CALVARY CHAPEL UNIVERSITY

Institutional Effectiveness Report

Our 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

Our Mission

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

Our Effectiveness Objectives

The work of the Institutional Effectiveness Team (IET) focuses on four objectives.

1. Accreditation
IET conducts and guides inquiry, analysis, and reporting to ensure the University's continued accreditation as a "premier online Christian institution."

2. Student Learning Outcomes Assessment
IET coordinates and guides the assessment of student learning outcomes, program learning outcomes, and institution learning outcomes..

3. Institutional Research and Data Management
IET gathers, structures, and manages data, ensuring data integrity, for use in inquiry, analysis, decision making, and reporting.

4. Data Reporting
IET reports data internally and externally to use for accountability and informed decision making.
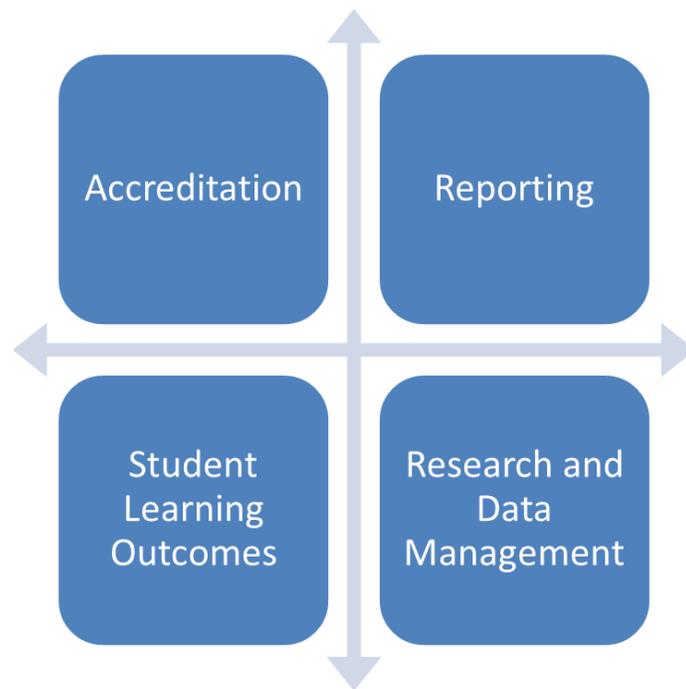
Our Assessment Design Structure

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.

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

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 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 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.
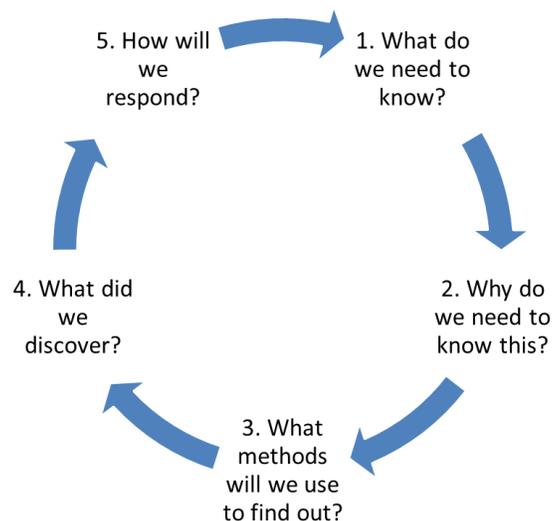
Public Information Sheet

Academic Year: 2018-19
Library Usage Survey 7/2018.
Survey in July showed 0% usage of 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 naviagted by students as they search for course related educational resources. How are students doing? Why do we need to know?
   ○ To determine educational health or 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.

Retention, Graduation, and Transfer Out Rates

	2014/15	2015/16	2016/17	2017/18	2018/19
FT/FT Freshman	0	0	1	2	1
Retention Rate			100%	100%	
Graduation Rate	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer Out Rate	6.06%	13.46%	12.99%	7.97%	1.37%

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
# of Students	112	173	389	464	477	785	383 to date

Percent of full-time students (full-time students divided by total number of students) Overall, not just FTE -	2018/19 - 25%
Tuition (cost per credit)	U/G $255 G $305
Percent of students receiving financial assistance (e.g., scholarships, work-study)	201/19 - 86%