



CALVARY CHAPEL UNIVERSITY

Assessment Plan 2017

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Introduction to Assessment

One of the greatest challenges facing higher education today is the ability to demonstrate the quality of education that is provided. Institutional effectiveness, in all areas—curricular and co-curricular, is vital to the success of every university. 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 protect the institution from veering away from its mission and goals. An effectiveness program focuses on academic services, administrative services, student services, and facilities management and services. It holds these areas accountable to their purposes and objectives as they track continual improvement.

A Brief History

- The accountability movement began in the 1970's.
- From 1973-1983, there was a widespread dissatisfaction with the perceived skills of high school graduates.
- In 1983, the National Commission on Excellence in Education released a declarative paper, "A Nation At Risk: The Imperative for Educational Reform."
- The response from colleges and universities resulted in the "Undergraduate Reform Reports of 1985-86."
- In 1986, the National Governor's Association issued its report and mandate—"Time for Results."
- The early 1990's showed a transition of the accreditation associations replacing the states as the primary external stimulus for accountability.
- The Higher Education Act Reauthorization in 1998 was a major step of federal involvement in the issue of accountability. Much of the impetus around this was a result of the increased costs of Title IV funding (financial aid to students).
- President Bill Clinton initiated the "Goals 2000" initiative.
- President George W. Bush initiated "No Child Left Behind," a K-12 mandate that has a ripple effect on the colleges and universities.
- 2005-present has shown an increased level of accountability for effectiveness and efficiency in all areas of the colleges and universities by the accrediting associations.
- Beginning in 2012, greater emphasis has been placed on the practice of continuous improvement among regional and programmatic accreditors as universities are now required to demonstrate this kind of improvement in academic and co-curricular departments. ☐

What Is Assessment? ☐ Assessment is simply an appraisal. So, what do we assess in a higher education institution? We assess the quality of our effectiveness and efficiency in fulfilling our mission and goals. Although the statement is simple, making it a natural and ongoing process of the university culture is a bit more complex. Although in the initial stages of the assessment movement the focus was on learning outcomes, in recent times the emphasis has broadened to demonstrate continuous improvement in all areas of the institution, curricular and co-curricular.

Why We Do Assessment

What gets measured, gets done! Assessment is the tool that gives incentive to planning. It helps set realistic goals. It is the glue that brings the strategic planning and budget together for the purpose of continuous improvement.

Stakeholders are essential to the process of assessment. Whether external or internal, they set expectations and performance goals and are the ultimate judges of the institution's quality. Common stakeholders of an institution of higher education are students, faculty, staff, community, parents, alumni, benefactors, and the board. Each group has every right to expect a report on the quality of our education and an accounting of the use of the revenues received.

Assessment brings change—or at least it should. This can be very threatening at times, especially if the demand for accountability and performance comes from outside the institution. Presidents of universities and colleges are anxious to maintain accreditation status, to receive funding, and to be able to recruit competitively. Assessment results usually indicate the "health" of the institution. Any deviation from positive indicators can affect relationships with these outside entities.

How We Do Assessment

The process of assessment involves the whole institution. Each entity, curricular and co-curricular, develops purpose statements, measurable objectives, and in most cases, measurable learning outcomes, which serve as a guide to assess effectiveness and efficiency as the University strives toward continual improvement.

An assessment management system helps us to do the following:

- Establish purpose statements
- Define objectives and learning outcomes
- Identify measures for the objectives and learning outcomes, as applicable
- Set achievement targets
- Report findings of the assessment measures
- Establish action plans for change and improvement with projected budget needs

University Assessment

The University has established a rotating cycle for administering the national, benchmarking satisfaction instruments.

Academic	Administrative	Financial	Board of Directors
Annual Spring Survey Course Evaluations Curriculum Review and Revise Team Report General Education National Comparisons (Future) Average GPAs for Undergraduate and Graduate Course Catalog	Faculty Evaluations Faculty Handbook Student Handbook Staff Evaluations Policy and Procedures Manual Technology Review (Future)	Audit Budget Business Plan	Mission Review Board Evaluations Board Handbook

Academic Departmental Assessment

There are several assessments conducted by the academic departments:

- Academic major/programs—5 year cycle
- Departmental Reports - annual
- Program Learning Outcome Assessments - annual
- Student Course Evaluation Results Analysis - annual
- Faculty and Staff Evaluations - annual
- Core Competencies (College of General Studies)
- Syllabi Review—3 year cycle ☐

Syllabi Review Plan

Curriculum Review and Revision Checklist Informational Resource

1. Are learning outcomes explicitly identified?

This attribute reflects *leading curricular practice in distance and traditional education*. Research indicates these are fundamental to development of quality curriculum and effective instruction. Learning Outcomes are used to commence development of curriculum and instruction with the end in mind. They are explicit identifications of what the learner walks away with upon course completion in terms of skills, knowledge, understandings, and/or character attributes (e.g. ethical). They commonly number 4 or 5 or more. They must function in tandem with explicit assessment of them.

2. Does the course feature Institutional Learning Outcomes?

This Attribute reflects *leading curricular practice in distance and traditional education*, and is also an accreditation emphasis.

These outcomes are “overarching” (e.g. more general) and reflect CCU vision, mission, and values. Does the course feature explicit assessment of each learning outcome?

This Attribute reflects *leading curricular practice in distance and traditional education*. Research indicates these are fundamental to development of quality curriculum and effective instruction. *If you can measure it, you can manage it.*
Anonymous *Inspect what you expect.* Anonymous

3. Is students’ workload roughly equivalent week to week?

This Attribute reflects *leading curricular practice in distance education*. Research indicates that distance education students, who often have full-time jobs, families, etc., prefer that the time required to complete weekly course requirements (readings, discussions, writing, research, etc.) is equivalent week to week. Significant changes in time to complete weekly work is a bigger threat to the success of distance education students than to traditional students, and is associated with lower retention of students. A strategy to avoid is assigning the project in Week 1, and asking for it to be due in Week 8 with little or no support provided during Weeks 2 through 7. A preferred strategy is to “chunk” completion of the project into weekly or bi-weekly portions. An example would be to assign a culminating project that is an 8-10 page paper on the subject of the learners’ personal philosophies of Christian education due the last week of the course. It could be “chunked out” as follows:

4. Do course requirements meet the standard 112.5 hours of “seat time” for a 3-credit course?

This Attribute reflects the standard for accreditation as well as prevailing academic practice. The following guidelines from research are helpful in attaining this Attribute:

5. Does the course feature distinctly Christian content?

This attribute reflects distinguishing CCU cultural values, namely, *helping people fulfill God’s call through higher education, authority of the Bible*, and, *emphasis on spiritual formation of students and one another*. This is achieved via adoption of a distinctly Christian textbook or primary curricular resources, and/or, distinctly Christian supplemental texts and resources that thread throughout the course. Distinctly Christian content is developed whenever resources are unavailable.

6. Does the Bible comprise primary course content, and does it comprise an element of readings and assignments throughout the course?

This attribute reflects distinguishing CCU cultural values, namely, *authority of the Bible*, and, *emphasis on spiritual formation of students and one another*.

Here is one tried and true, effective starting place in attaining this attribute. First, pray that His Holy Spirit would bring to mind how Jesus Christ resides in course content (Colossians 1:9-18). ... *in Him all things consist* (v. 16, emphasis added). Every bit of Creation (and all course content) reflects Christ in His Grand Drama of Creation, Fall, or Redemption. It is our role as educators to illuminate His presence in the content we teach. Do not hesitate to solicit assistance in this “biblical integration” principle. (The Dean of the College of Education is available) If you are not familiar with it, a little help goes a long way, and you will be blessed by developing this skill. It is a principle that is truly awesome, and defines who we are as an institution of “higher” learning.

7. Does the course feature an explicit strategy or activity for cultivating relationship and discipleship among students and with teacher?

This attribute reflects distinguishing CCU cultural values, namely, *personalized higher learning, emphasis on spiritual formation of students and one another, and meeting the spiritual and practical needs of students*.

Here are two examples of appropriate activities or assignments from CCU courses that attain the Attribute. These may be repeated in numerous courses without reducing their effectiveness.

8. Is emphasis placed on the *practical application* of course content through activities, assignments and assessments?

This attribute reflects a fundamental, distinguishing cultural value of the Calvary Chapel movement as a whole. Its style of ministry is characterized by the practical ministry of applying the Word to people's lives. It also reflects solid learning theory indicating that deeper understanding results from the presentation of academic content in authentic contexts. An added benefit from research is that having students apply the content ensures students' original work, thus preventing plagiarism. Course assignments and activities should require students to apply academic content with respect to challenges they face and experiences in their workplaces/ministries/lives.

9. Does the course feature regular discussion forums?

This Attribute reflects *leading curricular practice in distance education*, and, *emphasis on practical application of course content*. Research indicates that effective use of discussion forums is an effective strategy in distance education. An example of the effective integration of discussion forums features weekly topics (about 5 in an 8-week module), course-related topics require students' critical thinking (e.g.: application, synthesis, evaluation, analysis), students compose a minimum 200-word post by Thursday, and at least 2 replies to other students' posts by week's end. Discussion forums may comprise approximately 20% of course credit.

10. Are multiple forms of media embedded in instruction (e.g. software applications, video, PowerPoints, etc.)?

This Attribute reflects *leading curricular practice in distance education*. Research indicates that a limited use of different media engages students' interest, and students report the perception that they have learned more in courses featuring limited use of different media. Research also indicates that too much/too many different media may present the student with an unwanted technology learning curve (to access the media) unrelated to course content that is inappropriate.

11. Do assignments include students performing independent research?

This Attribute reflects *leading curricular practice in distance education*. An example would be to feature an assignment in which students locate and critique articles from professional literature related to course content.

Mission Statement

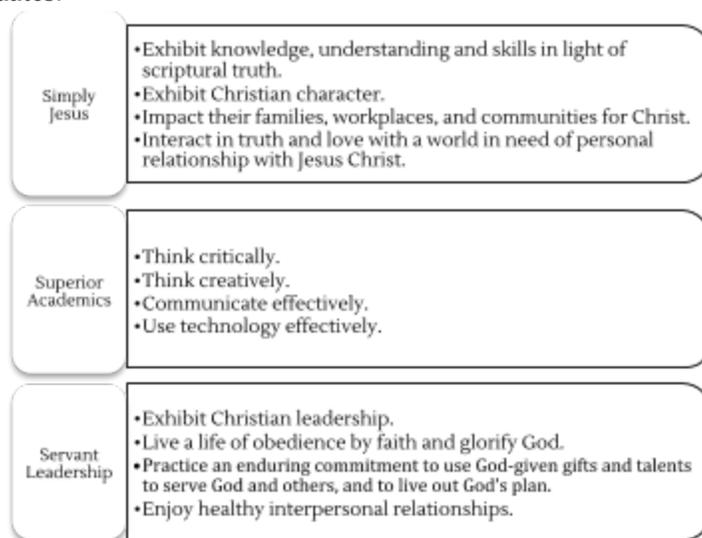
MAKE DISCIPLES: Matthew 28:19: Go ye therefore and MAKE DISCIPLES:

Calvary Chapel University exists to serve lifelong learners and the ministries of churches worldwide by offering undergraduate and graduate programs in a Christ-centered community. We foster an Environment characterized by:

Simply Jesus · Superior Academics · Servant Leadership

Institutional Outcomes

Calvary Chapel University graduates:



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 timelines 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 collaboration by 3 graphic artists in consultation with 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 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

Annual Report of Findings

Assessments performed 2015-17

Results	Impact	Recommendations
Program Learning Outcomes		
N/A	N/A	N/A
Syllabi Review		
10 Syllabi Reviewed	2 Learning Outcomes show lowest impact	Improvement needed in <ul style="list-style-type: none"> Equipped for healthy interpersonal relationships. Equipped to make decisions ethically.
Student Course Evaluations		
Every Course, Every semester	Average scores are 1-2 Agree – Strongly agree	Recommendations are available to Faculty
Annual Survey		
2016 -111 Students Surveyed	2 Learning Outcomes show lowest impact	Improvement needed in <ul style="list-style-type: none"> Use technology effectively Enjoy healthy personal relationships
2017 – 90 Students Surveyed	Main Recommendation	Improvement needed in Library Resources
Faculty and Staff Evaluation		
Dreams and Goals 2016	Spring Review completed by all Faculty and Staff	100% retention of Faculty and Staff
Program/Major Reviews		
Need M.Div. Program	Many already in MABS requesting this	Built and open for enrollment in January 2017 5 students currently enrolled
Alumni Survey		
N/A	N/A	N/A
Course Catalog		
2017-18 Catalog complete and posted with updates	Update Board members, tuition, and programs	Review complete and update posted
Financial Reports		
2015 2016 2017	Audits completed	N/A
Technology Review		
N/A	N/A	N/A
Board of Directors		
Board Reviews March 2016 President Reviews	Unanimous agreement with Board elections and President Performance	Continue to add diverse, professional leaders to serve

Institutional Learning Outcomes Review

2016 Survey Results

Learning Outcome	How Measured	Performance Standard or Benchmark	Results	Outcome Targeted for Improvement?
Simply Jesus				
Exhibit knowledge, understanding and skills in light of scriptural truth.	2016 Survey	70%	76.6%	N
Exhibit Christian character	2016 Survey	70%	52.3%	Y
Impact their families, workplaces, and communities for Christ	2016 Survey	70%	46.8%	Y
Interact in truth and love with a world in need of personal relationship with Jesus Christ.	2016 Survey	70%	65.8%	Y
Superior Academics				
Think critically	2016 Survey	70%	74.8%	N
Think creatively	2016 Survey	70%	46.8%	Y
Communicate effectively	2016 Survey	70%	70.3%	N
Use technology effectively	2016 Survey	70%	31.5%	Y
Servant Leadership				
Exhibit Christian leadership	2016 Survey	70%	48.6%	Y
Live a life of obedience by faith and glorify God	2016 Survey	70%	73.0%	N
Practice an enduring commitment to use their gifts and talents to serve God and others, and live out God's plan for their lives.	2016 Survey	70%	67.6%	Y
Enjoy healthy interpersonal relationships	2016 Survey	70%	34.2%	Y

2017 Survey Results

Learning Outcome	How Measured	Performance Standard or Benchmark	Results	Outcome Targeted for Improvement?
Simply Jesus				
Exhibit knowledge, understanding and skills in light of scriptural truth.	2017 Survey	70%	77%	N
Exhibit Christian character	2017 Survey	70%	60%	Y
Impact their families, workplaces, and communities for Christ	2017 Survey	70%	63%	Y
Interact in truth and love with a world in need of personal relationship with Jesus Christ.	2017 Survey	70%	67%	Y
Superior Academics				
Think critically	2017 Survey	70%	68%	Y
Think creatively	2017 Survey	70%	51%	Y
Communicate effectively	2017 Survey	70%	75%	N
Use technology effectively	2017 Survey	70%	43%	Y
Servant Leadership				
Exhibit Christian leadership	2017 Survey	70%	53%	Y
Live a life of obedience by faith and glorify God	2017 Survey	70%	75%	N
Practice an enduring commitment to use their gifts and talents to serve God and others, and live out God's plan for their lives.	2017 Survey	70%	74%	N
Enjoy healthy interpersonal relationships	2017 Survey	70%	35%	Y

Syllabus Review Report

Which of these Institutional Learning Outcomes are addressed? Calvary Chapel University Graduates Are:

Answer Choices	Responses
Equipped in knowledge, understanding and skills in light of scriptural truth.	100.00 % 10
Equipped in knowledge of the Word of God.	80.00% 8
Equipped in Christian character.	60.00% 6
Equipped for Christian leadership.	70.00% 7
Equipped for Christian service.	90.00% 9
Equipped to live a life of obedience by faith for God's glory.	50.00% 5
Equipped to think critically.	90.00% 9
Equipped to think creatively.	60.00% 6
Equipped to communicate effectively.	90.00% 9
Equipped to make decisions ethically.	40.00% 4
Equipped to use technology effectively.	60.00% 6
Equipped to make an impact for Christ in their families and workplaces, and upon their culture.	70.00% 7
Equipped for healthy interpersonal relationships.	30.00% 3
Equipped to interact in truth and love with a world in need of personal relationship with Jesus Christ.	60.00% 6
Total Respondents: 10	

Assessment Planning

The process of institutional effectiveness includes a continuous planning, implementation, assessment, improvement cycle that is applied at each level of the organization.

Schedule of Assessments 2017-18

Task	Responsible Party	Deadline
Program Learning Outcomes		
Complete Program Learning Outcomes Assessments	Assessment Coordinator with Department Deans	February
Report findings and actions plans	Assessment Coordinator	May
Syllabi Review		
Syllabi Review Report	Assessment Coordinator with Faculty	February
Student Course Evaluations		
Student Course Evaluation Summary	Assessment Coordinator with Assistant	May
Spring Survey		
Departmental plans for Annual Spring survey	Assessment Coordinator	November
Spring Survey	Individual Departments	April
Report Findings for Spring Survey	Assessment Coordinator	May
Faculty and Staff Evaluation		
Yearly Evaluations	President/CAO	May
Alumni Survey		
Alumni Survey Questions Submission	Assessment Coordinator	June
Planning		
Strategic Plan	Board, President, CFO	June
Course Catalog		
Final Updates/Changes for 16/17	Assistant Director of Academics and Director of Learning Resources	May
Financial Reports		
Business Plan Audit Budget	Director of Finance	August October November
Technology Review		
LMS Comparisons Website and Communications	IT Department	August
Board of Directors		
Annual Board/President Evaluations	Board of Directors and Chairman	April

