



## **Program Outcomes**

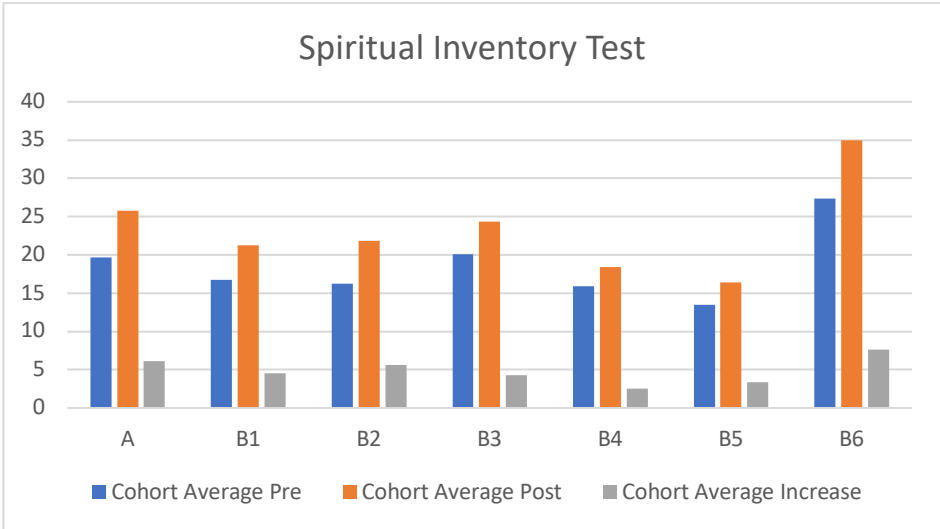
In September of 2022, Carolina Christian College completed a total restructuring of its assessment. Through prayer and renewed focus on our mission as an institution, we created new Institutional Goals, Program Objectives, and Course Objectives for all the programs and courses we offer. We rolled out our new objectives in the 2022 Fall semester. Outcomes from our new assessment plan will be available as our students complete the programs. Until that data is available, we have provided data from the outcomes of our previous assessment tools.

### **Spiritual Inventory:**

During orientation and graduate assessment day, students are given the opportunity to complete a Spiritual Inventory Test. This test requires that students answer questions regarding General Formation and Discipleship (Part A) and six principles of Emotional Components of Discipleship (Part B). The six principles along with the maximum score for each element of the test are listed below in the legend for the graphs of the results. The students' options for response are Not Very True (1), Sometimes True (2), Mostly True (3), and Very True (4).

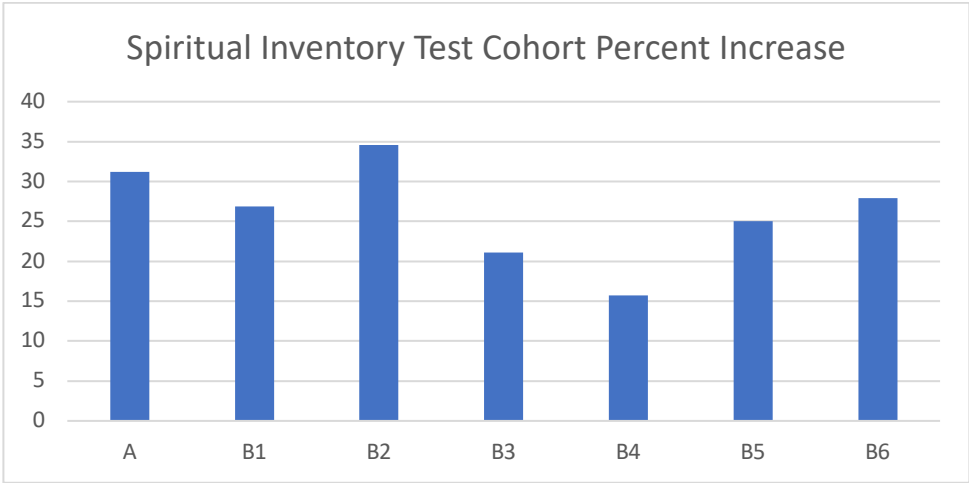
There were 11 graduates during the 2020-2021 year. Of the 11 graduates, 9 students completed and submitted both the orientation and assessment day tests (one student transferred into the college after starting her doctoral program at another institution and did not complete the orientation day assessment; a second student completed the orientation day assessment but did not complete and submit the assessment day test). It was discovered after-the-fact that one student's post-test had errors in the questions that prevented an accurate assessment. The results from the 8 graduates whose tests were completed and accurate are presented below in Graphs 1 and 2.

Graph 1: 2020-2021 graduates Spiritual Inventory Results



- LEGEND:
- Part A: General Formation and Discipleship (28)
  - Part B: Emotional Components of Discipleship
    1. Look beneath the surface. (24)
    2. Break the power of the past. (24)
    3. Live in brokenness and vulnerability. (28)
    4. Receive the gift of limits. (24)
    5. Embrace grieving and loss. (20)
    6. Make incarnation your model for loving well. (40)

Graph 2: 2020-2021 Spiritual Inventory Test percent increase



- LEGEND:
- Part A: General Formation and Discipleship
  - Part B: Emotional Components of Discipleship
    1. Look beneath the surface.
    2. Break the power of the past.
    3. Live in brokenness and vulnerability.
    4. Receive the gift of limits.
    5. Embrace grieving and loss.
    6. Make incarnation your model for loving well.

Carolina Christian College has set a standard of a 5-10% increase between the student testing at orientation and at assessment day as our criteria for success. As evidenced from Graph 2, there was more than a 10% increase in each aspect of the test. As a result, we can confidently say that we met our goal based on that standard.

**Student Self-Evaluation Survey:**

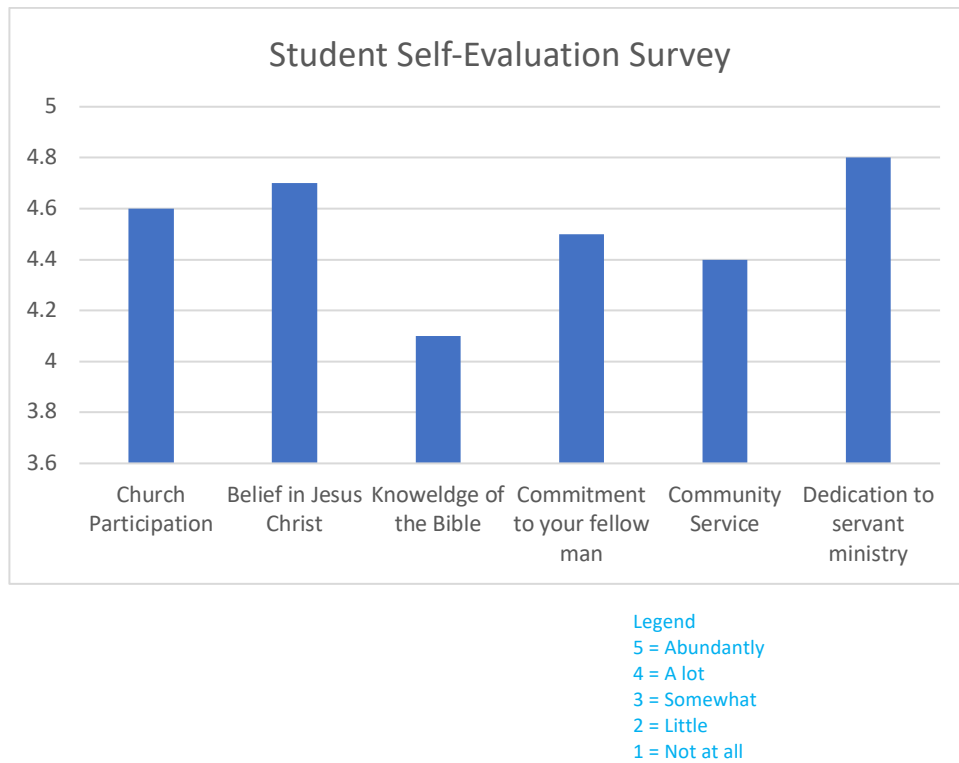
The Student Self-Evaluation Survey provides an opportunity for the students to reflect on their spiritual growth during their time at Carolina Christian College. The students rate their growth in *Church Participation, Belief in Jesus Christ, Knowledge of the Bible, Commitment to Their Fellow Man, Community Service, and Dedication to Servant Ministry*. The rating choices are “Abundantly,” “A Lot,” “Somewhat,” “Little,” and “Not at all.”

There were 11 graduates in the 2020-2021 school year. Of those 11 graduates, 10 (4 graduate and 6 undergraduate degree completers) completed and submitted the Self-Evaluation Survey. Assigning the numbers 1 to 5 to the rating choices (5 for abundantly, 4 for a lot, 3 for somewhat, 2 for little, and 1 for not at all), the average rating for all areas of spiritual growth was above 4.0 (see Graph 2 below).

A review of the individual responses showed that no student rated growth in any area below “Somewhat” (3). The breakdown below provides details regarding the students rating in each area.

Category	Number of 5s	Number of 4s	Number of 3s
Church Participation	6	4	0
Belief in Jesus Christ	8	1	1
Knowledge of the Bible	3	5	2
Commitment to your fellow man	6	3	1
Community Service	5	4	1
Dedication to Servant Ministry	9	0	1

Graph 3: 2020-2021 Student Self-Evaluation Survey results



Carolina Christian College has set a standard that “Graduates will report positive evaluations” as our criteria for success. As evidenced by the student responses described and documented above, we have shown success in this aspect of our goal to Empower our students.

### Critical Thinking Skills Test:

Carolina Christian College was using the HEIghten Critical Thinking Skills Test developed by and administered through Education Testing Service (ETS) to assess the increase in critical thinking skills of our graduate students from the start to the completion of their programs. Scores for the test range from 150 to 180. ETS indicates that scores from 150-162 are the “Developing” level, scores from 163 – 173 are the “Proficient” level, and scores from 174 to 180 are the “Advanced” level. On each “Test Taker Score Report,” ETS provides the following summary of each level (the full descriptions are available on their website at [www.ets.org/heighten/ctproficiency](http://www.ets.org/heighten/ctproficiency)) and indicates that the average score of all the students who took the test from 2015 to 2019 is 162.8.

DEVELOPING - A typical student at the developing level may:

- make inferential connections between two explicitly related points
- follow the logic of an explicitly structured argument

- mistake evidence that is broadly related to a topic for evidence that is relevant to a specific assertion
- identify evidence that directly supports or undermines a claim
- have difficulty distinguishing causation from correlation

PROFICIENT – A typical student at the proficient level has demonstrated the ability to:

- make inferential connections
- follow the logic of an argument
- understand logical relationships between assertions/arguments and supporting information
- identify implicit assumptions and evidence that supports or undermines a claim
- distinguish causation from correlation

ADVANCED – A typical student at the advanced level has demonstrated the ability to:

- extrapolate implications
- describe the logic of complex arguments
- understand subtle logical relationships between assertions/arguments and supporting information
- identify needed evidence and implicit assumptions
- identify possible alternative causes or explanations

Though our intent is to have the graduate students take the test during Orientation and Assessment Days to capture that data, we were unable to have the students complete the assessment on Orientation Day as we had not yet begun the use of this assessment tool. In order to obtain data for comparison, we opened the opportunity for our graduating Bachelor's degree students to take the test. Since the students entering our graduate programs would have completed a Bachelor's degree, we used their scores to represent the average critical thinking score of incoming graduate degree seeking students.

Four of the seven graduates from our Bachelor's degree program took the Critical Thinking Test. The range of scores for those students was 151 – 162, with an average score of 155. Using our premise that the score of the undergraduate completers would correlate to the initial score for the graduate students, the average score of 155 would be assigned as the beginning score for our 2020-2021 graduate completers.

There were four students graduating from Master's and Doctoral degree programs for the 2020-2021 year. All four students took the ETS Critical Thinking Test. Of the four students, three of them completed less than 75% of the test questions. According to ETS, results from students who complete less than 75% of the test questions are not included in aggregate reports. Using the same criteria ETS uses, we would not include the three students in our reporting since the results would not accurately reflect the proficiency for the students. As

such, only one student’s score is usable for reporting. That student’s score was 158. Making inferences for a cohort with the data of just one student would not be sound, however this data can assist us with working on our processes to ensure our graduates complete the Critical Thinking Test. This is an important aspect of our college ensuring we are meeting our goals.

After gathering information on how the test is administered on both Orientation and Assessment Day, it is recommended that the Critical Thinking test be administered in the first class the students take for the Master’s and Doctoral program to establish their beginning level. It is further recommended that the students take their post-test during their final course in order to defend their Capstone or Dissertation. This will allow the students to take the appropriate time needed to complete the test.

**Comprehensive Exam:**

The Comprehensive Exam is used to ensure the Master’s degree seeking students understand the concepts they were to learn in the program. The exam consists of 16 multiple-choice questions that provide an overall review of the programmatic content. The students are required to pass the Comprehensive Exam prior to defending their Capstone project.

Carolina Christian College has determined that a score of 80% or more on the Comprehensive Exam is the acceptable passing rated and evidence that the students have, in fact, understood the main concepts of the program. In the 2020-2021 year, three students completed the Master’s program. All three students took and passed the Comprehensive Exam with a score of 100%. There are no previous scores with which to compare the scores of this graduating class of students. The writer recommends that the scores of the Comprehensive Exam be reviewed for the 2021-2022 graduates to determine if the rigor of the exam needs to be increased.

