



CAROLINA CHRISTIAN COLLEGE

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INSTITUTIONAL RESEARCH  
REPORT

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2023/2024 Academic Year

SEPTEMBER 2024

CAROLINA CHRISTIAN COLLEGE  
Office of Institutional Research

# 2023/2024 IRR

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### INTRODUCTION

“It is the mission of Carolina Christian College to provide Biblically based academic programs that prepare men and women of all races for ministry and community service with a focus on the African American community.” In striving to meet its mission, CCC serves the population of students who may have struggled through high school and did not think a college degree was in their future. We strive to provide opportunities for higher education to those who may not have received that opportunity with traditional institutions. We serve students who may not yet meet college-ready standards. In serving these students, we understand that we will need to put in more effort to bring them up to the appropriate level for entrance to the degree level they are pursuing, while raising the bar of their expectations allowing them to complete their degrees at least on the level for their program, while striving to help them see themselves the way God sees them – as His precious children who He loves and sacrificed for so they can be in right relationship in Him.

To provide the best opportunities for our students, CCC is dedicated to continued improvement based on the results of assessments and trends seen in the institution that may not be quantifiable. Since 2021, CCC has been revamping the assessment process of the institution, reviewing program outcomes to ensure they go towards meeting our institutional goals, updating courses to ensure the objectives go to meeting the program outcomes, and developing a system to establish consistency in all courses. Our research and assessment focus on the goals listed below:

1. The College will provide our students with an authentic Christian life experience.
2. The College will develop our students into more responsible citizens.
3. The College will develop the students’ critical thinking skills.
4. The College will foster a culture that promotes scholarship and life-long learning.

The 2023/2024 Academic Year (AY) was the first year of our new 5-year Assessment cycle to ensure our academic programs and our departments are meeting the outcomes that allow us to achieve the goals we have set to help us best serve our students and community. This report will begin with the report of the AY’s assessment. As this is the first assessment report using the revamped assessment plan, there will not be previous data for comparison. The institution is, however, keeping an eye on all aspects of the assessment plan to ensure that, as we cycle through the 5 years of the assessment plan, there is data to provide appropriate comparison for the future.

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## ASSESSMENT REPORT – YEAR 1

Year 1 of our 5-year assessment cycle focuses on the Associate of Ministry program, the Leadership and Christian Counseling minors of the Bachelor of Ministry program, and the Admissions/Student Enrollment department. Each program, minor, and department has objectives that ultimately tie to the institutional goals. The report of the outcomes of the objectives is outlined below along with any recommendations for future progress.

### Associate of Ministry

There were 11 graduates during the 2023/2024 AY. Of those 11 graduates, 4 were graduates of the Associates of Ministry. All data and results from graduating students reflect the results of those 4 graduates.

Objectives and results:

1. Students will be able to provide a comprehensive account of the Old and New Testaments. (Goal 1)
  - a. Comparison of the pre- & post-test (PPT) scores for the Old and New Testament Survey courses.

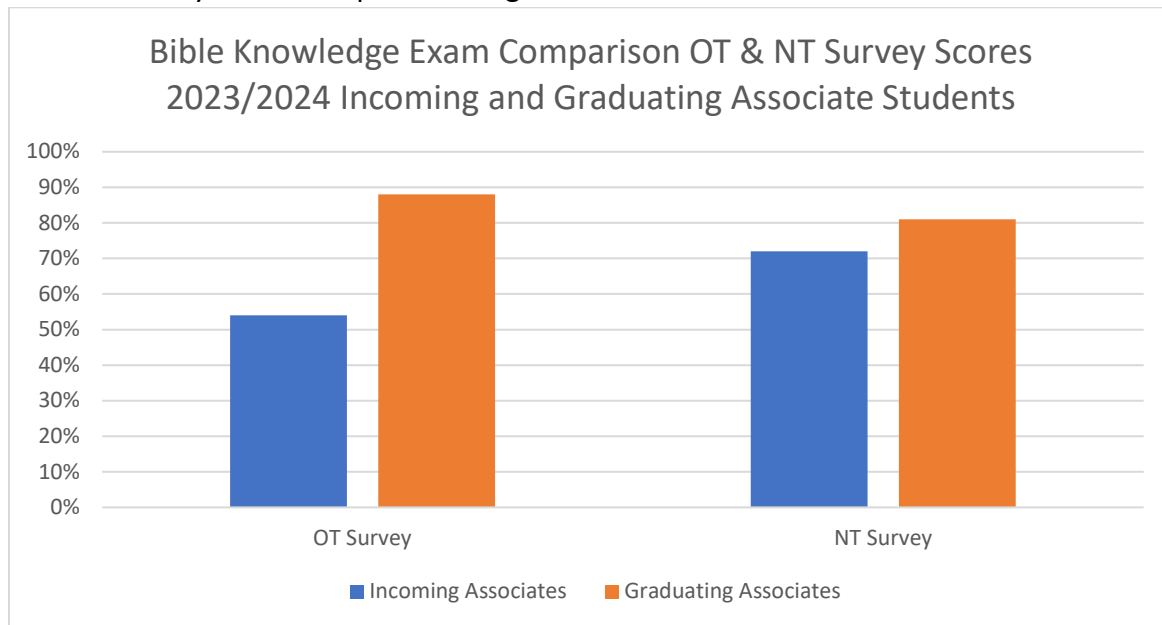
CCC has not yet taught the Old and New Testament Survey courses since the implementation of the PPTs for the classes. When the classes are taught, the scores will be documented for future use in assessing this objective. The benchmark to go towards meeting this objective is a minimum Post-Test score of 80% or 15% increase between the Pre- and Post-Test scores.
  - b. Comparison of the incoming and graduating scores of the OT and NT Survey sections of the Bible Knowledge exam (BKE).

CCC went through a transition from using the BKE through ABHE to using the exam through OasisSIS. The students graduating from the Associate of Ministry program did not take the OasisSIS BKE when they started the program. Their scores can, however, be compared to the 2023/2024 incoming students for the Associate of Ministry program. The benchmark to go towards meeting this objective is a minimum graduating score of 80% or 15% increase in the scores from the incoming cohort score.

The 2023/2024 incoming associates students who completed the BKE had an average OT Survey score of 54%, while the graduating associates students who completed the BKE (3 of 4) had an average OT Survey score of 88%. The 2023/2024 incoming associates students who complete the BKE had an average NT Survey score of 72%, while the graduating associates students who completed the BKE had an average NT Survey score of 81%. Based on the fact that the graduating associates

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students' average score for both sections was at or above 80%, we can report that we successfully met this aspect of the goal.



2. Students will develop a biblical world view and apply it to their ministry context. (Goals 1 & 2)
  - a. Comparison of the PPTs for Biblical Theology 2.

CCC has not yet taught the Biblical Theology courses since the implementation of the PPTs for the classes. When the classes are taught, the scores will be documented for future use in assessing this objective. The benchmark to go towards meeting this objective is a minimum Post-Test score of 80% or 15% increase between the Pre- and Post-Test scores.

- b. Supervisor evaluation for Christian Service.

None of the 2023/2024 Associates graduates completed a Christian Service project. This is an area that will have recommendations for improvement.

Because we do not have any data from our 2023/2024 Associates graduates for this objective, we are unable to indicate meeting this objective. This will be addressed in the recommendations section of this report. The rubric for this item is included in the Appendix of this report.

3. Students will demonstrate proficiency in the application of biblical principles in the exercise of ministry practice. (Goals 2 & 3)
  - a. Leading a chapel.

CCC worked on re-establishing the face-to-face chapels that occurred prior to COVID. More than one new staff member was identified as the staff to lead the chapels, and

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the plan was to begin the new season of chapels in the Spring semester of the 2023/2024 AY. Unfortunately, each of those staff members was subsequently let go from the school. This delayed the re-establishment of the face-to-face chapel services that would provide the opportunity for the students to lead. CCC has hired new faculty and staff who have graciously and thankfully agreed to head the implementation of our new chapel season. The chapels will begin in the Fall semester of the 2024/2025 AY. The rubric for the student-led Chapels is included in the Appendix of this report.

- b. Selected portions of service projects.  
Of the 4 students who graduated from the Associates of Ministry program, one completed at least one service project that was sponsored by the institution. Unfortunately, the institution had not yet included service projects in its assessment plan. There was, therefore, no rubric or assessment tool for the service projects at that time. The institution has since created an assessment tool for service projects. This is included in the Appendix of this report.

Because we do not have any data from our 2023/2024 Associates graduates for this objective, we are unable to indicate meeting this objective. This will be addressed in the recommendations section of this report.

### **Bachelor of Ministry – Leadership Minor**

There were 11 graduates during the 2023/2024 AY. Of those 11 graduates, 7 earned Bachelors degrees, and one of those students graduated with the minor in Leadership. Results below reflect information for that one graduate. It should be noted that, because of the revamping of assessment, creation of program objectives, and establishment of new assessment tools over the last two years, CCC did not have the opportunity to apply these to the graduate from this minor. All future students who enroll in this minor will be assessed using the recently established assessment tools.

Objectives and results:

1. Students will integrate their biblical world view in their leadership philosophy. (Goal 2)
  - a. Comparison of chapel presentations in the MA 100 (Bible College Success Seminar) and ML 411 (Leadership Seminar) courses.  
The 2023/2024 graduate of the Leadership minor completed the Bible College Success Seminar prior to a chapel assessment was implemented. Because of the inability to re-establish the chapels in the Spring semester of the 2023/2024 AY, the student was also unable to lead a chapel session. As such, there is currently no data for assessing this aspect of this objective.

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b. Supervisor assessment in Christian service:

With this aspect of assessment being more recent, the institution does not have any documentation of Christian service for the student who graduated with this minor.

Because we do not have any data from our 2023/2024 Leadership minor graduate for this objective, we are unable to indicate meeting this objective. This will be addressed in the recommendations section of this report.

2. Students will exemplify an engaged believer in the local community. (Goals 1 & 2)

a. Christian service hours or internship:

With this aspect of assessment being more recent, the institution does not have any documentation of Christian service for the student who graduated with this minor.

b. Supervisor assessment from service or internship:

With this aspect of assessment being more recent, the institution does not have any documentation of Christian service for the student who graduated with this minor.

Because we do not have any data from our 2023/2024 Leadership minor graduate for this objective, we are unable to indicate meeting this objective. The supervisor assessment form is included in the Appendix of this report.

3. Students will demonstrate initiative and involvement in community services. (Goals 1 & 2)

a. Documentation of service beyond what is required of all students:

As with the previous objective, this aspect of the assessment developed over the past 2 years of revamping and establishing new assessment tools. CCC did not have a procedure to document and keep this information for application to the programmatic assessment since assessment and program objectives were changed with the revamp of the institutional assessment.

b. Supervisor assessment:

As with the previous item, this aspect of the assessment developed over the past 2 years of revamping and establishing new assessment tools. CCC did not have a procedure to document and keep this information for application to the programmatic assessment since assessment and program objectives were changed with the revamp of the institutional assessment.

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Because we do not have any data from our 2023/2024 Leadership minor graduate for this objective, we are unable to indicate meeting this objective. This will be addressed in the recommendations section of this report.

### **Bachelor of Ministry – Christian Counseling Minor**

There were 11 graduates during the 2023/2024 AY. Of those 11 graduates, 7 earned Bachelors degrees, and one of those students graduated with the minor in Christian Counseling. Results below reflect information for that one graduate. It should be noted that, because of the revamping of assessment, creation of program objectives, and establishment of new assessment tools over the last two years, CCC did not have the opportunity to apply these to the graduate from this minor. All future students who enroll in this minor will be assessed using the recently established assessment tools.

Objectives and results:

1. Students will understand Christian theories from a sound biblical and theological point of view in order to develop professional competence within a thoroughly biblical framework focused on ministry.
  - a. Scores from the Gospels section of the Bible Knowledge Exam (BKE):

The graduate from the Christian Counseling minor did not take the OasisSIS BKE when being admitted to the institution for the program. The student did, however, complete the BKE as part of the graduation assessments. There were no students who started in the 2023/2024 AY who enrolled in the Christian Counseling minor. Because of this, comparison of the scores of the Christian Counseling graduate is difficult. The institution can provide the student's score from the Gospels section of the BKE and compare it to the average of the incoming Bachelors students and the average of all the graduating Bachelors students.

The student who graduated from the Christian Counseling minor scored 83% on the Gospels section of the BKE. The average score for all the Bachelors graduates in that section was 66%. The average score of the 2023/2024 incoming students who completed the BKE (5 of 30) in the Gospels section was 60%. Because there were not enough graduates from that minor to make an analysis, we are not able to draw any conclusions regarding meeting this aspect of the objective.
  - b. Pre- & post-test scores from CO 301 (Christian Counseling):

The student who graduated from this minor completed CO 301 prior to the introduction of the pre & post-test model for assessment. Therefore, there is no data for this aspect of the objective.

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Because of the lack of data for the aspects of this objective, the institution cannot make a judgement regarding meeting this objective.

2. Students will develop and be able to demonstrate deep levels of biblical and spiritual integrity in their own personal lives.
  - a. Scores from the Spiritual Maturity assessment:

The Spiritual Maturity Assessment (SMA) has questions that cover general formation & discipleship, looking beneath the surface, breaking the power of the past, living in brokenness & vulnerability, embracing grieving & loss, and making incarnation the model for living well. The maximum score a student can receive based on the answers to the questions is 188. The institution's benchmark for this assessment is 150.4 (80% of the maximum score) or a 15% increase from the entrance score to the graduating score. The student who graduated from this minor does not have an entrance score for this assessment. The student completed the assessment as part of the graduation assessments. The student's score for this assessment was 172. This is more than 80% of the maximum possible score. Because there are no incoming students from the 2023/2024 AY to allow a comparison of the entrance score, the institution reviewed the average score of all the incoming Bachelors students and the average score of all the graduating Bachelors students. The average score of the graduating Bachelors students was 159 and the average score of all the incoming Bachelors students was 158.2. The Christian Counseling graduate's individual score was above the average of the graduating and incoming Bachelors students.
  - b. Self-reflection paper in CO 405 (Assessment):

The student who graduated from this minor completed the CO 405 course prior to the establishment of this assignment and the inclusion of it towards programmatic assessment. The rubric for this assignment is included in the Appendix of this report.

Because of the lack of data for the aspects of this objective, the institution cannot make a judgement regarding meeting this objective.

3. Students will develop an understanding of procedures to effectively coach individuals in spiritual domains.
  - a. Review of counseling assignment in CO 401 – Group Counseling:

The one graduate from this program had already completed CO 401 prior to the implementation of this aspect of assessment. We currently have one student enrolled in this minor. That student has not yet reached the level to take CO 401. The rubric for that assignment is, however, included in the Appendix of this report.

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- b. Comparison of the pre- and post-test scores in the Spiritual Life Coaching course through Master Life Coach Training Institute (MLCTI):  
Through the ABHE Annual Conference, CCC had the opportunity to meet with the founders of MLCTI. We have developed a partnership with them to provide opportunities for our students and the community. One such opportunity is the Spiritual Life Coaching course. The student who graduated from the Christian Counseling program was close to the completion of the program when this partnership developed. The student, therefore, did not take this course.

Because of the lack of data for the aspects of this objective, the institution cannot make a judgement regarding meeting this objective.

### **Admissions/Student Enrollment Office**

In the middle of the 2023/2024 AY, there was a change in personnel in the Admissions/Student Enrollment Office. The admissions officer was let go from the position, and those duties were absorbed by another staff member. The staff member worked closely with the director of financial aid, the athletic director, and the coaches to ensure communication with all applicants to provide them with the guidance they needed to complete all requirements for admission to the institution. During the time since the staff member became responsible for admissions/student enrollment, the focus has been on learning the admissions procedures, specific requirements for undergraduate and graduate enrollment, and requirements for the new athletic association (NCCAA) as it relates to eligibility to accurately guide the students and coaches. Though there has been a learning curve, we still have the opportunity to review what has been done by the current staff member toward meeting the objectives of this department.

### Objectives and Results

1. Develop a comprehensive enrollment management plan that ensures academic success by focusing on retention, recruitment, and timely graduation. (Goal 2)
  - a. A review of the year-to-year retention rates:  
CCC understands that a student starts the decision-making process regarding staying at an institution from the first contact. That first contact is the admissions process. With some changes in staff, including multiple changes in athletic staff, the institution noticed a decline in retention of student athletes when the coach separated from the institution. The institution has worked to develop a closer partnership with the athletic staff and include them more in the admissions process, so the students develop a relationship with the admissions personnel along with the athletic staff. The view is to develop the student's connection with their academic

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support and responsibilities as early as possible. This plan, and others, was developed in response to a low Annual Retention rate for 2023 reporting in the Annual Institutional Update (AIU) submitted to our accrediting body – the Association for Biblical Higher Education (ABHE). The Annual and Fall to Fall retention rates for the last two reporting periods are noted below. An explanation of each rate is also provided. The baseline retention rate for ABHE is 25%.

### Undergraduate Fall to Fall Retention Rate

2022	2023
33.33%	33.33%

*Undergraduate Fall to Fall Retention rate is calculated using the number of fulltime first-time (FTFT) undergraduate students who enrolled in the Fall semester of the year prior to the reporting year and the number of those FTFT undergraduate students who returned for the Fall semester of the reporting year.*

### Annual Retention Rate

2022	2023
41.18%	14.29%

*The Annual Retention rate is calculated using the total number of undergraduate students who were new to the institution (including transfer students) during the academic year 2 years prior to the reporting year and either graduated or were enrolled during the academic year immediately prior to the reporting date.*

As an institution, we look at the retention rate of all our students. Though the statistics used by both ABHE and the Integrated Postsecondary Education Data System (IPEDS) are based on FTFT students, our internal systems keep track of all students at all levels. This allows us to identify any trends in all the programs and make decisions accordingly.

In the 2023/2024 AY, a total of 48 students started programs with CCC, and 1 student returned to complete his Bachelors degree. The returning student also graduated in the 2023/2024 AY. As of this writing, 15 of the 48 students (31.25%) have indicated they are returning for the 2024/2025 AY. Based on the fact that the college is rebuilding athletics with new coaches, CCC currently sets its benchmark for meeting retention goals at the minimum requirement for ABHE (25%). Based on the information we have as of this writing, CCC is meeting our year-to-year retention goal.

b. A review of the graduation/transfer out rate:

The graduation/transfer out rate is based on the number of FTFT undergraduate students who started with the institution 6 years prior to the report year, and the number of those students who graduated or transferred to another program or

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institution within 150% of the published time to complete the program. For the 2023 reporting year, there were 11 FTFT who started 6 years prior. Of those 11 students, 3 graduated or transferred to another program or institution within 150% of the published time to complete the program. The resulting graduation/transfer out rate for that reporting year was 25%. Based on this data, CCC met its graduation/transfer-out goal (at least 25%).

c. Review of SAP (new focus of SAP during the admissions process):

During the 2021/2022 AY, the institution had a partnership with a local basketball coach who had a men's club team. He wanted the young men on his team to have the opportunity to earn a college degree, and we partnered with him to be the college these young men would earn their degree. CCC advised the coach of the academic requirements and ensured that it was clear that the students needed to meet those academic requirements to remain in good standing and as students at the institution. At the end of the academic year, most of the students in that club team had performed so poorly, they were academically dismissed. Many of the other students left CCC when the institution opted not to continue the partnership because of differences in mission focus between the institution and the coach for the team. Because of the extremely poor performance of the students that academic year, the admissions personnel and the rest of the administrative team brainstormed to develop a plan to get the students and coaches to focus on academics as the primary reason for the students to attend the institution. The result of that brainstorming session was the addition of the details of the SAP requirements during the admissions process. All students entering the institution are advised to attend the orientation session that occurs before each start. Each student receives an email after he or she has been accepted that provides them with the information for orientation and provides the information regarding academic progress (see administrative email for students included in the Appendix). Additionally, SAP is addressed specifically in the Orientation session (see slides included in the Appendix). The orientation PowerPoint is also made available to all students in the Student Information System (see image included in the Appendix). At this point, because we are still working through the initial phases of this implementation, we do not yet have data on how this change is affecting student retention. We will be keeping an eye on the student SAP as we continue to process it at the end of each semester.

2. Develop relationships with Christian ministries to help graduates achieve gainful and timely ministry careers. (Goal 2)
  - a. Employment/ministry rates:

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The College annually surveys the alumni to determine their employment/ministry rates. Over the past 2 years, the full-time employment/ministry rate has been steady at 58%. The institution set the benchmark for this item at 40%. Based on this benchmark, the College has met this objective. While reviewing this objective, however, it brought to light that the focus has been on students having a leadership role in ministry either full-time or part-time. With the recent increase in students enrolling in the non-ministry minors of Sports Management and Sports Psychology, there is a recommendation that the College review the criteria and documentation of the employment/ministry rates for students enrolled in those minors.

b. Internships:

The College established a partnership with Chestnut Ridge Progressive Primitive Baptist Church in Mount Airy, NC and Outlook Christian Church in McCordsville, IN. Each of those churches hosted a student intern from the College. The feedback from the churches regarding the internship of their respective students was extremely positive. As the College has additional students nearing graduation from their program, those students will also have the opportunity to participate in an internship with these churches. The College will also continue to work on developing relationships with more churches, both in the immediate area and in other states, to provide additional internship location opportunities for students. With two definite partnerships and two students having participated in a partnered internship, we cannot indicate that this particular objective has been met, but it is an ongoing focus of the College.

3. Develop continuing education programs at all levels including academic offerings, personal enrichment, and professional licensing courses. (Goal 4)

a. Enrollment rates:

The College developed two programs for personal enrichment in partnership with McHoward Business Coaching. The two programs were 21<sup>st</sup> Century Innovative Leadership program and the Spiritual Life Coach program. Both programs were developed for the partnership the College has with the Zeta Phi Beta Sorority, Inc. to be used in their development program. In the time the programs were focused on the members and associates of the Zeta Phi Beta Sorority, the College had 281 individuals complete the 21<sup>st</sup> Century Innovative Leadership course and 69 individuals complete the Spiritual Life Coach course. Those who completed the Spiritual Life Coach course became certified Spiritual Life Coaches through McHoward Business Coaching.

The College opened the Leadership course to enrolled students and the public and continues to see individuals take advantage of that opportunity. The College also

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transitioned from a partnership with McHoward Business Coaching for the Spiritual Life Coach Program to Master Life Coach Training Institute (MLCTI). The College continues to see enrollment in the Spiritual Life Coach program.

In addition to the Spiritual Life Coach program, MLCTI is partnering with the College to provide a GrandCoaching program geared towards grandparents incorporating coaching techniques to be a greater part of discipling their grandchildren. MLCTI wishes to continue their partnership with the College to provide biblically-based enrichment programs for the students and those in the community. Developing continuing education programs is a continuous process for the College.

b. Alumni surveys:

For the 2023/2024 AY, the College did not receive responses from the Alumni survey. The College will be reviewing the process currently in place for the Alumni survey to determine improvements to the process to increase the possibility of obtaining responses to assess this objective.

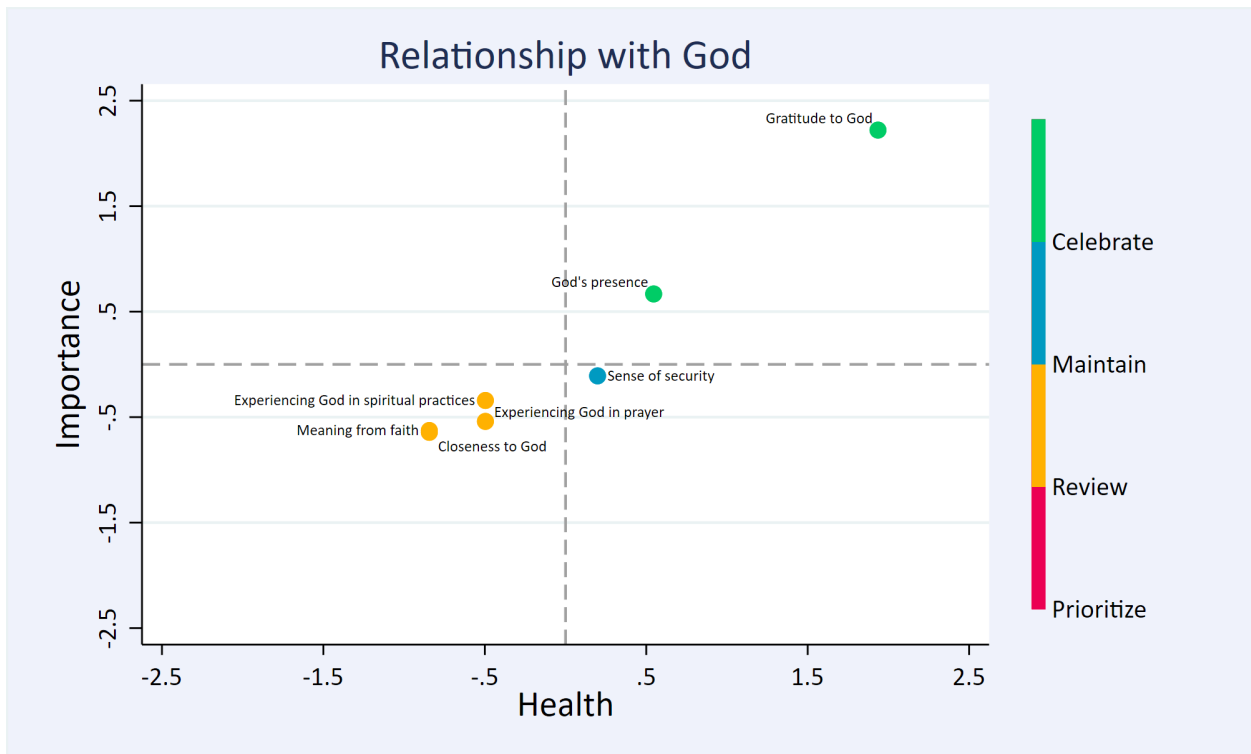
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## SPIRITUAL ASSESSMENT

### SpiritPulse

During the 2023/2024 Academic Year, the College entered a new partnership for spiritual assessment of the students. The College employed the services of Dr. Todd Hall from Spiritual Metrics to assess the students with their SpiritPulse assessment. The College submitted the information for the first year and graduating students for the assessment. The College requested a single report showing the results of the students' responses. Of the forty-three (43) first year and graduating students, twenty-one (21) students completed the assessment. The content below is directly from the report provided by Dr. Hall.

### Relationship with God



The results from the Relationship with God assessment indicate the following:

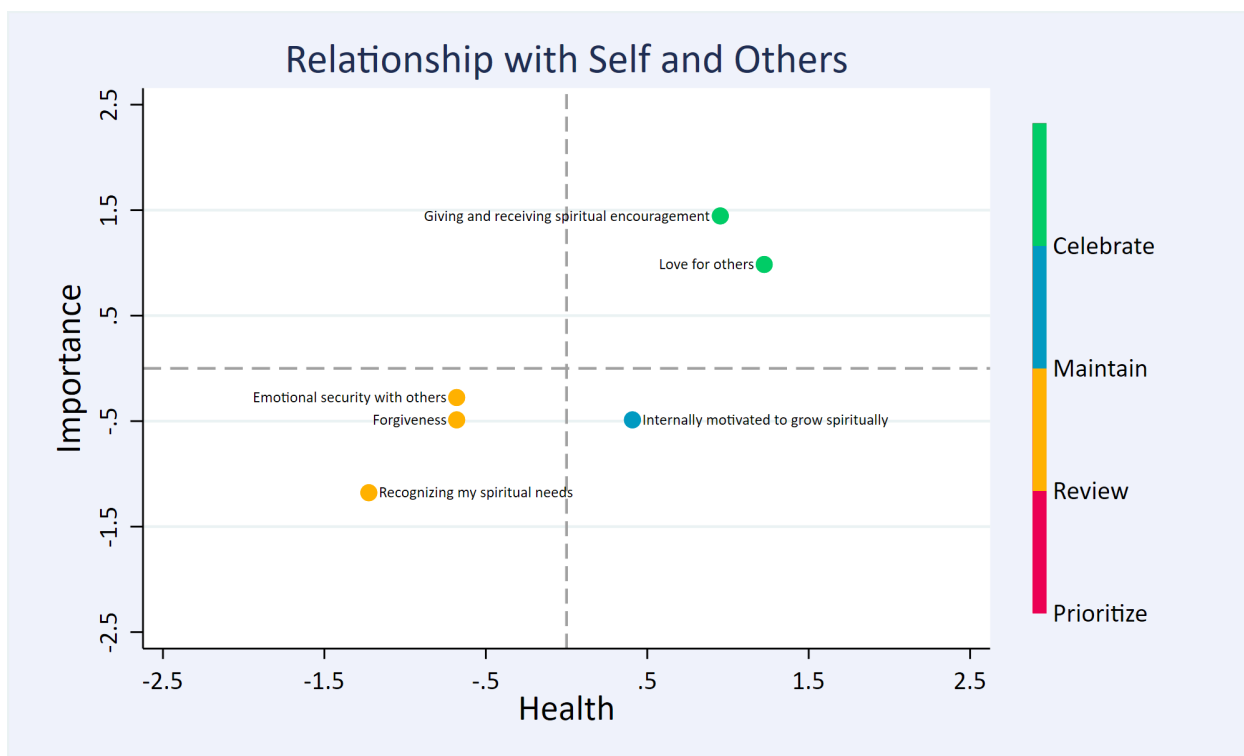
- a. Areas to celebrate:
  - 1. Gratitude to God
  - 2. God's presence
- b. Areas to maintain:
  - 1. Sense of Security
- c. Areas for review:
  - 1. Experiencing God in spiritual practices

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2. Experiencing God in prayer
3. Meaning from faith
4. Closeness to God

Though the students showed good spiritual health in their gratitude to God and understanding His presence, they were not as strong in the areas regarding experiencing God in spiritual practices, experiencing Him in prayer, deriving meaning from faith, and closeness to God. The students did, however, show health in their sense of security. The College will need to review the four (4) items listed in the areas to review and determine ways to effect growth in those areas.

### Relationship With Self and Others



The results from the Relationship with Self and Others assessment indicate the following:

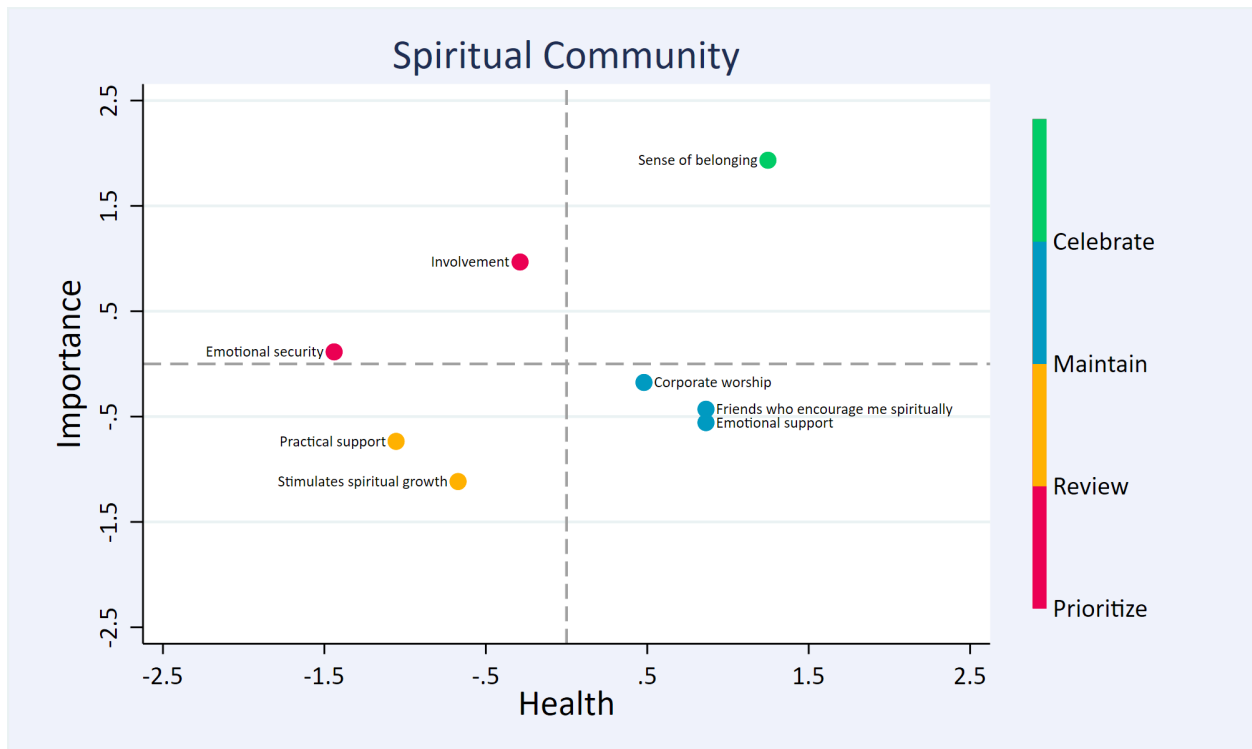
- a. Areas to celebrate
  1. Giving and receiving spiritual encouragement
  2. Love for others
- b. Areas to maintain
  1. Internally motivated to grow spiritually
- c. Areas to review
  1. Emotionally secure with others

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2. Forgiveness
3. Recognizing my spiritual needs

Though the students showed good spiritual health in giving & receiving spiritual encouragement and love for others, they were not as strong in the areas regarding emotional security with others, forgiveness, and recognizing their spiritual needs. The students did, however, show health in their sense of security. The College will need to review the three (3) items listed in the areas to review and determine ways to effect growth in those areas.

### Spiritual Community



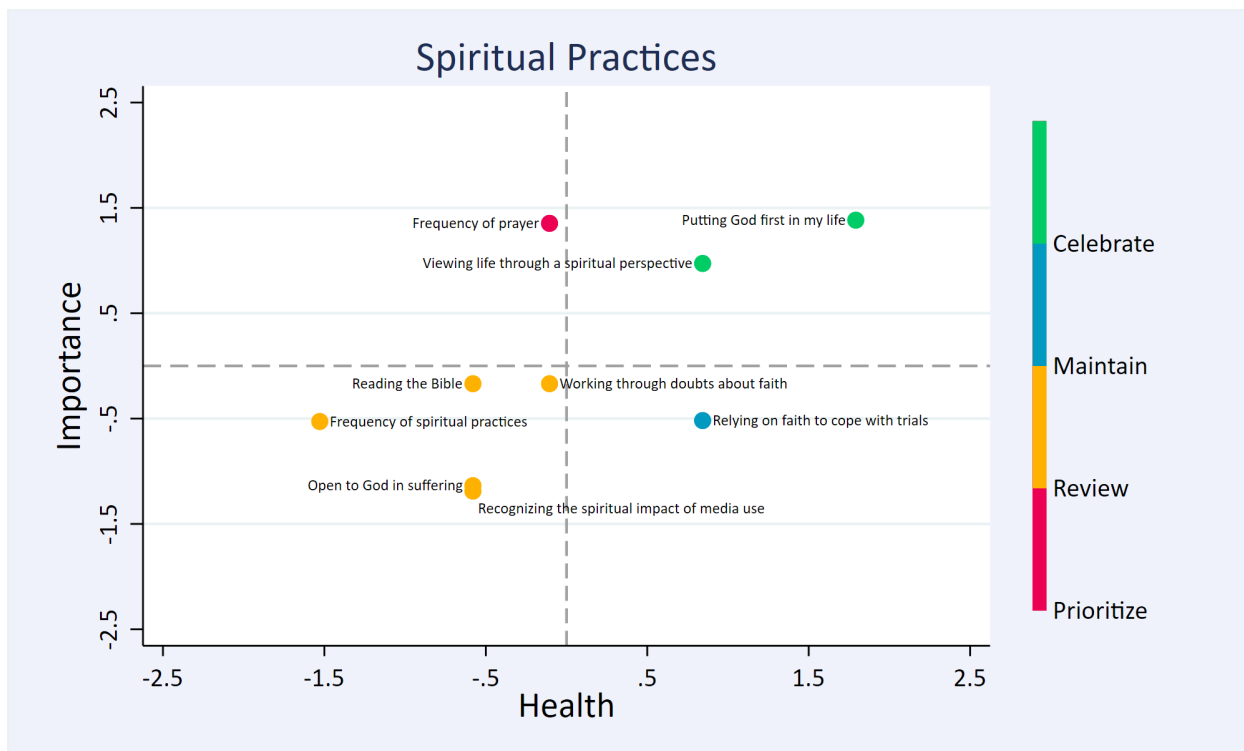
The results from the Spiritual Community assessment indicate the following:

- a. Areas to celebrate
  1. Sense of belonging
- b. Areas to maintain
  1. Corporate worship
  2. Friends who encourage me spiritually
  3. Emotional support
- c. Areas to review
  1. Practical support
  2. Stimulates spiritual growth

- d. Areas to prioritize
  - 1. Emotional security
  - 2. Involvement

The students showed great health in their sense of belonging. They were not very strong in the areas of practical support and stimulating their personal growth. The areas that need immediate attention are the students’ emotional security and their involvement. The College will need to prioritize review and determination of how to improve those two (2) areas.

**Spiritual Practices**



The results from the Spiritual Practices assessment indicate the following:

- a. Areas to celebrate
  - 1. Putting God first in my life
  - 2. Viewing life through a spiritual perspective
- b. Areas to Maintain
  - 1. Relying on faith to cope with trials
- c. Areas to review
  - 1. Reading the Bible
  - 2. Working through doubts about faith

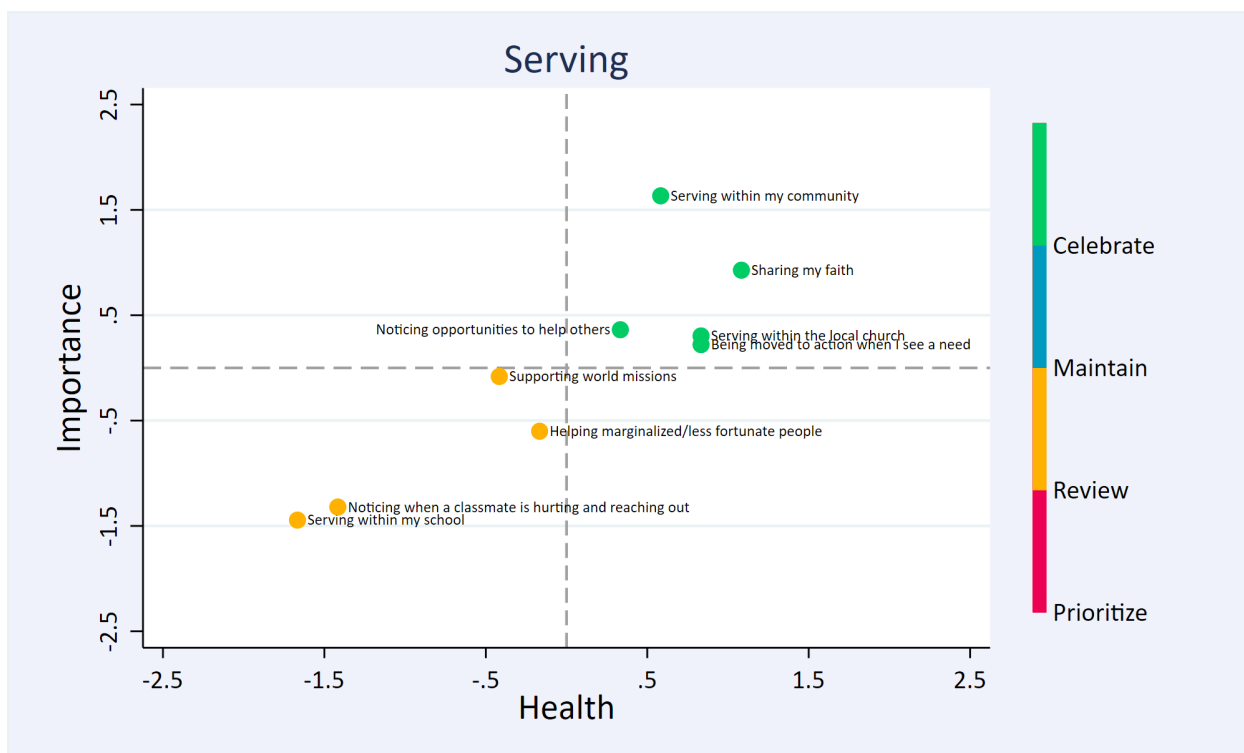
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3. Frequency of spiritual practices
4. Open to God in suffering
5. Recognizing the spiritual impact of media use

- d. Areas to prioritize
  1. Frequency of prayer

The students showed great health in the areas of putting God first in their lives and viewing life through a spiritual perspective. They were not very strong in the areas of reading the Bible, working through doubts about faith, frequency of spiritual practices, being open to God in suffering, and recognizing the spiritual impact of media use. The area that needs immediate attention is the students' frequency of prayer. The College will need to prioritize review and determination of how to improve that area.

### Serving



The results from the Serving assessment indicate the following:

- a. Areas to celebrate
  1. Serving within my community
  2. Sharing my faith
  3. Serving within the local church
  4. Being moved to action when I see a need
  5. Noticing opportunities to help others

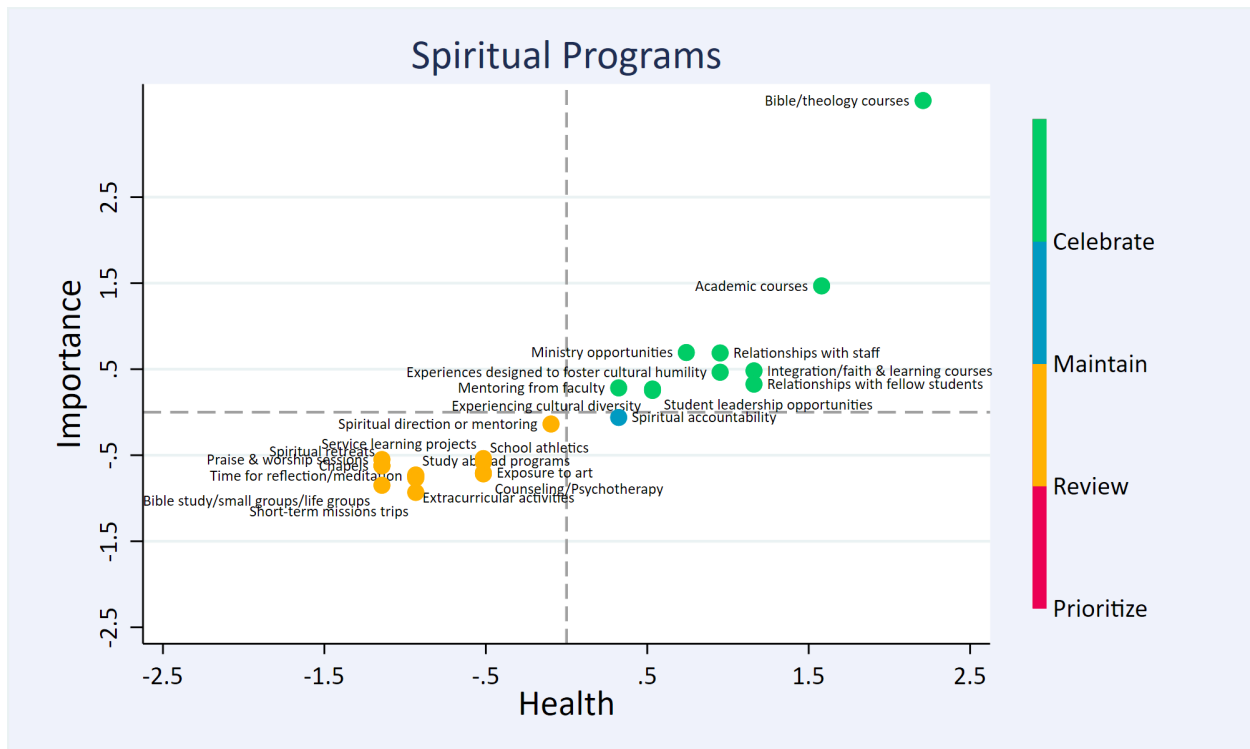
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### b. Areas to review

1. Serving with my school
2. Noticing when a classmate is hurting and reaching out
3. Helping marginalized/less fortunate people
4. Supporting world missions

The students showed good spiritual health in serving within the community, sharing their faith, serving within the local church, being moved to action when they see a need, and noticing opportunities to help others. The students were not as strong in the areas regarding serving with the school, noticing when a classmate is hurting and reaching out, helping marginalized/less fortunate people, and supporting world missions. The College will need to review the four (4) items listed in the areas to review and determine ways to effect growth in those areas.

### Spiritual Programs



The results from the Spiritual Programs assessment indicate the following:

### a. Areas to celebrate

1. Bible/theology courses
2. Academic courses
3. Ministry opportunities
4. Relationships with staff
5. Experiences designed to foster cultural humility

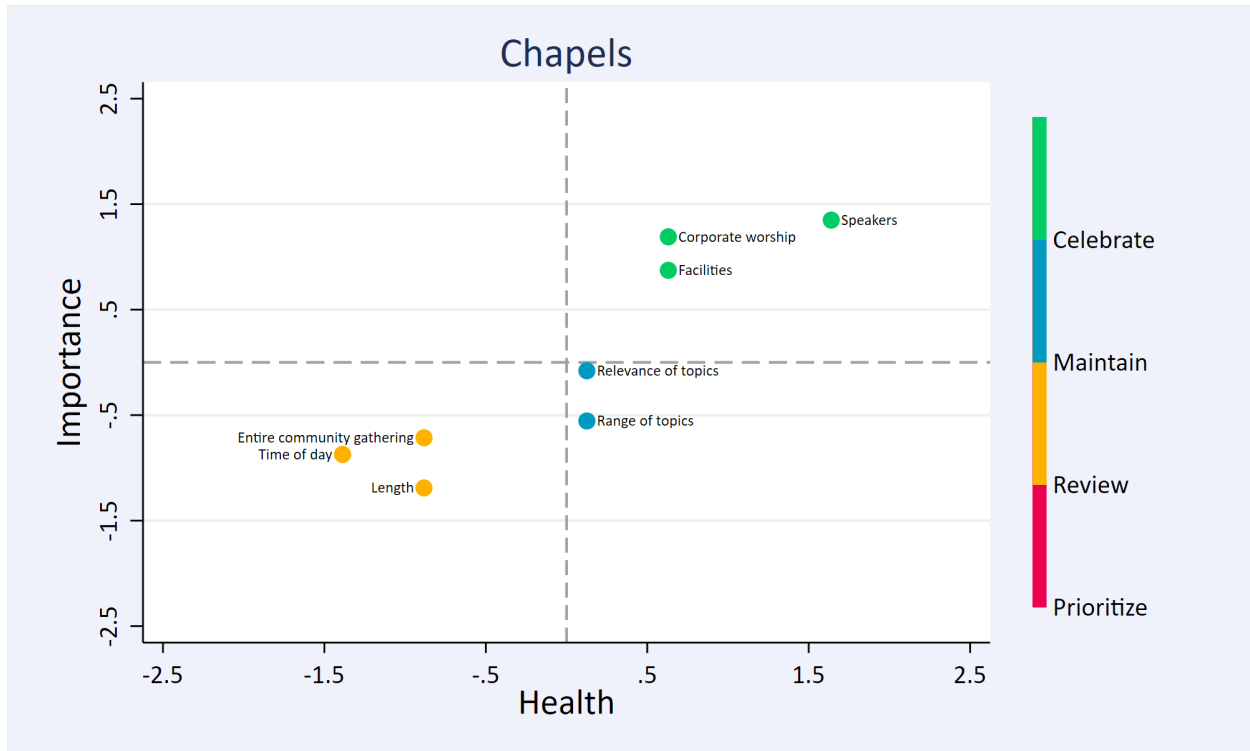
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6. Integration/faith & learning courses
  7. Relationships with fellow students
  8. Mentoring from faculty
  9. Student leadership opportunities
  10. Experiencing cultural diversity
- b. Areas to maintain
1. Spiritual accountability
- c. Areas to review
1. Bible study/small groups/life groups
  2. Extracurricular activities
  3. Counseling/Psychotherapy
  4. Short-term mission trips
  5. Time for reflection/meditation
  6. Exposure to art
  7. Chapels
  8. Study abroad programs
  9. Praise & worship sessions
  10. Spiritual retreats
  11. School athletics
  12. Service learning projects
  13. Spiritual direction or mentoring

The students indicated that the College has done well with spiritual programs related to Bible/theology & academic courses, relationships with staff & fellow students, fostering cultural humility, ministry opportunities, mentoring from the faculty, providing students with leadership opportunities, integrating faith & learning in the courses, and cultural diversity. The students indicated thirteen (13) areas the college needs to improve. Those areas include, but are not limited to, Bible study/small groups, extracurricular activities, chapels, spiritual mentoring, school athletics, praise & worship sessions, exposure to art, and short-term mission trips. The College will need to review the thirteen (13) items listed in the areas to review and determine ways to improve them.

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### Chapels



The results from the Chapels assessment indicate the following:

- a. Areas to celebrate
  1. Corporate worship
  2. Speakers
  3. Facilities
- b. Areas to maintain
  1. Relevance of topics
  2. Range of topics
- c. Areas to review
  1. Entire community gathering
  2. Time of day
  3. Length

The students indicated that the College has done very well with the facilities, inclusion of corporate worship, and the speakers for the Chapels. The students also said that the College provided a good range of relevant topics. The students did feel, however, that the College needs to work on ensuring that the entire school community gathers for the Chapels, and that

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the time of day and length of time be reviewed. The College will need to review those areas and determine ways to improve them.

### Spiritual Maturity Inventory

In addition to the SpiritPulse assessment, the College also utilized its previously established Spiritual Maturity Inventory. In this assessment, the students are presented with forty-seven (47) statements for which they select one response from the following choices to indicate how they determined the statement related to them:

1. Very True
2. Mostly True
3. Sometimes True
4. Not Very True

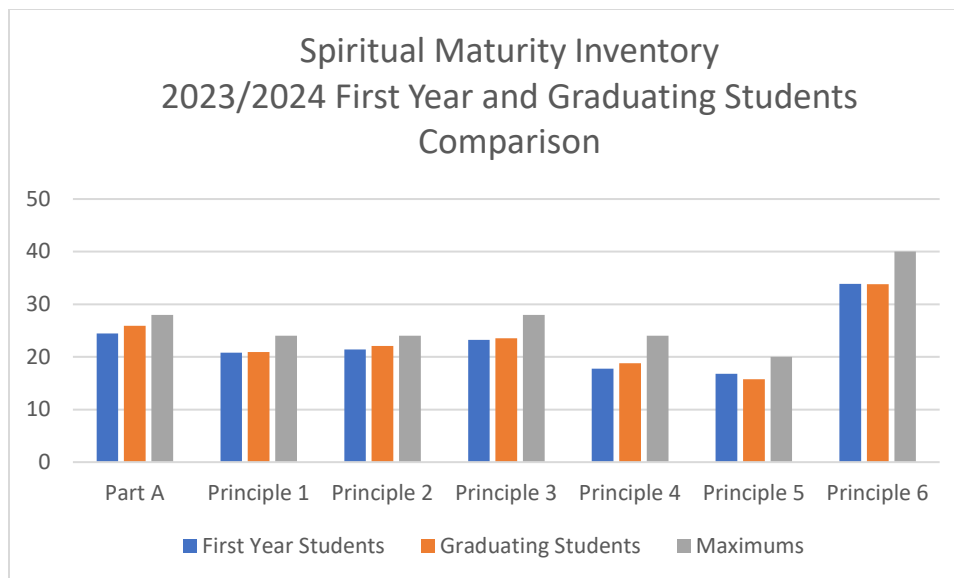
The statements are grouped in the following categories:

1. General Formation & Discipleship (Part A)
2. Look Beneath the Surface (Principle 1)
3. Break the Power of the Past (Principles 2 & 4)
4. Live in Brokenness and Vulnerability (Principle 3)
5. Embrace Grieving and Loss (Principle 5)
6. Make Incarnation Your Model for Loving Well (Principle 6)

All incoming and graduating students are sent the link to complete the assessment. There were forty-nine (49) students who started the College for the first time in the 2023/2024 Academic Year and eleven (11) students who graduated from their programs. Of the 49 first year students, nine (9) completed the assessment. All the graduating students completed the assessment. The results of the assessment for both the first year and graduating students are documented below.

	<b>Part A</b>	<b>Principle 1</b>	<b>Principle 2</b>	<b>Principle 3</b>	<b>Principle 4</b>	<b>Principle 5</b>	<b>Principle 6</b>
First Year Students	24.44	20.78	21.44	23.22	17.78	16.78	33.89
Graduating Students	25.91	20.91	22.09	23.55	18.82	15.73	33.82
Maximums	28	24	24	28	24	20	40

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The results indicate that, for all but one principle, the graduating students' answers reflect a slightly higher level of spiritual maturity. The results of Principle 5 (Embrace Grieving and Loss) indicate that the graduating students expressed a slightly lower level of spiritual maturity. The College will continue to monitor future classes of students to determine any pattern regarding this principle.

### ENGLISH ASSESSMENT

As an institution of higher education that serves students who struggled through high school, CCC strives to see improvement in the students' writing skills. The College previously used the Woodcock-Johnson test, however, due to difficulty getting all first year and graduating students together for the length of time required for that assessment, the College needed to find a different assessment tool that could meet the needs of all the students and the budget of the College. Through a search, the College located a free online English assessment (EF Set). With this assessment, the student receives a link in their email, and they are able to take the assessment at a convenient location and time. This removed the difficulty of getting all the students on campus at the same time and for the length of time needed for each student to be assessed. Because the new assessment was located and approved after the beginning of the 2023/2024 academic year, the College sent announcement emails and text messages to the students who had already started to try and have them all take the assessment. Not all the students who had already started their classes took the assessment, but the College started sending the assessment to the students who were scheduled to start prior to orientation. This practice was to work on getting the students to complete the assessment early and help direct them to the appropriate English course at the College. The College will continue to review the success of sending the assessment email to the students' personal email addresses prior to orientation.

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The EF Set assessment places students at different levels based on their results. Below is a description of the levels obtained directly from the EF Set website (<https://www.efset.org/>).

- **A1: Beginner (EF SET score 21-30)**  
According to the official CEFR guidelines, someone at the A1 level in English:
  1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
  2. Can introduce herself and others and can ask and answer questions about personal details such as where she lives, people she knows, and things she has.
  3. Can interact with other people in a simple way provided the other person talks slowly and clearly and is prepared to help.
- **A2: Elementary (EF SET score 21-40)**  
According to the official CEFR guidelines, someone at the A2 level in English:
  1. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
  2. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
  3. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
- **B1: Intermediate (EF SET score 41-50)**  
According to the official CEFR guidelines someone at the B1 level in English:
  1. Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
  2. Can deal with most situations likely to arise whilst travelling.
  3. Can produce simple connected text on topics which are familiar or of personal interest.
  4. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
- **B2: Upper Intermediate (EF SET score 51-60)**  
According to the official CEFR guidelines, someone at a B2 level in English:
  1. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
  2. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
  3. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- **C1: Advanced (EF SET score 61-70)**  
According to the official SEFR guidelines, someone at the C1 level in English:
  1. Can understand a wide range of demanding, longer texts, and recognize implicit meaning.

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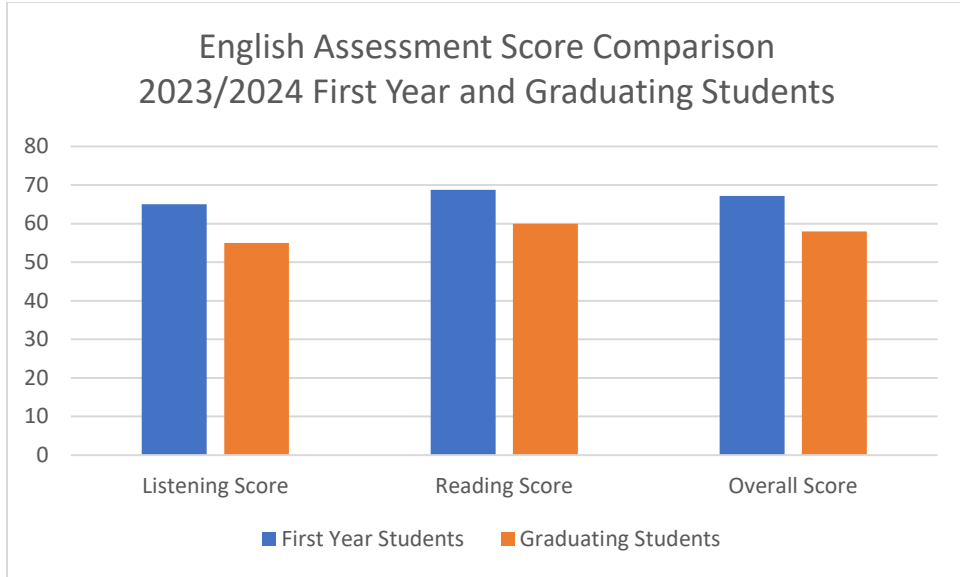
2. Can express ideas fluently and spontaneously without much obvious searching for expressions.
  3. Can use language flexibly and effectively for social, academic and professional purposes.
  4. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- C2: Proficient (EF SET score 71-100)  
According to the official CEFR guidelines, someone at the C2 level in English:
    1. Can understand with ease virtually everything heard or read.
    2. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
    3. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

The results of the English assessment for the 2023/2024 Academic Year are included below. The CEFR levels of pre-A1 to C2 have been assigned numbers for ease of graphing.

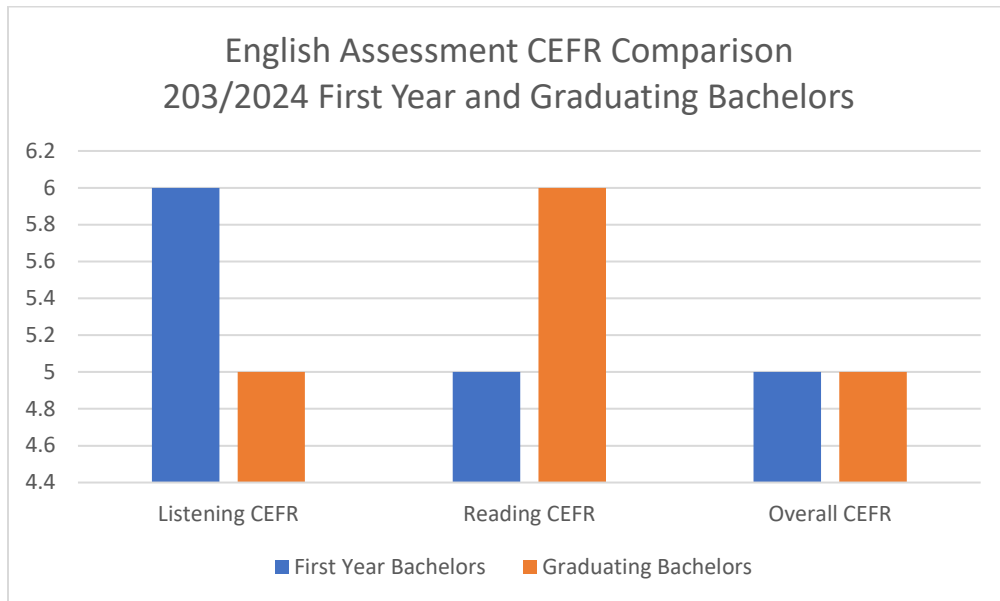
#	Level	Scores
1	pre-A1	0 - 20
2	A1 Beginner	21 - 30
3	A2 Elementary	31 - 40
4	B1 Intermediate	41 - 50
5	B2 Upper Intermediate	51 - 60
6	C1 Advanced	61 - 70
7	C2 Proficient	71 - 100

	Listening Score	Reading Score	Overall Score
First Year Students	65	68.8	67.2
Graduating Students	55	60	58

## 2023/2024 IRR



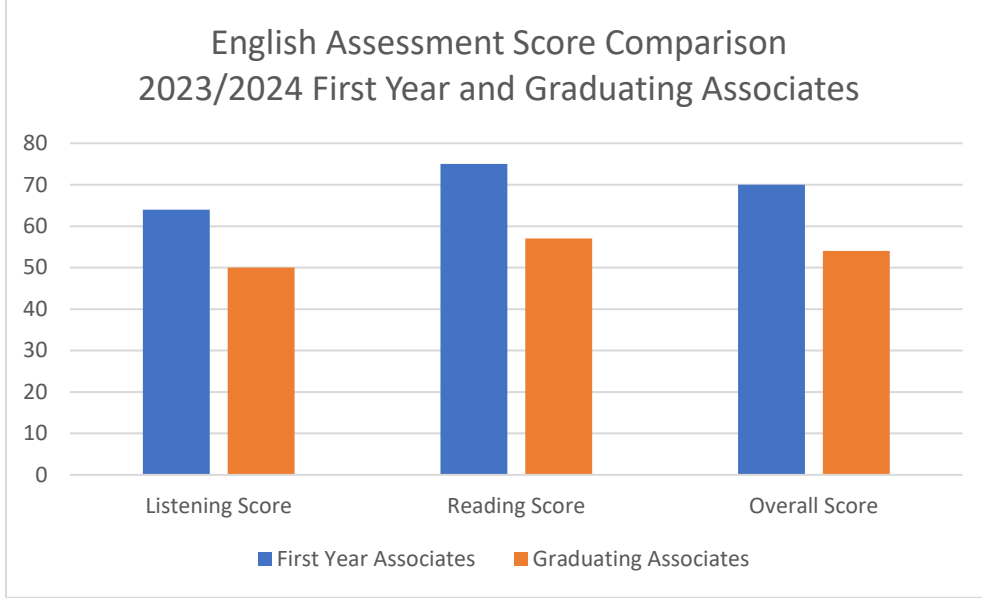
	Listening CEFR	Reading CEFR	Overall CEFR
First Year Bachelors	6	5	5
Graduating Bachelors	5	6	5



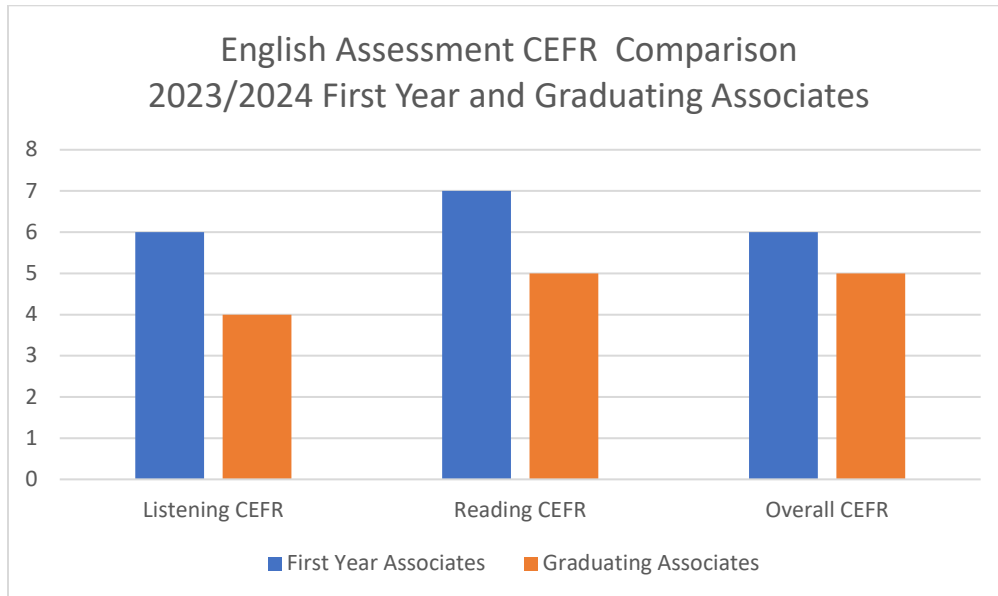
The results of the assessment appear to show that the first-year students scored at a higher English level than the graduating students. As with other assessments, only nine (9) of the first-year students completed the English assessment. This included doctoral students. There were no masters or doctoral students who graduated in the 2023/2024 academic year. Comparisons of the first year and graduating associate and bachelors students were also completed.

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	Listening Score	Reading Score	Overall Score
First Year Associates	64	75	70
Graduating Associates	50	57	54

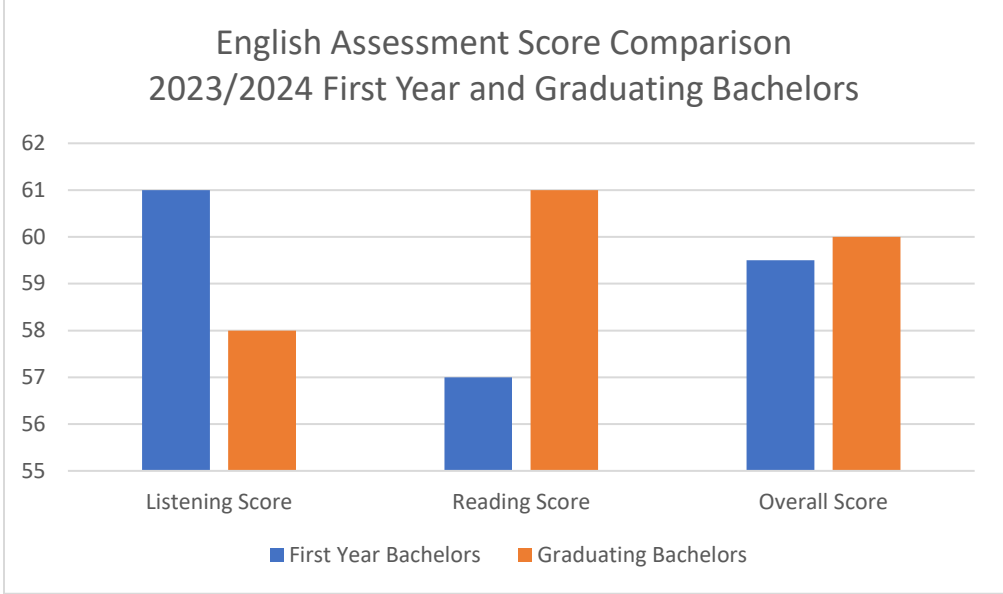


	Listening CEFR	Reading CEFR	Overall CEFR
First Year Associates	6	7	6
Graduating Associates	4	5	5

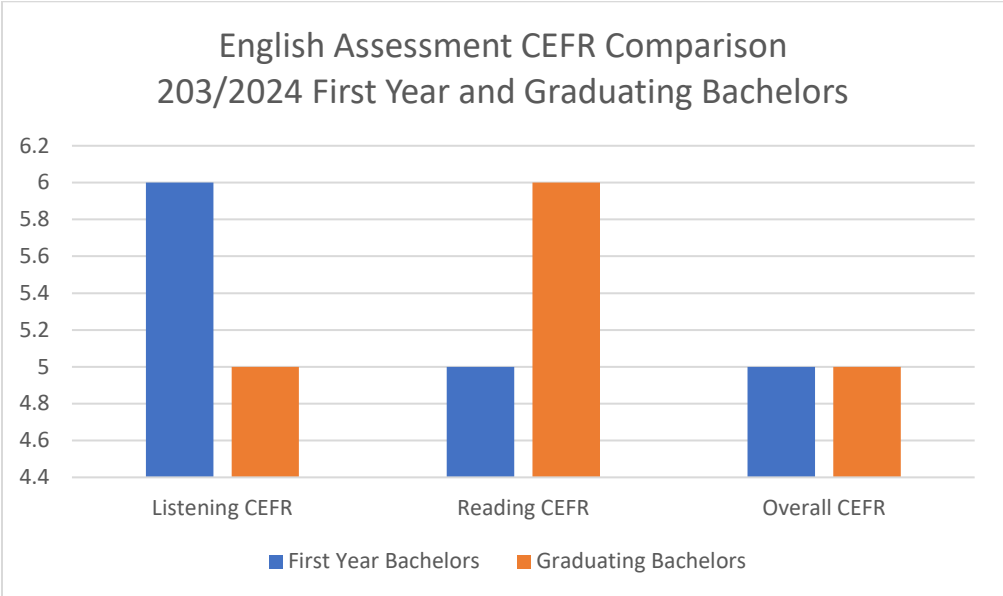


## 2023/2024 IRR

	Listening Score	Reading Score	Overall Score
First Year Bachelors	61	57	59.5
Graduating Bachelors	58	61	60



	Listening CEFR	Reading CEFR	Overall CEFR
First Year Bachelors	6	5	5
Graduating Bachelors	5	6	5

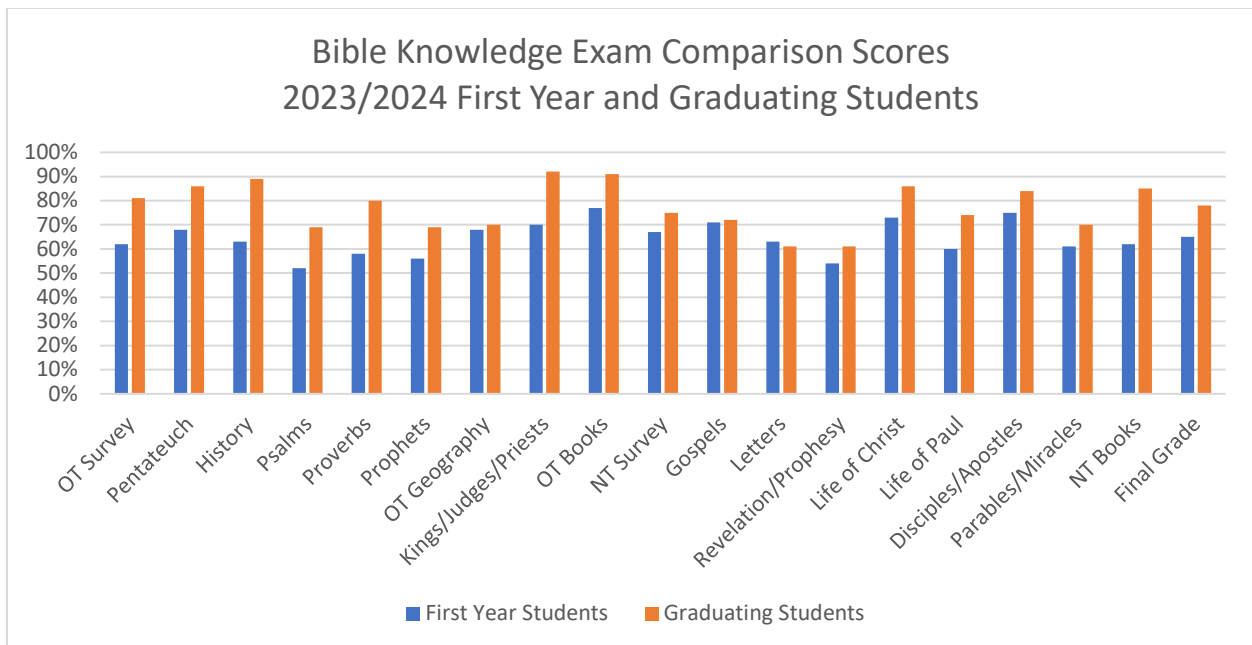


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The comparison of the associates and bachelors students show the first year associates students showing a higher English proficiency than the graduating associates students while showing that the graduating bachelors students scored slightly higher than the first year bachelors students in the reading score, but scored lower in the listening score. Drawing conclusions from this data would not be sound as only nine (9) of the forty-eight (48) first year students completed the assessment. The College will continue to monitor the results from this assessment to determine any trends regarding the first year and graduating students.

### BIBLE KNOWLEDGE ASSESSMENT

During the 2023/2024 Academic Year, the College began using the Bible Knowledge Exam that is available through OasisSIS. The Exam consists of 100 questions that covers the areas of Old Testament Survey, Pentateuch, History, Psalms, Proverbs, Prophets, Old Testament Geography, Kings/Judges/Priests, Old Testament Books, New Testament Survey, Gospels, Letters, Revelation/Prophecy, Life of Christ, Life of Paul, Disciples/Apostles, Parables/Miracles, and New Testament Books. The system provides a score for each area and an overall final score. The results of the assessment are included below. The results show that the graduating students scored higher in seventeen (17) of the eighteen (18) areas and the overall final score than the first-year students. The first-year students scored higher in the Letters section of the exam (63% vs. 61%). It is the desire and goal of the institution that students have a greater understanding of the Bible when they complete their programs than when they start. As the College continues to use this assessment, the opportunity to provide a greater comparison of student growth from entrance to graduation will be more available. Until that time, the College will continue to focus on incorporating biblical education in all classes.



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### RECOMMENDATIONS

Being a small institution with a small staff does come with challenges, but with God's help and a focus on doing His will, CCC strives to overcome any challenges that come its way. Part of overcoming challenges is using the data obtained through the various assessments and through review of the institution as a whole to make updates wherever they are needed. Based on data, review, and discussions, the Office of Institutional Research makes the following recommendations for the institution.

- View the Center for Faith-Based and Neighborhood Partnerships resource guide for potential community partners and resources.
- Review and determine employment/ministry documentation for students enrolled in non-ministry focused minors (Sports Management and Sports Psychology).
- Contact local churches specifically regarding possible internship opportunities for students.
- Offer Teams streaming/recording of the weekly Chapels to allow students who do not live in the area to participate.
- Request two (2) separate SpiritPulse reports; one report for the first-year students and one for the graduating students.
- Incorporate the areas to prioritize and the areas to review from the SpiritPulse report as areas of focus in the weekly Chapels.
- Include the English assessment as a part of the admissions process to ensure all first-year students complete the assessment with ample time to review and place the students appropriately.
- Develop and document opportunities for the students to engage in Christian service.

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## APPENDIX

### I. Christian Service Rubric



- I. The Ministry Formation rubric was developed by faculty and administration through a process that examined related documents for each learning outcome and incorporated additional feedback from faculty. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.
- II. The rubric is intended for institutional-level use as well as student learning. The core expectations articulated in the assessment plan are the underpinning of the rubric.
- III.
- IV. **Civic identity:** When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- V. **Service-learning/Project class:** A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- VI. **Communication skills:** Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- VII. **Civic life:** The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- VIII.
- IX. **Civic/community contexts:** Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of
- X. approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.
- XI.
- XII.
- XIII. **Instructions:** The rubric should only be completed by the Dean of Students, the Service Project supervisor (coach/professor), or Academic Advisor. The individual will highlight the corresponding rank for each category and save the document as *Student Last Name – First Name initial -service project assessment*. Each PDF should be sent to the Director of Institutional Research.
- XIV.

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned

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	communities and cultures. Promotes others' engagement with diversity.	diversity of communities and cultures.	what can be learned from diversity of communities and cultures	from diversity of communities and cultures.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's service project.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections one's service project	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's service project.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to one's service project.
<b>Civic Identity and Commitment</b>	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of service and community engagement.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of service and community engagement.	Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of service.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to service.
<b>Civic Communication</b>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further service and community engagement.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
<b>Civic Contexts/Structures</b>	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures to <i>achieve a civic aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures to <i>achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in civic</i> contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .

II. Chapel Rubric

Criteria	5	4	3	2	1
<b>Compelling Sermon Title</b>	Engaging and thought-provoking title that clearly relates to the sermon topic	Interesting title that somewhat relates to the sermon topic	Average title that loosely relates to the sermon topic	Weak title that doesn't effectively relate to the sermon topic	Inappropriate or irrelevant title
<b>Biblical References</b>	Multiple relevant biblical references that support the sermon's main points	Some relevant biblical references that support the sermon's main points	A few biblical references that somewhat support the sermon's main points	Limited biblical references that weakly support the sermon's main points	No biblical references or irrelevant references used
<b>Biblically Centered</b>	The sermon consistently emphasizes biblical principles and teachings	The sermon mostly emphasizes biblical principles and teachings	The sermon occasionally emphasizes biblical principles and teachings	The sermon rarely emphasizes biblical principles and teachings	The sermon does not emphasize biblical principles and teachings
<b>Rhetorical Techniques (Ethos, Pathos, Logos)</b>	Effective use of ethos, pathos, and logos to engage the audience and convey the message	Good use of ethos, pathos, and logos to engage the audience and convey	Some use of ethos, pathos, and logos to engage the audience and convey the message	Limited use of ethos, pathos, and logos to engage the audience and convey the message	No use or incorrect use of ethos, pathos, and logos

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		the message			
<b>Sermon Knowledge</b>	Demonstrates extensive knowledge and understanding of the sermon topic	Demonstrates good knowledge and understanding of the sermon topic	Demonstrates basic knowledge and understanding of the sermon topic	Demonstrates limited knowledge and understanding of the sermon topic	Shows a lack of knowledge and understanding of the sermon topic
<b>Exegesis</b>	Thoroughly analyzes and interprets biblical texts to support the message	Analyzes and interprets biblical texts to support the message	Partially analyzes and interprets biblical texts to support the message	Superficially analyzes and interprets biblical texts to support the message	Lacks analysis and interpretation of biblical texts
<b>Doctrine</b>	Effectively incorporates sound biblical doctrine into the sermon	Incorporates biblical doctrine into the sermon	Partially incorporates biblical doctrine into the sermon	Weakly incorporates biblical doctrine into the sermon	Does not incorporate biblical doctrine into the sermon

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<b>Application</b>	Provides practical and meaningful applications of the sermon's message	Provides some practical applications of the sermon's message	Provides limited practical applications of the sermon's message	Provides weak or unclear practical applications of the sermon's message	Does not provide practical applications of the sermon's message
<b>Oral and Eye Contact</b>	Maintains excellent oral and eye contact with the audience	Maintains good oral and eye contact with the audience	Maintains adequate oral and eye contact with the audience	Maintains limited oral and eye contact with the audience	Lacks oral and eye contact with the audience
<b>Theologically Accurate</b>	Demonstrates a high level of theological accuracy and soundness	Demonstrates theological accuracy and soundness	Partially demonstrates theological accuracy and soundness	Shows some theological inaccuracies or weaknesses	Contains significant theological inaccuracies or errors
<b>Christ-Centered</b>	Consistently presents the message in a Christ-centered manner	Mostly presents the message in a Christ-centered manner	Occasionally presents the message in a Christ-centered manner	Minimally presents the message in a Christ-centered manner	Does not present the message in a Christ-centered manner

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**III. Internship Supervisor Assessment**

**Internship Supervisor Report**

**Internship Location:** -----

**Semester:** -----

**Name:** -----

**Advisor:** -----

Pre

1. How did you determine what ministry the student would? How many hours per week will the student participate in this Ministry?
  
2. How do you expect the student to grow through this experience?
  
  
  
  
  
  
  
  
  
  
3. What are the student's ministry goals after graduation?

Mid-semester report

4. Is the student continuing in the same ministry as reported at the beginning of the semester?  
  
yes      no      If no, which ministry are you involved in now?

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### End of semester report

5. What were the student's responsibilities in this ministry?  
(if needed, use a separate sheet of paper)

1. -----

2. -----

3. -----

4. -----

6. Did the student accomplish their goals?    yes    no  
7. What goals did the student work towards in this ministry?  
(if needed, use a separated sheet of paper)

1. -----

2. -----

3. -----

4. -----

Supervisor and Student rate student on how well you grew spiritually using the following scale 1= Poor, 2=Below Average, 3=Average, 4= Above Average, 5= Excellent.

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**Actual Service Objectives**

**Rating**

Provide positive experience which will serve as an incentive for future Christian Service	
Develop Biblical motives for serving Christ and the church	
Gain a working knowledge of the vital connection with God's Agency for the propagation of the Gospel—the local church	
To learn the meaning of interdependence in the body of Christ.	

**Training Objectives**

**Rating**

To develop skills in applying academic principles to practical situations	
To give confidence in experience as well as content.	
To teach adaptability and flexibility in service.	

To discover gifts and God-given abilities as related to ministry	
To develop ability to work with various age groups and cultures in varying situations	
To develop spiritual maturity	

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**Student Development Objectives**

**Rating**

To develop qualities of leadership – initiative, ability to plan ,organize direct and supervise	
To develop virtues faithfulness and perseverance	
To teach dependence upon the Lord for strength, wisdom, and ability.	
To discover the joy of ministry	

To cultivate a sense of responsibility in carrying out his ministry	
To develop a desire and love for serving others	
To develop sensitivity to the problems and needs of people	
To learn to work cooperatively with others with humility and appreciation.  To act in a spiritual rather than a carnal way toward defects in Christian organizations and their personnel.	

A. Now that you have completed this portion of your ministerial experience, have you observed any personal strength that you may build upon in the future? If so, explain. (Student and Supervisor Answer)

B. Supervisor General Observations.

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### IV. Reflective Essay Rubric

Criteria	Excellent	Meets Expectations	Approaches Expectations	Needs Improvement
<b>Completeness</b>	Clearly and completely answers the assignment prompt. Adheres to required length.	Almost completely answers the assignment prompt. Adheres to desired length.	Partially addresses the assignment prompt. Adheres to required length.	Does not address the assignment prompt.
<b>Analysis</b>	Rich, detailed description of the case, conflict, challenge, or issue of concern.	Full description of the case, conflict, challenge, or issue of concern.	Partial description of the case, conflict, challenge, or issue of concern.	No description of the case, conflict, challenge, or issue of concern.
<b>Evidence</b>	Clear attempt to integrate relevant facts, relationships, and the student's self. Includes conclusions based on synthesis of the description.	Clear attempt to integrate relevant facts, relationships, and the student's self.	Slight or unclear attempt to integrate relevant facts, relationships, and the student's self.	No attempt to integrate relevant facts, relationships, and the student's self.
<b>Writing</b>	Impressions plus critical reflection (i.e. exploration and critique of assumptions, values, beliefs, and/or biases; multiple perspective; alternatives; and the consequences of actions). Includes discussion of how behavior may change based on new insights.	Impressions plus reflection (i.e. attempting to understand or question the case).	Impressions without reflection.	No impressions, reflection or introspection.

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**V. Group Counseling Assignment Rubric**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Demonstrates a knowledge of group counseling theory and techniques</b>	Lacks knowledge of and the ability to apply counseling theories and techniques and/or knowledge of group dynamics	Demonstrates limited knowledge of and the ability to apply counseling theories and techniques and/or knowledge of group dynamics	Routinely demonstrates knowledge of and the ability to apply effectively a range of counseling theories and techniques individually and in small groups and/or routinely demonstrates knowledge of group dynamics	Consistently demonstrates superior knowledge of and ability to apply effectively a wide range of counseling theories and techniques individually and in small groups and consistently demonstrates superior knowledge of group dynamics
<b>Strategic planning for systemic delivery within spiritual domains</b>	Makes limited use of data in designing a plan for the delivery in a counseling program; the plan is not systemic; and/or the plan does not include interventions designed to address student spiritual growth	May use some data to design a plan for the systemic delivery in a counseling program, but some aspects of the plan are not formulated with measurable outcomes or only minimally include interventions designed to address student spiritual growth	Using ministry data, routinely designs a measurable, plan for the systemic delivery of a comprehensive counseling program, including targeted interventions designed to address student spiritual growth	Using ministry data, consistently collaborates with relevant staff to design a measurable, plan for the systemic delivery of a comprehensive counseling program, including targeted interventions designed to address student spiritual growth
<b>Identifies individual and group needs in planning of appropriate strategies to meet those needs</b>	Student fails to identify individual or group needs	Student identifies group needs and plans an appropriate strategy to meet those needs but does not plan alternative strategies for the	Student routinely identifies group needs and individual needs and plans appropriate strategies to meet those needs	Student consistently identifies group needs and individual needs and readily matches the appropriate strategy to

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		group or individual students		individual students or the group at large to meet the needs of all students within their ministry context
<b>Designs and uses a variety of assessments to evaluate effective coaching skills in increasing students spiritual domain</b>	Provides no input into assessment plans or resists suggestions that such evaluation is important	Provides rudimentary input into program assessment plans without supporting evidence that lacks clear goals or suggestions for improvement	Routinely provides clear, organized input into program assessment plans supported by evidence to indicate the degree to which the goals have been met	Consistently provides highly sophisticated input into program assessment plans supported by imaginative sources of evidence with a clear path towards improving the program on an ongoing basis
<b>Uses a variety of resources in order to reinforce and extend knowledge and skills in coaching</b>	The student displays little understanding of the prior knowledge and resources needed of varied andragogical approaches that's important to learning the content within one's spiritual context	The student plans and practice indicate limited awareness of varied andragogical approaches that's important to learning the content within one's spiritual context but knowledge and resources are outdated, limited or inaccurate	The student's plans and practice routinely reflect current knowledge of how students learn a wide range of effective andragogical approaches, and accurate understanding of prior knowledge and resources among topics and concepts within one's spiritual context	The student's plans and practice consistently reflect extensive understanding of how students learn, a wide range of effective andragogical approaches to anticipate student misconceptions, and a deep understanding of the prior knowledge and resources necessary to ensure learning within one's spiritual context

# 2023/2024 IRR

## VI. SAP Information in student administrative email

Administrative information for Carolina Christian College - Students - Message (HTML)

File Message Insert Options Format Text Review Help Acrobat

Clipboard Basic Text Names Include Adobe Acrobat Collaborate Tags Voice Apps Editor Immersive Find Time My Templates

To |

Send Cc

Subject Administrative information for Carolina Christian College - Students

CCC - Instructions to Access Carolina Christian College Email and Classes STUDENT.pdf  
718 KB

Get real-time feedback on this PDF [Always](#) [Once](#)

**Academic Progress**

Academic progress is a very important aspect of higher education. There are minimum GPA and Rate of Progress (ROP) requirements students are required to meet to be in good standing with the school. Failure to meet those minimum requirements at the end of a semester lead to Academic Warning or Academic Dismissal. The minimum GPA and Rate of Progress requirements are listed below. For more detailed information on the results of not meeting the minimum requirements, please see the Satisfactory Academic Progress section of the Catalog.

Degree Level	Minimum GPA	Minimum ROP
Undergraduate	2.00	66.66%
Masters	3.00	66.66%
Doctorate	3.00	66.66%

VII. Orientation Slides addressing SAP

## Academics

### Satisfactory Academic Progress (SAP):

#### Undergraduate Requirements

- Minimum 2.0 cumulative GPA (CGPA)
- Minimum 66.67% Rate of Progress (ROP)

#### Graduate Requirements

- Minimum 3.0 cumulative GPA (CGPA)
- Minimum 66.67% Rate of Progress (ROP)



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## Academics

### What happens if I don't meet SAP?

#### First semester: Academic Warning

- One semester to meet the minimum requirements

#### Second consecutive semester: Academic Dismissal (AD)

- Sit out of school for one (1) full semester before eligible to return
- Upon return, NOT eligible for Title IV financial aid until complete first semester AND meet minimum requirements



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VIII. Orientation in OasisSIS for student access

The screenshot displays the OasisSIS interface. At the top, the header includes the OasisSIS logo, a menu icon, and user information: "License Days Remaining: 145", "Nreka Forsman", "Student", "My Chat", and "My Messages: 17". A search bar and "Module" dropdown are also present. The left sidebar contains navigation options: Dashboard, Pending Surveys (1), My Advisor, Career Services, Resources (11), Community Files (1), My Student Files (1), Student News (11), My Finance, and Student Forms. The main content area is titled "Student Community Files" and includes a light blue informational box: "Community Files: These files are posted by the registrar and are commonly shared with all students." Below this, there is a "Show 10 entries" dropdown and buttons for "Copy", "Excel", "CSV", and "PDF". A search bar is located to the right. The file list table has a header "File Name" and one entry: "Current\_CCC\_Student\_Orientation\_Presentation\_update\_08072024.pptx". At the bottom of the list, it says "Showing 1 to 1 of 1 entries" with "Previous" and "Next" navigation buttons.