**2020-2021Assessment Integration Plan**

In general, the Assessment Plan delineates 12 areas, which have been implemented. The following graphic reduces the Plan to a matrix.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas ofCCC 2021 Assessment Plan** | 1Mission | 2 Metricsa)transferb)curricula | 3. BoardSelf-assessmenton twomeasures | 4.Boardassessment ofPresident | 5.6.7 PresidentassessesVP s:ComplianceCFO, CAO,Financial Aid | 8. Director-level staffassessed oncollaborativeprocess | 9.Faculty-studentevals/everycourse andInstitutionAreas | 10.Facultypeerevaluation | 11. NewLMSfor studentmeasures | 12. Studentlearning |
| **Pre-established** **cycle for assessment** | AnnualBoard review | AnnualBoardreview | Annual Board Review |  AnnualBoard Review | AnnualEvaluation | 6.Ongoing throughout yearExamples:SAP process,drawdown process | TRACS Team Report verifies,p. 10 | Ongoing throughout year(per term) Processmodifiedfor virtualformats | Ongoing through-out year [XCAS] | Ongoing throughout year; Mentorstrackdata |
| Supporting documents | TRACS Team Reportverifies P. 15 | TRACS Team Reportverifiesp. 6 | TRACSTeam Reportverifies,p. . 15 | TRACS Team Reportverifies,p. 15 | Example, annual review ofone or more VPs | Dick’s minutes from weekly drawdown meetings.  | Samplestudenteval. | TRACS Team Report verifies, p. 15 | TRACSTeam Reportverifiesp. 16 | MentorData |

This matrix illustrates the implementation of the 12 items which are verified by remarks in the

TRACS “Evaluation Team Report.”

There are three rows:

Row 1: “Areas of 2021 CCC Assessment Plan”: identifies the 12 elements in the CCC Assessment Plan

Row 2: “Pre-established cycle for assessment”: identifies the period when the specific assessment is implemented. The periods are: (a) Annual, (b) Ongoing throughout the year, and (c) Per term.

Row 3: “Supporting Documents”: Comments in this section provide evidence of the implementation:

1. “TRACS Team Report verifies”: indicates that the Team’s own comments in the Team Report verify or acknowledge that one of the 12 items mentioned in the CCC Assessment Plan exists.
2. A specific document has been supplied with the matrix

(i.e. Meeting Minutes, Sample Student Evaluations, etc.)

**Integrated Objectives:**

The College integrates institutional, program, and course objectives, so that maximum effectiveness may be achieved.

Taken from the Board-generated “**Institutional Objectives** addressed in Finding 1:

“Students completing their course of study in the Associate of Arts in Liberal Arts at CCC will be able to:

1. Demonstrate a foundational knowledge of the Scripture
2. Demonstrate the ability to effectively communicate in written and oral form.
3. Demonstrate analytical reasoning skills with the ability to interpret and integrate knowledge.
4. Demonstrate the ability to conduct basic research.

Institutional Responsibility for Meeting Objectives:

All functions of CCC’s organization relates directly to the object needed to be achieved by the students upon graduation. To that end, each department will take the following responsibility.

1. Administration:

Serve to enable success by hiring qualified personnel using diverse committees trained in equity, diversity, and inclusion, promoting appropriate job training and continuing education, and ensuring the accomplishment of the objective.

1. Admissions:

Admit students who are seeking an opportunity to increase their grade point averages in an effort to attend a four-year college and graduate.

1. Student Services:

Demonstrate equity, diversity, and inclusion in the administration of the student government and while engaging in providing students with extra-curricular activities.

1. Education:

Provide students with a Christian Worldview throughout the curricula, provide Chapel opportunities to all students, local and remote, develop with the students:

1. Appropriate associate degree level reasoning skills allowing for success at a four-year college.
2. Appropriate associate degree level writing skills allowing for success at a four-year college.
3. Appropriate associate degree level research skills allowing for success at a four-year college.
4. Faculty:

Develop course materials that adequately reflects the objectives of the institution, to continue to develop a personal level of skill within their field of study, and to be well-versed in equity, diversity, and inclusion.

1. Library:

Assess the needs of the educational program and its emphasis electives and provide access to the appropriate level of research materials to graduate with an associate degree.

1. Facilities:

Assess the needs and provide the appropriate facilities to support the educational and athletics requirements of the students

1. Fund-Raising:

Seek to provide the financial resources necessary to support the educational and athletic program objectives.

1. Students:

Students should provide their reasonable best efforts to support the institutional objectives, display equity, diversity, and inclusion in all they do, and to make themselves available to all of the opportunities made available by CCC.”

Taken from the College Catalog on page 49-50: “**Program Learning Outcomes:**

1. Students learn to communicate effectively when they: (1) read, retain, and apply published ideas, (2) write clearly and accurately in a variety of contexts and formats, (3) speak clearly and coherently in both formal and informal settings, and (4) employ the vocabulary of the subject being studied.
2. Students develop information competency skills, when they: (1) find and interpret information from text, tables, graphs, maps, and media, (2) evaluate authority, veracity, and bias of information, (3) utilize technology to organize and present information effectively, (4) demonstrate a working knowledge of basic computer functions, software applications, and problem solving, and (5) successfully complete a well-rounded liberal arts education.
3. Students develop critical thinking skills when they: (1) evaluate strengths, weaknesses and fallacies of logic in arguments and information, (2) compare, contrast, and/or apply biblical principles and concepts in a diversity of fields, (3) locate, evaluate and select appropriate

evidence to support or discredit an argument or position, (4) construct a persuasive argument that is based on sound reasoning and evidence, (5) apply lessons from the past or learned knowledge and skills to new and varied situations, (6) apply the principles of scientific and/or quantitative reasoning to solve problems, and (7) devise and defend a logical hypothesis to explain observed phenomena.

1. Students demonstrated Christian character when they: (1) reflect the life of Christ in their attitudes and actions, (2) exhibit biblical discernment and discretion in decision-making, (3) display respect and honor to all people because they are made in the image of God, (4) model godly family behavior as mothers/fathers, sons/daughters, sisters/brothers, (5) commit themselves to the work of Christ in the world through involvement in a local church, and (6) actively participate in civic, political or social responsibilities in their community.
2. Students learn creative expression and self-awareness when they: (1) recognize their own strengths and weaknesses and adapt appropriate, (2) recognize their own biases and values, (3) recognize their learning style and make adjustments as necessary to improve their ability to receive and process information, (4) demonstrate the ability to give and receive constructive feedback, (5) develop time-management skills, and (6) develop stress management skills and/or other skills to maintain health and wellness, (7) set goals and develop strategies for educational, personal and professional development, (8) set goals and develop strategies to create balance in their personal and professional lives, (9) evaluate diverse artistic works in varied media, and (10) demonstrate creativity in an academic, artistic, or technical field.
3. Students learn effective social interaction and cultural diversity skills when they: (1) demonstrate respect and appropriate social acumen both in face-to-face and written interactions and communications, (2) work effectively as a leader and/or participant in small group settings, (3) apply biblical principles for conflict resolution, (4) demonstrate knowledge of and appropriate respect for people, created in the image of God, who do not share the same race, gender, religion, age, moral values, linguistic background, or physical or intellectual abilities, and (5) demonstrate knowledge and appreciation for the impact of the Christian faith in history and culture.”

**SAMPLE** Graduate Survey Report

(Excerpt from 2020 Assessment)

**Policy Statement**

**Graduate Surveys & Interviews**

Policy

It is the intention of Community Christian College to provide a satisfying college experience to each student and to support students’ success in their academic efforts. In order to objectively assess the impact and effectiveness of its programs, a graduate exit survey will be completed by all graduating students.

Procedure

All graduating students will be contracted by the Vice President of Academic Affairs who will provide each prospective graduate with a survey.

The Financial Aid Administrator will conduct an exit interview with all graduating students and withdrawing/non-returning loan recipients. The exit interview form will be kept on file.

**Graduate Exit Survey**

**Community Christian College**

**Graduating Students Exit Survey/Interview Analysis**

As a general education-providing institution, conferring an Associate of Arts degree, the expectation is that students will be well-prepared for successful transfer to four-year colleges or universities where they will continue their academic pursuits. The College Policy is to acquire feedback from graduates for purposes of enhancing the school’s effectiveness in providing quality instruction, services, and skill sets for their expected continued education.

All prospective graduates are contacted in the quarter prior to graduation and the attached Exit Survey is distributed either in person or by email. If students do not return the questionnaire, a follow-up oral interview either in person or by telephone is conducted. Students are encouraged to call and share their experiences or comments, as well. The following statistics trace the graduates from 2016 to 2019.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **2016** | **2017** | **2018** | **2019** |
| **No. of Graduates**  | 8 | 17 | 5 | 5 |
| **Sex: Male**  | 2 | 4 | 0 | 0 |
| **Sex: Female**  | 6 | 13 | 5 | 5 |
| **No. Surveys Returned**  | 8 | 17 | 5 | 5 |

Please see the attached Graduate Exit Survey/Interview.

The Graduate Exit Survey/Interview is designed to assist Community Christian College in assessing students’ perceptions of the quality of its undergraduate student learning and program effectiveness. The survey includes questions on students’ satisfaction in three categories: (1) instruction, (2) college experience, and (3) college departments, and questions about competence or acquired skills in five categories: (1) critical thinking, (2) oral communication, (3) goal setting and achievement, (4) search for information, and (5) intercultural awareness. There are two questions about overall satisfaction and foundation for lifelong learning, with an open-ended response for comments.

Students’ evaluation of their experiences at Community Christian College are important to us and the responses are used in the College’s institutional planning. While the survey is voluntary, the students are strongly encouraged to express their opinions in order to help the school address areas where improvement is needed. A 5-point Likert scale is used where 1 is the lowest rating, and 5 is the highest rating.

For comparison purposes, the survey data is compiled below.

**2016**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question**  | **1**  | **2**  | **3**  | **4**  | **5**  |
| Overall satisfaction |  |  |  | 63% | 37% |
| Academic experience |  | 13% |  | 50% | 37% |
| Teaching |  | 13% |  | 50% | 37% |
| Critical thinking skill |  |  |  | 75% | 25% |
| Communication skill |  | 13% | 13% | 50% | 24% |
| Setting and achieving goals skill |  |  |  | 38% | 62% |
| Admissions and Records |  |  |  | 75% | 25% |
| Financial Aid |  | 13% |  | 63% | 24% |
| Computer and Internet access |  |  | 25% | 38% | 37% |
| Professor availability |  |  |  | 25% | 75% |
| Seeking/acquiring information skill |  |  | 25% | 50% | 25% |
| Intercultural awareness |  |  |  | 25% | 75% |
| Foundation for lifelong learning skill |  |  | 13% |  | 87% |

|  |
| --- |
| Open-ended comments:Enjoyed learning from the different teachers.I learned how to study, which I didn’t need to know to succeed in high school.I was encouraged to grow in my faith and trust in God.Tests were hard, but the College Forum class prepared me for writing and test-taking.I enjoyed getting to know the other students, formed life-long friendships.I learned so much that I did not know. |

**2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** |
| Overall satisfaction |  |  |  | 82% | 18% |
| Academic experience |  | 12% | 60% | 47% | 35% |
| Teaching |  |  |  | 71% | 29% |
| Critical thinking skill |  |  | 60% | 58% | 36% |
| Communication skill |  | 60% |  | 59% | 35% |
| Setting and achieving goals skill |  |  | 610% | 71% | 23% |
| Admissions and Records |  | 60% |  | 29% | 65% |
| Financial Aid |  | 60% |  | 18% | 76% |
| Computer and Internet access |  |  | 60% | 18% | 76% |
| Professor availability |  |  |  | 88% | 12% |
| Seeking/acquiring information skill |  |  | 610% | 82% | 12% |
| Intercultural awareness |  |  |  | 29% | 71% |
| Foundation for lifelong learning skill |  |  | 60% | 47% | 47% |

|  |
| --- |
| Open-ended comments:The teachers were good, but the tests were hard.I think I grew up, learned how to think and write papers. Math was the hardest.I appreciated the devotionals before each class, and I now read my Bible every day.I learned so much from everyone giving PowerPoint presentations and sharing our views in class.I did not ever think I would go to college, but I am glad I came here. Now I hope to get my Bachelor’s and Master’s degrees/CCC showed me how to study, how to manage my time, and my grades kept getter better. |

**2018**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** |
| Overall satisfaction |  |  |  |  | 10% |
| Academic experience |  | 20% |  | 60% | 20% |
| Teaching |  |  |  | 40% | 60% |
| Critical thinking skill |  |  |  | 60% | 20% |
| Communication skill |  |  |  | 60% | 20% |
| Setting and achieving goals skill |  |  |  | 40% | 60% |
| Admissions and Records |  | 20% |  | 40% | 40% |
| Financial Aid |  |  |  | 20% | 80% |
| Computer and Internet access |  |  |  | 20% | 80% |
| Professor availability |  |  |  |  | 10% |
| Seeking/acquiring information skill |  |  |  | 20% | 80% |
| Intercultural awareness |  |  |  |  | 10% |
| Foundation for lifelong learning skill |  |  |  |  | 10% |

|  |
| --- |
| Open-ended comments:Because of my life choices, I thought college was not possible. I was encouraged to try, and I am so glad I did. I graduated at the top of my class.I learned so much at CCC and I am so grateful for the opportunity to go to College. I am now wanting to study more.The professors were great. I will always be glad I came to CCC.There were so many things that happened to my family while I was at CCC, but professors prayed for me, worked with me, and helped me to complete my work. |

**2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** |
| Overall satisfaction |  |  |  | 80% | 20% |
| Academic experience |  |  |  |  | 10% |
| Teaching |  |  |  | 20% | 80% |
| Critical thinking skill |  |  | 20% | 40% | 40% |
| Communication skill |  |  |  | 20% | 80% |
| Setting and achieving goals skill |  |  |  |  | 10% |
| Admissions and Records |  | 20% |  | 60% | 20% |
| Financial Aid |  |  |  | 20% | 80% |
| Computer and Internet access |  |  | 20% | 40% | 40% |
| Professor availability |  |  |  |  | 10% |
| Seeking/acquiring information skill |  |  |  | 20% | 80% |
| Intercultural awareness |  |  |  |  | 10% |
| Foundation for lifelong learning skill |  |  |  |  | 10% |

|  |
| --- |
| Open-ended comments:My parents are so proud of me. I stuck it out and made it!I am so thankful for CCC. I wish I had gone to college sooner. I have 5 children, but I did not give up, and now I will continue on for another degree.I thank God CCC was there for me. This is an accomplishment I never knew I could do.I am so happy. I will go to the CBU online program and finish my Bachelor’s degree in just 18 months.I never knew how to study in high school, so college was hard to begin with. I had classmates I studied with, and we all encouraged each other. My faith in God grew a lot. |

The statistics reveal a primarily positive feedback regarding the students’ college experience and acquisition of skills. Of those that were orally interviewed, the positive tone in the voice and the happiness that graduation was actually happening for them was clearly evident. Of the few outliers, when questioned about the slight dissatisfaction, there was usually a deeply-remembered, isolated incident that colored their perception.

 While we would like to see an increase in the number of graduates, we are aware of our mission to serve the underserved and urban area students within our country. We strongly believe that every person should be given the opportunity to get a quality education, and we have proven through numerous testimonials that we have accomplished that.

 However, with this mission, there are two challenges facing Community Christian College. The first is that with the gradual increase in online-only students and the move to totally online education, the challenge has been for professors to remain engaged with the students through email, texting, and telephone conversations. The professor pool at present is very versatile and able to handle student engagement effectively.

 The second challenge regards the retention of the broader clientele of students. With our College’s open admissions policy, many of these students are given the chance to try to accomplish a course of study in higher education, even though their high school record is not indicative that they are prepared for college level work. Hence, while they claim to plan to get a degree, many choose to use as a stepping-stone to other institutions, rather than staying with

us to complete that first degree. While we are glad we are instrumental in their success, we appear to be a proving ground for their capability of doing academic work, rather than witnessing the culmination of completion and degree-granting achievement.

In 2019 the Vice President of Academic Affairs reviewed the current Graduate Exit Survey (above) and determined questions required to be standardized and that the process for sampling graduate students required updating to improve sample size for more effective analysis. Updated surveys are currently under development and will be utilized beginning with graduates following the spring quarter 2020.