
  
- 100% indicated that they were enrolled full-time.
  
- 75% reported that they did not take a leave of absence for one or more academic terms.
  
- 0% indicated that they worked fewer than 10 hours per week, with 25% 30-40 hours per week
  
- 50% reported a current income of under \$15,000; 0% indicated \$15,000-\$20,000
  
- The top three sources of income for supporting their education expenses were:
  - Off-campus work (4.25)
  - Savings (3.75)
  - Scholarship/grant (3.50)
  
- 100% indicated that they brought no education debt with them to school, and 75% indicated that they had not incurred educational debt while attending.
  
- 100% indicated that their level of participation in church while enrolled was active to very active.
  
- 50% indicated that they have already been offered a position.
  
- 25% indicated that they would like to pursue further graduate or Post-graduate studies.

- The top five areas of personal growth while attending were:
  - Ability to interpret scripture (4.75)
  - Ability to minister to the needs of other (4.75)
  - Ability to lead effectively (4.75)
  - Self-discipline and focus (4.75)
  - Clarity of vocational or ministry goals (4.75)

Are the following areas of personal growth stronger or weaker than when you began your education?							
Answer Options	Much weaker	Weaker	About the same	Stronger	Much stronger	Rating Average	Response Count
Ability to interpret scripture	0	0	0	1	3	4.75	4
Ability to preach/teach	0	0	0	2	2	4.50	4
Ability to evangelize	0	0	1	2	1	4.00	4
Ability to minister to the needs of others	0	0	0	1	3	4.75	4
Ability to lead effectively	0	0	0	1	3	4.75	4
Empathy for the poor and oppressed	0	0	1	1	2	4.25	4
Ability to pray	0	0	1	2	1	4.00	4
Enthusiasm for learning	0	0	1	0	3	4.50	4
Insight into the troubles of others	0	0	1	1	2	4.25	4
Desire to become an authority in my field	0	0	1	2	1	4.00	4
Trust in God	0	0	0	2	2	4.50	4
Self-discipline and focus	0	0	0	1	3	4.75	4
Ability to live one's faith in daily	0	0	2	0	2	4.00	4
Clarity of vocational or ministry goals	0	0	0	1	3	4.75	4
Self-confidence	0	0	1	0	3	4.50	4
Critical thinking	0	0	0	1	3	4.75	4
Self-knowledge	0	0	1	1	2	4.25	4
Strength of spiritual life	0	0	0	1	3	4.75	4
<i>answered question</i>							<b>4</b>
<i>skipped question</i>							<b>0</b>

- The lowest scoring satisfaction items related to personal growth were:
  - Ability to evangelize (4.00)
  - Ability to pray (4.00)
  - Desire to become an authority in my field (4.00)
  - Ability to live one's faith in daily (4.00)
- 50% indicated that they have become more theologically conservative, 25% about the same.

- The top three most important influences on their educational experiences were:
  - Interaction with faculty (75.0%)
  - Biblical studies (50.0%)
  - Required reading (50.0%)
- The highest scoring satisfaction items related to services and academic resources were:
  - Class size (4.50)
  - Spiritual development (4.50)
- The lowest scoring satisfaction items related to services and academic resources were:
  - Placement services (3.33)
  - Extracurricular activities (3.33)
  - Online/off campus learning (3.50)
  - Financial aid (3.50)
  - Academic advising (3.75)

**25. How satisfied have you been with the following services and academic resources?**

Answer Options	Very dissatisfied	Somewhat dissatisfied	Neutral	Satisfied	Very Satisfied	Rating Average	Response Count
Accessibility of faculty	0	0	1	2	1	4.00	4
Quality of teaching	0	1	0	1	2	4.00	4
Class size	0	0	1	0	3	4.50	4
Ease in scheduling required courses	0	1	0	1	2	4.00	4
Course registration	0	0	0	3	1	4.25	4
Writing and research support	0	0	1	2	1	4.00	4
Online/off campus learning	0	1	1	1	1	3.50	4
Adequacy of library collection	0	0	1	1	1	4.00	3
Helpfulness of administrative/staff support	0	0	1	2	1	4.00	4
Academic advising	0	1	0	2	1	3.75	4
Spiritual development	0	0	1	0	3	4.50	4
Career/vocational counseling	0	0	1	2	1	4.00	4
Pastoral care	0	0	0	2	1	4.33	3
Placement services	0	1	1	0	1	3.33	3
Financial aid	0	1	1	1	1	3.50	4
Housing (if applicable)	0	0	1	0	1	4.00	2
Extracurricular activities	0	1	1	0	1	3.33	3
Upkeep of campus	0	0	1	1	1	4.00	3
Campus security	0	0	1	1	1	4.00	3
<i>answered question</i>							<b>4</b>
<i>skipped question</i>							<b>0</b>

\* Rated on a five-point scale

## Recommendations

The following general areas of best practices are recommended for consideration and focus.

- A. An annual report of student placement services should be created in order to facilitate and track graduate employment, and potential continuing education and support services for alumni. These areas should be included in the annual reporting of Institutional Effectiveness.
- B. The importance of student-faculty interaction has long been observed in higher education research on student satisfaction, success, and retention. The institution should continue to emphasize and encourage quality student-faculty interaction in all courses.
- C. The areas of highest scoring satisfaction items related to services and academic resources should be encouraged in order to maintain institutional effectiveness and performance.
- D. The areas of lowest scoring satisfaction items related to services and academic resources and personal growth should be reviewed in order to determine ways to increase institutional effectiveness and performance. Areas identified should be addressed in the annual strategic plan.
- E. The areas of lowest scoring items related to personal growth should be reviewed in order to increase educational effectiveness and performance. Areas identified should be addressed in the annual strategic plan.