



**CALVARY
CHAPEL**

UNIVERSITY

2021 Institutional Assessment Plan

Vision

Calvary Chapel University desires to be a premier, Christian higher education community loving God, loving others, and making disciples of Jesus Christ.

“Go ye therefore and MAKE DISCIPLES. of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo I am with you always, even to the end of the age.” Matthew 28:19-20

Mission

Calvary Chapel University prepares lifelong learners to serve the Church by offering rigorous academic programs in the context of a Christ-centered community.

Accreditation Standard TRACS

Accreditation Standard 12: “The institution has developed and implemented a comprehensive *Assessment Plan* as a means of evaluating its effectiveness in accomplishing its mission and objectives. The *Assessment Plan* describes the processes utilized in the evaluation of all foundational and operational areas of the institution. It includes the identification of outcomes and assessments to determine the extent to which these outcomes are achieved and leads to evidence of institutional improvement based on an analysis of assessment results.”

12.1 “The institution has developed and implemented a comprehensive Assessment Plan which includes all aspects of the institution. (IER)”

12.2 “The institution provides a systematic assessment of whether or not student learning outcomes at the institution, program and course levels are appropriate to its educational mission. (IER)”

12.3 “The institution utilizes multiple approaches (qualitative and quantitative methods and direct and indirect measures) for assessing student learning, including information both internal and external to the institution.

Introduction to Assessment

One of the greatest challenges facing higher education today is the ability to demonstrate the quality of education that is provided. This pressing challenge for accountability, effectiveness, and change has brought assessment, strategic planning, and budget planning into the forefront of our administrative lives.

Institutional effectiveness has become a discipline that helps the institution remain faithful to its mission and goals. The assessment program for Calvary Chapel University focuses on three primary areas.

1. academic,
2. administrative, and
3. students.

What Is Assessment?

In the context of higher education, an assessment plan appraises the quality of the educational programs and evaluates the effectiveness in fulfilling the university's mission, vision, and learning outcomes. While the assessment focuses primarily on institution, program, and student outcomes, the emphasis at Calvary Chapel University is to create a cycle of continuous improvement in all areas of the university.

Why Assessment?

Assessment is the tool that reveals reality and initiates the planning process for institutional improvement. Assessment results usually indicate the "health" of the institution and any deviation from positive indicators can affect significant areas of concern for the university. (ie. enrollment, student recruitment, funding, accreditation status, donors, etc.) When assessment is done well, it helps the university set realistic goals and serves as the glue that brings the strategic planning and budgeting process together for the purpose of continuous improvement.

How Do We Assess?

As indicated in the graphical display below, we ask the following questions when designing work for each of our objectives.

1. What do we want to know?

Our first step is determining the specific mission-centric questions that we need to address in planning and designing our inquiry.

2. Why do we want to know?

Ultimately, the results of our inquiry, analysis, and reporting are to inform decision making to fulfill and advance CCU's mission. For example, stakeholders may use the results for:

- accountability and compliance (e.g. accreditation),
- monitoring and/or strengthening our practices and policies to ensure high quality learning experiences, and
- modifying or developing new learning experiences to enhance our learning outcomes.

3. What methods will we use?

We use quantitative and qualitative methods and direct and indirect measures for data gathering and analysis. We may use existing student data or gather new data through methods such as surveys and focus groups.

4. What did we discover?

Our reporting addresses the questions that we posed for our work and informs the stakeholders of our findings according to their needs.

5. How will we respond?

Before beginning our work, we need to determine how the stakeholders will use the results in order to inform our methodology and reporting.



Assessment Philosophy

Calvary Chapel University is committed to evaluating the health of the institution as it relates to the mission, vision, and strategic plan on an ongoing basis. Using both direct and indirect measures and quantitative and qualitative research, the assessment plan focuses on the following four areas.

Academic	Administrative	Financial	Strategic Plan
Annual Spring Survey Course Evaluations Student Learning Outcomes Curriculum Review and Revise Team Report General Education National Comparisons (Future) Average GPAs for Undergraduate and Graduate Course Catalog Faculty led assessment of programs at the end of each year	Faculty Evaluations Faculty Handbook Student Handbook Staff Evaluations Policy and Procedures Manual Technology Review (Future)	Audit Budget Business Plan	5 Year Plan Mission Review Board Evaluations Board Handbook

Academic Assessment Process

As a Christ-centered university, our mission is to serve lifelong learners and the ministries of churches worldwide by offering undergraduate and graduate programs in a Christ-centered community. Calvary Chapel University provides an institutional learning environment that is designed to ensure students are educated to:

- Demonstrate Biblical proficiency by reading, interpreting, analyzing, and applying the principles of God's Word to their lives as they fulfill assignments, participate in discussions, and reflect through personal journal responses.
- Identify Godly character through the study of God's Word and apply the principles to their lives as they share the love of Christ with others.
- Develop critical thinking skills by constructing knowledge and applying concepts to real-life while analyzing and evaluating the effectiveness of content learned.
- Innovate, collaborate, and communicate by
 - Formulating critical thinking and writing skills,
 - Demonstrating technology proficiency,
 - Implementing other media without regard for national boundaries or cultural differences, and
 - Utilizing information literacy skills.

The mission of the university, along with the institutional objectives, help inform the philosophy of education, which is explained in the following two paragraphs.

Philosophy of Education

Education at Calvary Chapel University is based upon a distinctly biblical view of reality, truth, and values. Ultimate reality is found in God, who created the universe with purpose and sustains its existence with His power. Truth originates from God; it is embodied in Christ and revealed in the Scriptures. Ethics and morals are grounded in scriptural absolutes, and the appreciation of art, worship, and literature is based upon biblical principles.

Education at Calvary Chapel University has desired goals. Education is not merely the acquisition of knowledge or the accumulation of skills for financial success. The pursuit of higher education at Calvary Chapel University is the pursuit of a higher calling. Thus, the environment is one that prioritizes a personal and vibrant relationship with Christ for every student. Then, upon this foundation, a biblical worldview is developed, where individual gifts and talents are molded around a proper understanding of the Scriptures, self, and society. The definitive goal is to produce graduates who combine outstanding general, biblical and professional education and who have the practical experiences necessary to effectively teach and defend the Gospel with exemplary lives of service to God, the local church, and others.

Academic Structure

The academic structure of the university consists of three specific academic programs. The programs of study are created and program objectives are forged so that the university may assess the growth and success of students. Continuous academic progress is contingent on assessing students as they proceed through the program, complete the program, and join the workforce after the program. The annual cycle

for program review asks, “Did the program of study equip the student to meet and/or exceed the program objectives?” and “If not, are there adjustments that should be made to improve the student’s success in the program? If so, how do we implement the change and assess the changes?”

General Education Assessment

General Education courses are embedded within the curriculum of each undergraduate degree to stimulate student intellectual growth, which complements the development of their knowledge, skills, and abilities within their particular field of study. The general education subjects include general education courses in English communication, the humanities, social sciences, and natural sciences. The emphasis on general education is designed to encourage holistic growth of students. For example, students are expected to study diligently, think critically, communicate effectively, and relate culturally. The assessment of general education occurs through using the curriculum review and revise evaluation tool and course embedded assessments. The general education component of the university supports the achievement of institutional objectives (e.g. innovation, Biblical proficiency, critical thinking, communication and information literacy).

Academic Program Review

An Academic Program Review is conducted on each program every three years to assess mission congruence, quality of instruction, and program viability resulting in recommendations for improvement. There are several assessments conducted by the academic departments:

- Program Review—3 year cycle
- Program Learning Outcome Assessments - 3 times a year
 - The student learning outcomes are assessed at the end of each semester by the Academic Chief Officer and the Faculty Senate. Prior to this formal assessment, using the [CR&R](#), faculty perform an assessment for each class taught during the previous module. To help focus attention on the SLO’s, the following questions are asked.
 - 1. How many Student Learning Outcomes (SLOs) are listed?
 - 2. Is each SLO written using verbs from Bloom's taxonomy?
 - 3. Is each SLO measurable?
 - 4. Does the syllabus state how each outcome is measured/assessed?
- Course Review - Each course is evaluated at the end of each module using the CR&R.
- Student Course Evaluation Results Analysis - annual
- Faculty and Staff Evaluations - annual
- Core Competencies (College of General Studies)

Program Evaluation: 3 Year Rotation	
Bachelor of Biblical Studies/Certificate Program	2021-2022
Master of Biblical Studies	2022-2023
Master of Divinity	2023-2024

Faculty Review

The Chief Academic Officer annually reviews the faculty of the university using the evaluation tool that is job specific. The assessment report data are used to make recommendations to supplement strategic planning and provide direction for the institution.

Administrative Assessment Process

The administrative units of the institution are critical in performing the university's mission to be "an established provider of quality, Bible-centered higher education." Each year, the administrative team reviews assessment instruments for the upcoming year. The collection of data happens throughout the year, and each person is responsible for analyzing, evaluating, and recommending changes for improvement in their area based on their review. The team reviews the results of each Administrative Team Member's Summary and uses the content to populate the Annual Assessment Report.

Annual Assessment Report

The information collected through administrative units, academic program reviews, and the master assessment list is compiled to craft an Annual Assessment Report for the President of the university. The President uses the assessment report data and recommendations to supplement strategic planning and the direction of the institution.

Strategic Planning Assessment

The President and the board review the five year Strategic Plan annually. Woven into the annual assessment is the university's personnel performance review. The performance review is done three times per year (beginning, middle, and end) and each personnel role is intricately linked to strategies and actions from the strategic plan to ensure progress towards the plan and mission of the institution.

Annual Assessment & Reporting Cycle

Activity	Area Assessed	Owner	Timeline
Financial Audit	Finance	COO	June/July - Yearly
Annual Board Report	Board	President	September -Yearly
Annual TRACS Report	Accreditation	President	October - Yearly
Budget Approval	Finance	President	September - Yearly
CR&R	Curriculum	CAO	After each module
GSI	Graduates	CAO	January/June - Yearly
SEI	Student Life	CAO	March - Yearly
FSI	Faculty	CAO	March - Yearly

ESI	New Students	CAO	Ongoing - Yearly
AI	Alumni	CAO	June - Yearly
Handbook Revisions	Student Life	CAO	September - Yearly
Catalog Revisions	Academic Life	CAO	September - Yearly
Library Report	Resources	Librarian	Spring - Yearly
Enrollment Report	Student Life	Registrar	Ongoing - Weekly Funnel Reports

Retention, Graduation, and Transfer Out Rates

	2014/15	2015/16	2016/17	2017/18	2018/19	2019-20	2020-21
FT/FT Freshman	0	0	2	3	3	1	1
Retention Rate	0.00%	0.00%	100%	33.33%	33.33%	0%	100%
Graduation Rate	0.00%	0.00%	0.00%	0.00%	0.00%	100%	73%
Transfer Out Rate	6.06%	13.46%	12.99%	7.97%	1.37%	4.21%	0

[First Time - First Year Graduation, Retention, and Job Placement Rates](#)

[All Graduates Graduation, Retention, and Job Placement Rates, 2018-2020](#)

[All Graduates Graduation, Retention, and Job Placement Rates, 2020-2021](#)

Enrollment and Student Placement Information

Headcount (Total number of students enrolled in each module throughout the academic year)									
Year	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
# of Students	112	173	389	464	477	785	843	586	822
Percent of full-time students (full-time students divided by total number of students) Overall, not just FTE -									2020/21 - 6%
Tuition (cost per credit) for 2020/21									U/G \$295 G \$400
Percent of students receiving financial assistance (e.g., scholarships, work-study)									2020/21 - 92%

BABS

Instrument	Responsible	Description	Due	Method	Report
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CR&R	CAO	Learning outcomes and overall program evaluation	Sem.	Survey	20-21 Spring Report 20-21 Summer Report CAO Report
GSI	CAO	Graduating Student Inventory	March	Survey	GSI Action Plan, pp.3-4 Counseling Initiative
SEI	CAO	Student Experience Survey	March	Survey	SEI Action Plan, pp.4-6
ESI	CAO	Entering Student Survey	Ongoing	Survey	ESI Action Plan, p. 4
AI	CAO	Alumni Inventory	Jan/June	Survey	AI Action Plan

MABS

Instrument	Responsible	Description	Due	Method	Report
CR&R	CAO	Learning outcomes and overall program evaluation	Sem.	Survey	20-21 Spring Report 20-21 Summer Report CAO Report
GSI	CAO	Graduating Student Inventory	March	Survey	GSI Action Plan, pp.3-4 Counseling Initiative
SEI	CAO	Student Experience Survey	March	Survey	SEI Action Plan, pp.4-6
ESI	CAO	Entering Student Survey	Ongoing	Survey	ESI Action Plan, p. 4
AI	CAO	Alumni Inventory	Jan/June	Survey	AI Action Plan

M.Div.

Instrument	Responsible	Description	Due	Method	Report
CR&R	CAO	Learning outcomes and overall program evaluation	Sem.	Survey	20-21 Spring Report 20-21 Summer Report CAO Report
GSI	CAO	Graduating Student Inventory	March	Survey	GSI Action Plan, pp.3-4 Counseling Initiative
SEI	CAO	Student Experience Survey	March	Survey	SEI Action Plan, pp.4-6
ESI	CAO	Entering Student Survey	Ongoing	Survey	ESI Action Plan, p. 4
AI	CAO	Alumni Inventory	Jan/June	Survey	AI Action Plan

Marketing Report

Instrument	Responsible	Description	Due	Method	Report
Lead Source data	MARCOM	As leads are generated, data are compiled to determine most effective sources. Meeting notes reflect discussions concerning data analysis.	Ongoing	Data entry	June 20, 2020-January 2021 Meeting Notes

Registrar Report

Instrument	Responsible	Description	Due	Method	Report
Meeting Minutes	Registrar	The Registrar falls under the Student Services Team and they meet once a week, every	Ongoing	Meeting notes and data	2019 Meeting Minutes

		Thursday at 12:30 in person or on a Zoom meeting. As noted in the minutes, discussions include improvement in processes all across the SST team.		entry	2020 Meeting Minutes
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Library

Instrument	Responsible	Description	Due	Method	Report
Surveys	Librarian	Two surveys: January 2020, Earlier survey results from 2018-2019 (Library related questions from the General Student Survey, GSI)	Ongoing - Yearly	Survey	Library Update Aug2020 Library 2020-2021 Survey Analysis

Budget / Accounting / Finance

Instrument	Responsible	Description	Due	Method	Report
Strategic Plan analysis survey	COO	After reading through the Strategic Plan, participants complete the following survey to provide valuable feedback for CCU.	Annual	Survey	Action Plan

Public Information Sheet

Academic Year: 2018-19; 19-20

Library Usage Survey 7/2018.

Survey in July 2018 showed 0% usage of the library for course assignments.

Initiatives developed from data collected

1. July, 2018 - Librarian created request document to assess faculty library needs
2. July, 2018 - Updated Library page on website for better recognition.
3. August, 2018 - Established new welcome letter and video introduction from Librarian
4. August, 2018 - Inserted section in New Student Welcome packet - visit the library page and watch video
5. August, 2018 - Uploaded link to Library in every course Info page began in Fall, module 1
6. January, 2019 - Beta tested a new assignment in one course requiring all students to use the library for research with a survey assessing usage and ease of usage - 100% participation
7. February, 2019 - purchased subscription to Online Library at Veritas International University

8. March, 2019 - Implemented new assignment in all Spring module 3 courses requiring 100% usage.

2/29/19 Student Satisfaction Data (Library Usage Initiative)

1. What do we want to know?
 - We want to know if the CCU Library is easily accessed and navigated by students as they search for course related educational resources. How are students doing? Why do we need to know?
 - To determine educational health of our student body.
2. What method will we use?
 - Survey Monkey
3. What did we discover?

The statistics below indicate the initial CCU Library introduction video has been very helpful, and students have been able to retrieve course related articles from multiple databases.

 - 99% of university students reported watching the CCU Library introduction video
 - 97% of university students found a course related article
 - 53% of university students spent time perusing more than three academic databases
 - 81% of university students reported the CCU Library resources as somewhat useful (39%), very useful (40%), or extremely useful (12%)
 - 60% of university students reported their CCU Library experience as very satisfying (17%) and satisfying (52%)
 - Student feedback from the CCU Library Resources survey provided useful suggestions relating to overall website design and possibly more instructional videos to navigate the site.
4. How will we respond?
 - Taking 2 suggestions from the student survey, the CCU website was changed to make it more user friendly.
 - Ongoing discussions between the CCU Librarian and website designers are addressing student concerns and considering website revisions. Our aim is to give students a satisfying and rewarding library experience that promotes academic excellence.

Academic Year: 2019-20

Continuation of Library Usage Initiative

All courses include a library usage assignment built in between week 2 and 3. This assignment requires students to use the library and exposes them to the resources they have available.

Evaluation and restructuring of the Master in Biblical Studies Program.

1. Inquiry
 - a. How effective was our MABS program in comparison to other institutions
2. The Analysis
 - a. The Comparative Analysis indicates CCU presently offers too few Core Requirement courses and too many specialization courses. Percentages suggest two areas in which

CCU's MABS degree program could be more aligned in scope and rigor to similar courses at these levels in American higher education. First, increasing and strengthening the Core Requirement courses would broaden the scope and rigor to provide a more fundamental range of biblical knowledge and core ministry skills. Second, the ratio between Core Requirement courses and Specialization Tracks could be proportioned to achieve a more well-rounded and respected ministry education. Increasing Core Requirements and decreasing Emphases/Electives would demonstrate scope and rigor consistent with MABS programs offered by similar institutions.

3. The Resolution

- a. To address these concerns, a proposal submitted by a faculty member and collaboratively developed by the faculty senate was created to target these two areas. Proposed modifications would solidify the Core Requirements and broaden the ministry skills taught.

CR&R Usage

1. Inquiry

- a. How do we know if the learning outcomes are being taught?

2. The Analysis

- a. A discussion within the faculty senate indicated a loose understanding of the learning outcomes.

3. The Resolution - Faculty led process to analyse learning outcomes using the Course Review and Revise tool designed to evaluate courses against the university's educational mission.

- a. At the end of each module, instructors will evaluate each class by using the assessment tool called the Course Review and Revise or [CR&R](#). This tool creates the need for instructors to consider a wide range of criteria for course evaluation and directs the instructor to identify areas in need of improvement.
- b. Instructors from each program will conduct a review of all [CR&R responses](#) and write a report.
- c. This report will then be given to the CAO to help draft the final report to be submitted to the Academic Team for further review at the end of the semester. The CAO will initiate a meeting with all instructors who conducted the end of module evaluations.

Learning Outcomes Direct Assessment

1. Inquiry

- a. Are the learning outcomes aligned?

2. The Analysis

- a. Upon the review initiated by the CAO, it was discovered that the learning outcomes were not aligned and needed to be evaluated.

3. The Resolution

- a. The Institution, Program, and Student Learning Outcomes have been aligned and documented. Professors evaluating individual courses with the CR&R will measure against the outcome alignment as listed.

Writing Sample Direct Assessment

Writing samples were collected and evaluated during the month of April, 2020. During the month of May, the faculty senate will be reviewing the recommendations from this assessment and discussing how to improve the writing initiative at CCU.

Academic Year 2020-21

TRACS Accreditation Standards

Accreditation has caused the university to evaluate processes and procedures and have given the academic team a focus to work towards best practices. The best practices include: better documentation of processes for decisions, better communication, better evaluation of all aspects of the program, and a better understanding of the aligned mission and vision for the institution. Following the pattern set during the accreditation process, CCU has followed established policies and procedures throughout each semester.

M.Div. reinstatement process. The university applied for a substantive change to add the M.Div. to the graduate program. This process included a needs analysis, comparative analysis, and a strategic plan to prove viability. As a result, the accreditation commission voted to approve the M.Div during the fall of 2021.

CCU applied to have the College of Education reinstated and the application process mirrored the M.Div. process. The university submitted a needs analysis, comparative analysis, and a strategic plan to prove viability. The commission voted to approve the COE during the summer of 2021.

Library improvements are continually being considered as the university makes plans to work with LOGOS during the fall of 2022.

Historical Improvements

Outcome for Improvement	Improvement Strategy	Date	Results
Name and offerings of Institution	Increased interest and demand for new pastoral programs and a "College of Biblical Leadership"	2008	CCTC name was changed to Calvary Chapel University
Student Internships in Education	Demonstrated need for classroom practice with a mentor	2009	Internships/Practicums created and implemented as part of the Bachelors Requirements
Learning Management System	Administrative need for efficiency, security, and friendliness	2010	Populi became the new LMS
Biblical Specializations	Students requesting specialized biblical training	2011	Refined the emphasis in Biblical Counseling Church Planting Women's Studies
Student Teacher Interaction	Students expressed desire for more interaction even in courses with low enrollment	2012	Discussion boards required in all courses with 2 or more enrolled
Administration	Need dedicated full time administration	2013	Hired 3 full time administrators and 3 part time staff in addition to shared services and independent contractors

Mission and Vision	Need to review Mission, Vision, and Identity of CCU at CC Ft. Lauderdale	2013	CCU administrative team met on multiple occasions to collaboratively review CCU vision, mission and core values. Revised renderings presented to the Board of Directors in mid-February for approval.
Strategic Planning	Need for 5 year planning and Better Financial planning for the <u>future</u> of the school	2013	Produced a Business Plan with a customized business model, as well as goals, objectives and timeline management and organization, operations, marketing and financial planning.
Curriculum Review	Research on best online pedagogical practices was accomplished to inform future curriculum review and revision	2013	Proposal in for 5 year Curriculum Review
Faculty Development	From teacher feedback, we have determined the need for more/better communication	2013	Dean of Education, David Salvatelli, blog, teacher training
Branding	Review of the CCU logo was performed. The review was a collaboration by 3 graphic artists in consultation with the President and CCU key leaders.	2013	New Logo, crest, branding
Accreditation	Accreditation listed as primary value for current students surveyed	2013	Application with TRACS to be filed
Marketing and Branding	Many students are asking for CCU spirit wear and collegiate gear.	2014	New Online store with CCU gear available for order
Marketing and Development	CCU needs additional revenue streams to add to tuition and major donors	2015	First Annual Fundraising and Vision Gathering October 29, 2015 at Calvary Chapel Ft. Lauderdale
Faculty Development	Special attention and oversight of every Academic Program needed	2015	Hired a qualified Chief Academic Officer, 5 program deans and 2 directors
President support team	President desires qualified, professional input from varied	2015	Formed President Advisory Council with 7 members and growing
Financial Stability	Corporate Partner in YDI Inc.	2016	Merged YDI Inc. with CCU
Enrollment	Add more students focusing on younger, full-time students	2017	Partner with Calvary Chapel Bible College, Murrieta to add 28 students in Fall, 2017
Accreditation	Applied for accreditation 2018	2018	Obtained candidacy March, 2019
Library Development	Library Resources Updated	2019	TWENEL Subscription
Program Development	Updated Institutional Mission Updated Institutional Learning Objectives Updated Program Learning Objectives Updated Course Learning Outcomes	2020	Board vote July 30, 2020 and added to institution materials and website
Course Development	Updated all Course Syllabi	2020	Updated course catalogue with revised syllabi
Accreditation	Continued efforts towards TRACS Accreditation	2020	TRACS Accredited Oct. 26, 2020
Enrollment	Earn BPPE approval to allow CA students to enroll in CCU programs	2020	Earned BPPE approval, December 15, 2020
Strategic Planning	Relocate main administrative office to Arizona	2020	Opened the main administrative office in Sun City, AZ. May 2021
Enrollment	Applied for AZ SARA approval / NC SARA approval	2020	Earned AZ SARA and NC SARA to allow students to enroll in 49 states (not CA) May 2021
Program Development	MDiv program reinstated with TRACS and BPPE approval	2021	MDiv program was brought out of abeyance for Fall 2021 Modules
Strategic Planning	Applied for AZ PPSE approval for Biblical Studies Programs	2021	Earned AZPPSE approval, Oct. 26, 2021

Program Development	Bringing the College of Education out of abeyance	2022	Start date pending AZ PPSE approval
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