



COMMUNITY CHRISTIAN COLLEGE

ASSESSMENT PLAN

2021

SUBMITTED: MAY 10,202

TO: TRACS

Overview

A HIGH LEVEL OVERVIEW

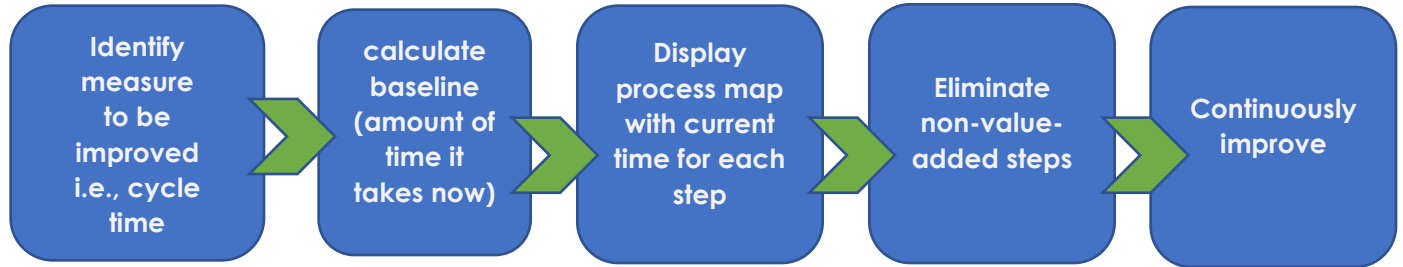
The Assessment Plan is a high-level overview which provides the TRACS Visiting Team opportunities for verification and discussion during the subsequent Team Visit. The central areas for assessment summarized in this report are: 1) Mission; 2) Board of Governors; 3) Senior Administration; 4) Director level Management, e.g. Registrar, Director of Financial Aid and Director of Admissions; 5) Faculty; 6) Curriculum; 7) Students and Student Learning.

MATRIX OF SIGNIFICANT AREAS FOR EXAMPLES OF ASSESSMENT

Assessment Area	Timing	Assessment Methods	Assessment Metrics
1.Mission	Annually (Board Meeting end of FY)	Group discussion; Board vote	Courses support Christian world-view; Institutions accepting CCC transfer credits.
2.Board	Annually (Board Meeting)	Likert Scale	Board as whole contributions in 10 areas; tied to strategic plan, e.g. By Law-revisions as needed; Board Member Self- Evaluation in 10 areas.
3. Sr. Administration	CEO/President VP Compliance; VP Finance; VP Academics	Annually; Likert scale;	Open and closed-ended questions; Specific examples of contributions; Responders react in writing.
4. Dir-Level Mgt	Registrar; Dir-Financial Aid; Dir-Admissions.	Annually; Likert Scale.	Uniform Assessment Form; Examples relevant to federal guidelines.
5.Faculty	Fulltime-Faculty; Adjunct Faculty;	F.T.-Annually; Adjunct per course.	F.T. By Supervisor, Adj: student evals every course; interview and four step process.
6. Curriculum	Student course evaluations; Faculty Senate, Curriculum Com;	Continuous feedback; Fac. Senate process.	Data analyses; direct measures and qualitative feedback.
7. Student Experience & Student Learning	Student grades; Student GPA; DOE-related data, e.g. SAP; Mentor program; student services; online library, student Govt; new SIS (XCAS)	Continuous feedback; orientation; graduate exit interview.	State and DOE Regulations; Data on rising grades and GPAs long and short term.

METHODOLOGY: CONTINUOUS IMPROVEMENT PROCESS (CIP) USING PROCESS MAPS

The ultimate aim of assessment at Community Christian College is to build a foundation of data which can be used within a continuous improvement process (CIP). All assessments follow the process steps in the methodology below, e.g. reducing the average cycle time of a process by which students progress from matriculation to graduation:



SCOPE OF PLAN

This Plan contains commentaries when relevant on vital areas such as mission, governance, curriculum assessment and technology, e.g. student information system (SIS). In-depth analysis of the assessment data is reserved for the “Assessment Analysis” due with the Annual Report after the end of the fiscal year.

PROCESS FOR COMPILING THE ASSESSMENT PLAN

The Process for gathering the Assessment data is broad-based, and based on data and input contributed from all parts of the College community; the Plan was authorized by the Board of Governors and organized by the Vice President of Compliance from within the Office of the President; the Vice President ensured the completeness of the submissions and supporting documents.

The Process followed these steps: 1) The President met with the Board of Trustees to explain the purpose of the TRACS Assessment and the documents to be gathered. A subset of the Board formed the CCC “steering committee” which reviewed documents in or out of Board meetings and also considered Board roles and responsibilities; 2) The President met with Administration, Director-level personnel, and support staff to explain the purpose of the Assessment and the documents to be gathered; 3) Administrators, Director-level personnel and support staff were divided into cross-functional “Teams” to ensure diverse inputs and perspective; 4) Teams brainstormed sample thought-provoking questions



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about assessment and the work of the CCC; 5) Teams met separately and submitted their response to the Vice President of Compliance so that they might be integrated into the whole Report.

AREAS OF ASSESSMENT WITH APPROACHES TO ASSESSMENT AND SAMPLE PERFORMANCE METRICS

- 1) **Mission:** The mission is reviewed by the Board of Governors annually at the end-of-fiscal year Board Meeting. The Mission has two explicit metrics: 1) provide courses/programs whose content helps students “thrive” in a diverse world; 2) achieve sufficient academic success to facilitate student “transfer” to a four-year Institution. The President has worked assiduously to expand the number of Institutions which accept, through a pre-established process, student transfers from CCC; since January 2018, the number of Institutions with articulation agreements that readily accept transfers of all courses from CCC has grown from zero to approximately 30.
- 2) **Board of Governors;** CCC governance, as a not-for-profit Institution, is led by the Board of Governors. The Board assesses itself annually at the end-of fiscal year Board Meeting in two ways: 1) The Board assesses its own efficiency as a Board on ten measures, using a Likert scale of between 1-10 in which 1 indicates little or no value and 10 indicates excellence. The Board's ten measures evolve from year to year with a constant theme: all ten measures must align with the Institutions' priorities or strategic plan. 2) The Board Members assess themselves as to their own individual contributions on a Likert scale of between 1-10 in which 1 indicates little or no value and 10 indicates excellence.
- 3) **CEO/President and Senior Administration:** Members of the Senior Administration include the CEO (President) and three members of the senior Administration: The VP Compliance, the VP of Finance, and the VP of Academic Affairs.

a) *The CEO/President* is assessed by the Board of Governors according to the President's achievements and alignments with the Institution's priorities and strategic plan. The CEO is assessed on a series of ten priorities, pre-established by the Board with input by the President. The assessment is usually quantitative on a scale that reaches up to 100. The average of the scores is then calculated on all scores and on specific aims in specific



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questions. It is accepted practice that eight out of 10 on the Likert scale or 85 out of 100 are considered minimum scores.

- b) *The Vice President of Compliance* is assessed by the President on an annual basis. The VP Compliance monitors regulatory requirements such as the submission of IERs to TRACS, submissions to the state licensing Board of the State of California, and submissions to the State Licensure Boards of the states in which the Institutions is licensed, e.g. Georgia, Arizona, and Michigan. The VP Compliance reports directly to the President on matters of compliance, but naturally collaborates with all members of the senior leadership (Executive) Team. The Team meets with the President weekly to review priorities and evolving events. The VP Compliance is assessed on a uniform format with all members of the senior Team: a series of quantitative items followed by an open-ended commentary. The VP is encouraged to write an open-ended response to the VP's annual performance assessment.
- c) The VP of Finance is assessed by the President on an annual basis. The VP Finance ensures that the Institution follows strict and accepted accounting methods, secures and supervises the 3rd party certified public accountant who performs the annual audit, especially as regards the CPA's knowledge of accounting for not-for-profit higher education Institutions, and ensures that the Institution files properly the required 1099 form. The VP Finance reports to the Board at each quarterly meeting of the Board and on the end-of-year budget. When needed, the VP Finance reports directly to TRACS on the financial state of the Institution. The VP Finance reports in quantitative formats such as profit and loss assessments and accepted financial ratios. The VP Finance is assessed on a uniform format with all members of the senior Team: a series of quantitative items followed by an open-ended commentary. The VP is encouraged to write an open-ended response to the VP's annual performance assessment.
- d) The VP Academic Affairs is assessed by the President on an annual basis. The VP Academic Affairs is assessed on consistent excellence of academic content. The Registrar reports to the VP and to the President on a mixed matrix system of hierarchal reporting, with the President being the higher authority. The VP Academic Affairs oversees the process of hiring and orienting Faculty, ensures the quality of curricular content, and meets regularly with Director-level personnel to assist in continuous process



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improvement. The VP is assessed on a uniform format with all members of the senior Team: a series of quantitative items followed by an open-ended commentary. The VP is encouraged to write an open-ended response to the VP's annual performance assessment.

4) Director-Level Management; Registrar, Director of Financial Aid, Director of Admissions: The three Director -level personnel are assessed according to the following criteria: a) knowledge of and compliance with relevant state and/or federal regulations; b) collaboration regarding overlapping responsibilities ; c) process management: the three Director-level personnel all interact in roles and responsibilities on integrated, ongoing processes from the time when students matriculate to the time students complete courses, complete their first years, and then graduate. Time is of the essence both for compliance with Department of Education regulations, CCC policies and efficient reimbursement of tuition and fees for students from Title IV funds. The three Director-level personnel compare notes and data from continuous feedback throughout each day. They also continuously engage in continuous process improvement (CIP). One example is their collaborative reduction of the cycle time to identify active students and secure financial "drawdowns" from the DOE.

5) **Faculty:** CCC are hired by the Vice President of Academic Affairs when Faculty complete satisfactorily a four-step assessment process: 1) submit an up to date resume or *curriculum vitae*; 2) participate in a one hour, wide-ranging interview with the VP of Academic Affairs which covers course knowledge, teaching experience, teaching philosophy and references; 3) sign CCC documents related to statement of faith and code of conduct; attend Faculty Orientation prior to class start. The College also provides one online event/seminar per quarter to encourage Faculty effectiveness. In 2020, CCC initiated two additions to Faculty training: a) Faculty are compensated with a modest honorarium for their attendance; b) a Faculty professional development line item has been added to the CCC budget.

Faculty Evaluations: Faculty are evaluated through three approaches: 1) *Student Review:* Since CCC's founding 25 years ago, students have completed Faculty evaluations for every course; in May 2020, CCC submitted an assessment of the student evaluations in which each student answer of each question counted for one data point; over 50,000 data points were analyzed for patterns. Students were satisfied the majority of the time in all 25 years; 2) *Peer evaluations:* Faculty are observed through online teaching as



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available and through an analysis of Faculty responses to student submissions; 3) *Faculty self-evaluations*: Faculty are invited and encouraged to grade themselves on a Likert scale. A sample of these evaluation formats is included with this Plan under supporting documents.

6) CURRICULUM ASSESSMENT

a) **Traditional**: the curriculum approval process has been consistent since approximately the 2007-2008 academic year. The aim of the approval process has been to arrive collaboratively at a pre-established curricula which is standardized for all courses and for all sections of individual courses prior to the beginning of the course or term starts; b) the examination of the course content, assignments, assignment value, etc. has proceeded on an ongoing, cyclical basis, and may be prompted by faculty proposals and/or student queries. The VP of Academic Affairs monitors the process through ongoing analysis; c) proposals for pilot content or innovation are brought before the CCC Faculty Senate and CCC Curriculum Committee on an *ad hoc* basis as needed for prompt review. Both the Curriculum Committee and Faculty Senate have met on routine basis immediately after the weekly Executive Committee Meeting; d) to ensure diverse Governance and diversity of perspectives, the Faculty Senate and the Curriculum Committee includes representatives from Office of the Chaplain, Faculty, Registrar, VP Compliance and VP Academic Affairs.

Academic Year 2020-2021;

During the academic year 2020-2021, there were two significant assessment events relative to the curriculum review: a) CCC purchased a new SIS that had vastly more capacity to track student academic progress. The new system (XCAS) was designed expressly for use in higher education systems across North America. At the time of the 2021 TRACS Team Visit, CCC personnel at all levels will have been at work for almost a year tailoring XCAS to the needs of CCC students. As part of the assessment Plan, the adoption of XCAS was not simply an adoption of new technology. The XCAS adoption was accompanied by an exhaustive review of all the current courses and course formats. B) As has been stated earlier in this document, one of the two main objectives explicit objectives contained in the mission statement is to facilitate the seamless transfer of students. As part of the general assessment plan the Faculty Senate deleted those courses from the new curricula that have been declined for acceptance in transfer by some Institutions on occasion.



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7) **Student Experience and Student Learning:** The Plan to assess the student experience and student learning involves a series of documents and/or interviews and innovations; first, the students' experience is evaluated periodically from the time students enter CCC until the time they leave CCC as a transfer student or graduate: a) Students are provided with a personal orientation to CCC, its culture and requirements upon entering the College program by Admissions staff; b) once assigned to courses, students receive personal outreach from the academic "Mentors"; the aim of the Mentors is primarily to assist students academically, but Mentors routinely contact students to assess their emotional as well as academic engagement and challenges; c) as an enhancement to the student experience, in 2021, student services formed a "student government" organization which is guided by a program director and overseen by the VP of Academic Affairs.

Second, CCC tracks student learning by continuous analysis of student course grades and student cumulative GPAs. In its May 2020 assessment analysis submission to TRACS, CCC included a statistical, comparative analyses of 40 consecutive terms of GPAs for first and second year students; the analyses revealed the periods during the academic year which were most challenging to students. CCC has employed that data in 2021 to guide Mentors and Faculty.

SUMMARY

The preceding document summarizes a comprehensive Assessment Plan which is broad based, uses multiple approaches, is based on data, and is implemented through a continuous improvement methodology (CIP).