CALIFORNIA VICTOR UNIVERSITY

Institutional Effectiveness
2025- 2026

Table of Contents

I. INTRODUCTION

California Victor University (CVU) was established in 2010 as an independent, educational institution to provide biblical education and educational leaders around the world with an end to granting undergraduate and graduate programs. The institution offers its educational programs in accordance with the view that the Biblical leadership is the authority for "Christian" faith and practice. CVU is committed to the leadership of Jesus Christ's Lordship and to the importance of Christian ethics and values in daily living.

CVU recruits and retains faculty members who are dedicated to teaching and advising students in order that they may realize the full potential of their abilities and come to understand their personal life service and ministry responsibilities to the local, national, and worldwide community.
CVU has developed an assessment plan to evacuate progress towards the achievement of these expected and learning outcomes. The assessment plan details the comprehensive process at CVU for identifying, measuring, reporting, and improving outcomes.

A. Brief History of CVU

CVU was founded by Dr. Benjamin Hong, August 2010 for the purpose of training qualified ministers wholly committed to the Word of God.

The campus of CVU is located at educational building 708 W. Holt Ave, Pomona, CA 91768.

CVU is a private institution and it is approved to operate by the Bureau for Private Postsecondary Education, Department of Consumer Affairs, the State of California (BPPE), at 1747 North Market Blvd., Suite 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, Telephone (888) 370-7589 or (916) 574-8900, Fax (916) 263-1897.
"Approved to operate" or "approved" means that an institution has received authorization, pursuant to the California Private Postsecondary Education Act, to offer the public and to provide postsecondary educational programs, and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. This does not imply that the Bureau endorses programs or that Bureau approval means the institution exceeds minimum state standards [CEC §94909(a)(2) and §94897(l)(1)(2)].

CVU is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org] having been awarded Accredited status as a Category III institution approved

to offer the Master of Business Administration degree program, Bachelor of . Business Administration degree program, and Doctor of Business Administration degree program, recognized as a Category IV institution – an institution offering Doctorate degrees.

California Victor University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551 ; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Accredited Status as a Category Ill institution by the TRACS Accreditation Commission on April 13, 2021. This status is effective for a period of five years. TRACS is recognized by the United States Department of Education (USDOE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

The TRACS Accreditation Commission, at its meeting on April 25, 2022, approved the following Substantive Change Proposals for California Victor University (CVU):

- The addition of a Bachelor of Business Administration (126 credit hours)

The TRACS Accreditation Commission, at its meeting on July 14, 2022, took the actions noted below regarding the following Substantive Change Proposals submitted by California Victor University (CVU):
- Approve the proposal for the addition of the Doctor of Business Administration (DBA) program – 60 semester credit hours

Approval of this program means that CVU is now recognized as a Category IV institution – an institution offering Doctorate degrees.

B. Mission Statement

CVU is an institution of higher education that educates and equips students to become Christian professional leaders so that they can effectively serve and lead in the global society.
An educational philosophy of the California Victor University has fourfold: (1) to inspire students to cultivate their intellectual area to understand the will of God with God-provided wisdom and God-written word; (2) to encourage students to sharpen their mind and body to produce good behavior as Christian; (3) to guide students to develop their spirituality to live holy for their intimate relationship with God; and (4) to aid students to build a sense of sociability to make a gracious relationships with their family and neighboring members.

We are a Bible based, and Christ centered University, and dedicated to the teaching and training of Christians for the mission of God, hoping that every graduate of California Victor University should be able to communicate the message of Christ to the people to win them back to Christ.

C. Institutional Objectives

1. Provide a strong foundation in Christian faith and values.
2. Develop appropriate perspectives of viewing the world and society in students by providing diverse learning experiences.
3. Equip students to critically evaluate diverse problems and positions.
4. Provide relevant knowledge and skills essential for students' chosen field of study and their career and personal success.
5. Retain qualified faculty with appropriate academic credentials and professional experience to enhance student learning.
6. Provide effective administrative services for a safe, comfortable, and engaging learning atmosphere.
7. Provide an appropriate environment and resource necessary for students in support of learning, personal growth, and career development.

D. Code of Conduct

Traditionally, a code of conduct is a list of rules with consequences. The Board has stated the code of conduct of CVU in a way that reflects the grace of God. It is included in official publications. Trustees, administrators, faculty, staff, and students must agree to abide by the code and so state in writing. CVU affirms that:

1. **Each Christian is to be Christ like in attitude and action**. This is neither automatic nor instantaneous, but a growth process. This Christ likeness does not come by observing certain outward expectations, but comes from within as the indwelling Spirit of God energizes the believer submitted to God (Romans 12:12; Philippians 2:12-13). As believers walk in fellowship with the Lord, being controlled and enabled by the Holy Spirit, they are changed to be more and more like Him (2 Corinthians 3:18; Philippians 2:12-13, 1 John 1:4-7).
2. **Believers are to glorify God in their bodies and are to live holy lives** (1 Corinthians 6:19-20; 1 Peter 1:13-16). Love toward God is evidenced by love for those without Christ (note Paul's example in 2 Corinthians 5:14 and Acts 18:5) and by love for fellow believers (1 John 3:16; 4:7-8).
3. **Living by God's grace**, believers are to avoid even the appearance (every form) of wrongdoing (1 Thessalonians 5:22). Believers are called to freedom, but this is not to be an opportunity for the works of the flesh (Galatians 5:13).
4. **Individuals who, after spiritual instruction** (Galatians 6:1), continue to dishonor the Lord by persisting in un-Christ like behavior or unruly conduct may, after due process, be dismissed from CVU (1 Thessalonians 5:14).

II. Institutional Effectiveness

A. Definition of Institutional Effectiveness

Institutional effectiveness is the process of evaluating how well an institution fulfills its mission and goals through collecting, analyzing, and using data for improvement. It involves assessing the quality and impact of academic programs, student services, administrative functions, and strategic initiatives. Institutional effectiveness also helps institutions meet the expectations of external stakeholders, such as accreditors, regulators, and donors.

B. Assessment Purpose for California Victor University

Assessment is a vital component of the educational process at California Victor University (CVU). Assessment refers to the systematic and ongoing collection, analysis, and use of information to measure and improve student learning and institutional effectiveness. Assessment serves multiple purposes at CVU, such as:

- Enhancing teaching and learning by providing feedback to students and faculty on the achievement of the expected learning outcomes for each program and course.
- Evaluating program quality and impact by providing evidence of the educational outcomes for the students, such as knowledge, skills, attitudes, and values.
- Informing decision-making and planning by providing data to support curriculum development, resource allocation, policy formulation, and strategic initiatives.
- Demonstrating accountability and effectiveness to internal and external stakeholders, such as students, faculty, staff, administrators, board members, accreditors, regulators, donors, and the public.

C. Guiding Principles for California Victor University

To ensure that assessment is meaningful and effective at CVU, it should be guided by the following principles:

- Assessment is aligned with the institution's mission, goals, and objectives. Assessment should reflect the institution's educational philosophy, core values, and expected outcomes for students and programs. Assessment should also support the institution's strategic plan and priorities.
- Assessment is driven by clear and explicit learning outcomes. Assessment should be based on well-defined and measurable learning outcomes that describe what students should know, do, or value as a result of their educational experiences. Learning outcomes should be aligned with the curriculum, instruction, and assessment methods.

- Assessment is embedded in the teaching and learning process. Assessment should be integrated into the curriculum and instruction, not seen as an add-on or a separate activity. Assessment should provide timely and constructive feedback to students and faculty to enhance learning and improve teaching.
- Assessment is collaborative and participatory. Assessment should involve multiple stakeholders, such as faculty, staff, students, administrators, alumni, employers, and external reviewers. Assessment should foster a culture of inquiry and improvement, where stakeholders share responsibility for student learning and institutional effectiveness.
- Assessment is diverse and comprehensive. Assessment should use multiple methods and sources of evidence to capture the complexity and richness of student learning and institutional performance. Assessment should include both formative and summative measures, both direct and indirect indicators, both quantitative and qualitative data, both internal and external benchmarks.
- Assessment is ethical and respectful. Assessment should adhere to the standards of professional practice and ethical conduct in collecting, analyzing, reporting, and using assessment data. Assessment should respect the rights and dignity of students and other participants, protect their privacy and confidentiality, and ensure their informed consent.
- Assessment is transparent and communicative. Assessment should be clearly documented and communicated to relevant audiences in a clear, transparent, and timely manner. Assessment should provide evidence of student learning and institutional effectiveness, as well as areas for improvement and action plans.

III. ASSESSMENT PLAN

CVU assessment plan evaluates the very core of the institution's effective, the achievement of the learning outcomes. In addition to evaluating the learning outcomes, the institution's continuous improvement in all areas as expressed in the goals, objectives, and expected outcomes of the Strategic Plan, which are developed to support the CVU instructional purpose, are the basic elements of this Plan. As an institution of higher learning, accomplishment of learning outcomes should be the primary focus of the institution. It is, however, important that the institution remain focused on the future while accomplishing its purpose in the immediate. Therefore, this Plan documents the process used at CVU to assess learning outcomes throughout the educational process and to evaluate progress towards assuring that the institution is positioned for continued effectiveness in the future.

This Plan was adopted as a part of the planning process and is revised and reaffirmed as a part of the planning process. The learning outcomes and strategic goals, objectives, and expected outcomes are reviewed as a part of the planning process. The learning outcomes are published in the *CVU Catalog* and the strategic goals, objectives, and expected outcomes are published in the Strategic Plan.

The assessment plan consists of the following components:

- Assessment of Purpose: CVU reviews its educational philosophy, mission statement, institutional objectives, and code of conduct periodically to ensure that they reflect the institution's values and goals.
- Assessment of Educational Programs: CVU assesses the quality and impact of its academic programs by measuring the achievement of the program learning outcomes and the educational outcomes for the students. CVU uses multiple methods and sources of evidence, such as course evaluations, grades, portfolios, capstone projects, exit exams, alumni surveys, employer surveys, etc.
- Program Review: CVU conducts a systematic and comprehensive review of each academic program every four years. The program review involves both external and internal reviewers who evaluate the program's curriculum, faculty, resources, assessment results, strengths, weaknesses, opportunities, and threats. The program review also provides recommendations for improvement and action plans.
- Assessment of Educational and Administrative Support Services: CVU evaluates the effectiveness and satisfaction of its educational and administrative support services, such as library, information technology, student services, financial aid, registrar, student accounts, student affairs, etc. CVU uses various tools to gather feedback from students, faculty, staff, and other users of the services.
- Assessment of Strategic Plan: CVU monitors and reports the progress and achievement of its strategic goals, objectives, and expected outcomes. The strategic plan is aligned with

the institution's mission and priorities. The strategic plan covers five major areas: academic, student and spiritual life, enrollment management, technology, and resources.

The strategic plan also includes action items, timelines, budgets, and responsibilities for each goal.

The assessment plan follows a four-year cycle that aligns with the program review schedule. The assessment plan also provides a comprehensive annual assessment calendar that specifies the assessment activities, tools, data sources, data collection methods, data analysis methods, data reporting methods, and data usage methods for each component. The assessment plan also identifies the responsible parties for each assessment activity.

The assessment plan uses various tools to collect and analyze data. Some of the tools are developed internally by CVU staff or faculty members. Some of the tools are adopted or adapted from external sources or organizations. Some of the tools are standardized or nationally recognized instruments. The assessment plan ensures that the tools are valid, reliable, ethical, and respectful.

The assessment plan also specifies how the results are used for improvement. The results are reported to relevant audiences in a clear, transparent, and timely manner. The results are also discussed and reviewed by appropriate committees or groups who make decisions or recommendations based on the results. The results are also used to revise or update the assessment plan, the strategic plan, the budget, the curriculum, the policies, the procedures, or other aspects of the institution.

The assessment plan is a dynamic document that is subject to continuous review and improvement. CVU welcomes feedback and suggestions from all stakeholders to enhance its assessment processes and practices. CVU is committed to using assessment as a tool for achieving its mission and goals.

As discussed in the following paragraphs, the assessment process at CVU is an ongoing process that involves the faculty, staff, students, governing Board of CVU, and community. The assessment cycle, tools, and calendar have been adopted to facilitate an orderly assessment and improvement process at CVU.

A. Purpose of Assessment Plan

The education philosophy, mission, purpose, core values, and the objectives of CVU are assessed on an annual base during the strategic planning process. The Strategic Planning committee reviews the institution's philosophy of education, vision, purpose, and objectives then recommends changes, if any, to the administrative council. The Administrative Council recommends changes to the President, who is responsible for recommending changes to the board chair, who is responsible for recommending changes to the board of CVU.

B. Assessment of Educational Programs

The assessment of academic departments, co-curricular units, and student learning is an integral part of the institutional effectiveness plan of California Victor University (CVU). The purpose of this assessment is to measure and improve the quality and impact of the educational programs and services offered by CVU. The assessment process involves the following steps:

- Identifying and defining the expected learning outcomes for each academic program and co-curricular unit. These outcomes should be aligned with the institution's mission, goals, and objectives, as well as the standards of professional practice and accreditation.
- Developing and implementing appropriate assessment methods and tools to collect and analyze evidence of student learning and program performance. These methods and tools should be valid, reliable, ethical, and respectful, and should use multiple sources and types of data, such as course evaluations, grades, portfolios, capstone projects, exit exams, alumni surveys, employer surveys, etc.
- Reporting and communicating the assessment results to relevant stakeholders, such as students, faculty, staff, administrators, board members, accreditors, regulators, donors, and the public. The assessment results should provide evidence of student learning and program effectiveness, as well as areas for improvement and action plans.
- Using the assessment results for continuous improvement of student learning and program quality. The assessment results should inform decision-making, planning, resource allocation, curriculum development, policy formulation, faculty development, student support, and strategic initiatives.

The assessment of academic departments, co-curricular units, and student learning is conducted annually according to a comprehensive assessment calendar that specifies the assessment activities, tools, data sources, data collection methods, data analysis methods, data reporting methods, and data usage methods for each component. The assessment calendar also identifies the responsible parties for each assessment activity.

The assessment of academic departments, co-curricular units, and student learning is coordinated by the office of institutional effectiveness, which provides guidance, support, and training to faculty, staff, and administrators involved in the assessment process. The OIE also maintains a record of all assessment activities and results and ensures that the assessment process is consistent with the standards of professional practice, ethical conduct, and accreditation requirements.

1) Learning Outcomes

The learning outcomes for each educational program are published in the *CVU.* These learning outcomes are achieved through the curriculum, with specific courses identified that are expected to provide primary assurance that the individual learning objectives are achieved. The learning outcomes for each program are shown with the primary corresponding course(s) that accomplishes

its mission.

2) Educational Outcomes for the Students

Trustees, administrators, and faculty must acknowledge the statement of objectives in writing. Each graduate of CVU will be able to:

- Obtain ability for critically reasoning and solving problems.
- Effectively use skills to communicate to a business audience.
- Possess the methods of achieving organizational decisions in socially responsible manner.
- Articulate and effectively use management/ leadership principles, strategies, and methods.
- Demonstrate and use skills of accounting and finance.

These learning outcomes are assessed for each program through multiple measures.
- The first measure is the evaluation of the individual faculty member's performance in the classroom that is performed through peer review each Semester for each course.
- The second measure is actual grade assigned to each student in the course, with an "A" or "B" indicating satisfactory achievement.
- The third measure is the student's evaluation of the course includes several items indicating the student's opinion about how well the objectives of the course were achieved.
- The fourth measure is the program review is a comprehensive review of the entire program that incorporates many of these measures as well as internal and external research and benchmarks.
- Finally, the learning program using exit examinations that measure learning and graduating student and alumni surveys that measure the student's level of achievement at the end of the program and through the years following graduation.

The five-stage assessment of the learning outcomes is designed to provide immediate feedback (faculty peer review), course-by-course feedback (grades, student course evaluations), and overall program feedback (program review, graduating student and alumni surveys) students graduate with may each year but may occur at two-seven year intervals depending upon the graduating schedule of students, annually through alumni surveys, and every three years from program reviews. The assessment of learning outcomes is therefore ongoing so that immediate changes are possible if the outcomes are not being achieved, but also review the long-term achievement of the learning outcomes through graduating and alumni surveys as well as program reviews.

C. Program Review

Each year the office of institutional effectiveness coordinates a program review for one academic program. This assessment includes both an external and internal component. The learning

outcomes are assessed each year as a part of a comprehensive program review, using the measures described above. The learning outcomes are included as a part of both components.

1) External Review

The external review includes review of similar programs at benchmark institutions and similar courses at selected institutions. It also includes requirements from governmental agencies, accrediting bodies, and data obtained from an institutional environmental assessment. The program and course reviews are performed in July of each year.

The program review includes a comparison of similar academic programs at other regionally accredited institutions. This comparison includes admission requirements, learning outcomes, program requirements, the number of hours/courses required for completion, and the types of courses required.

2) Internal Review

The internal review involves multiple measures to assess the effectiveness of the CVU academic program. These multiple measures include:

- Student Outcomes
- Faculty
- Library
- Technology
- Support Services
- Curriculum
- Purpose and Learning Outcomes
- Admission Requirements
- Facilities
- Funding

Student outcomes include admission requirements, retention rate, GPA for the program, and graduation rate. A review of faculty will include the quality of academic credentials, dependence on full-time and part-time/adjunct faculty, faculty workload, publications, public service, administrative/committee service, course evaluations, and faculty evaluations. The library area covers library resources available for each program and the library budget. Technology will include a review of the technological resources available for each program. Support services will examine tutoring and career counseling. Curriculum will examine breadth of course, syllabi, course evaluations, and courses taught on campus, through distance education, and at the one teaching site. An examination of the purpose and learning outcome will show the relationship of the learning outcomes to the institution's purpose. Admission requirements for each program and transfer credits will be reviewed. Facilities and funding for each academic program will also be reviewed.

D. Assessment of Educational and Administrative Support Services

The educational and administrative support services of the institution are assessed annually. These areas include academic advising, administration, admissions, alumni, ID card, distance education administration, financial aid, grounds and building services and maintenance, information technology, international student, library, registrar, student accounts, and student affairs.

Each administrative unit has its own mission, goals, objectives, and expected outcomes that are aligned with the institution's mission, goals, and objectives. Each administrative unit also has its own assessment methods and tools to collect and analyze data on the quality and effectiveness of its services. The assessment results are used to inform decision-making, planning, improvement, and accountability.

The assessment of administrative units is conducted annually according to a comprehensive assessment calendar that specifies the assessment activities, tools, data sources, data collection methods, data analysis methods, data reporting methods, and data usage methods for each unit. The assessment calendar also identifies the responsible parties for each assessment activity.

The assessment of non-academic units is coordinated by the office of institutional effectiveness, which provides guidance, support, and training to the staff and administrators involved in the assessment process. The office of institutional effectiveness also maintains a record of all assessment activities and results and ensures that the assessment process is consistent with the standards of professional practice, ethical conduct, and accreditation requirements.

Those assessment areas, tools, and timelines for Educational and Administrative Support Services are as followings:

Area	Assessment Tool	Month	Results
Academic Advising	Student Services Survey Percentage of graduate students who graduate within 2 years of entering program	April June	Summer
Administration	Administrative Survey	April	Summer
Admissions	Student Services Survey Percentage of prospective students who matriculate and graduate	October & June	Fall & Summer
	Retention Rate Graduation Rate Graduation Rate	October June	Fall Summer
Alumni	Alumni Survey Alumni contribution rate Alumni participation rate	July	Fall
ID Card	Student Services Survey	April	Fall

Distance Education Administration	Student Services Survey	April	Summer
	Retention rate as compared to on campus students	October	Fall
	Graduation rate compared to on-campus students	June	Summer
	Course CVU GPA compared to same rate for on-campus students	June	Summer
Financial Aid	Student Services Survey Default rate Percentage of Students	April October October	Summer Fall
Grounds/Building Services/Maintenance	Student Services Survey	April	Summer
Information Technology	Student Services Survey	April	Summer
International Students	Student Services Survey	April	Summer
Library	Student Services Survey	April	Summer
	Usage statistics compared to previous period	January	Spring
	Collections per FTE student	January	Spring
	Periodicals per FTE student	January	Spring
Registrar	Student Services Survey	April	Summer
Student Accounts	Student Services Survey	April	Summer
Student Affairs	Student Services Survey	April	Summer

In addition to the function areas and services, specific processes of CVU are also assessed. These include the strategic planning, budgeting, and assessment process. The implementation of each of the planning documents is evaluated to identify areas for improvement in terms of development, implementation, funding, and projections. The assessment tools for Planning, Budgeting, and Assessment Processes used to evaluate these processes are provided below:

Process	Assessment Tools	Month	Results
Strategic Planning	Strategic Planning Survey	October	Spring
Budgeting	Budget Process Survey	May	Summer
Assessment	Assessment Process	May	Summer

E. Assessment of Strategic Plan

CVU Strategic Plan 2024-2028 provides the strategic goals, objectives, and expected outcomes for the institution. These goals, objectives, and expected outcomes are divided into five priority areas of the institution. These priority areas include (1) Academic, (2) Student and Spiritual Life, (3) Enrollment Management, (4) Technology, and (5) Resources (Financial, Human and Physical Resource).

The Comprehensive, Integrated, Participatory Assessment (C.I.P.A.) Model
CVU has developed and implemented a comprehensive assessment model to evaluate the overall effectiveness of the institution, its learning outcomes, and to provide a foundation for the continuous improvement process of the institution. The C.I.P.A. plan for institutional effectiveness is comprised of two major components and purposes.

1) The major components
The major components are (1) Data gathering (gathering and compiling data relevant to the institution achieving its stated purpose and goals) and (2) Data usage (using the data to make changes to the institution's master plan and to make improvements to institutional programs).

2) The major purposes
The major purposes are (1) To improve student learning and (2) To improve institutional programs, including program planning and development.

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F. Assessment of Strategic Goals, Objectives, and Expected Outcomes

While there are five priority areas, the strategic plan goals, objectives, and expected outcomes cut across the educational programs and the educational and administrative support services of CVU. These strategic goals, objectives, and expected outcomes also add to the learning outcomes identified in CVU Catalog.

1) Academic

GOALS	OBJECTIVES	EXPECTED OUTCOMES	ASSESSMENT TOOLS
GOAL ONE: **Increase the quality, quantity, and diversity of CVU faculty.**	**Objective One:** CVU maintains a quality faculty	The number of faculty with terminal degrees continues to increase.	Faculty Activity Report
		The number of faculty publications in peer-reviewed journals increase.	
		All new faculty and teaching assistants will participate in mentoring or teaching support programs.	
	Objective Two: CVU continues to seek qualified, diverse faculty members consistent with its academic needs.	The numbers of women and underrepresented minority faculty will increase by 20 percent	Faculty Activity Report
GOAL TWO: **Provide a teaching and learning environment in which students, faculty, and staff excel.**	**Objective One:** The academic experience at CVU is designed to produce spiritually mature, knowledgeable practitioners	Students show an increased understanding of the place of a Christian world view in course work.	Graduating Student Survey

2) Student and Spiritual Life

GOALS	OBJECTIVES	EXPECTED OUTCOMES	ASSESSMENT TOOLS
GOAL ONE: **Develop an ongoing program for spiritual growth, development, and encouragement for all students.**	**Objective One:** CVU extracurricular activities facilitate spiritual growth and development	The number of faculty and staff involved in campus spiritual life activities increases.	Spiritual Life Activity Report
		Students experience spiritual growth.	Graduating Student Survey Student Services Survey
	Objective Two: CVU curriculum enhances spiritual development.	Each course incorporates spiritual life objectives into the course objectives.	Program review
GOAL TWO: **Provide students with a quality campus environment**	**Objective One:** Enhance facilitates to provide an atmosphere more conductive to student development	A student life center is available to meet the social needs of a growing student body.	Graduating Student Survey Student Services Student
		Students are satisfied with social environment on campus.	Graduating Student Survey Student Services Survey
	Objective Two: Facilitate student-faculty interactions	Number of faculty involved in providing counseling to students increases	Faculty Activity Report
		Students are satisfied with faculty/student relationship	Student Services Survey

3) Enrollment Management

GOALS	OBJECTIVES	EXPECTED OUTCOMES	ASSESSMENT TOOLS
GOAL ONE: **Establish and achieve incremental enrollment goals through admission of qualified students in all academic programs.**	**Objective One:** CVU continues to enhance its marketability through an array of programs that meets the needs of potential students, current constituency, and emerging society	Enrollment for all programs continues to increase	Fall enrollment data
		Graduates are employed in local companies or businesses	Graduate Placement Survey
		Rate of alumni giving continues to increase	Annual financial statement
		New centers for leadership and continuing education are added	Program review
		Students' needs are met through educational program	Graduate Student and Student Placement Survey
	Objective Two: CVU provides Internet Access and response to prospective students to enroll in its programs.	Number of applicants increases	Applicant Data
		Number of students enrolled for all programs continues to increase	Semester enrollment data
GOAL TWO: **Improve retention and graduation rates of levels that are comparable to our peers.**	**Objective One:** CVU continues to improve the student retention rate in all programs.	Retention and Graduate rates improve	Enrollment and Registration data
		Students maintain continuous enrollment until completion	Enrollment data
	Objective Two: Students continue to progress through the programs	Retention and Graduate rates improve	Enrollment and Registration data
		Alumni giving increases	Financial statement

4) Technology

GOALS	OBJECTIVES	EXPECTED OUTCOMES	ASSESSMENT TOOLS
GOAL ONE: **Maintain an appropriate strategy to ensure the regular and systematic upgrade of University technology.**	**Objective One**: CVU maintains a plan to strategically and systematically upgrade its technology	Faculty and staff have adequate hardware and software necessary to perform their jobs.	Staff Survey
		Electronics resources are improved.	Student Services Survey
		Students, faculty, and staff are satisfied with the technology provided to them.	Student Services Survey Staff Survey Faculty Survey
	Objective Two: CVU provides information technology tools, infrastructure, and support services for students to effectively engage in learning and research	Students are satisfied with CVU's learning and research resources	Instructional Support Survey
		Graduate leaves CVU having gained significant technological experience	Graduating Student Survey
	Objective Three: Provide appropriate technological tools, support, and training to equip faculty and staff for the creative use and application of information technology for teaching, research, and service.	Technology is easily available to faculty and staff.	Faculty Survey Staff Survey
		Faculty and staff are satisfied with CVU learning and research resources	Faculty Survey Staff Survey
		Both faculty and staff demonstrate high levels of proficiency in using technological resources	Performance Appraisal Report
		Information technology is incorporated into each course	Course and Faculty Evaluation

GOAL TWO: Maintain a user-friendly, technology-assisted learning environment for faculty, staff, and students.	Objective One: CVU provides information technology tools, infrastructure, and support services for students to effectively engage in learning and research	Students are satisfied with CVU's learning and research resources	Instructional Support Survey
		Graduate leaves CVU having gained significant technological experience	Graduating Student Survey
	Objective Two: Provide appropriate technological tools, support, and training to equip faculty and staff for the creative use and application of information technology for teaching, research, and service.	Technology is easily available to faculty and staff.	Faculty Survey Staff Survey
		Faculty and staff are satisfied with CVU learning and research resources	Faculty Survey Staff Survey
		Both faculty and staff demonstrate high levels of proficiency in using technological resources	Performance Appraisal Report
		Information technology is incorporated into each course	Course and Faculty Evaluation

5) Resources (Financial, Human and Physical)

GOALS	OBJECTIVES	EXPECTED OUTCOMES	ASSESSMENT TOOLS
GOAL ONE: Provide for continuous financial support for quality educational programs and student activities.	Objective One: CVU implements new programs and fundraising strategies that provide additional resources necessary for the institution's growth	Members of CVU community view CVU policies positively	Staff Survey Faculty Survey
		Enrollment is stable or escalating	Enrollment data
		The number and amount of funds from diverse sources continue to increase	Financial Statement

	Objective Two: CVU engages in funding strategies to develop and broaden the financial resource base of the institution	Faculty members are actively engaged in grant and fund-raising activities	Performance Appraisal Report
		Endowment growth and stability is respectable in comparison to like institutions	Environmental Assessment
		Tuition and fees reflect the cost of delivering the educational and support programs	Environmental Assessment
GOAL TWO: Recognize our human resources as a vital CVU investment and asset.	Objective One: CVU actively recruits, trains, and retains outstanding, well-prepared faculty and staff	Faculty and staff retention is increase	Staff Survey Faculty Survey
		Compensation for faculty and staff is comparable to like institutions	Compensation Analysis
		Faculty and staff are well-trained to perform their jobs	Performance Appraisal Report
		Support areas are functioning properly and meeting the needs of our students	Student Services Survey External Correspondence Survey
		A comprehensive wage and salary plan are adopted	Comprehensive Wage and Salary Plan
		CVU will maintain the highest standards of ethics and integrity consistent with CVU's stated values	Graduating Student Survey Performance Appraisal Report
GOAL THREE: Provide adequate physical resources to	Objective One:	CVU maintains and implements a facilities master plan.	Student Services Survey Assessment of Facilities Master Plan

support CVU's strategic goals.	CVU engages in ongoing planning, maintenance, and expansion of the facilities	The current library is equipped with the latest technological equipment.	Environmental Assessment Student Services Survey. Instructional Support Survey
		Every faculty member has his/her private office space.	Assessment of Facilities Plan
		Parking space is increased to meet the need s of a growing commuter population. .	Assessment of Facilities Plan
	Objective two: CVU assures the facilities are accessible, well-built, well-maintained, and attractive	Facilities and grounds are well-maintained	Student Services Survey Staff Survey Faculty Survey Assessment of Facilities Plan
		Campus facilities are easily accessible by all students	Student Services Survey

G. Assessment Cycle

Each educational program and the educational and administrative support services are accessed on a regular cycle. Some areas such as individual courses are assessed each Semester. Other areas, such as educational and administrative support services, are accessed annually. Still others, such as each educational program, are assessed on a four-year cycle.

1) Four-Year Cycle of Assessment as followings:

Area Assessed	Cycle of Assessment						
	2024-2025	2025-2026	2026-2027	2026-2027	2028-2029	2029-2030	2030-2031
Learning Objectives	X	X	X	X	X	X	X
Foundational Courses			X				X
MBA			X				X
Professional Courses	X	X	X	X	X	X	X
Biblical Studies		X				X	
Alumni	X	X	X	X	X	X	X
Educational Philosophy	X	X	X	X	X	X	X
Mission	X	X	X	X	X	X	X
Purpose	X	X	X	X	X	X	X
Core Values	X	X	X	X	X	X	X
Objectives	X	X	X	X	X	X	X
Program Review	X	X	X	X	X	X	X
Strategic Planning	X	X	X	X	X	X	X
Information Technology	X	X	X	X	X	X	X
International Studies	X	X	X	X	X	X	X
Library	X	X	X	X	X	X	X
Registrar	X	X	X	X	X	X	X
Student Accounts	X	X	X	X	X	X	X
Student Affairs	X	X	X	X	X	X	X
Budget	X	X	X	X	X	X	X
Assessment	X	X	X	X	X	X	X
Graduating Seniors	X	X	X	X	X	X	X

2) Comprehensive Annual Assessment Calendar

Area or Process	Assessment Tools	Month	Results
Learning Outcomes	Grades Course Evaluations Program Review Graduating Student Survey Alumni Survey	December/May December/May October May May	July July December August August
Program Review	Program Review (Surveys, External Reviewers, IE, etc.)	July	August
Graduate Course Review	Program Review (Surveys, External Reviewers, IE, etc.)	October, December	Spring
Alumni	Alumni Survey	July	Fall
Review of faculty compensation	Program Review (Surveys, External Reviewers, IE, etc.)	October	Spring
Similar programs at benchmark institutions	Program Review (Surveys, External Reviewers, IE, etc.)	October	Spring
Similar courses at selected institutions individual	Program Review (Surveys, External Reviewers, IE, etc.)	October	Spring
Educational Philosophy	Strategic Planning Process	October	Spring
Vision	Strategic Planning Process	October	Spring
Purpose	Strategic Planning Process	October	Spring
Core Values	Strategic Planning Process	October	Spring
Objectives	Strategic Planning Process	October	Spring
Strategic Planning	Strategic Planning Survey	October	Spring
Information Technology	Student Services Survey	April	Summer
International Students	Student Services Survey	April	Summer
Library	Student Services Survey	April	Summer
Registrar	Student Services Survey	April	Summer
Student Accounts	Student Services Survey	April	Summer
Student Affairs	Student Services Survey	April	Summer
Budget	Budget Process Survey	May	Summer
Assessment	Assessment Process	May	Summer
Graduating Seniors	Exit Exams Graduating Seniors Survey	May	Summer

H. Assessment Tools

CVU uses a variety of assessment tools to evaluate the progress towards achieving expected and learning outcomes, and thereby strengthening the effectiveness of the institution. These assessment tools include survey instruments, qualitative and quantitative analysis of external data, review of CVU records, etc. The assessment tools and the outcomes measured are listed as followings:

- Administrator Survey
  - Staff/Administrator Evaluation
  - CAO Evaluation
- Alumni Survey
- Annual Financial Statement
- Applicant Data
- Audit Reports (financial audit)
- Board Survey
  - President Evaluation
  - Board-Self Evaluation
- Capstone Course Grades
- Compensation Analysis
- Faculty Survey
  - Faculty Self Evaluation
  - Student Evaluation of Course Instructor
- Faculty Activity Reports
- Enrollment Data (Semester, FY)
- Learning Outcomes Assessment
- Mission/Goal Survey
- Graduate Placement Survey
- Student Services Survey
  - Admission / Staff
  - Professor / Faculty
  - Library / Learning Resources
  - Class / Courses
  - Academic Advising
  - Registrar
  - Campus Spiritual / Social Life
  - Catalog & Handbook
  - Information Technology
  - Student ID
  - Ground / Building Service / Maintenance

IV. REVIEW AND USE OF RESULTS

California Victor University (CVU) is a private, faith-based institution that offers undergraduate and graduate programs in business administration and divinity. CVU's mission is to educate and equip students to become Christian professional leaders who can effectively serve and lead in the global society. To fulfill its mission, CVU has developed and implemented a comprehensive, integrated, and participatory assessment plan that evaluates the learning outcomes and strategic goals of the institution. The assessment plan has the following purposes:

- To improve student learning by measuring and enhancing the achievement of the expected learning outcomes for each program and course.
- To improve institutional programs by collecting, analyzing, and using data to inform decision-making, planning, and improvement.
- To demonstrate accountability and effectiveness to internal and external stakeholders, such as students, faculty, staff, administrators, board members, accreditors, regulators, donors, and the public.

As each area is assessed, it is the responsibility of the Office of Institutional Effectiveness to coordinate the reporting of assessment results. The assessment results are provided in a timely manner to the area being assessed as structured in the organizational chart, comment, and action. If additional assessments are needed, the Office of Institutional Effectiveness is available to assist the area.

The responsibility of identifying actions for addressing assessment results and implementing improvement lies with each organizational unit. These actions are communicated within the organization, implemented, and provided to the Office of Institutional Effectiveness so that the "loop" is "closed." Further, the leadership of each organizational area has the responsibility for managing follow-ups so that an attitude and atmosphere of continuous improvement is maintained.

V. ASSESSMENT DATA EVIDENCE

MISSION / GOAL SURVEY (Average)

This is a survey report about the mission statement of CVU. The survey was distributed to students. 32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

Term: 2024-2025

No	Question	Average 1 thru 4
1	CVU mission statement represents the university's basic goal and Christian values.	4.0
2	CVU mission statement reflects my expectations for a distinguished school system.	4.0
3	CVU mission statement is clear on what the university aspire to be as a system of schools.	3.96
4	CVU mission statement is worldwide and represents diversity in culture and ethnicity.	4.0
5	Most of the students/staff/faculty etc. are aware of the mission statement.	4.0
6	CVU mission statement is easy to remember and is compelling.	3.96
7	CVU mission statement is greatly supported and is recognized as a foundational component for the university's direction of future.	4.0
8	The programs provided in CVU reflect the mission statement.	4.0
9	Faculty and staff reflect the CVU mission statement.	4.0
10	The activities in CVU are guided by the mission statement.	3.96
11	CVU mission statement is reviewed periodically.	3.93
12	CVU has a good system to review mission statement.	4.0

California Victor University

STUDENT SURVEY - Admission / Staff (Average)

This is a survey report about the Admission / Staff of CVU. The survey was distributed to students.
32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree),
2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The staff of the university can be reached easily when help is needed.	4.0
2	Instructions and guidance are well provided through administration for student.	4.0
3	Accurate information and advices are offered and informed.	4.0
4	The registration process for courses is easy and thorough.	4.0
5	Necessary forms are well provided (ex. Transfer form, Counseling Request, etc.)	4.0
6	Assessment and evaluation procedures are clear and reasonable.	3.96
7	The admission has a central role in supporting quality for students.	4.0
8	The admission supports academic freedom.	4.0
9	The admission staffs are willing to help and provide all the information that the student needs.	4.0
10	Most of my request or needs are handled in time manner.	3.96
11	The admission provides accurate information and explains it very thoroughly to The student.	3.96

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STUDENT SURVEY - Professor / Faculty (Average)

This is a survey report about the Professor / Faculty of CVU. The survey was distributed to students. 32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The professor seems to be professionalized in their teaching subject.	4.0
2	The professors provide accurate information and put in effort to provide good education.	4.0
3	The professor treats all students equally.	4.0
4	The professor use class time effectively.	4.0
5	The professor is approachable and is willing to help.	4.0
6	The professor enforces rules fairly and consistently.	4.0
7	The professor cares for their students and allow them be participate in class.	4.0
8	Grading is fair and consistent with the stated goals of the course.	4.0
9	The professor is accessible to answer questions and explain material.	4.0
10	The text and other materials were appropriate given the stated goals other course.	4.0
11	The professor gives out handouts or other learning material for better understanding in the course.	4.0
12	The professor often uses various technology devices during the course to support his/her topic for discussion.	4.0

STUDENT SURVEY - Library / Learning Resources (Average)

This is a survey report about the Library / Learning Resources of CVU. The survey was distributed to Students. **32** students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The library is can be used any time during the opening hours.	4.0
2	Resources provided in the library meet student's academic needs.	3.96
3	The amount of resources provided in the library is abundant for all students to reach.	4.0
4	Computers and electronic equipment are accessible in the library.	4.0
5	Printing and photocopying services are adequate.	4.0
6	A quiet/clean environment is provided to all students equally.	4.0
7	Library space is adequate.	4.0
8	The library staff is helpful in providing accurate information for students.	3.96
9	Library staffs are professional in their dealings with students.	3.96
10	Library staff responds in a timely manner.	4.0
11	Library staffs are easy to approach.	4.0

STUDENT SURVEY - Class / Courses (Average)

This is a survey report about the Class / Course of CVU. The survey was distributed to students.
32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree),
2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The classes pursue the mission and faith statement.	4.0
2	The course contained accurate information upon the subject and the material was as expected.	4.0
3	The course objectives are clear.	4.0
4	The course procedures and assignments support course objectives.	4.0
5	Exams and quizzes covered important course materials and content.	4.0
6	The course incorporated a good amount of research and technology	4.0
7	The assignments and exams were previewed and fair.	4.0
8	Space & facilities are adequate for student activities.	4.0
9	The class hours are fair enough and well followed by the instructor.	4.0

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STUDENT SURVEY - Academic Advising (Average)

This is a survey report about the Academic Advising of CVU. The survey was distributed to students. **32** students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The counselor provides guidance and counseling for making effective academic decisions.	3.96
2	The counselor assist student in setting goals and making plans for the future.	3.96
3	The counselor provides advices on objective standards and guide students accurate information.	4.0
4	The counselor guides student in taking responsibility for student education planning.	3.93
5	The counselor sets challenging educational goals.	3.93
6	The counselor help establish personal goals.	3.96
7	The counselor makes information on educational opportunities.	4.0
8	The counselor is willing to help and encourage students to take the most effective route of success.	4.0
9	The counselor responses thoroughly to student's questions and suggest the accurate solutions to student.	4.0
10	The counseling system is easy to approach and provide comfortable environment to discuss.	4.0

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STUDENT SURVEY — Registrar (Average)

This is a survey report about the Registrar of CVU. The survey was distributed to students.
32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree),
2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	When I contacted the office of the Registrar, I was helped in a time manner.	4.0
2	The staff member greeted me respectfully.	4.0
3	The staff member listened attentively to my question and then asked appropriate questions to better understand my concerns or needs.	4.0
4	The staff member seemed to understand and solve my needs in the best way they can.	4.0
5	The staff member responded in an easy to understand the way.	4.0
6	If my request could not be immediately satisfied, the staff member gave me a clear understanding of the steps needed for resolution and an accurate estimate of the time needed to fulfill my request.	3.96
7	The staff member displayed excellent knowledge of the office	3.96
8	The staff member provided me with an update or satisfied my request on or before the promised date.	4.0
9	The staff member displayed professionalism during my interaction with him/her.	4.0
10	The staff member appeared genuinely concerned about my problem or issue	4.0

STUDENT SURVEY - Campus Spiritual / Social Life (Average)

This is a survey report about the Campus Spiritual / Social Life of CVU. The survey was distributed to Students. 32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The university pursues the mission and faith statement.	4.0
2	The university helps students to improve intimacy with God.	4.0
3	The campus provides the environment to feel intimate relationship with God.	4.0
4	The university contains a Christian based foundation and support student to present a Christian mind set upon courses and activities on campus.	4.0

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STUDENT SURVEY - Catalog & Handbook (Average)

This is a survey report about the Catalog & Handbook of CVU. The survey was distributed to students. 32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The university provides a catalog/handbook about all the general information.	4.0
2	The catalog/handbook provides details upon the all areas contained in the university. (ex. faculty, staff, admission, facility, policies, student services, etc.)	4.0
3	The catalog/handbook are easily provided and viewed by students.	4.0
4	The catalog/handbook helps and informs necessary information to students.	4.0
5	The catalog/handbook is useful.	4.0

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STUDENT SURVEY - Information Technology (Average)

This is a survey report about the Information Technology of CVU. The survey was distributed to Students. 32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	How would you describe your overall technology experience at the university?	4.0
2	How would you rate you experience with wireless network on the campus? (ex. School office, classrooms, library, student lounge, other indoor public spaces, outdoor spaces, etc)	4.0
3	Does the university provide enough technology devices for all the students?	4.0
4	Does the university provide technology devices for particularly student use? (ex. Computer rooms, individual computers, printer/copier, scanners, etc.)	4.0
5	How would you rate the usefulness of technology devices in the university† (ex. computer rooms, individual computers, printer/copier, scanners, etc.)	4.0
6	How would you rate your experience regarding the technology use during your class?	4.0
7	How would you rate the effectiveness upon the use of the university website?	4.0
8	How would you rate the types of learning environment provided in your university?	4.0

STUDENT SURVEY - Student ID (Average)

This is a survey report about the Student ID of CVU. The survey was distributed to Students. **32** students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	Does the university provide individual Student ID cards to all enrolled students?	4.0
2	How often is the Student ID card used?	3.7
3	How would you rate the usefulness of your Student ID card?	3.9
4	When/Where can the Student ID card be used? (Select all the apply)	3.7
5	How would you rate the timeliness for the Student ID card process?	3.8
6	How would you rate the overall purpose for the use of the Student ID card?	3.7

STUDENT SURVEY - Ground / Building Service / Maintenance (Average)

This is a survey report about the Ground/Building/Maintenance of CVU. The survey was distributed to Students. 32 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	Courteousness of staff.	4.0
2	Number of exterior trash receptacles.	4.0
3	Emptying cycle of exterior trash receptacles.	4.0
4	College landscape.	4.0
5	Ability of new buildings, classrooms, and labs to accommodate your educational needs.	4.0
6	Comfort of classroom furnishings.	4.0
7	Condition of classroom furnishings.	4.0

California Victor University

Alumni Survey (Average)

This is a survey report about the your satisfaction upon alumni. The survey was distributed to Students. 7 students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	I am satisfied with the overall graduate educational experience at the university.	4.0
2	If I were to start university again, I would enroll at this university.	3.79
3	I would recommend this university to other people.	3.85
4	Thinking back on my experience, I participated well in class.	3.57
5	I included diverse perspectives in class discussions or writing assignments.	3.71
6	I was able to participate freely in a respected environment	4.0
7	I have worked with other classmates on projects or assignments.	3.71
8	I put in effort to maintain good grades and discussed with the instructor thoroughly if there were any concerns.	3.85
9	I was able to contact the instructor or the school office regarding any academic concerns.	4.0
10	The instructor had offered students a certain way to contact those regarding topics about the course.	3.85
11	The student services that were offered in the university were helpful in making academic decisions.	3.85
12	The courses that I took were helpful in my future academic plans.	3.85

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Staff / Administrator Evaluation (Average)

This is a survey report about the evaluation upon all staff. The survey was distributed to Staff. **5** staff participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The staff demonstrates an understanding of the mission and faith statement of this university.	4.0
2	The staff explains and models the mission and faith statement.	4.0
3	The staff demonstrates the ability to mentor administrative team members.	3.8
4	The staff demonstrates the ability to motivate the university community.	3.8
5	The staff demonstrates the ability to directly address college performance problems.	3.8
6	The staff is open to multicultural representation and diversity issues.	3.8
7	The staff has the ability to analyze and solve problems.	3.8
8	The staff is able to mediate and resolve conflicts.	4.0
9	The staff interacts with individual faculty, staff, and students on the regular basis.	4.0
10	The staff contains the willingness to be evaluated by the faculty and staff.	4.0
11	The staff has the ability to represent the university in the larger community.	3.8
12	The staff demonstrates the willingness and the ability to respond to leadership appraisals.	3.8

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Faculty Self Evaluation (Average)

This is a survey for Faculty Self Evaluation upon the course. The survey was distributed to Faculty.
5 Faculty participated in the survey. The Survey was rated from 1 through 4; 1(Strongly
Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The student's interest in the subject of this class was on average.	4.0
2	The students' eagerness to participate in worthwhile discussion for this class was good.	4.0
3	In my opinion, the time spent by students in study, outside of class, was reasonable.	3.8
4	In my opinion, handouts or other materials were often handed out to students for better understanding of the course.	4.0
5	Based on their assignments, the students' knowledge/use of library resources was excellent.	3.6
6	The course was taught in a most professional way for students to learn and understand.	4.0
7	There were not any students who had academic, language, or behavior problems that should be referred to their advisor.	4.0
8	There were not any students who needed assistance.	3.8
9	I expect the average score of my student evaluation for this class to be in the range of average.	4.0

California Victor University

Student Evaluation of Course Instructor (Average)

This is a survey report the evaluation your course instructor. The survey was distributed to Students. **32** students participated in the survey. The Survey was rated from 1 through 4; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Strongly Agree).

2024-2025

No	Question	Average 1 thru 4
1	The course instructor seems to be professionalized in their teaching subject.	4.0
2	The course instructor provides accurate information and put in effort to provide good education.	4.0
3	The course instructor treats all students equally.	4.0
4	The course instructor uses class time effectively.	4.0
5	The course instructor is approachable and is willing to help.	4.0
6	The course instructor enforces rules fairly and consistently.	4.0
7	The course instructor cares for their students and allow them be participate in class.	4.0
8	Grading is fair and consistent with the stated goals of the course.	4.0
9	The course instructor is accessible to answer questions and explain material.	4.0
10	The text and other materials were appropriate given the stated goals of the course.	4.0
11	The course instructor gives out handouts or other learning material for better understanding in the course.	4.0
12	The course instructor often uses various technology devices during the course to support his/her topic for discussion.	4.0

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PRESIDENT EVALUATION BY THE BOARD (Average)

**This evaluation should be done by the board members annually. This evaluation will be used
For the betterment of the presidential administration and communication purpose only.**

2024-2025

No	Question	Average 1 thru 5
1	Communicates a vision for the Seminary effectively	5.0
2	Communicates with members in responsive manner.	5.0
3	Effectively appoints and manages the administrative cabinet.	5.0
4	Is taking the right action to manage enrollments.	5.0
5	Actively promotes scholarly development and excellence.	5.0
6	Is an effective fundraiser.	5.0
7	Practices leadership that Instills enthusiasm and increases morale.	5.0
8	Represents the Seminary well to the community beyond the campus.	5.0
9	Executive school's annual plans sincerely.	5.0
10	Does not exceed his authority nor ask the board to make decisions that he should make on his own.	5.0
11	Overall, the president performs his role in excellent manner.	5.0

BOARD MEMBER SELF EVALUATION (Average)

This self-evaluation should be done by the board members annually.
This evaluation will be Used for the betterment of the member's administration and
communication purpose only. The Self Evaluation was distributed to Board member.
5 Board member participated in the Self Evaluation. The Self Evaluation was rated from
1 through 5; 1(Strongly Disagree), 2(Somewhat Disagree), 3(Somewhat Agree), 4(Agree).
5.(Strongly Agree)

2024-2025

No	Question	Average 1 thru 5
1	Understand and delivers a vision for the University effectively.	5.0
2	Communicates with other members in a timely and responsive manner.	5.0
3	Attends and participates all board meetings sincerely.	4.8
4	Attends and participates all committee meetings sincerely.	5.0
5	Actively supports the chairman and the president's vision and plans.	5.0
6	Actively involved with fundraising activities.	5.0
7	Practices leadership that instills enthusiasm and increases morale.	5.0
8	Represents the University well to the community beyond the campus.	4.8
9	Executive annual plans of the board sincerely and cooperatively.	5.0
10	Does not exceed his authority nor ask the board to make decisions that he should make on my own.	5.0
11	Overall, I perform my role in excellent manner.	5.0

RETENTION RATES

California Victor University

Program: Master of Business Administration

Year	Enrolled Students	Available for Graduation	Graduates	Completion Rate
2022-2023	14	5	3	60%
2023-2024	18	3	2	66%
2024-2025	10	7	7	100%

Program: Bachelor of Business Administration

Year	Enrolled Students	Available for Graduation	Graduates	Completion Rate
2022-2023	0	0	0	0%
2023-2024	15	0	0	0%
2024-2025	17	0	0	0%

Program: Doctor of Business Administration

Year	Enrolled Students	Available for Graduation	Graduates	Completion Rate
2022-2023	0	0	0	0%
2023-2024	2	0	0	0%
2024-2025	2	2	2	100%

Program: Master of Divinity

Year	Enrolled Students	Available for Graduation	Graduates	Completion Rate
2022-2023	0	0	0	0%
2023-2024	0	0	0	0%
2024-2025	2	0	0	0%

PLACEMENT RATES

California Victor University

Program: Master of Business Administration

Year	Enrolled Students	Graduates	Graduates Available for Employment	Placement Rate
2022-2023	14	3	2	66%
2023-2024	18	2	0	0%
2024-2025	10	7	6	86%

Program: Bachelor of Business Administration

Year	Enrolled Students	Graduates	Graduates Available for Employment	Placement Rate
2022-2023	0	0	0	0%
2023-2024	15	0	0	0%
2024-2025	17	0	0	0%

Program: Doctor of Business Administration

Year	Enrolled Students	Graduates	Graduates Available for Employment	Placement Rate
2022-2023	0	0	0	0%
2023-2024	2	0	0	0%
2024-2025	2	2	0	100%

Program: Master of Divinity

Year	Enrolled Students	Graduates	Graduates Available for Employment	Placement Rate
2022-2023	0	0	0	0%
2023-2024	0	0	0	0%
2024-2025	2	0	0	0%

The SWOT analysis is summarized to provide an overview of assessment activities and change made compared to last year.

Strengths

1. **Mission Clarity and Commitment:**
   o Students strongly agree (average rating 4.0) that CVU's mission clearly represents the university's goals, Christian values, and diversity. It effectively guides institutional activities.
   o High scores on the awareness and support for the mission statement indicate alignment and coherence across faculty, staff, and students.
2. **Faculty Competence and Commitment:**
   o Consistently high ratings (average 4.0) indicate professors are seen as professional, knowledgeable, fair, accessible, and supportive, strongly aligning with strategic Goal 1 (Faculty quality).
   o Faculty effectively integrates technology and learning materials, demonstrating alignment with Goal 8 (Technology-assisted learning environment).
3. **Strong Administrative and Staff Support:**
   o Students rated admission/staff highly, indicating that administrative processes are accessible, clear, timely, and supportive (average around 4.0).
   o Registrar services and academic advising similarly received high satisfaction ratings, reflecting effective student support structures.
4. **Excellent Campus and Learning Resources:**
   o Facilities, including library resources and technology infrastructure, rated highly, suggesting strong infrastructure alignment with Goals 7 and 11.
   o Campus spiritual and social life strongly aligns with the university's Christian mission, receiving excellent evaluations.
5. **Summary of Strengths:**
   - Mission Clarity
   - Faculty Competence
   - Administrative Support
   - Campus Resources

SWOT Analysis - Strengths
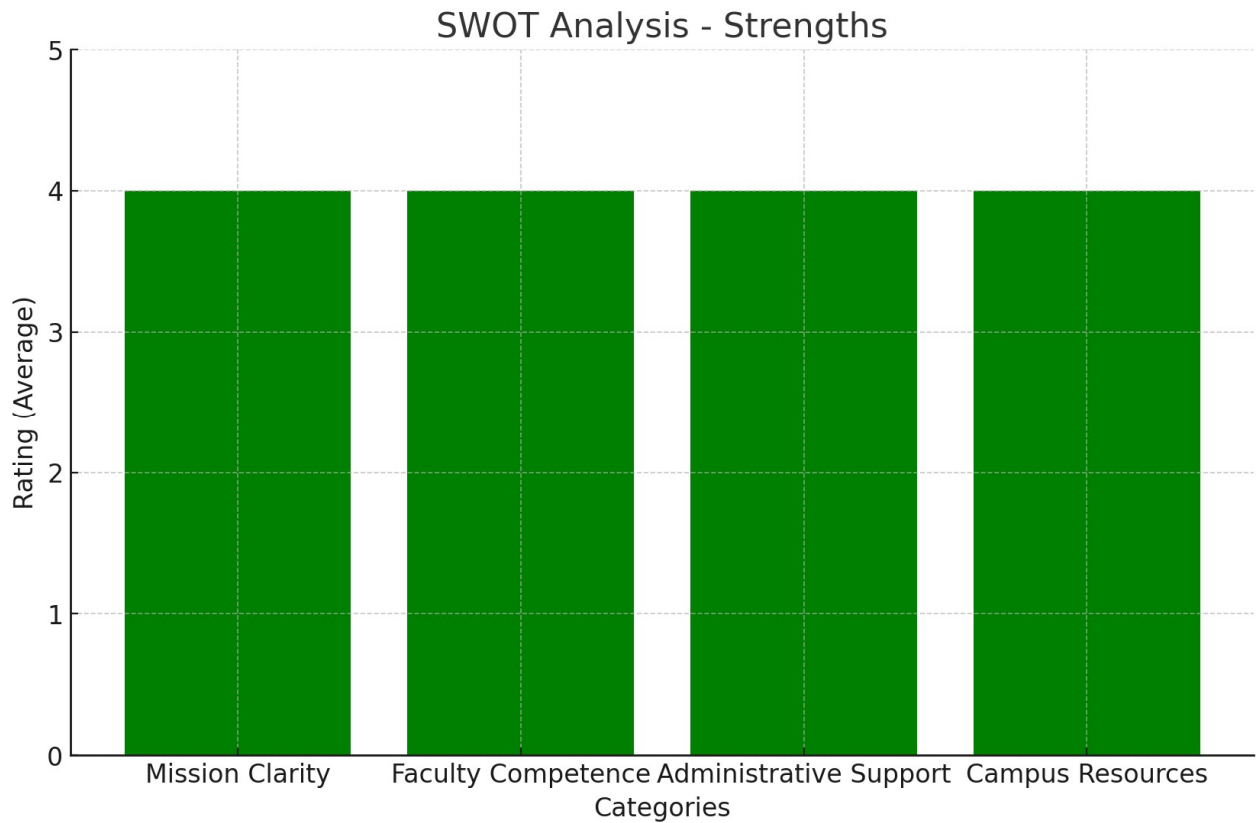
Weaknesses

1. **Student ID Card Utility:**
   - The usefulness and frequency of the Student ID card had lower average ratings (around 3.5), suggesting an area for improvement in administrative services and student integration.
2. **Limited Survey Participation:**
   - Although feedback was highly positive, survey responses were limited to relatively small numbers (32 students), potentially impacting the representativeness of data.
3. **Summary of Weaknesses:**
   - Student ID Utility
   - Survey Participation

SWOT Analysis - Weaknesses
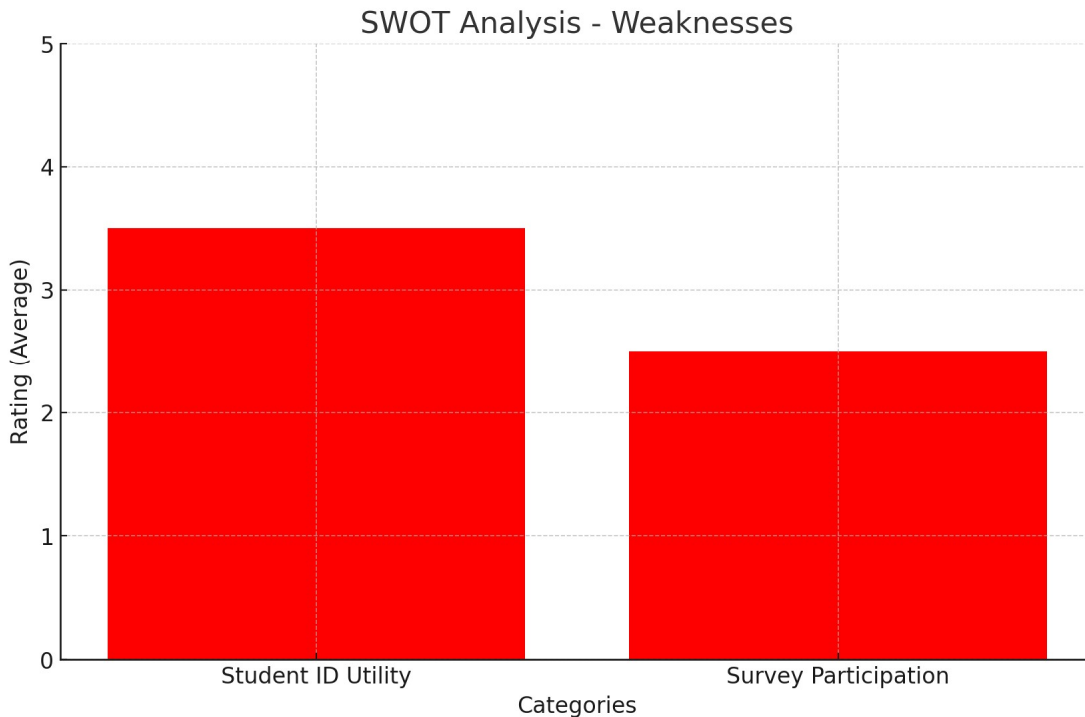
Opportunities

1. **Enrollment and Program Expansion:**
   - CVU's strong existing infrastructure, faculty excellence, and administrative efficiency create opportunities for expanding student enrollment (Goal 5). Successful implementation of additional leadership and continuing education centers will enhance marketability and recruitment potential.
2. **Enhanced Alumni Engagement:**
   - Alumni expressed strong satisfaction (average around 4.0), suggesting potential for greater alumni involvement in fundraising and mentoring initiatives (Goal 9). Their willingness to recommend CVU is an asset for future growth and reputation enhancement.
3. **Comprehensive Technological Integration:**
   - Positive ratings on IT infrastructure suggest an opportunity to leverage advanced technology further. Initiatives like upgraded LMS systems and cybersecurity protocols can enhance both teaching and administrative processes.
4. **Summary of Opportunities:**
   - Enrollment Expansion
   - Alumni Engagement
   - Tech Integration

SWOT Analysis - Opportunities
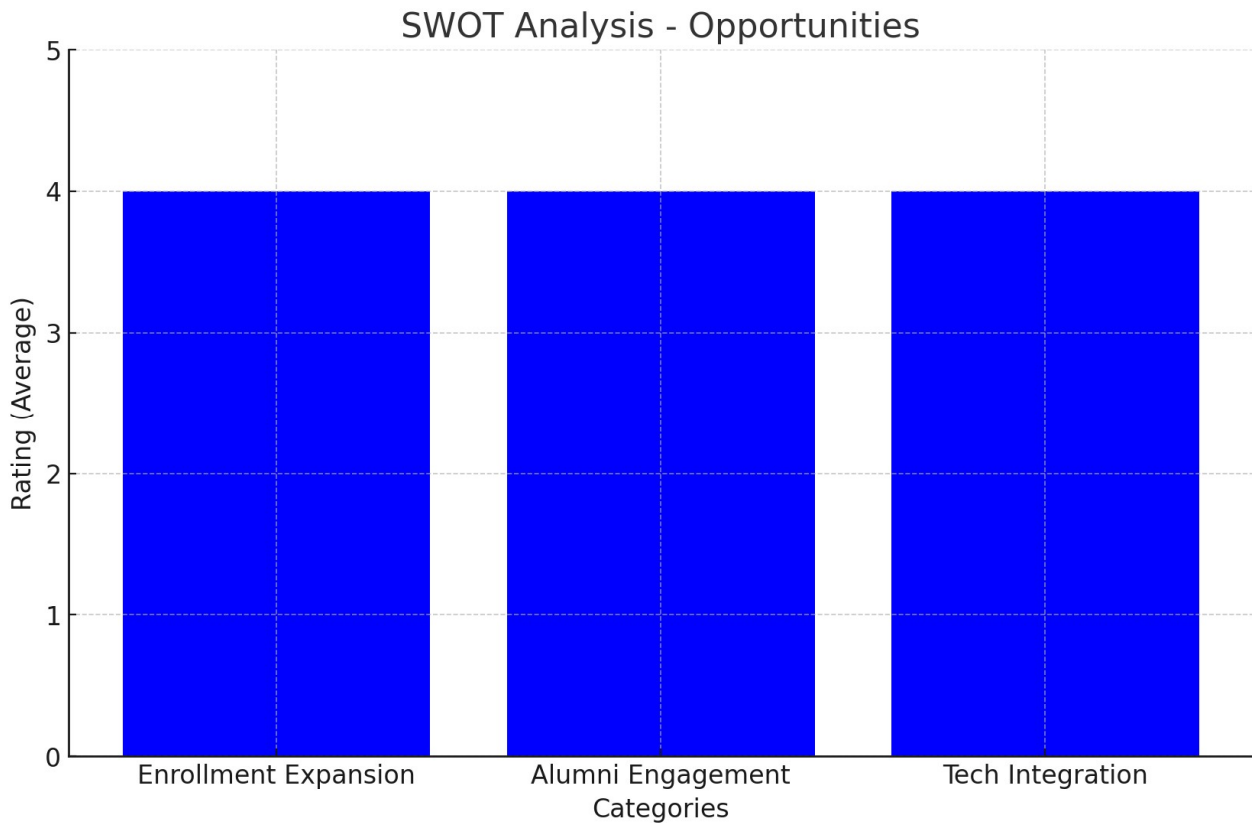
Threats

1. **Dependence on Faculty Excellence:**
   - Faculty's high performance ratings underline heavy reliance on faculty excellence. Any turnover or challenges in maintaining high-quality staffing could pose risks to academic standards.
2. **Facility Maintenance and Expansion Costs:**
   - High student satisfaction in physical resources (rating around 4.0) underscores expectations for continued investment and maintenance. The financial burden of facility upgrades (Goal 11) poses potential financial challenges.
3. Summary of Threats:
   - Faculty Dependence
   - Facility Costs

SWOT Analysis - Threats
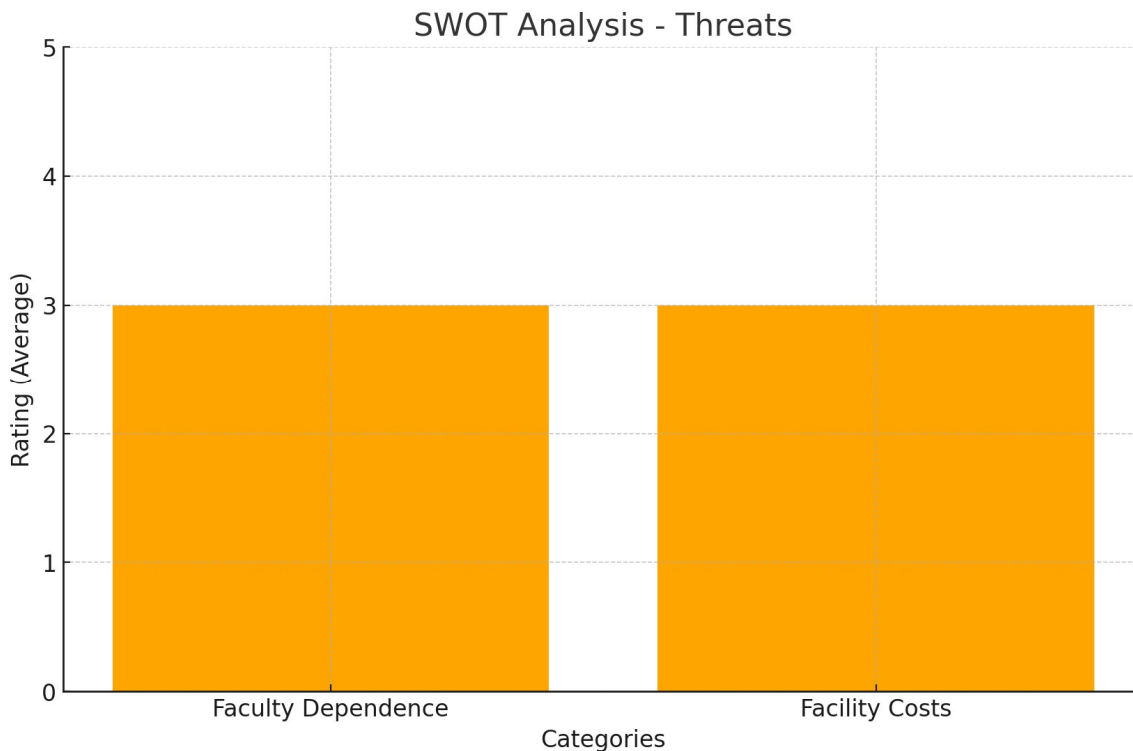
Detailed Analysis from Student Learning Outcomes (SLO)

- Students reported overall high satisfaction (average 4.0) with their graduate educational experience, affirming CVU's strength in fulfilling its educational mission.
- Lower, yet still strong, scores in areas like class participation (3.57) and incorporating diverse perspectives (3.71) suggest room for enhancing active student engagement and diversity integration in academic activities.
- High placement rates (e.g., 85%-100% for MBA and DBA graduates) indicate effective alignment of academic programs with career readiness and marketplace needs, strongly supporting Goals 5 and 6 related to enrollment, retention, and graduation rates.

Recommendations for Strategic Enhancement:

- Increase effectiveness and utility of Student ID card systems to enhance administrative efficiency and student satisfaction.
- Expand student surveys to larger populations for comprehensive data and strategic planning accuracy.
- Leverage alumni relationships to bolster fundraising and engagement efforts, supporting strategic financial objectives.

- Enhance diversity and active participation strategies within classroom environments, strengthening overall educational outcomes and experiences.

Overall, CVU demonstrates strong alignment between its strategic goals and the current operational realities as reflected in survey outcomes, setting a robust foundation for ongoing strategic development.

Analysis of Retention Rates:

Based on the data from California Victor University's retention rates:

- **Master of Business Administration (MBA)**:
    - Steady improvement noted from 60% (2022-2023) to 66% (2023-2024), reaching 100% completion in 2024-2025.
    - Indicates highly effective academic support and student retention efforts.
- **Bachelor of Business Administration (BBA)**:
    - Consistently shows 0% completion across all three years due to no eligible graduates yet, indicating a new or recently launched program still maturing.
- **Doctor of Business Administration (DBA)**:
    - Improved from no completions in earlier years to 100% in 2024-2025, signifying strong performance as students progress through the curriculum.
- **Master of Divinity (MDiv)**:
    - Shows no graduates yet due to recent initiation or slow progression of students.

Retention Rates by Program (2022-2025)
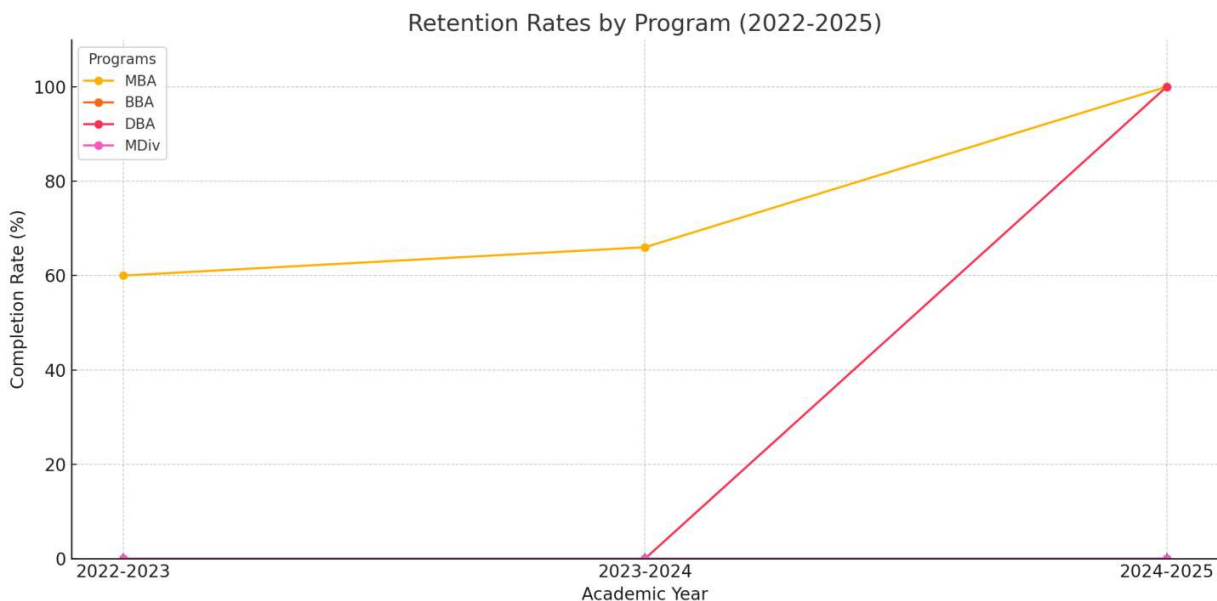
Development Plan for Improvement:

To further enhance retention and graduation rates, the following strategic actions are recommended:

1. **Enhanced Academic Advising and Mentorship**:
   o Introduce personalized academic advising programs aimed at early identification of at-risk students to provide timely support.
2. **Regular Progress Reviews**:
   o Implement semester-wise progress reviews to track student milestones and intervene promptly if issues are detected.
3. **Student Success Workshops**:
   o Offer specialized workshops focused on academic skills, study habits, and stress management to support student academic and personal growth.
4. **Increased Engagement and Communication**:
   o Foster regular communication channels between faculty and students to maintain engagement and motivation, particularly in newer programs such as BBA and MDiv.
5. **Expansion of Resource Accessibility**:
   o Ensure easy and ample access to academic resources, libraries, technological support, and tutoring services to strengthen learning infrastructure.

Implementing these recommendations should significantly enhance retention and completion rates across all academic programs at California Victor University.

Analysis of Placement Rates:

The provided data for placement rates at California Victor University shows the following:

- **Master of Business Administration (MBA)**:
  o The placement rate was 66% in 2022-2023, significantly dropped to 0% in 2023-2024, and rebounded strongly to 86% in 2024-2025. This fluctuation indicates variability in employment conditions or placement support.
- **Bachelor of Business Administration (BBA)**:
  o Consistent 0% placement rate across all three years due to no graduates yet available for employment. This reflects the recent establishment of the program.
- **Doctor of Business Administration (DBA)**:
  o Placement rate reached 100% in 2024-2025, despite no graduates in prior years, indicating strong initial employment success for recent graduates.
- **Master of Divinity (MDiv)**:
  o 0% placement rate consistently reflects no graduates available yet for employment, suggesting the program's early stage or slow progression.

Placement Rates by Program (2022-2025)
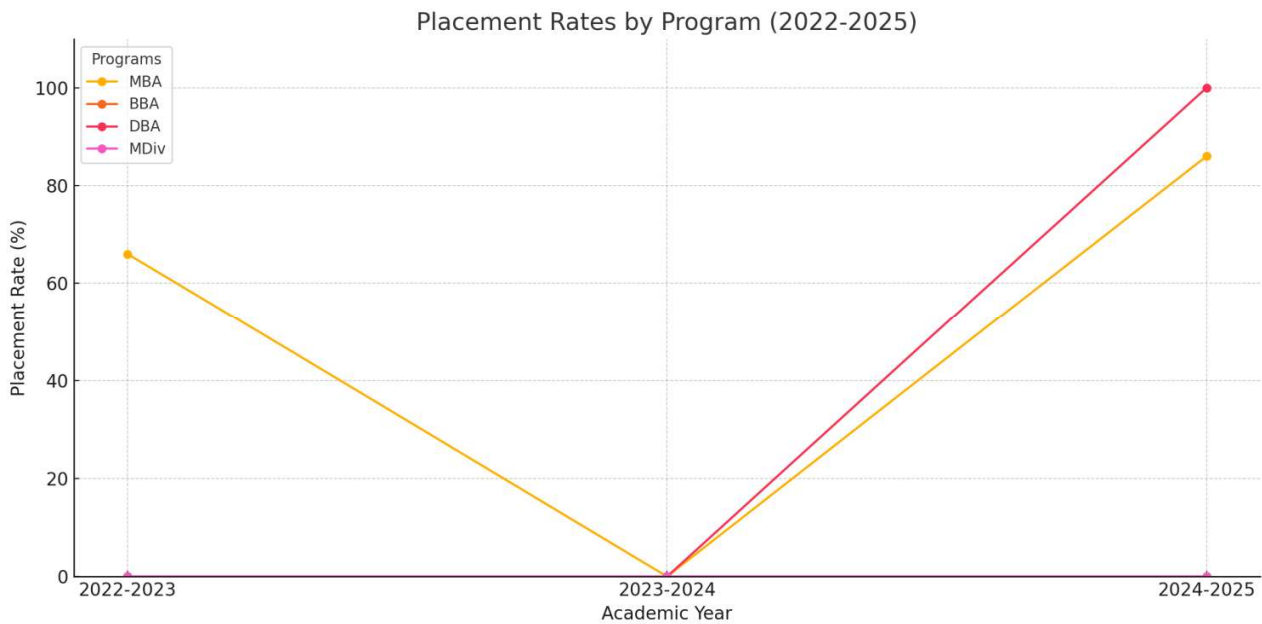
Development Plan to Improve Placement Rates:

1. **Career Services Expansion**:
   - Establish a dedicated Career Services Office to provide personalized career counseling, resume-building workshops, and interview preparation.
2. **Industry Partnerships**:
   - Strengthen relationships with businesses and organizations to create internship and job placement opportunities specifically for MBA and DBA graduates.
3. **Alumni Network Utilization**:
   - Leverage alumni connections and establish mentorship programs linking current students with alumni who can guide them through professional networks.
4. **Regular Career Events**:
   - Host regular job fairs, industry seminars, and networking events, facilitating direct interactions between students and potential employers.
5. **Feedback and Follow-Up Systems**:
   - Implement robust tracking and feedback systems to follow up on graduates' career progress and ensure continuous improvement of placement strategies.

Applying these strategies will substantially enhance employment outcomes and stability in placement rates across all programs at California Victor University.