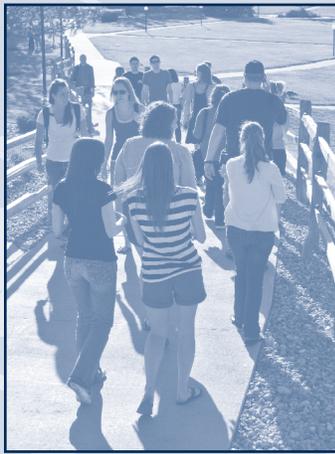




# Colorado Christian University Self-Study

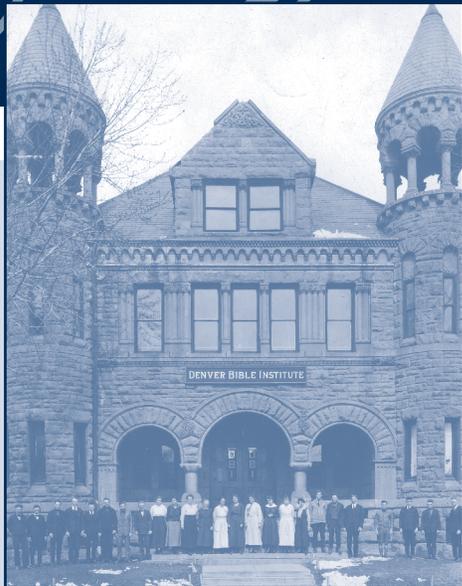
Colorado Christian University cultivates knowledge and love of God in a Christ-centered community of learners and scholars, with an enduring commitment to the integration of exemplary academics, spiritual formation, and engagement with the world.

Presented to the  
Higher Learning Commission of the North Central Association of Colleges and Schools  
for the October 2010 Comprehensive Visit



## *Exemplary Academics*

## *Christ-Centered Community*



# Colorado Christian University

## Self-Study

Prepared for the  
October 2010 Comprehensive Visit of the  
Higher Learning Commission





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## GLOSSARY OF ACRONYMS AND TERMS

ADA	Americans with Disabilities Act
AVP	Assistant Vice President
CACREP	Council for Accreditation of Counseling & Related Educational Programs
CAEL	Council of Adult and Experiential Learning
CAGS	College of Adult and Graduate Studies
CASM	Contact and Appointment Summary: Colleague Function
CBL	Confidence Based Learning
CCA	Colorado Counseling Association
CCCU	Council for Christian Colleges and Universities
CCU	Colorado Christian University
CCU2theWorld	Student-Led Missions Program
CLA	Collegiate Learning Assessment
Colleague	Campus-Wide Enterprise Resource Planning System From Datatel
CRS	Classroom Response System
CSI	College Student Inventory
CUS	College of Undergraduate Studies
eCollege	CCU's Learning Management System
eCompanion	Online Course Companion
ETS	Education Testing Service
EVAL	Evaluate Student Program: Colleague Function
FAFSA	Free Application for Federal Student Aid
FERPA	Family Education Right to Privacy Act
FYI	First Year Integration
gtPATHWAYS	Guaranteed Transfer Pathways
HLC	Higher Learning Commission
IPEDS	Integrated Postsecondary Education Data System
IST	Information Systems and Technology
LDC	Life Directions Center
LPN-ASN	Licensed Practical Nurse to Associate of Science in Nursing
MAC	Master of Arts in Counseling
MACI	Master of Arts in Curriculum and Instruction
MBA	Master of Business Administration
Mission Documents	Mission, Vision, Strategic Objectives
myCCU	Colorado Christian University Intranet Site
NCAA	National Collegiate Athletic Association
PLC	Prior Learning Credit
RMAC	Rocky Mountain Athletic Conference
RN-BSN	Registered Nurse to Bachelor of Science in Nursing
SGA	Student Government Association
VALS	Values-Aligned Leadership Summit
VPAA	Vice President for Academic Affairs
WebAdvisor	Student, Faculty, and Staff Access to Online Services



## *Introduction*

## INTRODUCTION

In a little less than ten decades, what began as a one-room school with two students and a single teacher has become a fully accredited university enrolling 3,572 undergraduate and graduate students, with learning centers in six cities, a pleasant and humble campus, and thousands of alumni around the world. Colorado Christian University is an accredited evangelical university in the Rocky Mountain region and continues to increase academic standards, enrollment, and community life while becoming financially strong and well prepared for future growth and opportunities.

Colorado Christian University (CCU) cultivates knowledge and a love of God in a Christ-centered community of learners and scholars, with an enduring commitment to the integration of exemplary academics, spiritual formation, and engagement with the world. The University holds firmly to traditional values and high academic standards.

As a Christ-centered institution of higher learning, CCU endeavors to not only prepare students for positions of leadership in the church, business, education, government, and many other strategic disciplines, but also to provide them with significant opportunities to serve the Lord, helping them develop a lifetime habit of service to God's kingdom. In the classroom, students learn to think for themselves, pondering and interacting with the great issues of the 21st century. They become seekers and messengers of truth. Professors challenge students to integrate their faith with their chosen discipline, while helping them gain knowledge and develop skills that will prepare them to be successful in their careers.

Throughout their education at CCU, students learn to trust the Bible, live holy lives, and be evangelists, sharing the love of Christ on campus, in the local community, and around the world. CCU has a rich history of active service through student-led mission trips and ministries that touch the lives of others. Regular chapel services, Bible studies and discipleship groups, and mentoring relationships with dedicated faculty and staff members teach and encourage students as they progress through their education at CCU.

The University believes this unique combination of classroom learning, active service, and spiritual formation creates a transformational experience that produces graduates who think critically and creatively, lead with high ethical and professional standards, embody the character and compassion of Jesus Christ, and change the world.



### **Christ Is Not an Element Here, He's an Emphasis**

Ask Dr. Kevin Turner, a professor in the School of Theology, about the "integration" of faith and academics, and you'll get a direct answer: it begins with learning to study the Bible accurately. Then the truths and ideas taken from that study should be neither superficial nor overly generalized.

For Turner, the integration of faith and learning is about teaching students to intentionally and intelligently study the Bible. Most importantly, however, students must learn that this study also requires a commitment to the Bible as the first and foremost standard by which to live life, instead of retrofitting its message to suit one's own standards. "I think that's the defining difference of an excellent Christian education," he says.

In pursuit of its mission, the University has made great strides in improving its programs and facilities, in diversifying its community, and in distinguishing itself as an exceptional, conservative, evangelical institution in the Rocky Mountain region. Specifically, the University aligned its College of Undergraduate Studies general education core with the University's Strategic Objectives, established academic divisions in the College of Adult and Graduate Studies, strengthened assessment processes, formed a public policy institute, and greatly improved classrooms, student support, technology, and library resources. These positive changes have resulted in increased faculty and student satisfaction and stronger connections with the broader community. As a result, Colorado Christian University has positioned itself for a strong future of continued growth and improvement.

### **Institutional History**

Colorado Christian University has a century-old legacy of serving students who desire a challenging, Christ-centered education. Founded in 1914 as Denver Bible Institute, the University started as a training school for Christian workers. As the demand for college-level preparation grew, a state charter granted permission for Denver Bible Institute to become a four-year Bible college, and in 1945, Denver Bible Institute became Denver Bible College and received accreditation from the Accrediting Association of Bible Institutes and Bible Colleges in 1949. One year later, the college became a Christian liberal arts institution and was renamed Rockmont College.

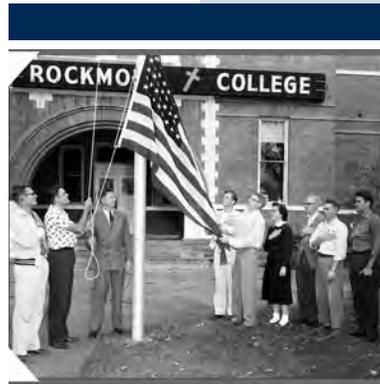
In 1981, Rockmont College obtained accreditation from the North Central Association, and four years later the school merged with Western Bible College to become Colorado Christian College. Recognizing the benefits of combining resources to create an influential Christian university in Colorado, Colorado Christian College merged with Colorado Baptist University to become Colorado Christian University in 1989.

During the 1980s, the school developed professional education programs (1982), an accelerated degree program in human resources (1987), and a Master of Arts in Biblical Counseling (1989). Based upon the success of these programs, the school added a Master of Arts in Curriculum and Instruction (1992) and additional graduate degrees to meet the needs of more students. During the 1990s, CCU recognized the need for geographic expansion and added extension campuses in Fort Collins, Colorado Springs, and Grand Junction.

In the new millennium, CCU refocused its Christ-centered education around its Strategic Objectives and entered an innovative phase of energy and growth. The University continues to focus on diversifying its program offerings, most recently launching a nursing program. All CCU students, whether traditional undergraduate, adult undergraduate, or graduate, are challenged to grow academically, spiritually, and professionally.

## Colorado Christian University Today

Today, CCU enrolls undergraduate and graduate students in 47 academic programs at CCU's main campus in Lakewood, at regional and metro centers throughout Colorado, and through the Global Online Center. CCU is divided into two colleges. The College of Adult and Graduate Studies offers nontraditional adult students opportunities to complete associate, bachelor's, and master's degrees, while the College of Undergraduate Studies serves traditional undergraduate students. For a visual representation of CCU's colleges, divisions, schools, and business units, see the organizational charts in the Evidence Library.



Rockmont College, one of CCU's heritage institutions, was established in 1950

### *College of Adult and Graduate Studies*

The College of Adult and Graduate Studies (CAGS) currently serves 2,621 adult students annually in undergraduate and graduate programs. The college offers associate degrees in general studies and nursing; bachelor of science degrees in accounting, business administration, information systems management, organizational management in Christian leadership, organizational management in human resources, organizational management in project management, nursing, and psychology; bachelor of arts degrees in liberal arts with elementary education and early childhood education licensure; and undergraduate certificate programs in accounting, biblical studies, project management, ethics, and entrepreneurship.

The College of Adult and Graduate Studies offers three graduate programs: Master of Business Administration, Master of Arts in Counseling, and

## INTRODUCTION

Master of Arts in Curriculum and Instruction, with graduate certificates in leadership, project management, instructional technology, online course development, online teaching and learning, and corporate education. CAGS offers four teacher licensing programs: two alternative programs in special education and K-12 and two licensing programs for elementary education and early childhood education.

CCU heavily invested in and significantly improved the academic structure of the College of Adult and Graduate Studies over the past ten years. In 2000, the School of Professional Studies used curriculum purchased from Spring Arbor University. New courses and course revisions were completed by affiliate faculty. In 2001, the School of Adult and Graduate Studies hired a curriculum coordinator to oversee course development. The Dean of the School of Adult and Graduate Studies provided academic oversight.

Today, the College of Adult and Graduate Studies assigns academic responsibilities to academic deans and program directors:

- Dean of Biblical Studies (open position)
- Dean of Business and Technology
  - Director of Organizational Management Program
- Dean of Curriculum and Instruction Education
  - Director of Elementary and Early Childhood Education
  - Director of Special Education and Alternative Licensing Program (open position)
- Dean of Nursing and Sciences
  - Director of LPN-ASN Program
  - Director of RN-BSN Program
- Dean of Social Sciences and Humanities
  - Director of Master of Arts in Counseling

All academic deans hold terminal degrees, and three of the six program directors have terminal degrees. The Director of the LPN-ASN Program is currently in a doctoral program. The academic deans manage program development, course development and revision, faculty vetting and development, and program assessment. The College of Adult and Graduate Studies employs 12 full-time faculty and approximately 350 affiliate part-time faculty. The CAGS academic structure provides strong leadership for all degree programs.

CAGS recognizes the benefit of prior learning experiences and offers its students the opportunity to earn up to 45 credits through CLEP and DSST exams. Students can receive up to 31 credits through the Prior Learning Credit portfolio assessment process in four categories of general education requirements: oral communication, humanities, computer science, and behavioral and social sciences.

CAGS incorporates a Christian worldview into each course within its curricula. The college delivers this unique, Christian-based, adult education through a distributed model with centers located throughout Colorado and online.

While CCU has offered various online courses for a number of years, the Global Online Center was officially established in 2007. Recognizing the growing demand for online courses, CCU expanded marketing and recruitment efforts. Adding online programs and courses has given CCU the ability to reach beyond Colorado and offer a quality education to students around the world. Additionally, the online format allows the University to serve special student populations, such as military students who are deployed.

In a continued effort to keep education accessible for adult students, CAGS reviews its tuition and student fees on an annual basis. The review process includes researching the tuition and fees charged at schools that are similar to CCU in terms of geography, program offerings, and Christian teaching perspective so that the average cost remains competitive. See the Evidence Library for a complete list of tuition costs by program.

CAGS works diligently to serve its adult and graduate student population, delivering a student experience that forms a strong connection between the college and its students. Beginning with the initial contact with an enrollment counselor, students enter an enrollment process tailored to meet their specific needs. Upon enrolling, students find their student service advisor provides a consistent point of contact throughout their entire experience at CCU.

When appropriate, CAGS offers students external educational opportunities. For instance, the Master of Business Administration program has an international class option that places students in a foreign country, the best place to develop a firsthand understanding of international business practices from the country's industry experts. In recent years, MBA students have studied in France, China, Germany,

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### CAGS Students Gain Hands-On International Experience

As part of CCU's MBA program, enrolled students typically participate in an international travel component during which they meet local professionals and observe work in overseas markets. In 2007, Dr. Mellani Day, Dean of the Business and Technology Division, traveled with students to Beijing and Shanghai, China, visiting a privately held company among other activities. In 2008, Dr. Day accompanied a class to Munich and Frankfurt, Germany, and then another to South Africa in 2009. Plans are already set for trips to Hong Kong and southern China in 2010, and London and Dublin in 2011.



and the Republic of South Africa. In the Registered Nurse to Bachelor of Science in Nursing program, the capstone course helps nurses develop an understanding of interdisciplinary team collaboration within a field-based practice. The 2010 capstone course included an experience studying best practices in nursing and engaging in health promotion teaching in children's health care facilities in Costa Rica.

CAGS established the Sigma Nu chapter of Alpha Sigma Lambda in 2002 to honor its adult undergraduate students for their academic excellence and superior leadership. Alpha Sigma Lambda is the largest and oldest chapter-based honor society for adult undergraduate students. Students who qualify for membership are those who achieve academic excellence amidst the special circumstances that often occur in the lives of adult students. The academic excellence represented by the students is coupled with the distinction of vigorous ethics training which is integrated into every discipline at the University. Since 2002, the Sigma Nu chapter has inducted 259 members.

### College of Undergraduate Studies

In the 2009-10 academic year, the College of Undergraduate Studies (CUS) enrolled 951 students from 43 states and three foreign countries. Incoming freshmen in CUS had an average Scholastic Aptitude Test score of 1572, an average composite American College Test score of 24.2, and an average high school Grade Point Average of 3.49. Both GPA and ACT average composite scores have increased from the 2008-09 school year.

The College of Undergraduate Studies employs 48 full-time faculty members and 54 affiliate professors. Although CCU is primarily a teaching university, faculty participate in scholarly research, perform in public theatre and music productions, speak at conferences, pursue grant opportunities, and are involved in community service. Faculty members also provide their expertise to community organizations. Every year the Office of Academic Affairs publishes faculty highlights including conference presentations, articles and publications, professional performances, and service to the community in a manuscript given to the Board of Trustees. These highlights are also posted on the Academic Affairs intranet and each faculty member receives a copy. See the Evidence Library for faculty accomplishments.

The College of Undergraduate Studies offers 25 degrees. The School of Business and Leadership, School of Humanities and Sciences, School of Music, and School of Theology offer bachelor of arts degrees in communication, English, global studies, history, liberal arts, music, psychology, history, theology, and youth ministry; bachelor of music degrees in music education and worship arts; bachelor of science degrees in biology, accounting, business administration, mathematics, and science; and an associate of arts degree in general studies. The School of Education offers state-approved teacher licensure programs in elementary education; music education K-12; secondary education in English and language arts, social studies, general science, and mathematics; and is approved for, but not yet offering, early childhood education and special education.

To acknowledge superior academic performance, CCU has established honor societies in the College of Undergraduate Studies. Omicron Delta Kappa, a national leadership honor society for college students, faculty, staff, administrators, and alumni, was chartered in 2005. Sigma Tau Delta, an international honor society in English, began in academic year 2007. Two additional honor societies were organized and chartered in the 2009-10 academic year: Eta Beta Rho, a national scholastic honor society for students of Hebrew language and culture, and Pi Kappa Lambda, a national music honor society. Education students are recommended for induction into Kappa Delta Pi and Pi Lambda Theta national honor societies.

In addition to rigorous and relevant degree programs, students have access to the Council of Christian Colleges and Universities' off-campus study programs in Australia, China, Jerusalem, Latin America, the Middle East, England, Russia, and Uganda as well as with the American Studies Program, the Los Angeles Film Studies Center, the Oxford Summer Programme, and the Washington Journalism Center. Students also participate in the Focus Leadership Institute.

Students participate in a variety of clubs and organizations such as Student Government Association, College Republicans, Literary Club, Pre-Health Club, Collegiate Business Leaders, Phi Beta Lambda (collegiate level of the Future Business Leaders of America), Residence Hall Association, Trash Club, 10/10 Project (global awareness), and campus traditions including "Best of Colorado" trips, King Cougar contest, New Student Retreat, Spring Retreat, all-campus communion, Christmas stairwell decorating contest, Christmas tree lighting, 3rd Tuesday coffee houses, Clash of the Classes, Senior Banquet, and O'Malley's

## INTRODUCTION

Alley lip sync contest. Individual schools also hold events and sponsor clubs. Additionally, students have the opportunity to participate in the production of two publications: *Veritas*, the official campus newspaper, and *Paragon*, CCU's literary magazine.

CCU is an NCAA Division II athletics school and competes in the Rocky Mountain Athletic Conference (RMAC) in men's baseball, basketball, cross country, golf, soccer, and tennis. Women's sports include basketball, cross country, golf, soccer, tennis, and volleyball. In addition to their victories, CCU teams and individuals earned pre- and post-season awards from the National Christian College Athletic Association, the Rocky Mountain Athletic Conference, and the American Volleyball Coaches Association in the 2008-09 school year. In the 2009-10 academic year, CCU won the RMAC Sportsmanship Cup for the third straight year.

In 2008-09, CCU students logged a combined total of 35,550 volunteer hours. Undergraduate students must complete at least 180 ministry or community service hours during their time at CCU. In addition to being connected with local church ministries, CCU students engage in seven student-run ministries including FatBoys, an inner-city ministry to the homeless; Snappers, a ministry to the elderly in local nursing homes; Freedom, a prison ministry focusing on juvenile detention centers and families of incarcerated persons; Snowboarders and Skiers for Christ, a ministry for skiers and snowboarders to share Christ with others on the mountain; Westside Ministries, an afterschool ministry for underprivileged children; Footprints, a ministry to foster children; and Connections, a therapeutic horseback riding center for children with disabilities. Our students' dedication to service exemplifies CCU's Strategic Objective to "Give students significant opportunities to serve our Lord while they are at CCU and to help them develop a lifetime habit of such service." After graduation, 60.7% of the graduates who responded to the 2009 post-graduate survey indicated that they were currently involved in serving others.

Traditional undergraduate students also take mission trips to serve others within the United States and abroad. In 2009, students served the homeless in Portland, Oregon; built a school dormitory in Uganda; taught English in Thailand, Ukraine, and Poland; and worked with AIDS patients in South Africa. In the past 10 years, CCU students have participated in 135 mission trips to 31 countries and 11 states. The missions program is coordinated by a professional staff member in Campus Ministries who also has a faculty appointment in the School of Theology.

In striving to better serve traditional undergraduate students, CCU created the Life Directions Center, which provides academic advising, services for students with disabilities, academic review and probation, tutoring services, conditional admissions oversight, testing, career counseling, internships, service learning opportunities, study abroad opportunities, class events, vocational guidance, and international student services.

CCU keeps its tuition and fees competitive. Undergraduate costs for the 2009-10 academic year totaled \$20,900 for tuition and fees and averaged \$8,750 for room and board. This compares well to the University's peer institutions. The mean cost of tuition at universities that are members of the Council of Christian Colleges and Universities is \$20,595 according to the *CCCU Tuition Survey: 2009-10 Update* by Stanley A. Clark of Simpson University. See the Evidence Library for a copy of this document.

## Accreditation History

Colorado Christian University's predecessor, Rockmont College, received North Central Association accreditation in 1981. After its merger in 1985 with Western Bible College and subsequent renaming, Colorado Christian College received a comprehensive evaluation in 1989. The University received focused visits in March and December of 1992. CCU received a comprehensive evaluation in 1995 and a focused visit in 1996. In 2001, CCU obtained its most recent evaluation. The self-study and evaluation report noted both the strengths and weaknesses of the institution. The challenges, suggestions, and recommendations identified in the 2001 report follow with comments on the status of each item. CCU agreed with the findings of the 2001 report and worked to resolve the issues and undertake the recommendations of the Higher Learning Commission (HLC). See the Evidence Library for the full report from the 2001 visit.

In the *Report of a Visit to Colorado Christian University* dated April 2001, the evaluation team of the Higher Learning Commission commended CCU on the following strengths:

- CCU's loyal and dedicated faculty, administration, staff, and Board of Trustees are committed to the mission of the institution and liberal arts education.

## INTRODUCTION

- The President is a proven leader, offering vision and fund raising ability. He sets high standards for the entire institution and has put the academic program and the faculty front and center.
- The unique character of CCU shaped by its evangelical values provides for the development of students and embodies the institutional mission for Christ-centered, faith-based education.
- Significant faculty-student interaction underpins an effective learning environment for highly motivated students.
- The positive impact of the new campus cannot be overstated. CCU's bold vision for a new campus demonstrates the power of the institution's conviction of the need for faith-based education. The progress on planning for a new campus is going well. The acquisition of a superb site cradled in the mountains in close proximity to greater Denver will contribute to CCU's capacity to prosper in the future and achieve its goals and purposes.
- Overall progress of raising the percentage of faculty holding terminal degrees (particularly the Ph.D.) is very positive.
- The development of authentic and attractive admissions materials will aid the institution in maximizing opportunity for selective recruitment of students.

(*Higher Learning Commission*, 2001, pp. 49-50).

Over the past ten years, Colorado Christian University has continued to build on these assets. Loyal and dedicated employees, strong leadership, Christ-centered education, and effective learning environments are among the core values and strengths that guide Colorado Christian University.



Denver Bible Institute students in 1923

The *Report of a Visit to CCU* dated April 2001 contained the following challenges, suggestions, and recommendations:

### 1. Assessment

- Formulation of student learning outcomes for all majors and general education programs
- Development of direct and indirect assessment tools and data
- Account of implementation of assessment of student learning
- Delineation of required review process for review of assessment results

- Documentation of curricular and service improvements resulting from analysis
- Specification of person(s) or entity with responsibility for collecting, interpreting, and disseminating data, and information regarding assessment

Since the focused report in 2004, CCU has integrated the assessment process into the culture of the University. At that time, all CCU degree programs established an assessment plan which included degree-specific student learning outcomes, assessment measurements, collection of data, analysis of data, and a feedback loop for improving student learning. The assessment plans for all degree programs have been executed yearly since the 2002-03 academic year. Each division and school reports annually on the data collected and analyzed and the recommendations for changes to improve student learning. These reports are submitted to the CCU Student Learning and Assessment Committee and are available for the CCU community on the shared uDrive. See the Evidence Library for the yearly assessment reports.

## 2. Faculty salaries were lower than comparable universities

In 2001, CCU faculty salaries were 2.1% lower than the average for schools in the Council for Christian Colleges and Universities (CCCCU). Through comparisons with similar institutions in salary surveys, the University identified faculty wages requiring adjustments and developed a compensation system to address ongoing needs. This system helps CCU discover compensation discrepancies so salaries remain competitive and continue to attract and retain the best talent. Today, CCU's faculty salaries are 7.1% higher than average salaries within the CCCC. See the Evidence Library for the data comparison.

## 3. Library issues including funding, staffing, space, collections, and technology

- **Funding:** CCU has devoted resources to improving the collections, information literacy guidance, physical space, human resources, and communications with the faculty. Each year since the last accreditation, the University added approximately \$100,000 in library books and resources.
- **Staffing:** All librarians possess an MLS degree. More stability is seen within the staffing as two librarians have been working with the library for 10 years.

### CCU “Three-peats” as Sportsmanship Cup Winner

CCU Director of Athletics, Darren Richie, attended the Rocky Mountain Athletic Conference’s annual awards ceremony in Colorado Springs in June 2010 to receive the University’s third-consecutive RMAC Sportsmanship Cup. The award ranks the quality of players, coaches, athletics staff, and fans among the 14 NCAA Division-II schools that comprise the RMAC. CCU has won all but one Cup since its introduction in 2006-07.



- Space: Increased by 31% when 2,432 square feet was added to the previous 7,436 square feet. Key areas were renovated providing five offices, a workroom, more room for the collection, six study rooms, one conference room, and a lab of 15 computers (summer 2003).
- Collections & Technology: The library held 60,000 volumes in 2001 and now holds 108,609 (a 66% increase over nine years). Electronic journals and books increased significantly; in 2001 there were 10,000 online journal titles, and today there are 29,746 online journal titles in 24 databases. There were no e-books in 2001, and today there are 4,523.
- Academic Community: The librarians serve on faculty committees and have liaison assignments with each school, which is critical for the growth and establishment of the library, academic programs, and curricula.

#### 4. Balance of budget and extensive reliance on limited endowment

In the ten years since Colorado Christian University’s last accreditation, CCU:

- Tripled net equity from \$12.7 million to \$35.1 million;
- Generated an operating profit in each of the past six years;
- Grew total assets to \$51.0 million;
- Reduced liabilities from \$24.4 million to \$15.9 million;
- Reduced the percentage of liabilities to assets from 66% to 31%;
- Awarded 95% of the University’s CUS students financial assistance through scholarships, grants, loans, or work-study programs;
- Awarded 60% of adult and graduate students financial assistance through scholarships, grants, loans, or work-study programs;
- And has done so while making substantial improvements in core academic and student programs.

Additional detail regarding the University’s strengthened financial position is found in 2B.

#### 5. The University did not possess a consistent academic climate

Strengthening the University climate is a priority. The President connected the University to outstanding speakers of national and world renown to engage CCU’s community in important intellectual discussions. Special speakers, including published authors, distinguished professors, and professionals from other universities, think tanks, and national organizations speak to faculty and staff in CCU’s Strategic Objectives Workshops and to students in a special lecture series.

The CCU Symposium occurs annually and features presentations by prominent experts from various backgrounds across the United States. The 2009 Symposium focused on “Faith, Family, and Freedom,” the core values that shape CCU. Doug Bandow, Senior Fellow at the CATO Institute, addressed issues of limited government, free markets, and individual liberty. David Barton, founder and president of WallBuilders, emphasized America’s moral, religious, and constitutional heritage. Dr. Jay Richards, visiting fellow at the Heritage Foundation, addressed issues in his book, *Money, Greed, and God*. Dr. Scott Denning, a scientist at Colorado State University, debated James Taylor, a senior fellow at the Heartland Institute, on the issue of global warming. Other Symposium events and speakers are listed in the Evidence Library. The 2010 CCU Symposium spotlights University’s emphasis on “The Year of Evangelism.”

In an additional effort to strengthen the academic climate, the College of Undergraduate Studies established a cohort model in which students take the same series of general education courses. Many of the required courses follow common syllabi with the same required readings. Freshman students are learning in community, collaborating on assignments, and learning outside of the classroom. A general education honors emphasis was developed in the fall of 2009 for students awarded Trustees’ and President’s scholarships. See the Evidence Library for the cohort model as applied to the general education curriculum.

CCU also established the Centennial Institute, a public policy think tank whose mission is to sponsor “research, events, and publications to enhance public understanding of the most important issues facing our state and nation.” The Centennial Institute impacts culture and enriches educational opportunities for CCU students, faculty, and staff.

Colorado Christian University served as host to the national traveling exhibition, “Abraham Lincoln: A Man of His Time, a Man for All Times.” CCU was one of only 40 sites nationwide to host the exhibition, which celebrates America’s history and commemorated the bicentennial anniversary of Lincoln’s birth. Developed by the Gilder Lehrman Institute of American History and funded through a major grant from the National Endowment for the Humanities, the Lincoln exhibition at CCU was accompanied by a series of special events. See the Evidence Library for the Lincoln celebratory events.

Just as J. S. Bach signed his compositions with “Soli Deo Gloria” (to the glory of God alone), the Colorado Christian University School of Music remains committed to providing world-class preparation for a life of

service to the Lord through the arts—a complete integration of Christian faith into every aspect of music study and the performing arts to the praise and glory of God. This is exemplified by stellar performances from various genre of music, including classical, popular, and jazz. The performances draw audiences from the surrounding community as well as from the students, faculty, and staff of CCU.



CUS Admissions Counselors  
welcome prospective  
students to Preview Day

### 6. Diversity among students, staff, and faculty

Since the last peer review, diversity issues have been addressed with some success, as discussed in 1B. CCU's diversity reflects the demographics of the city of Lakewood, in which 83.4% of residents identify themselves as white. Comparatively, CCU's student population is 68.3% white, and 62% of employees, including faculty, staff, and affiliate faculty are white. An additional 17.4% of CCU students and 34% of employees have not identified their ethnicity. CCU students range in age from 17 to 72. This affords a diversity that enhances the learning experience. CCU employees range from 21 to 73, with an average age of 42. Diversity is also demonstrated in the Christian faith traditions of

CCU students, faculty, and staff. Many Christian denominations are represented among employees and students.

Colorado Christian University continues to recruit faculty and staff at national levels using job boards such as CareerBuilder, Jobing.com, Inside Higher Education, Chronicle for Higher Education, and other niche boards to reach a more diverse applicant pool. CCU recruits students at the national level through the K-LOVE radio station, state and regional high school events, and the University's Web site.

### 7. Internet connection did not adequately support the teaching and learning environment.

Colorado Christian University is now a technologically advanced institution. The University invested heavily in upgrading its technology at the Lakewood campus and the regional and metro centers for student use to improve the behind-the-scenes hardware and software that runs the University's services and communications. For instance, the main campus Internet connection speed was upgraded from 40MBps to 100MBps in 2009, providing a more reliable connection for on-campus students, faculty, and staff. CCU also made a significant investment in technology including library e-resources and classroom technology such as SMART boards.

#### 8. Establishment of faculty committees for academic governance

CCU established several standing faculty committees including the Student Learning and Assessment Committee, the Curriculum Committee, the Faculty Affairs Committee, the College of Adult and Graduate Studies Deans Council, and the College of Undergraduate Studies Deans Council.

#### 9. Data collection and institutional research was inadequate

Colorado Christian University has improved its infrastructure to increase its data collection, analysis, and goal setting. In 2004, CCU implemented a campus-wide system from Datatel called Colleague. This system manages all the information and functions of the University from a single database. It is a commercial software package that promotes seamless integration of all University information. This technology captures information regarding students, admissions, finances, and human resources. Each area of the University, with the exception of the Office of Development, now uses the same database.

#### 10. Resources at regional centers lacked parity

Regional and metro centers are full users of the uniform and high-quality University systems, and enjoy equitable access to all resources. Off-campus resources have been vastly improved including space, furniture, library, and technology. The University created an adult and distance services librarian position in response to the needs at the regional and metro centers. This librarian travels to the centers across the state to give tutorials on library resources. Several web tutorials are accessible through Pearson eCollege to any CCU student. Technology upgrades in the centers over the last nine years include student learning labs, high-tech classrooms, and high speed Internet access. Equally important, the University determined that all support services provide year-round availability to all College of Adult and Graduate Studies students. Further, while some buildings were inaccessible to disabled students at the last accreditation visit, all buildings are now accessible to students with disabilities.

### 11. Communication among faculty and staff needed improvement

To improve internal communications, CCU:

- Organized University-wide “town hall meetings”
- Adopted a new internal Human Resources Web site
- Created the Communication Oversight Group to facilitate interdepartmental cooperation and communication
- Developed new internal Web portal
- Distributes a daily e-newsletter to students, faculty, and staff
- Conducts anonymous employee surveys
- Hosts University-wide Strategic Objectives Workshops on a regular basis during the school year
- Holds monthly supervisor meetings

Following the employee survey, the Human Resources Department also conducted focus groups to learn more about identified areas of concern, including employee communication. The College of Adult and Graduate Studies formed the Synchronization Committee which meets weekly and includes representation from the College of Adult and Graduate Studies, Student Academic Services, Instructional Development, Enrollment Development, Registrar, Financial Aid, and Information Systems and Technology. Information and decisions are disseminated to teams through minutes and committee members so that the appropriate stakeholders receive the needed information regarding various campus issues. CCU also established communication pathways between the College of Adult and Graduate Studies and the College of Undergraduate Studies.

### 12. Hiring of faculty and graduate program administrators with terminal degrees

Academic deans and program directors in the College of Adult and Graduate Studies hold faculty status. CAGS employs eleven full-time and one part-time faculty for a total of 12 faculty members. Ten of the full-time faculty members hold terminal degrees and one is currently in a doctoral program. The part-time faculty holds a master’s degree. See the Evidence Library for faculty curriculum vitae.

The College of Undergraduate Studies recruits full-time faculty members with doctoral degrees in their area of expertise. The improved position of the University enables CCU to attract high-caliber individuals with terminal degrees. Four of the five College of Undergraduate Studies deans have terminal degrees in their field. See the Evidence Library for faculty curriculum vitae.

## Self-Study Process

In 2008, in preparation for the upcoming accreditation efforts, CCU embarked on a strategic planning process to identify how the University implemented its Strategic Objectives and what additional activities, modifications, and strategies were needed to fulfill CCU's unique mission. Each academic and business unit identified how it met the Strategic Objectives in its core and daily activities. The findings assisted in the creation of a strategic plan for the University. Many activities, including general education changes and academic major changes, are a result of the alignment with the Strategic Objectives, which are significant components of the self-study. See the Evidence Library for a copy of the strategic plan.

To prepare for the HLC self-study, the Colorado Christian University President, Vice President for Academic Affairs for the College of Undergraduate Studies, Assistant Vice President of Academic Administration for the College of Adult and Graduate Studies, and a project consultant attended the Higher Learning Commission conference in Chicago. Shortly thereafter, the Self-Study Committee was formed based on experience, leadership, and representation from the following university business units: College of Adult and Graduate Studies: Sarah Scherling, College of Undergraduate Studies Academic Affairs: Dr. Cherri Parks (Chair) and Dr. William Saxby, CUS Student Life: Sharon Felker, Business Affairs: Linda Perciante, and Administrative Services: Lauren Williams. See the Evidence Library for committee members' curriculum vitae.

Using the HLC criteria, the committee developed an evidence inventory that paired the HLC criteria with the University's Strategic Objectives. At the time of this evidence collection, every CCU faculty and staff member had the opportunity to contribute to this document. Every employee was able to consider the HLC criteria and determine how their role at the University fit with the Strategic Objectives in fulfilling the mission. This was a huge undertaking, but resulted in the entire CCU community taking part in this process. To collect information, academic divisions and schools, work groups, business units, and departments collaborated to complete the inventory under the guidance of the Self-Study Committee members. Each group completed summary statements and an in-depth description of the progress each unit made over the past ten years. Each area self-study included strengths, challenges, and plans to meet those challenges. This process has stretched, challenged, and profited the University community, and given each member a stronger

### CCU Named to U.S. President's Honor Roll

CCU was twice named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a school can receive for its commitment to service learning and civic engagement. Honorees were chosen based on a series of factors, including scope and innovation of service projects and percentage of students participating. Collectively, CCU's traditional undergraduate students participated in 35,550 hours of volunteer work in a single academic year.



## INTRODUCTION

understanding of and appreciation for the significant accomplishments attained. Inventories, summary statements, and unit self-studies are available in the Evidence Library.



CCU's Denver Tech Center location provides adult students with ultra-modern classrooms

The self-study and strategic planning processes were complementary. While the strategic planning process focused on how the University is meeting its core objectives, the self-study took a broader view of the University according to specific criteria universal to all institutions of higher education. These two activities provided CCU with an opportunity to critically examine its past, present, and future. The self-study allowed CCU to identify strengths and challenges, as well as opportunities for improvement. The University is using this information and applying it to the strategic plan, which serves as a roadmap for the future.

The goals of the Self-Study Committee are as follows:

1. Honor Christ by acknowledging the improvements the University has made in student learning, in academic achievement, and in the preparation of informed citizens.
2. Prepare a self-study report that provides an accurate, in-depth examination of CCU's growth as an institution since 2001, including its strengths and challenges and steps the University is taking toward continuous improvement.
3. Continue accreditation from the Higher Learning Commission for another 10 years.



## *Criterion One: Mission and Integrity*

### **Criterion Statement:**

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

## CRITERION ONE: MISSION AND INTEGRITY

**Criterion Statement:** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**Core Component 1A:** The organization's mission documents are clear and articulate publicly the organization's commitments.

*1A1: Colorado Christian University clearly articulates the mission, vision, and Strategic Objectives, i.e., the mission documents, as adopted by the Board of Trustees.*

CCU clearly states its mission, vision, and Strategic Objectives to the public on its Web site as well as in handbooks, annual reports, promotional and development materials, and other public documents.

### Mission Statement

Colorado Christian University cultivates knowledge and love of God in a Christ-centered community of learners and scholars, with an enduring commitment to the integration of exemplary academics, spiritual formation, and engagement with the world.

#### **Christ-Centered Community**

Our community of interdependent students, faculty, and staff seek to honor and obey Jesus Christ, who is present in Spirit and speaks in Scripture, and to advance God's purposes in the lives of every member.

#### **Exemplary Academics**

Our undergraduate and graduate curriculum integrates faith and learning in a scholarly environment that fosters critical and creative thinking, academic excellence, and professional competence.

#### **Spiritual Formation**

Our academic and student development programs cultivate a deep and enduring faith that affirms the authority of Scripture and embraces Christ as the authentic center of life.

#### **Engagement with the World**

Our students experience and engage the world in ways that prepare leaders to serve and transform their professions, churches, and communities.

## CRITERION ONE: MISSION AND INTEGRITY

### Vision Statement

We envision graduates who think critically and creatively, lead with high ethical and professional standards, embody the character and compassion of Jesus Christ, and who thereby are prepared to impact the world.

### Strategic Objectives

Colorado Christian University's Strategic Objectives were adopted by the CCU Board of Trustees to serve as a guiding compass for the University. They direct the implementation of CCU's long-established mission and vision, and provide context for the University's first priority, an enduring commitment to Jesus Christ and His Kingdom. The Strategic Objectives provide a point of convergence for every member of the CCU community and for every aspect of life at CCU, from teaching and learning in the classroom to living with and serving others.

Colorado Christian University shall:

- Honor Christ and share the love of Christ on campus and around the world;
- Teach students to trust the Bible, live holy lives, and be evangelists;
- Be a magnet for outstanding students and prepare them for positions of significant leadership in the church, business, government and professions by offering an excellent education in strategic disciplines;
- Teach students how to learn;
- Teach students how to think for themselves;
- Teach students how to speak and write clearly and effectively;
- Give students significant opportunities to serve our Lord while they are at CCU and to help them develop a lifetime habit of such service;
- Impact our culture in support of traditional family values, sanctity of life, compassion for the poor, Biblical view of human nature, limited government, personal freedom, free markets, natural law, original intent of the Constitution and Western civilization;
- Be seekers of truth;
- Debunk “spent ideas” and those who traffic in them;
- Ask God to multiply our time and ability to the glory of His great name;
- Be a servant of the Church; and
- Become a great university.

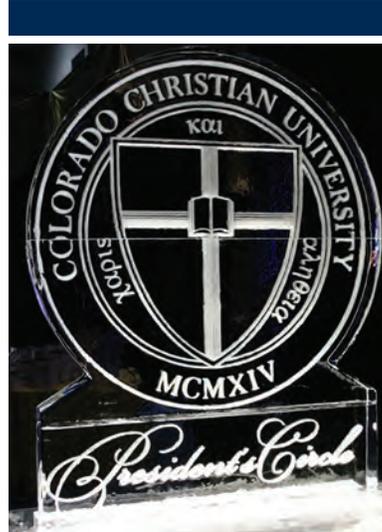
## CRITERION ONE: MISSION AND INTEGRITY

*1A2: The Board of Trustees adopted Strategic Objectives that broadened and clarified the mission, vision, and values of the University.*

In August 2006, the Board of Trustees adopted the Strategic Objectives to direct the efforts of faculty, staff, and administrators beyond the broader concerns indicated in the mission and vision statements. The Board charged the University President to implement the mission, vision, and Strategic Objectives, i.e., the mission documents.

Strategic Objectives define the mission and vision in concrete, actionable terms and identify internal and external constituencies served by the University. They broadly describe the:

- Learning goals that encourage truth seeking, intellectual independence, leadership and professional skill development, and communication skills;
- Spiritual goals that focus on virtue, service, and honoring Christ our Lord; and
- Cultural impact goals that support a biblical worldview.



The Office of Development acknowledges the contributions of the President's Circle at an annual dinner

*1A3: Colorado Christian University graduates informed citizens.*

The University's Strategic Objectives focus faculty, staff, and administrators in their efforts to produce an informed citizenry, who are prepared academically, spiritually, and professionally to engage and impact the world for Christ.

Derek Bok, former president of Harvard University and author of *Our Underachieving Colleges* (2006) identified eight areas in which most college and university graduates underachieve: learning to communicate, learning to think, building character, preparation for citizenship, living with diversity, preparing for a global society, acquiring broader interests, and preparing for a career.

Colorado Christian University graduates informed citizens. Its Strategic Objectives align perfectly with Bok's eight areas and the University's mission and vision statements. See the Evidence Library for the alignment table.

## CRITERION ONE: MISSION AND INTEGRITY

*1A4: The University's Strategic Objectives inform the culture of the University.*

To integrate the Strategic Objectives into the University's culture, CCU began to host Strategic Objectives Workshops in September of 2007. As of April 2010, CCU faculty and outside experts conducted 22 of the ongoing workshops, focusing on specific topics central to the Strategic Objectives. Six workshops are scheduled for the 2010-11 academic year.

Recent Strategic Objectives Workshops speakers have included:

- Lawrence W. Reed, President, Foundation for Economic Education, speaking on "Will America Avoid Repeating the Great Depression?"
- Dr. Dan Robinson, Distinguished Professor Emeritus of Philosophy at Georgetown University and member of the philosophy faculty of Oxford University spoke about "Natural Law and the Founders Conception of Natural Rights."
- Dr. Paul Prentice, a University of Colorado Economist, spoke about "The Moral Basis of Capitalism."
- Lee Strobel, attorney, former atheist, evangelist, journalist, and author of best-selling books *The Case For Christ*, *The Case For Faith*, and *The Case For the Real Jesus*, expounded on "The Case for Christ."
- Retired Lieutenant General Jerry Boykin, one of the original members of the U.S. Army's Delta Force, later commander of all the Army's Green Berets, and for four years, Deputy Under Secretary of Defense for Intelligence presented "Threats to America's Future."

Past Strategic Objectives Workshops are available online. CCU produces DVDs of the workshops for broader distribution among internal and external constituents.

*1A5: The Strategic Objectives inform the University's curricula.*

Since the adoption of the Strategic Objectives, the College of Undergraduate Studies redesigned its general education requirements to align with the Strategic Objectives. More information on the Strategic Objectives and the changes made to the University since their adoption are covered in Criterion Three.

As mentioned previously, the University's Strategic Objectives define CCU's mission in concrete, actionable terms. See the Evidence Library for a description of how each Strategic Objective aligns with the specific components of CCU's mission.

*1A6: The mission, vision, and Strategic Objectives appear in Colorado Christian University external and internal documents.*

Colorado Christian University's mission documents are available to the public on its Web site as well as in handbooks, annual reports, and promotional and development materials. See the Evidence Library for samples.

**Core Component 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

*1B1: Colorado Christian University provides opportunities for its constituents to engage with the diverse world.*

Many of CCU's Strategic Objectives identify how CCU encourages diversity by giving students the opportunity to interact with people of different ethnicities, faiths, worldviews, and cultures. For example, the Strategic Objectives state that students will, "share the love of Christ on campus and around the world" and will "develop a lifetime habit of such service." To this end, CCU students participate in local community service projects as well as national and international mission trips where they are exposed to different worldviews and cultures. Students participating in these mission trips invest in extensive training to become familiar with different cultures and traditions so they are equipped to effectively minister to people in different parts of the world. Other Strategic Objectives focus on how the University as a whole will influence American culture by adding to the diversity of thoughts and opinions by taking a stand for "traditional family values, sanctity of life, compassion for the poor, Biblical view of human nature, limited government, personal freedom, free markets, natural law, original intent of the Constitution and Western Civilization."

Several academic programs intentionally address the issue of diversity in their curricula. For example, the Master of Business Administration program exposes students to an international experience. MBA students travel to destinations such as China, Germany, and South Africa to better understand differing cultural-based approaches to management and business. Lectures in economics and business development presented



CUS students live and learn in community

## CRITERION ONE: MISSION AND INTEGRITY



### **Distinguished Scholar, Former U.S. Ambassador Visits CCU**

Celebrated author, theologian, and former U.S. Ambassador Michael Novak is one of America's leading experts on how religion informs free-market economics. The author of 25 books and former professor at Harvard, Stanford, and Notre Dame, has examined the three systems of free society—free polity, free economy, and the culture of liberty—and their roots in religion and philosophy. In November 2008, Novak spoke to a crowd of CCU students, faculty, and staff on the competing claims of free markets, socialism, and government regulation.

by professors with international experience provide further insights and opportunities for students to engage with diverging viewpoints and experiences. The conceptual framework of the nursing curriculum includes culturally sensitive care and competencies. All BSN nursing students have the opportunity to participate in an international and/or cross-cultural learning experience in the final capstone practicum course.

All College of Undergraduate Studies teacher candidates take a required course in culturally responsible teaching along with an urban school field experience; a growing percent of education students choose a Title I school for student teaching. For a school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced-price lunch program.

*1B2: Colorado Christian University's mission documents demonstrate a commitment to diversity.*

CCU's mission, vision, and Strategic Objectives recognize the diversity within the University and in the community beyond its campus. The mission and vision statements are broad enough to encompass the wide range of student learning that occurs at CCU. In addition to the traditional liberal arts undergraduate programs on its main campus, CCU has six regional and metro centers, a global online center, and partnership and satellite locations. Seventy-three percent of CCU students are enrolled in College of Adult and Graduate Studies programs which serve adult students completing associate and bachelor's degrees, certificate programs, and graduate degrees. CCU students include a wide range of learner profiles: a 17-year-old School of Music student on the Lakewood campus, a middle age career-changer in an alternative education licensure program in Loveland, an MBA candidate in Grand Junction, or an Army lieutenant stationed in Germany taking an online course. The diversity represented among CCU's student body requires the University to be flexible and responsive to the needs of its students and the industries, ministries, and communities where they work and live.

The following are the Integrated Postsecondary Education Data System (IPEDS) figures reported to the Federal Department of Education:

Fall 2009 CAGS and CUS IPEDS

Ethnic Categories	Total Undergraduate Ethnicity	Percentage Ethnicity	Total Graduate Ethnicity	Percentage Ethnicity	Total Ethnicity	Total Percentage Ethnicity
Non-resident Alien	2	0.10%	1	0.23%	3	0.12%
Black non-Hispanic	93	4.48%	20	4.61%	113	4.50%
American Indian or Alaskan Native	15	0.72%	5	1.15%	20	0.80%
Asian or Pacific Islander	38	1.83%	11	2.53%	49	1.95%
Hispanic	161	7.75%	14	3.23%	175	6.97%
White non-Hispanic	1393	67.07%	321	73.96%	1714	68.26%
Race and ethnicity unknown	375	18.05%	62	14.29%	437	17.40%
	2077	100.00%	434	100.00%	2511	100.00%

The University created scholarships within the last ten years to specifically aid in recruiting minority students. The First Generation Minority Student Scholarship is available for students enrolled in the College of Undergraduate Studies. This scholarship provides an opportunity for minority students whose parents did not attend college to complete their degree. CCU will support the students through a series of academic, personal, mentoring, and leadership development activities. The selection process is highly competitive and students must demonstrate financial need as determined by the information reported on the Free Application for Federal Student Aid (FAFSA) to be eligible.

The diversity of ages in CCU's undergraduate and graduate programs provides opportunities for partnership and collaboration, which deepen the learning experience. The following table outlines CCU's age demographics as reported on the Fall 2009 IPEDS report.

## CRITERION ONE: MISSION AND INTEGRITY

Age	Undergraduate	Graduate
18-24	46.89%	8.29%
25-34	23.55%	37.56%
35-49	24.65%	39.86%
50+	4.91%	14.29%

CCU students, faculty, and staff are also diverse in terms of their Christian faith traditions. The University's Statement of Faith provides a platform for unity while creating space for respectful debate of denominational differences. CCU is the only interdenominational accredited Christian university in the state of Colorado. CCU respects the broad range of Christian faith traditions practiced by students, faculty, and staff. Throughout its history, CCU has employed and enrolled Christians from many denominations. CCU also forged countless connections and partnerships with churches and Christian ministries that span the Christian denominational spectrum.



Students gather in the Student Union to study and hang out

*1B3: The mission documents affirm respect for all individuals.*

Consistent with the mission documents, the University does not discriminate on the basis of race, color, national origin, sex, age, individual handicap, or veteran status in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. See the Evidence Library for the Academic Catalog, Employee Policy Manual, and employment application.

*1B4: The Student Handbook affirms Colorado Christian University's respect for diversity on campus.*

Within the traditions of its mission and Christ-centered heritage, CCU expects its students to develop a high standard of behavior and personal values. Among these expectations are tolerance and respect for the different backgrounds, personalities, beliefs, and spiritual traditions of students, faculty, and staff that make up the CCU community. See the Evidence Library for Student Handbooks.

*1B5: Colorado Christian University's curricula are designed to address issues of diversity.*

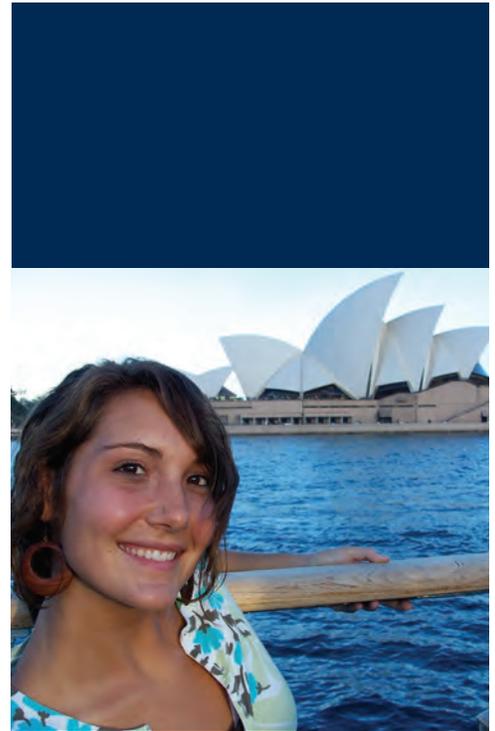
The College of Adult and Graduate Studies offers a variety of courses designed to address diversity topics and issues. These courses include:

- BUS 479A—International Business Cultures
- COM 314A—Cross-Cultural Communication
- CSL 665—Social and Cultural Foundations
- ECE 382A—Cultural Diversity
- INT 581—Cultural Diversity
- LED 515—Leading in Intercultural Business Environments
- NUR 460A—Health Policy and Finance: Global Perspectives
- PHL 205A—World Views
- PSY 201A—Social Psychology
- RDG 447A—Diverse Reader: Intervention for Developing Readers
- SED 581—Diversity, Disability, and Special Education
- SOC 209A—Cultural Anthropology for Business

See the Evidence Library for the Academic Catalog's course descriptions.

The College of Undergraduate Studies offers a variety of courses designed to address issues and topics related to diversity. These courses include:

- COM 314—Cross-Cultural Communication
- EDU 216—Urban School Field
- EDU 451—International Teaching
- ENG 340—Ethnic Literature
- ENG 360—World Literature
- GLS 203—Introduction to Global Studies
- GLS 321—The Global Century I: The World 1900-1945
- GLS 322—The Global Century II: The World Since 1945
- GLS 385—Exploring World Cultures: Latin America
- GLS 386—Exploring World Cultures: Asia
- GLS 387—Exploring World Cultures: Africa
- GLS 388—Exploring World Cultures: Middle East
- GLS 389—Exploring World Cultures: Modern Russia Since 1700
- GLS 465—Global Engagement
- HIS 305—World Religions
- INT 381—Cultural Diversity and Differentiated Instruction
- MUS 410—World Music
- PHL 315—Worldviews: Philosophical and Religious Perspectives
- POL 324—International Relations



### Studying Abroad: A Wider Window to the World

Christa Aberle decided to study abroad through two of the Best-Semester.com programs offered by the CCU. Her travels took her to Russia, where she studied local language, culture, religion, literature, history, and politics at Nizhni Novgorod State University, and then to warmer climes studying indigenous, colonial, and present-day subjects in Australia and New Zealand. After graduating from CCU, her experiences abroad led to a job with the prestigious New England School of English, located in Harvard Square.

## CRITERION ONE: MISSION AND INTEGRITY

- POL 333—Comparative Politics
- PSY 201—Social Psychology
- RDG 447—Diverse Reader: Intervention for Developing Readers
- SOC 201—Cultural Anthropology
- THE 211—Short Term Missions Preparation
- THE 225—Introduction to Intercultural Ministry
- YTM 320—Urban Youth Ministries

See the Evidence Library for the Academic Catalog's course descriptions.

### **Core Component 1C: Understanding of and support for the mission pervade the organization.**

*1C1: Support of the mission documents pervades the Colorado Christian University community.*

CCU students, faculty, and staff understand and support the University's mission documents. The University promotes the mission, vision, and Strategic Objectives through ongoing training and planning processes.

In 2009, 96.4% of respondents to the CUS post-graduate survey indicated that they were satisfied with CCU's fulfillment of the vision to "envision graduates who think critically and creatively, lead with high ethical and professional standards, embody the character and compassion of Jesus Christ, and who thereby are prepared to impact the world."

Understanding of and support for the mission, vision, and Strategic Objectives are nearly universal among faculty and staff according to a survey taken in September 2009. Statistics for the survey include 204 respondents out of a total of 257 employees (79% response rate). Of these respondents, 99% indicated they were in alignment with the University's mission, vision, and Statement of Faith; 80% indicated alignment with the Strategic Objectives, up 19% from 2008. See the Evidence Library for employee survey results.

*1C2: Colorado Christian University intentionally integrates the mission documents into the life of the University.*

CCU's mission, vision, and Strategic Objectives clearly state that CCU is a Christian institution that endeavors to glorify God in teaching and learning as well as in service and outreach. CCU devotes considerable resources to fulfill this integral part of its identity and mission.

The Strategic Objectives Workshops give all faculty and staff opportunities to engage with the Strategic Objectives through outstanding local and nationally renowned speakers. In the four years since Bill Armstrong has been president, outstanding speakers have addressed the Strategic Objectives for the University's faculty and staff. In the very first workshop, President Armstrong presented his goal for "Becoming a Great University." CCU Board member, Dr. Don Sweeting, CCU's vice presidents, deans, and several faculty also presented at the first year's Strategic Objectives Workshops.

Other Strategic Objectives Workshops have featured Robert L. Woodson, Sr. from the Center for Neighborhood Enterprise who discussed "Compassion for the Poor," Michael Novak from the American Enterprise Institute who spoke about "Free Markets," Dr. Doug Groothuis, Professor of Philosophy at Denver Theological Seminary who presented on "Seekers of Truth," and Dr. Thomas L. Krannawitter, formerly from Hillsdale College and currently Professor of Political Science at Colorado Christian University, who examined America's founding documents to show "What Makes America Great." See the Evidence Library for a list of all Strategic Objectives Workshop speakers.

*1C3: The mission documents guide all aspects of strategic planning.*

The University aligned its programs and business operations with the learning goals of the Strategic Objectives. All divisions analyzed their duties, functions, and missions in light of the Strategic Objectives and identified how they are meeting these objectives. Philosophical alignment with the Strategic Objectives is included within the hiring protocols. Strategic plans are located in the Evidence Library.

*1C4: Understanding the importance of the mission documents is integral to new students.*

Adult students in the College of Adult and Graduate Studies are introduced to the mission, vision, and Strategic Objectives during their first semester of undergraduate studies in Adult Studies Seminar, LPN-ASN: Bridge Course, or Transitions in Nursing: Career Advancement. In these courses, each student is required to submit a reflective essay on how their personal values align with or diverge from the mission and values of the University.

## CRITERION ONE: MISSION AND INTEGRITY

Traditional undergraduate students are introduced to the mission, vision, and the University's Strategic Objectives through the CCU Web site, promotional materials, and in the University catalog. Students sign a Lifestyle Covenant that outlines general standards and behavior expectations, which are informed by the CCU mission documents. Students are introduced to these expectations at the Weekend of Welcome and during CCU's Orientation program. See the Evidence Library for a copy of the Lifestyle Covenant.

*1C5: Understanding the importance of the mission documents is integral to new employees.*

Currently, prospective faculty and staff are introduced to the mission documents of the University prominently on the Human Resources public Web site. The Human Resources Department is developing a new employee orientation that will provide an in-depth discussion of the mission, vision, and Strategic Objectives, which will provide all new employees with the opportunity to identify how their work contributes to the fulfillment of these mission documents.

**Core Component 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

*1D1: The Board of Trustees is the sovereign authority for the University.*

The Board of Trustees exercises ultimate authority over the University, accountable to God and history, and otherwise constrained only by teaching of Scripture, applicable law and regulation. Informed by Scripture, academic tradition, and university best practices, the Board exercises its institutional authority through statements of mission, vision, and Strategic Objectives, bylaws, and other policy documents contained in the Board of Trustees Handbook. See the Evidence Library for the Board of Trustees Handbook.

*1D2: The Board of Trustees authorizes the President to exercise effective leadership.*

While retaining ultimate policy-making authority, the Board of Trustees has clearly delegated to the President all management authority, subject only to the constraints of Board Policy contained in the Board of Trustees Handbook. In turn, the President delegates certain authority and responsibility to other officers of the University, including members of the President's Cabinet. These relationships are visually represented in the organizational chart. See the Evidence Library for the Board of Trustees Handbook and organizational chart.

*1D3: Governance structures are organized to provide collaboration and participation.*

Based on a strategic path defined by the Board of Trustees, then CCU President, Dr. Donnithorne, the Cabinet, and the academic deans began a series of robust dialogue sessions in April of 2006. As a result, academic governance changes were instituted. Rather than having a Provost over both traditional and adult studies programs, two separate organizations were created: the College of Adult and Graduate Studies and the College of Undergraduate Studies with a vice president over each.

In the College of Adult and Graduate Studies, the Assistant Vice President of Academic Administration provides leadership to the CAGS Deans Council and oversight of academic programs. This function is fulfilled in the College of Undergraduate Studies by the Vice President for Academic Affairs (VPAA). This new model facilitates:

- Informed decisions
- Collaborative feedback
- Cross-disciplinary discussions
- Partnership across colleges and business units
- Best practices in teaching and learning
- Faculty development
- An academic climate



Students enjoy a Best of Colorado 4x4 jeep trip in Lake City

## CRITERION ONE: MISSION AND INTEGRITY



### CAGS Increases Statewide Presence

CCU's Northern Colorado Center relocated to a new facility in Loveland in March 2010, where it continues to enroll adult and graduate students from northern Colorado and southern Wyoming. The new facility boasts larger classrooms, high-speed wireless Internet, and various computer and presentation technologies for student use, as well as more office space for faculty and staff. The move was reflective of the overall growth of CCU's College of Adult and Graduate Studies in recent years.

In 2007, CCU opened its Northglenn Center in the northern Denver suburb, and relocated its Western Colorado Center to a prominent new site in Grand Junction. In 2008, CCU added a metro center in the Denver Tech Center. CAGS also offers a variety of globally-accessible online programs and continues to enroll students through its Southern Colorado Center and military programs in Colorado Springs.

### *1D4: The Faculty Assembly fulfills the mission documents.*

The Faculty Assembly focuses on the University's Strategic Objectives by creating an environment that attracts and retains quality faculty. The Faculty Assembly is convened regularly by the Vice President for Academic Affairs in collaboration with the faculty moderator. The Faculty Assembly deliberates on matters of faculty interest and expertise in the following areas:

- Scholarship in the academy
- Collegiality among its members
- Academic excellence
- Spiritual development in the entire learning community

### *1D5: The Student Government Association (within the College of Undergraduate Studies) is organized to promote collaboration and participation.*

The Student Government Association (SGA) provides a channel of communication between the student body and University faculty and staff. SGA is committed to being informed about student issues and methods of effectively negotiating student affairs within the University. The Student Government Association Cabinet is advised by the Vice President for Student Development and draws its budget from a fee assessed to all students twice yearly. SGA is responsible for many student events at the University. The Committee on Student Activities serves as the overseer of the programming and student activities division of SGA and is advised by the Director of Student Activities. Any policies or procedures regarding the authorization and/or scheduling of activities can be obtained through the SGA offices in Student Life or Student Activities.

SGA includes the University's Judicial Board and Student Senate. The Judicial Board is made up of a panel of five students and hears cases related to the University discipline process and is chaired by an elected Chief Justice. The Judicial Board is advised by Dean of Students/Assistant Vice President of Student Programs. The Student Senate is responsible for the SGA constitution and is the primary voting body of the student government. SGA's Student Senate also serves as the direct supervising authority of clubs, organizations, and ministries. Additionally, it controls the SGA and has privileges to extend charters to student groups on campus. Its members are appointed in the spring term of each year.

**Core Component 1E: The organization upholds and protects its integrity.**

*1E1: The University engages external accrediting, legal, and professional agencies to ensure the integrity of its programs, policies, and practices.*

CCU is committed to upholding and protecting its integrity. The University is accountable to its students, parents, businesses, ministries and community partners, accreditation bodies, the state of Colorado, and federal regulatory bodies. CCU, therefore, determines numerous protocols, policies, and systems that ensure it is operating according to the law, institutional best practices, and biblical standards.

Colorado Christian University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Master of Arts in Counseling program is preparing a self-study for national accreditation by the Council for Accreditation of Counseling and Related Educational Programs. The M.A. Counseling program also complies with the Colorado Department of Regulatory Agencies.

The LPN-ASN nursing program is in candidacy status with the National League for Nursing Accrediting Commission. The RN-BSN nursing program is in the process of securing national nursing accreditation from the Commission on Collegiate Nursing Education. The site visit report from April 2010 recommends full initial accreditation with no compliance issues. All nursing programs are in compliance with the Colorado State Board of Nursing. Nursing programs are consistent with standards from the American Nurses Association, National League for Nursing Accrediting Commission, the American Association of Colleges of Nursing, and the Quality and Safety Education in Nursing Indicators.

CCU teacher licensure programs are in compliance with the Colorado Department of Education. Additionally, the School of Music is accredited by the National Association of Schools of Music. CCU is also a Registered Education Provider with the Project Management Institute, with each college course providing 42 professional development units toward recertification. In order to award military student scholarships, the Department of Veterans Affairs approves the academic programs offered by CCU.

## CRITERION ONE: MISSION AND INTEGRITY

CCU completed a National Collegiate Athletic Association (NCAA) compliance audit in June 2008. The purpose of the audit is for member institutions to verify compliance with the NCAA agreed upon procedures and reporting, and is required every third year.

CCU is also a member of the Evangelical Council for Financial Accountability. During fiscal year 2008-09, the Evangelical Council for Financial Accountability site review was completed successfully with no findings of noncompliance or other issues. CCU recently completed an external audit by an independent audit firm for the fiscal year that ended June 30, 2009. Auditors reported financial statements were presented fairly in all material respects.

CCU is a member of the Council for Christian Colleges and Universities, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, North American Coalition for Christian Admissions Professionals, the Association of Christian Schools International, and the Association of the Advancement of Collegiate Schools of Business.

See the Evidence Library for various accreditation, compliance, and approval statements.

*1E2: The Board of Trustees adopted policies, procedures, and practices to assure the integrity of the institution.*

The Board of Trustees adopted clear bylaws that describe the Board's responsibilities, qualifications, responsibilities for officers, authority, meetings, committees, and conflict of interest. The Board incorporates a manual of standing policies that clearly delineates the scope of the relationship between the Board of Trustees and the President, the President's job description, the President's reporting responsibilities to the Board, responsibilities of the President and administration, fiscal responsibilities of the Board, and other Board policies. CCU also created guidance documents for the Board such as "10 Questions to Ask Yourself Before Agreeing to Serve on the Board," "Responsibilities of Trustees," "Profile of the Ideal Trustee," and other documents. Additionally, each trustee must give unqualified assent to the University's Statement of Faith. See the Evidence Library for these documents.

*1E3: Colorado Christian University adopted policies, procedures, and practices to ensure the integrity of the institution.*

Consistent with its mission documents, CCU has adopted policies, procedures, and practices to ensure that the University complies with federal, state, and local regulations and guidelines.

The following are examples:

- Federal regulations applicable to human resources and facilities such as:
  - Occupational Safety and Health Administration
  - American Disabilities Amendment Act
  - Health Insurance Portability and Accountability Act
  - I-9s
  - Nondiscrimination statutes
- The University complies with all federal financial aid regulations, and is audited by a Certified Public Accounting firm annually.
- The University follows all aspects of the Family Education Right to Privacy Act (FERPA).
- The University complies with the federal Red Flags Rule. The Red Flags Rule of the Fair and Accurate Credit Transactions Act of 2003 requires financial institutions and creditors that hold accounts covered under the regulations to develop and implement an identity theft prevention program for new and existing accounts. Universities are subject to this regulation whenever a school or department establishes an account or processes an application for an account that allows an individual to make periodic payments to the University.
- CCU currently meets student verification requirements by assigning an individual secure login and pass code to students, faculty, and staff. All students registering for a course through the online system are assigned unique identification numbers, which correspond with a specific username for each student. These usernames or accounts use the Lightweight Directory Access Protocol to authenticate the user.
- CCU is planning a system of identification for distance learning students which starts with a notarized copy of their state driver's license to be placed on file. CCU will work in conjunction with Pearson eCollege for login security secondary to the secure login and password.

## CRITERION ONE: MISSION AND INTEGRITY

- The Information Systems and Technology (IST) Department provides security controls for the CCU Web site and network monitoring. IST ensures ongoing quality control of public Web site content to guarantee an accurate and honest depiction of CCU to external audiences.
- All electronic records are kept secure with limited access and monitored by a designated ITS security officer.
- The University Communications Department produces accurate and consistent messaging and maintains the University's visual and written standards.



CCU's Vocal Jazz Ensemble impresses the guests of the 2009 School of Music Gala

*1E4: Colorado Christian University adopted a faculty review process to ensure the integrity of the University's academic structure.*

The CCU Faculty Handbook includes policies and procedures for promotion and evaluation of faculty. Faculty members are considered for promotion based on achievements in teaching, scholarship, professional development, and service. Faculty members submit a professional portfolio and a decision about their promotion is made in a timely manner. Faculty members are evaluated by students in course evaluations, peer reviews, and by their dean to provide feedback and advice for continuous teaching improvement. See the Evidence Library for the Faculty Handbook.

*1E5: Colorado Christian University adopted standards of conduct for the faculty and staff that are consistent with the mission documents.*

Standards of conduct are outlined for employees in the Employee Policy Manual and on the Human Resources employment Web site. Employees of the University are informed of and sign documentation indicating their agreement with the Statement of Faith and Lifestyle Expectations. Additional standards of conduct specific to faculty are outlined in the Faculty Handbook.

CCU's Human Resources Department maintains an Employee Policy Manual identifying University policies and procedures. This comprehensive manual is available to all employees online. See the Evidence Library for the Employee Policy Manual.

*1E6: Colorado Christian University students are protected by the Federal Education Right to Privacy Act.*

Colorado Christian University has established written processes for admissions, student academic standing, grade appeals, and student probation. Grievances and appeals processes are described in the student and faculty handbooks. Service Central, in its role as the Registrar's Office, maintains student records and enforces the requirements set by the Federal Education Right to Privacy Act. CCU publishes a notice each year of the student's rights under FERPA as required by law. CCU complies with maintaining privacy in student records. FERPA consent forms are available for students who wish to release information to third parties. Students also have the right to withhold directory information. The University Registrar conducts FERPA training. An annual certification is required for all employees who work directly with student records. See the Evidence Library for the FERPA Policy Handbook.

*1E7: Colorado Christian University adopted standards of conduct for the College of Adult and Graduate Studies student body that are consistent with the mission documents.*

The College of Adult and Graduate Studies seeks to create and maintain an educational environment where individual and institutional responsibility combine to promote student success. To achieve this goal and respect the rights of its members, the college has policies and procedures to govern student conduct. These regulations reflect the nature of a Christ-centered community focused on educational and spiritual growth and the unique situations that arise within such a community of learners. Standards of Student Conduct are outlined in the CAGS Student Handbook. See the Evidence Library for the Standards of Student Conduct.

*1E8: Colorado Christian University adopted standards of conduct for the College of Undergraduate Studies student body that are consistent with the mission documents.*

Traditional undergraduate students sign the Lifestyle Covenant upon enrollment. The code of beliefs and expected behaviors within the Lifestyle Covenant are congruent with the University's mission, vision, and Strategic Objectives. All students must adhere to the Standards of Conduct as outlined in the Student Handbook. These standards integrate biblical teachings, civil laws, and respect for the rights of other community members. See the Evidence Library for these documents.

## CRITERION ONE: MISSION AND INTEGRITY

*1E9: Colorado Christian University adopted standards of conduct for student-athletes in the College of Undergraduate Studies that are consistent with the mission documents.*

The CCU Athletics Department is committed to character and integrity, as evidenced in high standards of conduct. Athletes are expected to follow all rules that apply to the student body, with additional academic standards, behavior expectations while traveling, which includes listening to online chapel services. The highest level of sportsmanship is required at all times.

The Student Athlete Advisory Committee is comprised of representatives from each athletic team. This group assists athletics in programming, discipline appeals, and partnership with the National Collegiate Athletic Association and Rocky Mountain Athletic Conference. A disciplinary and appeal process is outlined for all student-athletes in the Athletics Handbook. These processes clearly communicate the University's expectations of its student-athletes and outline their rights and responsibilities. CCU Athletics employs a Director of NCAA Compliance. This person assists in understanding and enforcing NCAA rules in order to maintain the integrity of the department, coaches, students, and programs. See the Evidence Library for the Athletics Handbook.

CCU provides considerable support and high expectations for its student-athletes. The main focus of the annual Athletics Retreat is spiritual development. Throughout the year, teams participate in mission trips and attend additional special chapel services. An athletic chaplain and student chaplains also serve the needs of student-athletes. As part of the University's spiritual commitment, students pray with and for opposing teams. CCU students also lead youth camps where participants are taught the principles of their sport, and learn how to integrate faith within their sport through small group discussion, Bible study, and prayer. Further, student-athletes are involved in one-on-one and small group discipleship and mentoring opportunities with coaches, staff, and other student-athletes. Athletic coaches and staff participate in discipleship groups led by local pastors in areas such as understanding Scripture, mentoring, and discipleship for student-athletes.

*1E10: Colorado Christian University established grievance policies to protect the rights of individuals within the University.*

CCU incorporates formal grievance processes. CCU follows policies that address complaints by students, faculty, and staff. Policies and procedures are distributed in the following publications:

- CCU Faculty Handbook
- CCU Employee Policy Manual
- CAGS Student Handbook
- Nursing Student Handbook
- Nursing Faculty Handbook
- CUS Student Handbook

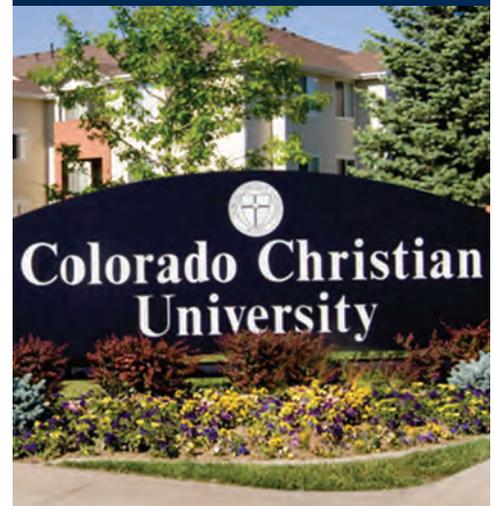
See the Evidence Library for handbooks and documents.

### Strengths Related to Criterion One

- Colorado Christian University provides opportunities for students, faculty, and staff to know and understand the essential role the University’s Strategic Objectives play in fulfilling the mission of the University.
- The University has created an academic climate and attracts nationally known scholars and speakers.
- CCU’s Board of Trustees and President provide strong leadership.
- CCU serves a diverse student population in terms of socio-economic background, age, Christian faith traditions, and geographic locations.
- Ninety-nine percent of Colorado Christian University employees indicate they are in alignment with the University’s mission, vision, and statement of faith.
- Eighty percent of Colorado Christian University employees indicate alignment with the University’s Strategic Objectives.
- The CUS general education curriculum is aligned with the University’s Strategic Objectives.

### CCU Triumphs in Legal Battle

The State of Colorado decided not to contest a federal appeals-court ruling allowing students at CCU to receive state-funded financial aid. In July 2008, the 10th Circuit Court of Appeals reversed a previous decision by the Colorado Commission on Higher Education that classified CCU as “pervasively sectarian,” and according to Colorado law, barred its students from receiving state aid. The three-judge panel that decided the ruling noted that students should not have to “choose between their religious beliefs and receiving a government benefit.”



## CRITERION ONE: MISSION AND INTEGRITY

- Colorado Christian University produces a well-informed citizenry.
- Student-athletes are ambassadors for the University and exhibit high moral character and sportsmanship.
- CCU's policies, procedures, and practices demonstrate a commitment to integrity.
- External agencies commend the University on the integrity of its programs and practices.

### Challenges and Plans to Address Challenges Related to Criterion One

- The University's Strategic Objectives should be incorporated in all strategic planning.

*Plan: continue the alignment and evaluation of policies, procedures, and practices with the University's Strategic Objectives across all divisions, schools, and business units. When modifying a process, procedure, policy, or practice, CCU will consider how the Strategic Objectives inform the change.*

- New employee orientation has not covered the University's mission documents.

*Plan: The Human Resources Department is developing a new employee orientation that will clarify the new employee's role in fulfilling the mission, vision, and Strategic Objectives.*

- Mission documents are not published in all collateral material.

*Plan: Review all collateral material with the intent of incorporating the mission documents as appropriate.*



## *Criterion Two: Preparing for the Future*

**Criterion Statement:**

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

## CRITERION TWO: PREPARING FOR THE FUTURE

**Criterion Statement:** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

**Core Component 2A:** The organization realistically prepares for a future shaped by multiple societal and economic trends.

*2A1: Colorado Christian University engaged outside consultants to assist in determining strategies to meet the future needs of the University and its constituents.*

### College of Adult and Graduate Studies

CCU retained Miller/Cook & Associates to provide an assessment of the College of Adult and Graduate Studies. Specifically, the assessment process intended to provide CCU the observations, recommendations, and implementation plans needed to maximize the adult program efficiencies, headcounts, and revenue.

The general areas of discovery and resultant recommendations included the following:

- Design high-quality academic programs
- Market high-quality academic programs
- Select and train affiliate faculty for the respective populations they teach
- Utilize organizational structures that optimize enrollment
- Incorporate internal policies and processes necessary to support student enrollment experiences and maximize staff efficiencies
- Create an entrepreneurial culture utilizing a business model and stressing service
- Turn cost centers into profit centers
- Engage marketing strategies
- Develop recruitment and communication strategies
- Involve strategies for identifying prospective students
- Employ effective alumni recruitment, church outreach, and corporate enlisting strategies
- Optimize retention of adult students
- Re-recruit adult students
- Integrate faith and biblical principles into the curricula and programs

## CRITERION TWO: PREPARING FOR THE FUTURE

- Build pricing strategies
- Pursue financial aid and net tuition revenue strategies
- Augment off-campus site selection strategies

The assessment included a thorough examination of CCU's external market position as well as the operational design and delivery of the existing programs. CAGS provided a number of information and data elements which were shared with Miller/Cook & Associates prior to the site visitation. Dr. Catherine Cook and Dr. Jim Barnes met with the CCU President, CAGS leadership and staff, and various department leadership members that support and provide service to CAGS. From these interviews and observations, Miller/Cook & Associates provided an Adult Program Viability Report. See the Evidence Library for this report.



CAGS employees gather on an annual retreat to celebrate accomplishments and plan for the future

### College of Undergraduate Studies

CCU and the Undergraduate Admissions Office partnered with Noel-Levitz to develop a long-term plan for enrollment. This plan includes specific marketing and recruiting goals and strategies to increase the enrollment of the traditional student population over the next five years. While its goal is aggressive, CCU believes it is achievable by broadening its recruiting base and expanding academic offerings.

The Undergraduate Admissions Office made a considerable number of improvements over the last 10 years, including a complete transformation of its recruiting efforts. This transformation included implementing several strategies beginning with grounding its recruitment effort in solid face-to-face relationship building. Admissions has made it a priority to physically place enrollment counselors in the field and on the road attending local and national college fairs; visiting secular and Christian high schools; and meeting students, families, and guidance counselors. The campus visit program was improved and expanded for both individual and group visits. Efforts have also been made in building awareness of the University both in its own community and nationally through a concerted communication strategy including radio, television, print media, and various social networking channels.

In an effort to better attract students who fit the University's mission, CCU began to use data analysis tools to target specific high school students across Colorado and in surrounding states. These tools helped the Undergraduate Admissions Office to broaden the area in which it recruits while being more selective about the type of student it actively recruits. These tools have been used over the last five years and, most recently, have contributed to an increase in almost two points to the average ACT scores of the incoming freshman class of 2009.

Finally, the Undergraduate Admissions Office improved tremendously in the frequency, quality, and consistency of communication with students. An automatic process strategically sends information to students depending on their level of interest and placement in the admissions process. Improved communication with students is coupled with advanced collateral material. The new collateral comprehensively covers all areas of the University that are of key interest to prospective students and offers personal testimonials from current students and alumni.

*2A2: Colorado Christian University substantially invested in improving the current facilities and increasing capacity at the Lakewood campus and at all regional and metro centers.*

*Physical Facilities—Main Campus: Lakewood*

- Adapted facilities to meet Americans with Disabilities Act (ADA) requirements for students with special needs
- Replaced all campus furniture to meet needs in classrooms
- Updated appearance of all buildings, including paint, carpet, and furnishings
- Redesigned the main entrance and Welcome Center foyer to be inviting for incoming students
- Relocated the undergraduate admissions team to the University's main entrance
- Created a new student union
- Remodeled the Dining Commons to make the environment more accommodating and appealing to students
- Added an annex to the Dining Commons to create additional space for students
- Centralized the business administrative resources to 215 Union
- Centralized the CAGS academic resources at 215/225 Union

## CRITERION TWO: PREPARING FOR THE FUTURE

- Added classroom space:
  - Converted Beckman 202/210 into classrooms which gives CCU two large classroom spaces and allows for larger lecture-style courses
  - Added the Cedar Center for additional classroom space
- Remodeled the library for students to have additional individual study and group project spaces
- Added additional office space to house staff (Union, Garland, and Ellsworth buildings)
- Built upperclassmen apartments (The Peaks)
- Added Life Directions Center offices to accommodate a student-friendly advising environment
- Remodeled the Writing Lab and the Office of Academic Affairs
- Added new scoreboards in the Event Center and on the soccer field so athletics could emphasize their motto “Audience of One”
- Added climbing wall to enhance outdoor leadership students’ experience
- Incorporated extensive landscaping projects
- Supported the development of technological “smart classroom” for K–12 teacher preparation professional courses
- Updated the School of Music and the Music Center performance hall:
  - Removed the baptismal from the performance hall, resulting in a backstage cross-over and a new storage area for percussion instruments and the grand piano
  - Replaced pews with chairs
  - Expanded the performance platform
  - Installed additional light bars to provide theatre lighting
  - Constructed new recording studio and control room
  - Created new music technology center
  - Purchased Macintosh computers and Pro-Tools
  - Combined music computer lab and piano lab classrooms to accommodate larger class sizes
  - Developed new satellite music library
  - Remodeled music office and reception area

### Regional and Metro Centers

At the time of the previous HLC visit in 2001, CAGS supported three regional centers (Fort Collins, Colorado Springs, and Grand Junction) in addition to the Lakewood campus.

Currently, the College of Adult and Graduate Studies offers classes through the following regional and metro centers:

- Northern Colorado—Loveland
- Southern Colorado—Colorado Springs
- Western Colorado—Grand Junction
- Denver Metro—Denver Technical Center
- Denver Metro—Lakewood
- Denver Metro—Northglenn
- Global Online Center

The College of Adult and Graduate Studies also offers classes at partnership and satellite locations such as:

- Sterling—Northeastern Junior College
- United States Air Force Academy
- Peterson Air Force Base

The University substantially improved current facilities and increased its capacity for students, faculty, and staff on the Front Range and Western Slope. Each regional and metro center includes office space, conference room(s), fully equipped educational classrooms, computer labs, kitchen facilities, and storage and workroom space.

*2A3: Colorado Christian University improved the technology infrastructure of the University to meet present and future needs.*

The Information Systems and Technology (IST) team within the Office of Business Affairs significantly upgraded technological services and data collection for the entire University. Starting in 2004, CCU implemented a campus-wide Enterprise Resource Planning system from Datatel called Colleague. Programs in Colleague include admissions, student records, financial aid, HR, and finance information.

With the implementation of Colleague, through WebAdvisor, students can:

- Track pending and received admission documents
- View grades
- Register for courses
- Examine and accept financial aid
- Access account statements

**VALS Business Conference,  
Nearly a Decade of Ethical  
Perspective in Denver**

In April 2010, CCU's School of Business and Leadership hosted its eighth annual Values-Aligned Leadership Summit. The business ethics conference serves as a meeting point for business students, faculty, and local professionals and executives, challenging each to take local-level ownership in supporting values-aligned decision making. The all day event features prominent local and national speakers, panel and table discussions, and networking opportunities, and has proven a valuable platform for placing CCU students in internships and jobs.



## CRITERION TWO: PREPARING FOR THE FUTURE

- Make payments on their account
- Retrieve unofficial transcripts
- Monitor chapel credits and ministry hours
- Update contact information

Through WebAdvisor, faculty and staff gained access to the following:

- Time entry
- W-2 statements
- Pay advices
- Class rosters
- Personal employee profile
- Financial information
- Advisor information

Colleague has helped the University streamline communication with students. Specifically, the Contact and Appointment Summary (CASM) functionality gives staff the ability to track all information related to the degree evaluation process. Because all comments about a student are entered in a single place, it is easier to view the student's data and history in Student Status, a web-based view of CASM information. CASM also helps departments calculate how much time University staff spend on student issues and assess the type of student issues in which they are involved. This information helps CCU track employee productivity and provide necessary staffing in response.

Beginning with the 2006-07 academic year, CCU implemented the degree evaluation module in Colleague with EVAL (Evaluate Student Program). Before EVAL, students' transfer evaluations were kept manually by their advisors on Excel spreadsheets and needed to be personally updated as students completed degree coursework. This resulted in discrepancies between the advisors' degree plans and the final degree audit completed by the Registrar's Office. With EVAL, each transfer course is evaluated and given a CCU course equivalency in Colleague. All CCU degree programs are recorded in EVAL for degree requirements by catalog year. When students begin their degree progression, transfer credits are posted in the students' individualized EVALs, and as students complete CCU courses, their degree requirements are notated as satisfied in EVAL. The students' view of EVAL is accessible at any time through WebAdvisor, so students can always access their own degree progression. This is particularly useful for adult and online students. The implementation of EVAL encourages students to take greater control of their degree completion, allows advisors to more effectively engage with students, and reduces errors in degree audits.

Several supporting applications have been written or purchased to support data within Colleague. FileBound is a new imaging system adopted in 2009. This implementation improved efficiency and reduced cost per usage. Users can now import electronic documents and e-mails directly from their computers rather than having to print and scan files.

Fiscal year 2007-08 saw much improvement in the technology arena. The University purchased voice over Internet Protocol equipment and upgraded the University's phone system to a supported platform (Nortel) from Pingtel (open source). This system also provides online access to telephone accounts, allowing employees to access their telephone messages remotely. In addition, the University purchased and installed an Internet redundancy firewall system to improve security and acquired a portal (MyCCU) from Datatel, which serves as the University's intranet.



The lobby at the Northern Colorado Center welcomes students to its stellar facilities

All of the University's online programs are continuously available, including chapel services and attendance information, registration, final grades, and financial aid information through WebAdvisor. Access to various service areas and to Pearson eCollege is available through the MyCCU intranet Web site. In addition, the Pearson eCollege helpdesk is available at any time for students needing assistance. On the University's main campus in Lakewood, CCU provides student computer labs, which are accessible by any student throughout the day or night.

*2A4: Colorado Christian University is actively engaged in investigating a new main campus.*

In recent years, CCU has enlarged and upgraded main campus facilities to provide more classrooms, faculty offices, library space, music and recording studios, meeting rooms, student union facilities, and student housing. In addition, administrative functions have been consolidated in two nearby office buildings. Two new CAGS metro centers were added in Northglenn and the Denver Tech Center. Classrooms and offices at regional centers in Colorado Springs, Grand Junction, and Loveland were dramatically upgraded by moving to new locations.

## CRITERION TWO: PREPARING FOR THE FUTURE

Nonetheless, current and projected growth of the College of Undergraduate Studies prompt the University to consider opportunities to construct new buildings on the present campus and/or move the main campus to another location.

CCU long intended to relocate to a beautiful tract of land owned by the University a few miles west of the Lakewood campus. Based on opposition from neighbors, and other considerations, in 2007, the University asked Jefferson County to amend a pending zoning application to permit residential construction instead of a campus on this property. Zoning has been approved and final platting is expected in fall 2010. The sale of this property will provide a significant portion of needed capital as the University considers new construction on the present campus or relocating to one of 38 sites which have been offered to CCU.

*2A5: Colorado Christian University made substantial investment in providing online technology to improve the learning environment.*

CCU partners with Pearson eCollege to provide an online component for all in-seat (with a few exceptions) and online courses. This enables in-seat course instructors to extend the learning environment beyond the classroom walls. For in-seat and online courses, Pearson eCollege provides opportunities to engage and interact with students. This learning management system improves access to learning environment resources, including the syllabus, faculty contact information, discussion forums, assignments, course handouts, and other electronic resources.

**Core Component 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

*2B1: Colorado Christian University significantly improved its financial position.*

CCU's financial trends are illustrated in the following tables, summarizing data from each of the last ten years' audited financial statements:

**Colorado Christian University**  
**Summary Financial Statement Statistics**

Fiscal Year Ended June 30	Total Assets	Total Liabilities	Net Assets (Equity)	Leverage (Total Liabilities/Total Assets)	Number of Months Operations in Net Assets
2000	26,726,220	13,945,975	12,780,245	52%	8.27
2001	37,039,307	24,354,127	12,685,180	66%	8.55
2002	34,785,254	21,238,293	13,546,961	61%	8.32
2003	39,551,902	23,707,828	15,844,074	60%	9.33
2004	43,240,818	15,808,872	27,431,946	37%	15.62
2005	43,975,633	15,722,363	28,253,270	36%	15.69
2006	47,464,028	16,345,605	31,118,423	34%	14.66
2007	51,055,731	16,390,901	34,664,830	32%	13.79
2008	53,463,847	15,783,051	37,680,796	30%	13.67
2009	51,006,273	15,942,197	35,064,076	31%	12.59

Fiscal Year Ended June 30	Operating Revenue	Operating Expenses	Change in Net Assets from Operations	Non-Operating Income (Expense)	Change in Net Assets
2000	18,545,370	18,385,450	159,920	6,160	166,080
2001	17,804,384	19,067,175	(1,262,791)	1,167,726	(95,065)
2002	19,544,830	21,052,831	(1,508,001)	2,369,782	861,781
2003	20,378,058	21,703,332	(1,325,274)	3,622,387	2,297,113
2004	21,077,044	20,949,995	127,049	11,460,823	11,587,872
2005	21,613,665	21,565,656	48,009	773,315	821,324
2006	25,472,584	25,009,091	463,493	2,401,660	2,865,153
2007	30,165,823	28,542,265	1,623,558	1,922,849	3,546,407
2008	33,079,487	30,203,814	2,875,673	140,293	3,015,966
2009	33,426,856	32,709,082	717,774	(3,334,494)	(2,616,720)

Analysis of 2009

CCU generated a positive change in net assets in each of the last eight years, the only exception being fiscal year 2009. In that year, a \$4.8 million mark-to-market write down of the University's investment portfolio over-shadowed the operating profit of \$717 thousand. Although final and audited statements for fiscal year 2010 are not complete at the time of this report, the University anticipates positive results for this fiscal year as well.

## CRITERION TWO: PREPARING FOR THE FUTURE

### Comparison to Peer Institutions

There is no question that Colorado Christian University is substantially stronger than it was ten years ago and is financially positioned for future growth. A comparison to similar universities is also instructive, and provides another vantage point for determining financial strength.

Colorado Christian University is a member institution of the Council for Christian Colleges and Universities (CCCCU), a trade group comprised of similar institutions. Through the help of a consulting firm, the Austen Group, the Council periodically analyzes the financial condition of member institutions. The latest available report is from 2009: *Member Institution Financial Analysis Report*. This report is valuable to understand CCU's relative financial standing with peer institutions.

Included in this report is an Executive Summary, which summarizes five key ratios that the CCCCU has developed for comparative purposes. In each and every ratio, CCU out performs the median for all CCCCU members, in most cases by a large amount. The Executive Summary for 2009 follows. In every category, CCU's scoring is consistently higher than the CCCCU's median score, an indication of financial health.

**EXECUTIVE SUMMARY: CCCU FINANCIAL REPORT 2009**

Financial Health as Measured by the Composite Financial Index (CFI) developed by KPMG; Prager, Sealy & CO., LLC; BearingPoint

**Are resources sufficient and flexible enough to support the mission?**

*Primary Reserve Ratio*

	<b>08-09</b>		<b>07-08</b>		<b>CHANGE</b>
	YES > .40	36.5%	YES > .40	65.4%	-28.8%
CCCU INSTITUTIONS (52)	ALMOST .15 - .40	40.4%	ALMOST .15 - .40	23.1%	+17.3%
	NO < .15	23.1%	NO < .15	11.5%	+11.5%

**07/08/09 Ratio Average**

CCCU MEDIAN	0.50
COLORADO CHRISTIAN UNIVERSITY	0.86

**Is debt managed strategically to advance the mission?**

*Viability Ratio*

	<b>08-09</b>		<b>07-08</b>		<b>CHANGE</b>
	YES > 1.25	23.5%	YES > 1.25	41.5%	-17.6%
CCCU INSTITUTIONS (52)	ALMOST 1.00 - 1.25	7.8%	ALMOST 1.00 - 1.25	15.7%	-7.8%
	NO < 1.00	68.6%	NO < 1.00	43.1%	+25.5%

**07/08/09 Ratio Average**

CCCU MEDIAN	1.03
COLORADO CHRISTIAN UNIVERSITY	2.77

**Does financial asset performance support the strategic direction?**

*Return on Net Asset Ratio*

	<b>08-09</b>		<b>07-08</b>		<b>CHANGE</b>
	YES > 7%	3.8%	YES > 7%	11.5%	-7.7%
CCCU INSTITUTIONS (52)	ALMOST 6 - 7%	0.0%	ALMOST 6 - 7%	3.8%	-3.8%
	NO < 6%	96.2%	NO < 6%	84.6%	+11.5%

**07/08/09 Ratio Average**

CCCU MEDIAN	0.6%
COLORADO CHRISTIAN UNIVERSITY	3.8%

(continued on next page)

## CRITERION TWO: PREPARING FOR THE FUTURE

### Do operating results indicate the institution is living within available resources?

#### Net Operating Revenues Ratio

	08-09		07-08		CHANGE
CCCU INSTITUTIONS (52)	YES > 4%	7.7%	YES > 4%	26.9%	-19.2%
	ALMOST 2 - 4%	7.7%	ALMOST 2 - 4%	11.5%	-3.8%
	NO < 2%	84.6%	NO < 2%	61.5%	+23.1%

#### 07/08/09 Ratio Average

CCCU MEDIAN	-1.2%
COLORADO CHRISTIAN UNIVERSITY	4.0%

### Composite Financial Index (CFI)

	08-09		07-08		CHANGE
CCCU INSTITUTIONS (52)	YES > 3.0	11.5%	YES > 3.0	36.5%	-25.0%
	ALMOST 2.0 - 3.0	11.5%	ALMOST 2.0 - 3.0	25.0%	-13.5%
	NO < 2.0	76.9%	NO < 2.0	38.5%	+38.5%

#### 07/08/09 CFI Average

CCCU MEDIAN	2.3
COLORADO CHRISTIAN UNIVERSITY	5.3

In short, Colorado Christian University's financial indicators are strong, both when analyzed internally and externally in comparison to peer institutions.

#### Outlook for the Future

For the fiscal year ending June 30, 2010, which is not yet closed as of the date of this report, all factors indicate that the 2009-10 fiscal year will again reflect a strong return from operations. Senior management employed careful budgetary controls, and monthly results were compared to budgets by all areas of the University. The supporting services will again reflect an efficiency that allows approximately 90% of every dollar of revenue to be directly invested in the mission of CCU, and the investment markets have made some modest recoveries from the low points in 2008-09. There has been no new incurrence of debt, and the letter of credit underlying the current tax-exempt bonds has been successfully renegotiated to obtain more favorable interest rates.

The Board of Trustees and senior management of Colorado Christian University maintain vigilance on the finances, and employ a conservative approach to sustained growth, resulting in a successful financial foundation for the future.

*2B2: Colorado Christian University has strong budgeting and accounting processes that maintain and strengthen educational programs.*

The University manages its financial resources carefully and follows generally accepted accounting principles. The Board of Trustees approves the annual operating budget which the Chief Financial Officer prepares in consultation with the President and Cabinet members. During the preliminary stages of the process, Cabinet members call for recommendations and negotiate details with budget managers throughout the organization. Consistent with the University's Strategic Objectives, the goal of the budget is to provide the best education possible within available means. The budgeting process is collaborative, and the budget for the new fiscal year is typically approved at the June Board of Trustees meeting.

To monitor spending after the budget is approved, the Chief Financial Officer and the Accounting Department publish monthly budget-to-actual reports for each budget manager. Purchase requests are submitted and approved prior to committing funds, and accounting processes are handled with efficiency through integrated software packages from Datatel. Training for the various software programs is ongoing, and as a rule, the University is on a paperless system. This system allows for efficiency and clarity in communication, and permits easy access to underlying documents.

A certified public accounting firm conducts an annual audit of financial statements and provides an audit report for the combined presentation of CCU and the CCU Endowment Foundation. The most recent report, completed September 21, 2009, by the accounting firm of Capin Crouse, LLP, concluded that the University's financial statements "present fairly, in all material respects, the combined financial position of the University as of June 30, 2008 and June 30, 2009, and the results of their activities and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America." As such, the University received an unqualified opinion. See the Evidence Library for annual audit documents.

### **CCU Alum Accepted to Top International-Relations Graduate Program**

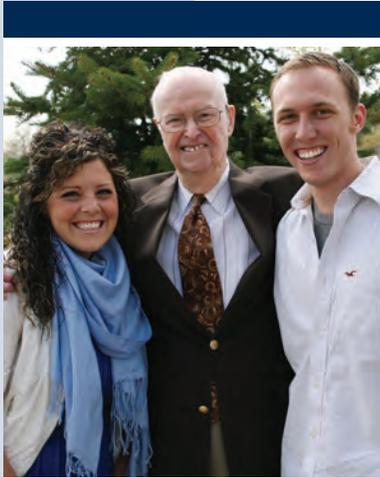
CCU history major Garrett Shields was accepted into the highly competitive School of Advanced International Studies at The Johns Hopkins University, recognized as one of America's top international-relations programs. Garrett enrolled in JHU's Master's in International Relations with dual concentrations in International Economics and International Policy. The experience, he says, was one of the most rigorous of his life, but CCU prepared him well in research, critical-thinking, and communication skills.



## CRITERION TWO: PREPARING FOR THE FUTURE

*2B3: The Accounting Department established practices to reduce outstanding student balances.*

The implementation of an electronic past-due tracking system in Colleague has reduced the outstanding accounts receivable balance. This process involved gathering data from students who had past-due accounts and adding the balances to a communication track in Colleague. As a result, students receive communication in the form of e-mails and calls from the staff on a regular basis. As a result, many students contact CCU regarding the late notices or receive a phone call from their Service Central advisor to help them make arrangements to pay their account balance.



Students celebrate the endowed Fund for Beckman Scholars with President Emeritus, David Beckman

CCU also began automating collections on all Perkins accounts that are 90 days past due. This has helped Perkins loan students to review their accounts and consolidate their loan payments.

The accounts receivable area standardized the student account statement printing and mailing schedule for the College of Adult and Graduate Studies, the College of Undergraduate Studies, and all past-due accounts. In addition, the statement print subroutine was updated to provide a more user-friendly format for students and parents. The University also enhanced the processing of military tuition assistance via the military Web portal for schools to streamline the payment process for both CCU and the military.

In 2007, CCU contracted with the Official Payments Corporation. Through the Official Payments Corporation, CCU accepts online student payments that are automatically, instantly, and accurately updated to student accounts. This eliminates data entry error for online payments. This development also provides the capability to charge credit card fees back to the student, saving CCU large credit card merchant fees. CCU also centralized cash receipting to increase cash security and reduce processing time. The cash receipts area continues to process several thousand individual gifts each fiscal year.

Due to processing and staffing changes, CCU's accounts receivable balance grew from 5.4% of tuition in fiscal year 2004 to 9.5% of tuition in fiscal year 2007. In response, the University created a collections manager position in 2008 to focus attention on this area. Accounts receivable were

reduced to 5.6% in fiscal year 2009. The focus of the Senior Collections Manager is to help students resolve account delinquencies and continue their college education. To that end, students are encouraged to seek past-due student loans to cover their balance or are invited to participate in the University's automatic repayment plan.

*2B4: The Accounting Department established practices to improve the accounts payable experience for students, faculty, staff, and vendors.*

The Accounting Department made significant changes that have resulted in greater efficiency and satisfaction. In July 2005, the accounting team designed a new chart of accounts and implemented Colleague financial software. In July 2009, CCU transitioned the University-owned cell phone structure to an employee-owned, payroll stipend model to comply with federal regulations. The Accounting Department implemented a Web page on the CCU intranet in 2008, consisting of information about payroll, accounts receivable, and accounts payable. The Web page keeps users informed of the processes and procedures of these three areas and provides links to several forms used throughout the University.

Accounts payable now pays all students, faculty, and staff reimbursements through direct deposit. Several of CCU's vendors are also paid through direct deposit. Prior to this implementation, accounts payable issued a paper check for each reimbursement. Students, faculty, and staff are now able to enter their bank account information through a secure Web site to receive their refund or reimbursement.

*2B5: Colorado Christian University improved its financial aid for students.*

Several years ago, the Colorado General Assembly authorized and appropriated funds for a program of tuition aid to Colorado resident students attending Colorado public and private colleges and universities, based on certain criteria of student need. Unfortunately, the legislature determined that students enrolling in private schools would receive only one-half the aid granted to students of public universities. Furthermore, the Colorado Commission on Higher Education refused altogether to grant aid to CCU students on the grounds that the University is "pervasively sectarian."

CCU brought suit, contending that the "pervasively sectarian" test had been repudiated by the United States Supreme Court and that refusal

## CRITERION TWO: PREPARING FOR THE FUTURE

to treat CCU students equally with other private students in Colorado violated the First and Fourteenth Amendments of the United States Constitution. In 2008, the Tenth Circuit Court of Appeals ruled in CCU's favor. Colorado Christian University students are now eligible to receive state aid on the same basis as other private colleges and universities, although still at a rate less than attendees of public schools. This is a significant First Amendment victory and help to our students who in 2009-10 received this student tuition aid of approximately three quarters of a million dollars.

Colorado Christian University is in full compliance with U.S. Office of Management and Budget Circular A-133 Compliance Audit. Colorado Christian University has complied, in all material respects, with the requirements for each applicable federal financial award program. CCU's student loan default rate for the fiscal year 2008 was 2.5%, an extremely low rate for the industry. CCU maintains rigorous Satisfactory Academic Progress processes for both the College of Adult and Graduate Studies and the College of Undergraduate Studies. The Satisfactory Academic Progress policy is articulated in the Academic Catalog and the Financial Aid Handbook.

### *College of Adult and Graduate Studies*

For the past nine years, the College of Adult and Undergraduate Studies has offered a yearly scholarship through a national campaign on the K-LOVE radio network. This scholarship offer is valued at \$1,000 for virtually any CAGS undergraduate or graduate degree program, and (based on a random drawing) three students win \$10,000 scholarships. In 2009, \$54,500 in K-LOVE scholarship funding was disbursed to 55 CAGS students.

The College of Adult and Graduate Studies continues to make education accessible for special student populations like members of the U.S. Military. CAGS offers reduced rate tuition to active duty service members and their adult dependents. The military tuition rate is equivalent to the Military Tuition Assistance limit per course. As a result, service members taking undergraduate classes in CCU's College of Adult and Graduate Studies program incur no out-of-pocket tuition costs.

Effective August 1, 2009, CCU began participating in the U.S. Department of Veterans Affairs Yellow Ribbon Program which provides eligible participants with funding up to 100% of the cost of tuition and fees, subject to certain limitations and conditions.

## CRITERION TWO: PREPARING FOR THE FUTURE

In those cases in which CCU’s tuition and fees exceed the “highest instate undergraduate tuition and fees of any public institution,” CCU has agreed to pay up to 50% of the excess amount with the balance being paid by Veterans Affairs.

As long as CCU remains a Yellow Ribbon institution, the benefit will be renewable annually for students who maintain satisfactory academic progress, conduct, and attendance. Awards are presented in the form of scholarships.

### College of Undergraduate Studies

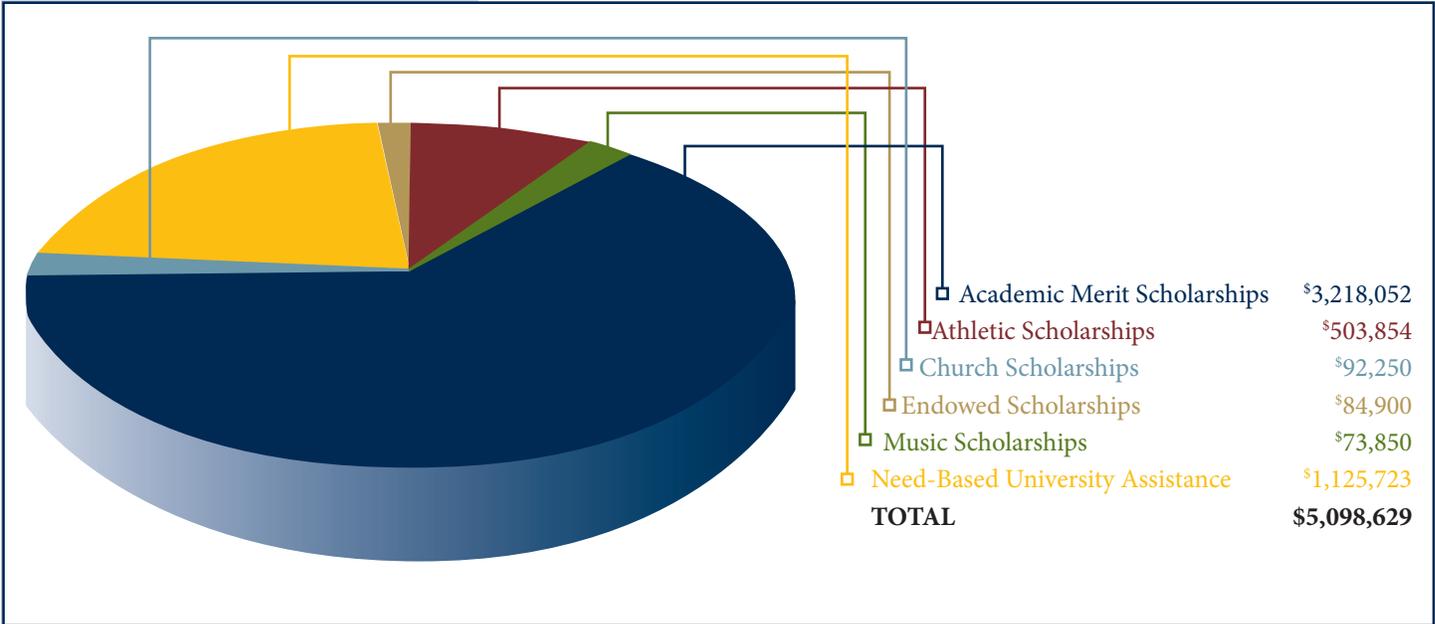
Ninety-five percent of the University’s traditional undergraduate students receive financial assistance through scholarships, grants, loans, or work-study programs. Merit awards for students in the College of Undergraduate Studies have steadily increased over the past ten years. Yearly award amounts follow. The higher awards have made Colorado Christian University more accessible for a greater number of students and made CCU more competitive with its peer institutions.

### **Academic Scholarships Awarded**

	<b>Honors</b>	<b>Deans’</b>	<b>President’s</b>	<b>Trustees’</b>	<b>Transfer</b>
2000-01	\$1,000	\$2,000	\$3,000	Not awarded	Not awarded
2001-02	\$1,000	\$2,000	\$3,000	Not awarded	Not awarded
2002-03	\$1,000	\$2,000	\$4,000	Not awarded	Not awarded
2003-04	\$1,000	\$2,000	\$4,000	\$10,000	Not awarded
2004-05	\$1,000	\$2,000	\$4,000	\$10,000	Not awarded
2005-06	\$1,000 or \$2,000	\$4,000	\$6,000	\$10,000	Not awarded
2006-07	\$1,000 or \$2,000	\$4,000	\$6,000	\$10,000	Not awarded
2007-08	\$1,000 or \$2,000	\$4,000	\$6,000	\$10,000	Not awarded
2008-09	\$4,000	\$6,000	\$8,000	\$10,000	\$3,000, \$5,000, or \$7,000
2009-10	\$4,000	\$6,000	\$8,000	\$10,000	\$3,000, \$5,000, or \$7,000
2010-11	\$5,000	\$7,000	\$8,000	\$10,000	\$4,000, \$6,000, or \$8,000

## CRITERION TWO: PREPARING FOR THE FUTURE

### Types of Scholarships Granted in 2008-09



Source: 2009 Annual Report. See the Evidence Library.

#### *2B6: Colorado Christian University improved payroll processing.*

In January 2006, CCU brought payroll processing under the accounting umbrella utilizing Colleague software. Prior to this date, CCU was using an outside agency to process payroll. As a result, CCU now obtains greater control over payroll processing.

Prior to January 2009, affiliate faculty contracts were created using a shared Excel spreadsheet. Once these contracts were received, staff manually entered the contract information into Colleague to create a stipend. This old process was inefficient. CCU now uses Colleague software to generate over 1,500 affiliate faculty contracts each year. CCU uses course information stored in its software to generate contracts, and once the signed contract is received by Payroll, an automatic process creates stipends. As a result, the University consolidated course information within Colleague, and the generation of contracts and stipends is significantly more accurate and efficient.

*2B7: Colorado Christian University’s student support services improved to better support its academic programs and business units.*

Colorado Christian University created Service Central in fall 2006 by consolidating the Registrar’s Office, Student Financial Services (student accounts and financial aid), and Data Services (fulfillment and admissions support) to increase communication and collaboration. Previously, transactional processes were made in isolation, resulting in processing delays and occasional errors. Since staff members were only trained in their particular area, absence of a staff member resulted in delays as unprepared peers attempted to fulfill those duties. There were significant lag times in the provision of services.

Today, Service Central operates with efficiency and a customer service philosophy. Service Central has a “front-end” office service group, which interacts with students, parents, faculty, and staff as well as a “back-end” office processing group, which completes all transactional processing. The service group answers questions regarding financial aid, student accounts, transcript requests, payment options, and various other student-related matters. Because the service group was freed from processing work (such as loan certification and transcript requests), they concentrate solely on customer calls and walk-ins.

The processing group was organized in such a way that staff members were cross-trained in all functional areas. The group’s tasks and duties include financial aid awarding and verification, loan certification, disbursements, transcript evaluation, degree audit for graduation, processing of substitution waiver and other petitions, commencement support, University catalog and course maintenance, Veterans Affairs benefits processing, College of Adult and Graduate Studies admissions support processing including communication flow fulfillment, College of Undergraduate Studies Student Life and other University communication flow fulfillment, and various other former responsibilities of the Registrar’s Office and Student Financial Services.

*2B8: Colorado Christian University’s library resources improved to support its academic programs.*

The Clifton Fowler Library on campus combines traditional service, instruction, and electronic technologies to facilitate student learning. The CCU library offers a full range of library services to its offsite and online students. Some electronic resources are paid subscriptions that require a CCU network account and/or password authorization.

### Fowler Library Hosts Lincoln Exhibit

CCU was chosen as one of 40 sites nationwide to host the exhibit “Abraham Lincoln: A Man of His Time, a Man for All Times,” in celebration of America’s history and the bicentennial anniversary of the iconic president’s birth. The exhibit was developed by the Gilder Lehrman Institute of American History and funded by a major grant from the National Endowment for the Humanities.



## CRITERION TWO: PREPARING FOR THE FUTURE



Students enjoy the improved wireless connection provided by Information Services and Technology

Students are introduced to the CCU library during program orientation, Adult Studies Seminar (a required undergraduate general education course), or First Year Integration. The students interact with available resources by consulting the library webpage or contacting librarians as needed. The Adult and Distance Reference Librarian gives tutorials to the Adult Studies Seminar classes. The number of classroom presentations is growing, with approximately 20 visits made in the 2009-10 academic year.

The library Web site offers services, collections, Ask a Librarian, Ask Colorado, a virtual reference library, the full-text journal databases, citation and writing guides, and subject guides. Along with the library, information, and research tutorial, these resources are relevant for adult students at all locations. For additional local library resources, students can see the other libraries listed on the CCU library Web site. This page outlines how to borrow from outside libraries and includes the specifics of interlibrary loan procedures. Students are encouraged to check the online catalog first for CCU's book and other holdings and the full-text databases for CCU journal articles.

The main campus library has music materials as well as a special music collection that was added in 2006, the K Marie Stolba collection. In addition to the music collection in the main campus library, there is a music library located in the music building. The library continues to add titles to both collections.

Students and faculty members may call the CCU library for guidance. Borrowing services, reference services, and general information are available. The CCU library has a toll-free number available that is most often used by students from the regional centers. The library has four librarians to serve the University. Students may contact any of the librarians for assistance. The Adult and Distance Services Librarian may be contacted for information, reference, and instructional requests, and provides the Ask a Librarian service, an e-mail address, available to CCU students, faculty, and staff.

*2B9: Colorado Christian University communications and marketing support its educational programs.*

CCU vastly improved its communications and marketing. University Communications, a unit within Administrative Services, participates in conferences, webinars, and focus groups to examine trends in messaging and recruitment of traditional undergraduate, adult undergraduate, and graduate students. In 2002, a CUS advertising campaign ranked second in *Campus Life*, a magazine targeted to reach Christian high school students. In 2009, CCU's University Communications team won the gold Hermes Award for excellence in design and communication and the bronze award from Admissions Marketing Report for its undergraduate admissions recruitment campaign. The communications team produces exceptional recruiting and marketing materials. See the Evidence Library for materials.

In the past, the majority of the CAGS prospective student communication flow was sent via e-mail. However, enrollment counselors reported prospective students requested physical promotional materials. CAGS Enrollment Development worked with University Communications in 2009 to produce a complete line of advertising pieces for prospective CAGS students. Promotional pieces include enrollment counselor postcards and academic program brochures.

CUS Admissions has placed an emphasis on increasing student inquiries. CUS had 9,780 inquiries for the 2007-08 academic year; to date, the inquiry total is 19,036 for 2010-11. With the increasing number of inquiries and enrolling students, CUS Admissions, in collaboration with school deans produced a variety of promotional materials that include profiles of former students. See the Evidence Library for sample collateral material.

*2B10: Colorado Christian University is technologically advanced and supports its educational programs.*

A variety of technological investments have enabled the University to better serve its diverse body of students. In the last ten years, the University has made significant improvements in its library and information technology resources. In the 21st century, students demand real-time access to courses, services, and information. This is true not only of the tech savvy 18-year-old undergraduate, but also for the adult student who works full-time while attending school. To better serve all student populations, CCU made a significant investment over the past two years in online courses, online services, and its Web site.

## CRITERION TWO: PREPARING FOR THE FUTURE

Specific advancements to University technology include the implementation of:

- Colleague
- A new University Web site
- A portal for internal audiences
- A new imaging system (FileBound), which allows users to import electronic documents and e-mails directly from their computers, rather than having to print and scan
- An online academic catalog (Acalog)
- A work order system (TrackIt)
- Simple Budget Builder, a software application developed within the University for budget planning
- A ChargeBack System software application developed within the University for charging back purchases to the general ledger (e.g., printing costs, toner purchases)
- GL Import, a software application developed within the University for importing general ledger entries into Colleague
- Online financial aid estimator
- Online payment administration in which students can make payments on their accounts through WebAdvisor
- InfoView, a centralized application for faculty and staff users to initiate reports one time or on a scheduled basis
- Emergency Alert System (Rave Wireless), a program that alerts students, faculty, and staff of emergency situations via text messaging and e-mail
- An online application for prospective employees and an applicant tracking system to streamline hiring processes
- An electronic online academic calendar
- The Cougar Cash One Card, which is the student, faculty, and staff ID. The ID card system integrates cafeteria meal plan usage, attendance, laundry service charges, and debit services for select vendors.

Information Systems and Technology implemented a Storage Area Network Solution to support the University's growing disk storage needs and its virtual environment. VMware provides CCU with several virtualized servers on existing physical servers. Information Systems and Technology incorporated a reliable wireless infrastructure throughout the main campus for students, faculty, and staff. Google Mail, which provides additional storage, instant messaging, and data sharing, was adopted without the need for additional hardware or software licenses.

The E-mail Blast System is another tool developed by IST. This contact program allows staff to design or compose an e-mail to large groups of students, faculty, and staff without straining resources of the Exchange Server. Users have the ability to create, save, and retrieve messages. CCU remains whitelisted through the technology used to deliver the messages.

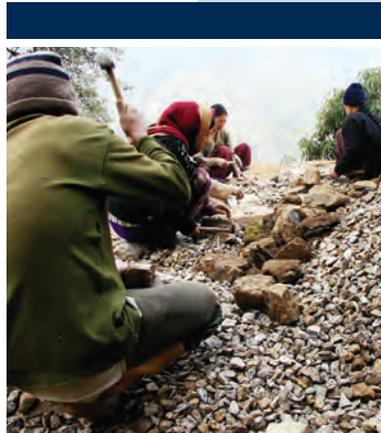
CCU launched a new public Web site in 2004 and continues to add content and improve functionality. Recently, CCU created content for special student populations such as the military, parents, students with disabilities, and online adult learners. In 2009, IST introduced a new portal solution to replace the University's intranet. The new portal, MyCCU, allows CCU to provide a centralized approach of access and communication. Students have one view of the portal. Faculty and staff have a different view of the portal. This allows content to be targeted based on its intended audience. By implementing collaborative team sites, the portal provides communication tools not previously available.

The main campus Internet connection speed was upgraded from 40MBps to 100MBps in 2009, providing a more reliable connection for on-campus students, faculty, and staff.

Infrastructural changes significantly improved the security of CCU's VMware production systems environment. The Citrix solution offers excellent remote access capabilities for CCU's CAGS regional and metro centers, off-campus buildings, and for any employee working from home or from any location offering Internet access.

In terms of hardware available to students, CCU provides a total of 93 public use computers on the main Lakewood campus (30 at Beckman, 20 at the 24-hour Lab, 15 at the Cedar Center Lab, 20 at the Library, and 8 at the Music Lab). CCU provides a total of 84 public use computers at the CAGS regional and metro centers (10 at the Denver Tech Center, 15 at Northglenn, 18 at Northern Colorado, 25 at Southern Colorado, 16 at Western Colorado, and four nursing lab computers).

IST Training offers all CCU faculty and staff hands-on workshops in Microsoft Office Word, Excel, PowerPoint, and Outlook 2007. The goal of these workshops is to develop users' desktop application skills, as well as to teach timesaving tips and tricks. While all workshops are held on the main campus, a remote connection option is offered for those at the CAGS regional and metro centers.



CUS students serve in a remote Indian village near the Nepalese border on a CCU2theWorld mission trip

## CRITERION TWO: PREPARING FOR THE FUTURE

### CAGS Offers Programs to Air Force Personnel

In addition to its Southern Colorado Center in Colorado Springs, CCU's College of Adult and Graduate Studies has increased its presence at nearby Peterson and Schriever Air Force bases, as well as the U.S. Air Force Academy. Offering accelerated degrees and other educational opportunities for working adults, programs are available to active-duty personnel, National Guard and Reserve personnel, Department of Defense civilians and contractors, retired military, and their adult dependents.



CCU developed sophisticated technology applications to support academic and administrative services. Within IST, Management Information Services, Business Intelligence, and Data Support maintain the library through Horizon Library Software and support the registrar through the Acalog application (electronic academic catalog software). CCU added the IST Training department to ensure that faculty and staff have the skills to maximize their use of Colleague, the portal, and other technological resources.

*2B11: Colorado Christian University emphasizes the role of the Office of Development in generating resources for its educational programs.*

The Office of Development raises philanthropic dollars for CCU including “unrestricted” gifts (for general support of the University), “temporarily restricted” gifts (designated for specific purposes), or “permanently restricted” gifts (held as a part of CCU’s endowment). Across these categories, the Development team raises funds for general purposes, scholarships, capital needs, and other needs designated by the Board or administration. The office also provides technical assistance to a variety of CCU departments which have fundraising goals, such as Athletics, CCU2theWorld, the School of Music, the School of Education, and the Centennial Institute. A collaborative spirit among these departments assures that the University is moving toward a singular “face” for fundraising efforts, as well as providing excellent customer service to its donors.

Development staff reaches out to alumni, parents of students, friends, foundations, corporations, and other individuals who desire to make a planned or estate gift. Highly relational in its approach, each member of the Development team expands personal relationships with a portfolio of donors.

CCU faces unique challenges in securing donations. As an amalgamation of seven heritage institutions, CCU’s alumni community and support base differ from other colleges. Since the University has only existed in its current form since 1989, older CCU traditional undergraduate alumni did not graduate from Colorado Christian University. They graduated from a CCU heritage institution, i.e., Rockmont College, Western Bible College, or Denver Bible Institute. Although they are likely to have greater wealth and donor capacity, they may not feel the same connection to CCU. In developing the University’s donor base, the Office of Development is building connections back to the unique cultures of these legacy institutions and involving alumni with what is currently happening at CCU.

Additionally, the growth of the College of Adult and Graduate Studies substantially increased its representation among CCU alumni. Most CAGS alumni have never spent any time on the CCU Lakewood campus. Incorporating these alumni into the alumni society and donor base requires different strategies from those designed for traditional undergraduate alumni.

Each year, the Development team refines both its events and communication strategies. Professional marketing materials, developed by University Communications, enhance the team's work by enabling staff to tailor specific appeals to defined groups of donors. By tracking the success rates for certain appeals, Development personnel are able to sharpen their focus for the next appeal.

The Development team plans and hosts a number of donor events each year. These events include the President's Circle Dinner (major donors), Homecoming (alumni), Endowed Scholarship Luncheon (donor families and student recipients), Christmas Musical Performance and Dessert (major donors), quarterly alumni networking events, and graduation events (parents and future alumni). The 2009 President's Circle Dinner was attended by 254 University donors. The Office of Development aims to have 450 attendees at the 2010 dinner.

**Core Component 2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

*2C1: Colorado Christian University improved its infrastructure to collect and provide data for decision making.*

Since 2001, CCU increasingly embraced assessment and data driven decision making at all levels. While the type of assessments and analysis varies by area, there is a universal commitment to continuous improvement. Technology introduced and supported by IST provides faculty, staff, and administrators with the data they need to perform their tasks and plan for the future. Student Status provides student information including demographics, enrollment, account, and staff comments in only a few keystrokes. InfoView, powered by Business Objects, provides the interface for self-service reports. Staff can generate over 120 transaction and analytic reports for admissions concerning prospects, applicants, and applications. Additional reports include student counts, grades,

## CRITERION TWO: PREPARING FOR THE FUTURE

attendance history, HR data, payroll, and accounting analysis. iStrategy, powered by ProClarity, is a data warehouse developed specifically for use with Datatel's Student Module. It provides an analytical view of the institution's data including admissions and student data. See the Evidence Library for a list of all InfoView and iStrategy reports used for strategic decision making.

*2C2: Colorado Christian University increased the use of assessment data in decision making.*

CCU has created a culture of assessment that did not exist at the University a decade ago. In 2001, the Higher Learning Commission recommended the University increase the use of assessment in decision making. In the 2002-03 academic year, CCU audited assessment efforts in the College of Adult and Graduate Studies and in the College of Undergraduate Studies. Since that time, all divisions and schools prepare annual assessment plans that describe the academic goals, methods of assessment, results, and recommendations for improvement. Changes to programs are made contingent upon the data and the available resources. Assessment reports are submitted to the University Student Learning and Assessment Committee. See the Evidence Library for assessment plans and reports.

*2C3: The College of Adult and Graduate Studies increased the use of assessment data in decision making at all levels.*

The College of Adult and Graduate Studies made significant changes to its systems for assessment and analysis. Ten years ago, no culture of assessment existed in the College of Adult and Graduate Studies. Assessment was voluntary, and results remained within each center. Today, assessment and data are integral to the University's culture of self-improvement. In 2001, course and student evaluations were voluntary, handwritten, and tabulated by the center. Today, evaluations are completed for all courses. The data are tabulated through an electronic process, and the information is shared with division deans and CAGS Faculty Development at monthly meetings. The College of Adult and Graduate Studies has specific objectives for faith integration, content knowledge, critical thinking, and written communication. While these objectives existed in writing nine years ago, they were not implemented. Today these objectives can be seen in both curricula and assessments.

The College of Adult and Graduate Studies reviews course evaluations and activity in the online course shell (provided by Pearson eCollege) to determine areas of improvement in faculty performance, instructional strategies, and course content. A course shell contains all course content as well as faculty and student activity. Course evaluations provide feedback from students regarding their perceptions and experiences in a particular course. Reviewing the course shell allows the College of Adult and Graduate Studies to provide feedback to faculty. This feedback may include more effective strategies in online discussions, grading practices, and interacting with students online.

An analysis of student evaluations indicated that students' skills in faith integration were weaker than desired. Subsequently, the College of Adult and Graduate Studies developed a writing prompt to foster and encourage the development of this skill. The academic deans and the Faculty Development team are working with faculty to integrate faith more thoroughly in their coursework. Student feedback also led to the addition of financial literacy within the Adult Studies Seminar course.

Curriculum and Instruction Education Division

The Curriculum and Instruction Education Division conducts entrance and exit interviews. All fieldwork students complete exit interviews with their supervisor. At this time, the student's overall performance is discussed and a final grade is assessed, giving each student a chance to identify strengths and areas that require attention. Students have expressed gratitude for the expertise and professionalism of their supervisors and acknowledged the power of what they have learned. Several school districts have shared how they appreciate the quality of the University's teacher candidates.

Nursing and Sciences Division

Some divisions within the College of Adult and Graduate Studies collect additional assessments. For example, the Nursing and Sciences Division prepares an annual report to the State Board of Nursing, which includes the results of graduate and employer surveys, job placement, program completion and retention rates, and National Council Licensure Exam pass rates. The division conducts course assessments, student Clinical Competency Performance Evaluations, course and clinical site evaluations, and skill competencies exams.



**Sons of Sudan Refugees Find Home at CCU**

The "Sons of Sudan" was a name coined for the thousands of five- to eight-year-old boys who fled to neighboring nations during the Sudanese civil war that began in the mid-'80s. Of the estimated 30,000 who left, only one third survived, many of them moved from country to country before being resettled in the United States. Communities and churches across the nation enthusiastically adopted the boys, yet once in America, they still faced the hurdle of a homeland, culture, and way of life far removed from their own. What's more, nearly 80 percent expressed that their greatest desire was to achieve a college education and return to their homeland as leaders and peacemakers.

In 2004, CCU enrolled a group of the Sons of Sudan as students in its College of Undergraduate Studies, offering them a customized program that included preliminary language training, degree studies, and academic remediation to adjust them to university-level coursework. Since then, six Sons of Sudan have graduated and one has only two courses remaining.

## CRITERION TWO: PREPARING FOR THE FUTURE

Students are given the opportunity to evaluate clinical sites, clinical faculty, and clinical experiences at the end of each clinical nursing course. Evaluation forms are distributed electronically along with the standardized CAGS course evaluation form. This data provides information to faculty regarding clinical placements, relevance of patient care experiences, competency of clinical instruction and issues with clinical site experiences. This information is frequently requested by clinical partners for evaluation purposes.

### *Social Sciences and Humanities Division*

The Master of Arts in Counseling (MAC) program collects information from practicum and internship site supervisors with respect to the counseling skills and disposition of students placed with the respective sites. Additionally, students provide evaluative information on the quality of the site and the quality of supervision received from the site supervisor. Data are collected at the end of the semester for practicum experiences and at the end of both semesters in which students are engaged in the internship experience. These data provide critical information for the faculty group supervisor who evaluates skills and dispositions and for the clinical coordinators who approve site placements.

*2C4: The College of Undergraduate Studies increased the use of assessment data in decision making at all levels.*

The College of Undergraduate Studies has made many course and program changes based on assessment data. The following are some examples of those changes.

### *Integrative Seminar*

The Integrative Seminar student evaluations from 2001 through 2007 indicated that the course was not relevant to students' chosen disciplines. Through a collaborative effort with current and former students, faculty, and each school dean, a new Integrative Seminar course was developed. Topics covered in the revised course include knowing God, knowing ourselves, loving God, serving God, finding the future, and living independently. Students complete various assessments such as StrengthsQuest Assessment, Myers-Briggs Type Indicator, BarOn EQi Assessment, and Thomas Killman Assessment. Students develop a resume, participate in mock job interviews, and prepare a budget.

With the revision of the general education core, Integrative Seminar was replaced by senior capstone courses within each academic major. Components of the Integrative Seminar are still available in a two-credit hour elective course for seniors.

Cognitive Psychology

Results of the ETS Field test in Psychology revealed that students were unprepared in the area of cognitive psychology. A course in cognitive psychology was added to the major requirements.

Leadership and Management of Organizations

A review of ETS assessment data found CCU business seniors performed below national norms. Student evaluations and interviews with business majors also revealed significant concerns about the course content. During the fall of 2009, a detailed review of the introductory management course was completed. Based upon that review, discussions with fellow faculty members, and consultation with related faculty, an extensive redesign of the course occurred. As a result of these investigations, the following changes were made:

- Redundant overlaps with Introduction to Leadership were removed.
- The primary textbook was changed to include higher level management content.
- Supplemental textbooks were changed to direct more management inquiry versus leadership supplements.
- New assignments were added to require students to research and review current influential managers such as Hamel, Peters, Gerber, Hammer, and Bardwick.
- Topic-specific study was added, and each student is now required to work with the professor on selecting a management topic, conducting a review of literature, and producing an annotated bibliography on the selected topic.
- The course was supplemented with selected videos from the Stanford Executive Series where students view keynote presentations and then respond to a prompt on their learning and perspectives.

Introduction to Management was revised to become Leadership and Management of Organizations. The students have responded favorably to this change; they now see themselves as competent in a business



President Bill Armstrong and the 2009-10 women's basketball team celebrate the successes of the season

## CRITERION TWO: PREPARING FOR THE FUTURE

### First Annual CCU Symposium Explores Faith, Family, Freedom

The 2009 CCU Symposium explored topics of faith, family, freedom, and their relationship to historical America. For two days, normal operations at the University were placed on hold to allow time for students, faculty, and staff to reflect on these core values inherent to the nation's founding and identity, and their impact in shaping the future. Guest speakers included David Barton, a scholar on America's Christian heritage; Elisa Morgan, CEO of MOPS International; Doug Bandow, a senior fellow at the CATO Institute in Washington, D.C.; and Dr. Jay Richards, author of *Money, Greed, and God*.



environment. Requests from students for private discussion sessions for follow-up questions and research assistance have increased significantly. Written response papers are more content focused and the use of management concepts to address final exam questions has become more robust.

### School of Music Courses

As a result of multiple assessments, changes to School of Music courses were made. Examples of these changes include the combining of Computers in Music with Music Theory II; content overlap in Choral Methods and the Worship Arts courses was removed; and the Sight-singing and Ear Training I-IV sequence was reorganized.

*2C5: The library has increased the use of assessment data in decision making at all levels.*

Colorado Christian University has created numerous communication pathways for the library to receive information it needs to support students and faculty. Librarians attend weekly faculty meetings to receive feedback and serve on the Curriculum Committee, the Faculty Affairs Committee, and the Student Learning and Assessment Committee. Librarians examine syllabi and make purchases to support classes. The library faculty liaison proactively collects information about what the library needs to purchase to support classes.

The library is committed to continuous improvement and regularly surveys its constituents. This constant assessment has resulted in increased hours, additional signage, major changes to the library Web site, the addition of journals on the library Web site, more student assistant training, additional e-resources, more self-service features, private instant messaging feature, tutorials both in person and on the web, and the toll-free number for adult and graduate students to contact the library for additional assistance. The IM chat reference allows all CCU students, regardless of location, to interact with the library for help with reference questions. Usage statistics and transcripts will be reviewed to determine if the service is beneficial and if hours and staffing are appropriate.

*2C6: Student Life (in the College of Undergraduate Studies) has increased the use of assessment data in decision making at all levels.*

Colorado Christian University employs the use of Noel-Levitz's Student Satisfaction Inventory for students in the College of Undergraduate Studies. The survey asks students about their satisfaction levels with registration processes, treatment by staff, campus security, the library, academic advising, financial aid, computer labs, parking spaces, facilities, tutoring, quality of instruction, disciplinary procedures, tuition and fees, freedom of expression, and accessibility of faculty.

CUS Student Life has a standing Retention Committee composed of members from Student Life, CUS faculty, IST, Financial Aid, Service Central, and the library. Based in part on data from the Student Satisfaction Inventory, the Retention Committee makes decisions to positively impact student retention. See the Evidence Library for the Student Satisfaction Inventory.

*2C7: The Office of Business Affairs and Administrative Services increased the use of assessment data in decision making at all levels.*

Since 2004, the Web Development team has run monthly reports on Web statistics to gauge visitor traffic. Beginning in 2009, the team used Google Analytics for improved information management decision making. The team also created the Search Engine Optimization project for the College of Adult and Graduate Studies in 2008 to improve the effectiveness of the CCU public Web site in garnering top spots in key Google searches. A similar initiative for the College of Undergraduate Studies was completed in 2009.

The Facilities Department improved the current work order system to survey the satisfaction of work completed. Administrative Services also implemented a customer survey for organizations that rent CCU facilities and for internal constituents who use the services of the University Communications Department. Results from these surveys are used to improve processes, services, and products.

One primary area addressed in the 2008 and 2009 employee surveys was the need for improved communication. In 2008, only 35% of employees stated that they received the cooperation and communication they needed from other teams. In response, an increased emphasis was placed on interdepartmental communication. Several committees and focus groups were formed to identify issues and various initiatives were developed to improve this communication. The Communications

## CRITERION TWO: PREPARING FOR THE FUTURE

Oversight Group was created with representatives from across the University who meet monthly to communicate projects and current events.

On the 2009 employee survey, employee satisfaction with interdepartmental communication increased to 50%. This 15% improvement, which is a significant improvement in a year's time, is still not satisfactory. CCU will continue to identify opportunities to improve communication and cooperation among the University's various departments.

**Core Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

*2D1: All academic programs and business units engage in strategic planning that align with the mission documents.*

To align all activities with the University's Strategic Objectives, each division, school, and department identified how it was meeting and implementing these objectives. To accomplish this, every area listed its core and daily activities and associated those activities with the University's Strategic Objectives. This activity provided faculty and staff the opportunity to critically examine their role in the University and how their role fits with the mission documents.

*2D2: Colorado Christian University has evidence of the implementation of strategic planning.*

### College of Adult and Graduate Studies

The College of Adult and Graduate Studies' annual performance development process focuses on accomplishing the mission of the University, creating a shared vision, and fostering employee growth and development. The core of the process is continuous quality improvement in both organizational and employee effectiveness. The performance development process facilitates teamwork through improved communication, a mutual understanding of job duties and goals, and agreement concerning employee strengths and areas for improvement.

The performance review process requires all supervisors to develop annual performance objectives directly related to each employee's

## CRITERION TWO: PREPARING FOR THE FUTURE

individual role aligned with the CCU and CAGS Strategic Planning Goals for the current year. The performance development and review process allows CAGS to evaluate progress related to the strategic plan and make necessary employee performance adjustments in order to meet the strategic plan goals.

See the Evidence Library for the CAGS Performance Planning and Development worksheet.

### College of Undergraduate Studies

Each school identifies strategies to meet the University’s Strategic Objectives and metrics for evaluating activities. The School of Education participates in planning and faculty program development meetings on a regular basis to align the school’s goals, objectives, assessments, activities, and program development opportunities with the University’s mission documents.

The following is an excerpt from a substantially larger list of goals and assessments taken from the strategic plan of the School of Theology:

<b>Strategy to Support the Objective</b> <i>Teach students how to learn</i>	<b>Metrics—How the Effectiveness of This Strategy Is Measured</b>
The four assigned papers for this course are based on Kolb’s self-learning paradigm as developed in one of the course texts, <i>Primal Leadership</i> (LED 101).	Four assigned papers about various models of leadership and how the student may want to develop his/her ability to be proficient at implementing each model.
Students learn to engage in thoughtful dialogue, challenge presuppositions, and critique scholarship (BIB/HIS 111, BIB 315, BIB 318. BIB 409).	Exams, class discussion, research assignments.
Students can apply philological methodologies toward analyzing, dissecting, and identifying grammatical features of the biblical text (HEB 101/102).	Exams, quizzes, classroom exercises.
Students learn how to approach and read dense philosophical selections.  They demonstrate not only logical but creative thinking.	Reading quizzes and questions also assess logical thinking in reading texts, and feedback on those quizzes assists students in improving their approaches to learning via philosophical texts.  Students are graded on discussion participation and creative reflection within class discussions. Listening to other students’ philosophical reflections is a component of the discussion grade as well.
Students demonstrate awareness that they have a personal stake in philosophy, both their own and those of others, and this awareness is key to true learning (PHL 202).	On the final paper, students write their individual reflection on philosophical themes and thinkers, and reflect the “stake” they have in philosophy within their paper.

*(continued on next page)*

## CRITERION TWO: PREPARING FOR THE FUTURE

Strategy to Support the Objective <i>Teach students how to learn</i>	Metrics—How the Effectiveness of This Strategy Is Measured
Students are required to demonstrate not only logical but also creative thinking. They demonstrate awareness that they have a personal stake in understanding worldviews, both their own and those of others (PHL 215).	Students are graded on discussion participation and on creative answers and logical reflection within in-class discussions. Assigned essays will also assess logical thinking and creative thinking, as well as critical interaction with other worldviews.
Students evaluate critical issues facing the church and society using theological reasoning (THE 201).	Class project on ecclesiastic models requires students to evaluate scriptural mandates in regard to church leadership structure and governance and apply these mandates in a culturally relevant manner.
Students discover how the process of observation, interpretation and application influences message preparation, and how to develop a homiletic outline from an exegetical outline (THE 306).	Students compose an exegetical, theological, and homiletical outline for the texts assigned. The process of composing these outlines equips students for a lifetime of personal study of the scriptures.
Students learn the ability to evaluate ministry methods by the standard of the Word of God (YTM 201).	Both the midterm and final exam are in essay form, necessitating the movement of information from short term to long term memory. The ability to analyze is measured in two interview write-up papers during the semester.

### Office of Business Affairs

Information Systems and Technology measures and prioritizes project requests based on their alignment with CCU's mission, vision, and Strategic Objectives. IST continues to process work orders efficiently by referring to the work order prioritization matrix. The Web Development team ensures Web messaging demonstrates the quality of CCU's academic programs and faculty and offers compelling support for the value of CCU education. IST is developing a centralized events calendar that will show all major events in advance to help departments prioritize their activities.

*2D3: There are intentional connections between strategic planning and the budget process.*

The College of Adult and Graduate Studies completes yearly strategic plans. These reflect resources needed to meet the goals of the plan. Therefore, the plan is used in the budget planning process to determine the resources needed to achieve the strategic plan. If resources are not allocated in specific areas, adjustments are made to the strategic plan. This budget planning process provides a realistic evaluation of the priority of goals in an upcoming year. See the Evidence Library for CAGS Strategic Plans.

## Strengths Related to Criterion Two

- The University significantly improved its financial position.
- Significant capital improvements have been made to the main campus and to regional and metro centers. Centers are designed with up-to-date facilities to attract and retain adult learners.
- Service Central, student service advisors, and the Life Directions Center provide personal and efficient student services.
- CAGS and CUS enrollment efforts build personal relationships with prospective students through telephone recruiting; job fairs and on-campus information sessions (CAGS); and college fairs, high school visits, and on-campus individual and group visits (CUS).
- University Communications creates award-winning promotional materials.
- CCU provides outstanding technological support services resulting in greater efficiencies, increased availability, and continuous service for constituents.
- The Office of Development supports fundraising efforts across the University to provide expertise and excellent customer service to donors.
- Ninety-five percent of CUS students receive financial assistance from the University.
- The library extends its resources beyond the physical space and operating hours by providing online resources needed by all CCU students.
- The strategic planning process addresses resources required for continued improvement in educational quality and future growth in all divisions, schools, and business units.
- Human Resources streamlined its hiring practices and procedures.

### Nursing Alum Honored with Nightingale Student Award

In April 2010, Allyson Campbell, a graduate of CCU's Licensed Practical Nurse to Associate of Science in Nursing program, was selected as the inaugural recipient of Colorado's Nightingale Nursing Student Award for Excellence in Human Caring. Campbell was nominated while still a student in the LPN-ASN program. The award was a mark of distinction for her and also for the program itself, only in its third year of operation.



### Challenges and Plans to Address Challenges Related to Criterion Two

- The implementation and assessment of strategic planning related to continued improvement in educational quality and future growth in all divisions, schools, and business units needs to be strengthened.

*Plan: Develop and implement a comprehensive strategic planning strategy for all divisions, schools, and business units.*

- While CCU has processes to receive and address student complaints in a timely manner, the institution needs to establish a systematic mechanism to track and aggregate student complaints.

*Plan: Develop a centralized archival system to track and aggregate student complaints. Divisions, schools, and business units should report this information annually.*

- CCU frequently relies on informal qualitative and anecdotal feedback to make decisions.

*Plan: Develop a systematic method to document qualitative and quantitative data and use this data in decision making at the division, school, and business unit level. Implement an assessment component that evaluates the effectiveness of changes.*

- Relocate the University or build new structures on existing campus.

*Plan: Continue to evaluate new campus feasibility as well as research and analyze current structures for long-term viability. Analyze replacement and opportunity costs to replace some existing structures.*

- Within IST there is a balance of cutting-edge technology with a constant eye towards conserving resources and using materials at hand.

*Plan: IST must set priorities over the next six months for its projects for the next three years so the department is focused on a common goal.*



## *Criterion Three: Student Learning and Effective Teaching*

**Criterion Statement:**

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

**Criterion Statement:** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**Core Component 3A:** The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

*3A1: The College of Adult and Graduate Studies aligns student learning outcomes with CCU's mission documents.*

Each of the following student learning outcomes is aligned with the University's mission documents:

- Students provide insightful discussion related to course content supported by readings, course material, and personal experience.
- Students critique and evaluate theories, concepts, principles, and practices in a particular content or discipline from a biblical worldview perspective.
- Students demonstrate proficiency of the competencies required in their professional field.
- Students use critical and creative thinking skills to critique issues and provide solutions in their professional field.
- Students use effective writing skills as defined by the CAGS written communications skills rubric.
- Students give presentations using effective skills as defined by the CAGS presentation skills rubric.
- Students reflect on their own learning and biblical truths and apply the feedback to their personal and professional lives.
- Students apply a proficient body of new knowledge and skills synthesized with prior knowledge and skills in a particular content or discipline to serve and influence their workplaces, families, and communities.

See the Evidence Library for CAGS Curriculum Alignment Tables.



Students in the Outdoor Leadership Program learn practical leadership skills applicable in any context

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

*3A2: Each division in the College of Adult and Graduate Studies aligns student learning outcomes with the mission documents.*

Each of the following student learning outcomes is aligned with the University's mission documents:

### *Business and Technology Division*

1. Students engage with the community of faculty who seek to honor and obey Jesus Christ to advance God's purpose in the life of the student.
2. Students examine business or technology theories, concepts, principles, and practices from a biblical worldview.
3. Students demonstrate business or technology knowledge and skills in depth and breadth.
4. Students demonstrate critical and creative thinking skills in applying business or technology knowledge and skills through effective written communication and/or presentation skills.
5. Students reflect on their own learning and biblical truths with the goal of cultivating a faith that embraces Christ as the authentic center of life.
6. Students apply a proficient body of new knowledge and skills synthesized with prior knowledge and skills in business or technology to serve and influence their workplaces, families, and communities.

### *Curriculum and Instruction Education Division*

1. Students engage with the community of faculty who seek to honor and obey Jesus Christ to advance God's purpose in the life of the student.
2. Students examine educational theories, concepts, principles, and practices from a biblical worldview.
3. Students demonstrate a body of educational knowledge and skills in depth and breadth.
4. Students demonstrate critical and creative thinking skills in applying a body of educational knowledge and skills through effective written and/or presentation skills.
5. Students reflect on their own learning and biblical truths with the goal of cultivating a faith that embraces Christ as the authentic center of life.
6. Students apply a proficient body of educational knowledge and skills to serve and influence their schools, workplaces, families, and communities.

Nursing and Sciences Division

**Associate of Science in Nursing**

1. Students participate in thoughtful discussions related to professional nursing practice supported by readings, course material and personal experience.
2. Students evaluate nursing concepts, principles and practices from a biblical worldview to impact nursing practice.
3. Students provide safe, high-quality, contemporary nursing care to diverse populations through the lifespan within the professional nurse's scope and standards of practice.
4. Students demonstrate critical thinking skills in clinical nursing practice.
5. Students demonstrate effective verbal and written communication skills in nursing practice.
6. Students reflect on their own learning and biblical truth in relation to Christian values and caring behaviors to enhance their personal and professional lives.
7. Students apply nursing standards of professional performance to serve and influence their workplaces, families, and communities.



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**Bachelor of Science in Nursing**

1. Students engage in lifelong learning, spiritual formation, and professional development to support professional transformation, excellence in professional practice, the Christian nursing community and engagement with the world.
2. Students synthesize biblical truth, liberal education, and the art and science of nursing to impact professional nursing practice.
3. Students exhibit professionalism based on a Christian worldview and within the ethical and legal framework of the nursing practice.
4. Students demonstrate the knowledge, skills, and attitudes of baccalaureate generalist nursing practice in the compassionate holistic care of individuals, families, groups, communities, and populations.
5. Students advocate for consumers and the nursing profession by understanding health care policy, finance, regulatory environments and global health issues.
6. Students practice evidence-based nursing in and across environments, cultures, and lifespan to improve health outcomes.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

7. Students utilize effective communication while collaborating within an interdisciplinary healthcare team to optimize population health.
8. Students manage information and patient care technology in the delivery of quality nursing care.
9. Students implement trans-cultural nursing care by examining cultural dynamics of a global society for clinical prevention and improved population health.
10. Students provide moral leadership within organizations and health care systems for quality care, patient safety, and improvement of the healthcare environments.

### *Social Sciences and Humanities Division*

1. Students engage with the community of faculty who seek to honor and obey Jesus Christ to advance God's purpose in the life of the student.
2. Students examine theories, concepts, principles, and practices in the social sciences and humanities from a biblical worldview.
3. Students demonstrate a body of knowledge and skills in-depth and breadth in the social sciences and humanities.
4. Students demonstrate critical and creative thinking skills in applying a body of knowledge and skills in the social sciences and humanities through effective written communication and/or presentation skills.
5. Students reflect on their own learning and biblical truths with the goal of cultivating a faith that embraces Christ as the authentic center of life.
6. Students apply a proficient body of new knowledge and skills synthesized with prior knowledge and skills in the social sciences and humanities to serve and influence their workplaces, families, and communities.

See the Evidence Library for CAGS Curriculum Alignment Tables.

*3A3: The College of Undergraduate Studies developed a general education program aligned with the mission documents of the University.*

The University's Strategic Objectives influenced course content in disciplines students must master to become informed citizens. Colorado Christian University places these topics at the core of what students study and learn. All general education courses are aligned with the University's Strategic Objectives. Six courses are specifically designed to develop informed citizens: Western Civilization, American History,

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Political Science, Economics, Worldviews: Philosophical and Religious Perspectives, and Great Issues of the 21st Century.

The general education program consists of 57 hours of coursework distributed as follows: biblical studies (12 hours), communication (12 hours), arts and humanities (9 hours), social science (15 hours), integrative studies (3 hours), mathematics (3 hours), and natural science (3 hours).

*3A4: The College of Undergraduate Studies developed a general education honors emphasis.*

The CUS general education honors emphasis includes the following six courses: Western Civilization–Honors, American History–Honors, Political Science–Honors, Economics–Honors, Worldviews: Philosophical and Religious Perspectives–Honors, and Great Issues of the 21st Century–Honors.

Trustees' and President's Scholarship recipients are invited to enroll in general education honors emphasis courses. The honors emphasis consists of advanced courses of study that include readings of original documents attendant to the founding of the United States, field trips to state and local government offices, primary source material, debates, and guest speakers who are experts in the pertinent field of study. This is a special opportunity to learn in a small community of students who appreciate and benefit from a reflective level of discourse regarding the great issues in the shaping and developing of Western traditions. The student's transcript will identify completion of this CUS general education honors emphasis when four of the six honors courses are completed. Students will receive a certificate from the University acknowledging their achievement.

*3A5: The College of Undergraduates Studies' general education program and general education honors emphasis aligns student learning outcomes with Colorado Christian University's mission documents.*

Students demonstrate a broad foundational knowledge of the liberal arts, sciences, and biblical studies in alignment with the mission documents.

The Student Learning Assessment Committee administers and evaluates essays by freshmen in the First Year Integration (FYI) course. The general

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

education assessment essay was created to determine whether students could construct and defend a global issue from a Christian perspective. Students were expected to compose an essay with appropriate structure, adequate development, and proper use of the mechanics of written communication. The essay was also evaluated for the integration of faith and learning.

In terms of written skills, the following learner objectives were developed:

- Student will demonstrate originality of thought and clear awareness of audience and task.
- Student will utilize relevant and specific evidence, focused details, and demonstrate a depth of analysis and development of ideas. He/she will show an awareness of other points of view while maintaining his/her own perspective.
- Student will demonstrate a clear and logical flow of ideas with thoughtful paragraph order and clear, smooth transitions.
- Student will demonstrate precise language through effective word choice, original voice, variety of sentence structures, appropriate pronoun references, subject-verb agreement, and proper mechanics, including spelling, capitalization, and punctuation.

Learner objectives in the area of faith and learning are as follows:

- Student will use biblical passages to address the identified issue.
- Student will present arguments that are logical, that recognize and evaluate differing perspectives, and that are based on supporting evidence.
- Student will demonstrate how Christian theology applies to the identified issue.
- Student will describe how his/her personal values, ethics, and perspectives regarding the issue have been discerned from his/her Christian faith.
- Student will explain how his/her lifestyle choices regarding the issue reflect the congruity between his/her faith and actions.

*3A6: The College of Undergraduate Studies clearly identifies student learning outcomes that are aligned with the mission documents.*

In addition to the CCU general education student learning outcomes, students who graduate with a bachelor's degree will demonstrate the following competencies:

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

- School of Business and Leadership graduates will demonstrate business knowledge in the areas of finance, macroeconomics, microeconomics, financial and management accounting, marketing, and computer information systems.
- School of Education graduates will demonstrate competency in their major offered by the School of Humanities and Sciences (elementary education-liberal arts, secondary education-English, -history, -general science, or -mathematics) or offered by the School of Music (music education K-12). Additionally, students graduating with a bachelor's degree as part of the teacher licensure programs in the School of Education will demonstrate and document proficiency in teaching in 45 performance based standards for Colorado teachers, passage of the state endorsement area licensure exam, as well demonstrate positive impact on K-12 student academic learning through an implemented teacher work sample Action Research Project.
- School of Humanities and Sciences graduates will demonstrate a depth and breadth of knowledge and have the ability to apply that knowledge in their chosen major field.
- School of Music graduates will demonstrate cognitive, behavioral, and affective learning outcomes specific to their chosen major field.
- School of Theology graduates will demonstrate a depth and breadth of knowledge and have the ability to apply that knowledge in their chosen major field.
- First Year Integration students demonstrate competency in their lives as learners, community members, and individuals.

See the Evidence Library for complete listing of student learning outcomes for each major and the Core Tenets of First Year Integration.

*3A7: Student Life (in the College of Undergraduate Studies) aligns student learning outcomes with the mission documents.*

Student Life established Hopes for Our Students, which outline learning outcomes for CCU students living in community. For example, CCU hopes its students will develop competence in their spiritual, academic, and personal abilities; form and sustain good relationships; develop a sense of gratitude for what has been given to them by their family, by God, and by friends; and take responsibility for their own growth. These Hopes guide programming, services, and the allocation of resources.

### CCU2theWorld Serves in Poland

In the last decade, the CCU2theWorld missions program has sent over 100 short-term, student-led teams to more than 30 countries, where students serve along with faculty and staff members in relational evangelism, work projects, teaching, sports outreach, and more. A team serving in Poland helped clean and renovate a youth camp that formerly served as a retreat for the communist party, and then worked with children in local churches and schools. During the trips, faculty and staff assist where needed, but mostly spend time as an equal member of the team. Faculty and staff leaders and students grow personally and spiritually during the trips as they serve alongside one another.



## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Although not an academic educational program, Residence Life has set Marks of Maturity as learning outcomes for its programs offered for on-campus residents. These Marks of Maturity serve as the learning outcomes which guide Residence Life programming efforts. Each of these goals is connected to the mission, vision, and Strategic Objectives. The Marks of Maturity document lists specific objectives for first, second, third, and fourth year students. See the Evidence Library for the Marks of Maturity document.

*3A8: The College of Adult and Graduate Studies fulfills a yearly assessment plan to measure student learning outcomes.*

Over the past ten years, the College of Adult and Graduate Studies has made major strides in developing a culture of assessment. Since 2003, CAGS has established a cadence of data gathering and analysis. These data and analyses are used to modify curricula and instructional strategies to improve student learning. The assessment of student learning is linked with program learning goals for each academic division and the University's mission documents.

The resources dedicated to student learning assessment have also improved over the past 10 years. The responsibility for student learning assessment has expanded and includes general CAGS student learning outcomes and content specific assessment at the degree program level. In 2007, CAGS added an assessment coordinator to oversee student learning assessment. The coordinator supervises the general assessment plan, provides assessment data to the academic deans, oversees the course evaluation process, and provides assistance to academic divisions in the development, implementation, and modification of program assessment plans. With the addition of four academic deans over the past three years, the development of a solid content specific assessment has emerged.

Currently, the assessment oversight responsibility is assigned to the academic deans and the Coordinator of Assessment. In most cases, the data collected from students reflect pre- and post-assessment. When pre- and post- assessment is not collected, the assessments reflect demonstration of student competency. The academic deans execute division assessment plans yearly. The Coordinator of Assessment implements the general assessment plan. The academic deans and Coordinator of Assessment prepare yearly reports documenting the data collected, data analysis, and recommendations for improvement to curricula and instructional strategies.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The academic deans, Coordinator of Assessment, and Assistant Vice President (AVP) of Academic Administration meet on a regular basis throughout the year to discuss the assessment process and improvements to this process. The AVP of Academic Administration meets with the Deans Council at the end of the assessment cycle to discuss findings relevant across all academic programs. The collaboration between the academic deans, the Coordinator of Assessment, and the AVP of Academic Administration provides a strong platform to use student learning data in improving student achievement.

See the Evidence Library for assessment plans.

*3A9: The College of Undergraduate Studies fulfills a yearly assessment plan to measure student learning outcomes.*

The College of Undergraduate Studies follows a yearly assessment cycle for collecting data, analyzing data, making recommendations for improving student learning based on the data, and reporting the assessment activities and progress to the University's Student Learning and Assessment Committee.

Historically, the College of Undergraduate Studies executed an assessment plan beginning with the administration of the faith and learning essay pretest to all freshmen in the First Year Integration class during the fall semester. Students complete an academic major pretest in each school's introductory level courses. For example, communication majors complete the communication major pretest in Interpersonal Communication. Business majors complete the business major pretest in Introduction to Business, Management, and Ethics. All seniors took Integrative Seminar as their capstone course and completed both the faith and learning essay posttest and the posttest for their major during this course.

With the recent change in general education requirements, Integrative Seminar was replaced with a discipline-specific capstone course. The faith and learning essay posttest is now a graded assignment in each of these capstones. The faith and learning pretest is still completed in the First Year Integration course and the major pretest is completed in a discipline-specific introductory level course. See the Evidence Library for the assessment schedule.



HR celebrates "Christmas morning" with its sponsored freshman stairwell, the Quik Stop

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

### Assessment of the General Education Curriculum

CCU's past assessment of the general education curriculum was the faith and learning essay. CCU is no longer satisfied with using this essay to assess the University's general education curriculum. Therefore, the general education curriculum will be assessed by the Collegiate Learning Assessment (CLA) instrument. The CLA is an instrument that has been extensively researched by several institutions and is currently used by 240+ universities and colleges, both public and private. It measures critical thinking, analytical reasoning, problem solving, and written communication. The CLA is designed as a "value-added" instrument assessing the University's contribution to students' cognitive development. The CLA "poses real-world problems that students must address by analyzing materials, evaluating evidence, synthesizing information, drawing conclusions, and constructing their own arguments for or against a particular position." This assessment uses the students' SAT or ACT scores as a control measure and "reports whether the students as a group perform at, above, or below expected levels." The results of the CLA can be used to track student outcomes and form a point of reference for comparison with results from similar institutions. The institution is the point of reference rather than each student so the focus is on the contributions of the University to the cognitive development of the students. (Council of Independent Colleges (2008). *Evidence of learning: Applying the Collegiate Learning Assessment to improve teaching and learning in the liberal arts college experience*. Washington, D.C.: Council of Independent Colleges).

In order to have representative data for analysis, 200 students will participate in a cross-sectional design. One hundred freshmen will take the CLA in the fall semester and 100 seniors will complete the CLA in the spring semester. Each school dean, in collaboration with the faculty of the school, will review the results of the CLA. Deans will report any recommended revisions in the general education curriculum to the College of Undergraduate Studies Deans Council, which incorporates revisions as warranted and as resources allow. The Student Learning and Assessment Committee will revise the College of Undergraduate Studies General Education Assessment Plan as necessary to reflect changes made to the general education curriculum.

See the Evidence Library for the College of Undergraduate Studies General Education Assessment Plan.

*Assessment of Majors***School of Business and Leadership**

The School of Business and Leadership uses the Education Testing Service (ETS) Major Field Test to evaluate the bachelor's degree in business program. A pretest is given to students in the Introduction to Business, Management, and Ethics class and the posttest is given to seniors in the capstone course. The school also uses SAT and ACT scores to assess the key mathematics knowledge of incoming freshmen. The school faculty meet to discuss the results and implications of the ETS results. The school writes the yearly School of Business and Leadership Annual Assessment Report that includes the recommendations for changes to the curriculum and the School of Business and Leadership Assessment Plan.

**School of Education**

The School of Education uses multiple assessments to gauge student progress over time. Ultimately, all teacher candidates must take and pass the PLACE or PRAXIS II in order to become a teacher. The PLACE and PRAXIS II assess students' preparation in academic content knowledge. The assessment coordinator of the School of Education submits a Title II report to the Colorado Department of Education to verify the pass rate on the PLACE or PRAXIS II exam, the total number of students, and the student-faculty supervisor ratio. In the 2007-08 school year, 100% of CCU teacher candidates passed these tests. The School of Education must remain in compliance with various state regulations. As such the curriculum for CCU's teacher candidates is under continuous review.

**School of Humanities and Sciences**

The School of Humanities and Sciences offers bachelor of arts majors in the disciplines of communication, English, global studies, history, liberal arts, psychology, and social science, as well as bachelor of science majors in biology, mathematics, and science. The Annual Assessment Report from each department is presented to the Dean of the School of Humanities and Sciences and includes any curricular and evaluative recommendations. From the review by the Dean, necessary revisions in the majors are identified and incorporated as warranted and as resources allow. The School of Humanities and Sciences Assessment Plan is revised as necessary to reflect changes warranted by the Annual Assessment Reports from each department. The following are the specifics of the assessments used for each of these majors.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

A summary report of biology major scores on the ETS Major Field Test for Biology pretest and posttest is part of the School of Humanities and Sciences Annual Assessment Report to the University each year. The ETS Major Field Test in Biology pretest is administered to students enrolled in Biological Principles. The ETS Major Field Test in Biology posttest is administered to students enrolled in Bioethics, the senior capstone course. The faculty of the Department of Natural Sciences and Mathematics are responsible for evaluating the results of the ETS test and the various course exams and papers as to whether students are meeting the learning outcomes of the major.



Employees have fun at Field Day

The Department of Communication developed the CCU Major Field Test in Communication since there is no ETS Major Field Test for communication majors. This test includes a combination of multiple choice and essay questions that cover the full range of knowledge required in the core major classes as well as giving students the opportunity to analyze, synthesize, and apply knowledge. It is administered to students enrolled in Nonverbal Communication. The CCU Major Field Test in Communication posttest is administered to students enrolled in either Organizational Communication or Advanced Interpersonal Communication. The Department of Communication faculty are responsible for evaluating the results of the CCU test and the various course exams and papers to determine whether students are meeting the learning outcomes of the major.

The ETS Major Field Test for Literature in English is used as the pretest and posttest for English majors. It also provides a comparison between CCU student results and national results. The pretest is administered to all Introduction to Creative Writing students. The posttest is administered to all History and Structure of the English Language students, the senior capstone course for English majors. The faculty of the Department of English are responsible for evaluating the results of the ETS test and the various course exams and papers as to whether students are meeting the learning outcomes of the major.

The Department of Social Sciences developed the CCU Major Field Test in Global Studies since there is no ETS Major Field Test in global studies. This test includes a combination of multiple choice and essay questions that cover the full range of knowledge required in the core major classes as well as give students the opportunity to analyze, synthesize, and apply knowledge.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The pretest is administered to students enrolled in Introduction to Global Studies. The posttest is administered to students enrolled in Global Engagement, the senior capstone course. The faculty of the Department of Social Sciences are responsible for evaluating the results of the CCU test and the various course exams and papers to determine whether students are meeting the learning outcomes of the major.

As of 2010, the ETS Major Field Test in History is no longer published. The Department of Social Sciences will develop a CCU Major Field Test in History. This test will include a combination of multiple choice and essay questions that cover the full range of knowledge required in the core major classes as well as give students the opportunity to analyze, synthesize, and apply knowledge. The pretest is administered to students enrolled in *The West and the World*. The posttest is administered to students enrolled in *Historiography*, the senior capstone course. With the implementation of the CCU Major Field Test in History, the faculty of the Department of Social Sciences will become responsible for evaluating the results of the CCU test and the various course exams and papers to determine whether students are meeting the learning outcomes of the major.

The Liberal Arts major is an interdisciplinary program of study designed to provide a broad exploration of the ideas, values, issues, and heritages of civilization. The major requires that each student declare an emphasis in English, communication, global studies, history, political science, or psychology. Depending upon the declared emphasis, the liberal arts major will either complete an ETS Major Field Test in the discipline or a CCU Major Field Test designed by the faculty of the department. For example, students who declare an English emphasis will complete the ETS Major Field Test for Literature in English as if they were English majors (see above). Students who declare a communication emphasis will complete the CCU Major Field Test in Communication as if they were a communication major. The faculty of the department where the declared emphasis resides are responsible for evaluating the results of the ETS or CCU test and the various course exams and papers to determine whether students are meeting the learning outcomes of the major.

Colorado Christian University has formed a relationship with the Colorado School of Mines that enables those CCU mathematics students who have a 26 ACT in mathematics or an equivalent SAT mathematics score to participate in selected Colorado School of Mines courses in order to complete the Bachelor of Science in Mathematics. For Secondary Education—Mathematics students, all mathematics courses are taken



### CCU Features Prominent Honor Societies

At an awards ceremony in April 2010, Dr. Daniel Sher, outgoing president of the National Association of Schools of Music, awarded CCU a campus chapter of the national Pi Kappa Lambda music honor society. Three CCU students were inducted into the society during the ceremony, along with six faculty members as charter officers. Currently, the University's College of Undergraduate Studies also offers membership in the Omicron Delta Kappa (leadership), Sigma Tau Delta (English), Pi Lambda Theta and Kappa Delta Pi (education), and Eta Beta Rho (Hebrew language/culture) honor societies.

The College of Adult and Graduate studies has chapters of the Alpha Sigma Lambda honor society, as well as Delta Kappa Gamma, an honor society for future educators. Alpha Sigma Lambda supports the academic growth and achievements of working adults, and in 2010, 44 inductees were invited to join the CAGS chapter, Sigma Nu.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

at the Colorado School of Mines except Foundations of Geometry and History of Mathematics, which are taken at CCU. The ETS Major Field Test in Mathematics pretest is administered to students when they are enrolled in Calculus I. The ETS Major Field Test in Mathematics posttest is administered to students enrolled in History of Mathematics. The faculty of the Department of Natural Sciences and Mathematics are responsible for evaluating the results of the ETS test and the various course exams and papers to determine whether students are meeting the learning outcomes of the major.

The ETS Major Field Test in Psychology pretest is administered to students enrolled in General Psychology. The ETS Major Field Test in Psychology posttest is administered to students enrolled in History and Philosophy of Psychology, the senior capstone course. The Department of Psychology faculty are responsible for evaluating the results of the ETS test and the various course exams and papers to determine whether students are meeting the learning outcomes of the major.

Since the science major requires several courses in biology, the department utilizes the ETS Major Field Test in Biology. The ETS Major Field Test in Biology pretest is administered to students enrolled in Biological Principles. The ETS Major Field Test in Biology posttest is administered to students enrolled in Bioethics, the senior capstone course. The faculty of the Department of Natural Science and Mathematics are responsible for evaluating the results of the ETS test and the various course exams and papers to determine whether students are meeting the learning outcomes of the major.

The social science major requires that each student declare an emphasis in global studies, history, political science, or psychology. Depending upon the declared emphasis, the social science major will either complete an ETS Major Field Test in the discipline or a CCU Major Field Test designed by the department faculty. For example, students who declare a psychology emphasis will complete the ETS Major Field Test in Psychology as if they were psychology majors (see above). Students who declare a global studies emphasis will complete the CCU Major Field Test in Global Studies as if they were a global studies major. The faculty of the department where the declared emphasis resides are responsible for evaluating the results of the ETS or CCU test and the various course exams and papers to determine whether students are meeting the learning outcomes of the major.

**School of Music**

The School of Music administers several assessments throughout the year. The school produces an assessment report at the end of each academic year. Students take assessments before and after course sequences. These assessments include a written music theory assessment, an aural music theory assessment, applied competencies assessments, and a music history assessment. Seniors prepare a senior thesis paper. Senior exit interviews gather feedback from students' experiences and this information is factored into future decisions.

Music core assessments include: music theory placement exam, music theory assessment exam, music history assessment exam, piano proficiency exam, and sophomore review. Critical thinking and writing assessments include: faith and learning essay, senior thesis, and philosophy paper for music education majors. Performance assessments include: graded juries, graded half and full recitals, piano proficiency exam, program assessment, student course evaluations, applied lesson evaluations, and senior exit interview. These assessments are analyzed, discussed by School of Music faculty, and revisions in the majors are identified and incorporated as warranted and as resources allow. The School of Music Assessment Plan is revised as necessary to reflect changes warranted by the Annual Assessment Report.



MAC graduates celebrate together after commencement

**School of Theology**

The School of Theology administers a pretest to measure students' general knowledge of the Bible and theology in Interpreting the Bible, students' first course as a theology or youth ministry major. These students take the same test in the spring semester of their senior year in their capstone course, Contemporary Approaches to Theology. Mean pre- and posttest scores are compared to assess student learning in biblical and theological knowledge. Additionally, each School of Theology major writes a 500 to 750 word essay to demonstrate their ability to clearly and practically address a specific, current cultural issue using their exegetical, theological, and practical ministry skills. This essay is administered in the spring semester of the student's fourth year. Two faculty members in the School of Theology read and grade each essay using a common rubric to create a consistent standard for grading.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The pretest, posttest, and essay results are reviewed by School of Theology faculty. The subsequent Annual Assessment Report includes any curricular and evaluative recommendations. Changes to the major or course revisions are identified and incorporated as warranted and as resources allow. The School of Theology Assessment Plan is revised as necessary to reflect changes warranted by the Annual Assessment Report.

See the Evidence Library for School Assessment Plans.

*3A10: The College of Adult and Graduate Studies uses multiple qualitative and quantitative measures to assess student learning outcomes.*

Each degree program's assessment plan describes the qualitative measures used to assess student learning. Currently, each degree program measures the following:

- Integration of faith and learning
- Written communication skills
- Critical thinking skills
- Critical self-reflection skills
- Presentation skills
- Discipline-specific content knowledge and skills

These skills are measured using pre- and post-essays embedded in an initial course and a capstone course. In addition, the capstone course is designed for students to demonstrate their ability to integrate knowledge, skills, and values from multiple courses. The capstone project requires the student to demonstrate understanding, analysis, synthesis, and application of content knowledge and skills. Students also have the opportunity to reflect on changes in their personal or professional life as a result of their educational experience at CCU. In some cases, students also reflect on future plans. Academic deans and faculty evaluate the capstone projects. Some degree programs such as nursing and accounting also require quantitative exams that measure competency.

CAGS divisions also use the student course evaluations to collect assessment data. The following questions on the course evaluation provide information related to a student's engagement with the learning community and changes in the student as a result of a course:

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

- I engaged in insightful discussions with my professor and fellow classmates using assigned readings, course materials, and personal experience to support the discussion.
- Did this course change any of your previously held ideas, assumptions, perspectives or attitudes? If yes, please explain.

The Coordinator of Assessment provides this feedback to the academic deans. See the Evidence Library for assessment plans.

*3A11: The College of Undergraduate Studies uses multiple quantitative and qualitative measures to assess student learning outcomes.*

The schools within CUS use quantitative tests generated by the full-time faculty or ETS. Qualitative assessment data are gathered through student portfolios, major papers and essays, digital media productions, debates, performances, interviews, and student evaluation comments. See the Annual Assessment Reports for each school in the Evidence Library.

*3A12: The College of Adult and Graduate Studies conducts student evaluations at the course level.*

At the conclusion of each course, CAGS students are given an opportunity to evaluate the professor and the course on:

- Learning experience
- Integration of faith and learning
- Instructor responsiveness
- Learning environment
- Support services
- Overall rating of instructor and course

In 2008-09, CAGS developed and implemented a systematic review of course evaluations. This review process includes the Assessment and Faculty Development teams and the academic deans. The review enables the teams to determine if action is needed in course content or faculty intervention and coaching. Follow-up assignments to the appropriate team member or academic dean are documented.

These subjective evaluations are sent to each instructor. The evaluations eventually become part of the faculty portfolio used for periodic reviews by the CAGS deans, Faculty Development, and Instructional

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Development and Assessment Department. See the Evidence Library for the course evaluation, course evaluation rubric, and course evaluation tracking spreadsheet.

*3A13: The College of Undergraduate Studies conducts student evaluations at the course level.*

At the end of every course, CUS students are given an opportunity to evaluate the professor and the course on:

- Knowledge of the subject
- Organization of the course
- Class presentation
- Evaluation
- Consultation
- Interpersonal relations
- Overall rating of course and instructor

The Pearson eCollege system is used to administer course evaluation surveys. Results of these surveys are sent to the professor. The surveys allow students to provide feedback about the course so that professors can improve instructional strategies. The evaluations eventually become part of the faculty portfolio used for the annual review by the school dean, periodic reviews of each faculty by the Deans Council, and promotion.

*3A14: The College of Adult and Graduate Studies uses assessment information to improve student learning.*

Following the collection and analysis of data, the Coordinator of Assessment and the academic deans prepare an annual assessment report for their respective division. The report includes data collected, analysis of data, and recommendations for improvements to student learning.

CAGS provides a discussion forum and reporting structure following the annual assessment process. At the end of October of each year, the Coordinator of Assessment provides a full written report on the assessment activity to the AVP of Academic Administration. Once the academic deans prepare their respective division annual assessment report, the deans and the AVP discuss the reports in the Deans Council meeting. Recommendations for improving student achievement or curricular changes are discussed and implemented where warranted

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

and as resources allow. The AVP of Academic Administration provides a final CAGS Assessment Report to the Vice President of the College of Adult and Graduate Studies.

Throughout the year, progress updates on the recommendations made in the current assessment report are submitted by the academic deans to the Coordinator of Assessment. See the Evidence Library for the CAGS annual assessment reports, the division annual assessment reports, the Status of the Annual Assessment Report Recommendations, and a summary of assessment improvements over the past 10 years.

### **Core Component 3B: The organization values and supports effective teaching.**

*3B1: Colorado Christian University values and supports effective teaching by hiring highly qualified, credentialed faculty.*

Faculty members are afforded the ranks of affiliate, instructor, assistant professor, associate professor, or professor. These rankings are based on an assessment of the faculty member's total qualifications including teaching, education, professional experience, and scholarship. Initial rank is determined by the appropriate vice president in consultation with the dean of the division or school. Professional experience may be considered in lieu of teaching experience in initial hiring and ranking within certain disciplines. Degrees recognized for rank or promotion must be earned at regionally accredited institutions and must be relevant to the area of instruction. See the Evidence Library for the Faculty Handbook.

*3B2: In the College of Adult and Graduate Studies, qualified faculty, content experts, and academic staff develop course content.*

In the College of Adult and Graduate Studies, the Curriculum Development team oversees the curriculum development model. This model includes curricular alignment of course assignments and activities, course student learning outcomes and objectives, program goals, and the CCU mission documents. The curriculum development model also includes a quality assurance process which ensures faith integration, best practices in adult higher education, and formatting and editing of course content. The process includes all new course development and revision of existing courses. The division academic deans oversee the development of course content, and the Curriculum Development team directs the alignment and quality assurance process.

### **CAGS Launches Bachelor of Science in Nursing**

In fall 2010, CCU will offer a Bachelor of Science in Nursing program. Offering instructional-clinical placements for statewide, working adult students, like no other nursing program in Colorado, the BSN will be a welcome addition to the University's already successful Licensed Practical Nurse to Associate of Science in Nursing and Registered Nurse to Bachelor of Science in Nursing programs, launched in 2007 and 2008 respectively.

CCU's nursing programs have come to Colorado at an especially critical time: government studies project the state will have 17 percent fewer nurses than needed through 2010, exceeding the national shortfall, and that the figure may grow to 30 percent in the coming decade. What's more, aspiring nurses face long waiting lists at other programs throughout the state. CCU's programs will also offer courses in two of the newest, cutting-edge medical fields: genetics and global health care.



## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The process begins with the division academic dean selecting the subject matter expert for a particular course (new courses and courses to be revised). The subject matter expert develops the course content consistent with the student learning outcomes and objectives, faith integration, and adult learning theory. Throughout this process, the academic dean and the Assistant Director of Curriculum Development review drafts and provide feedback to the developer. Once the course is completed and approved, the content is available in an online format.

*3B3: In the College of Undergraduate Studies, qualified faculty and content experts develop course content.*

In the College of Undergraduate Studies, each faculty member has been, and remains, responsible for developing and executing his or her own syllabi. There are exceptions in which faculty within a department collaborate on syllabi development. Examples of collaborative course development are the general education courses. Schools with outside agency oversight, such as music and education, collaborate within the school faculty in the development of syllabi content, processes and assessments, to assure compliance and accountability.

With the recent change in the general education curriculum, specific courses are targeted to be developed by the collaborative efforts of a team including the faculty of the department, the dean of the school where the department resides, the Vice President for Academic Affairs, the President, and additional content experts as needed. The syllabi are developed around the agreed upon “big ideas” that every student learns in each course. This provides a common syllabus for each of the targeted courses. In courses where there are multiple sections and different instructors, the common syllabus provides continuity between sections allowing students from different sections to collaborate. Since the targeted courses are part of the general education curriculum and follow a cohort model, i.e., freshmen take Western Civilization during their fall semester and American History the following spring semester, students from different sections can work together on a single project. The course content is consistent across all sections but instructors develop their own teaching strategies. This gives students the opportunity to learn in a much broader community than has been possible historically.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

*3B4: In the College of Adult and Graduate Studies, qualified faculty provide a learning environment reflecting best practices in instructional strategies for adult learners.*

Curricular content and instructional strategies in the College of Adult and Graduate Studies are in alignment with best practices in andragogical teaching and learning theory. The andragogical model, as conceived by adult-learning pioneer Malcolm Knowles, is predicated on four basic assumptions about learners. These four characteristics directly reflect, to one degree or another, the adult student's ability, need, and desire to take responsibility for their own learning:

- Adult learners seek independence. Their self-concept traverses from dependency to self-directedness. Adult learners are often self-motivated.
- Adult learners do not learn in a vacuum. They have a vast body of experiences they can draw upon to build further learning.
- Adult learners are tied to social networks. Their ability and desire to learn is often tied to their social roles. Adults want to learn things they can use in their social and work environments.
- Adult learners are performance based. Their ability and desire to learn is tied to their need to apply the things they learn immediately.

For the instructor, andragogy means that the emphasis for learning has switched from an instructor-based process to one that has at least an equal emphasis on the student. CAGS intentionally selects instructional strategies that require students to take responsibility for their own learning. Appropriate adult-based teaching methodologies include the following guidelines:

- Help adults learn what is being taught. Provide a basic, clear roadmap of the learning objective and stick to the agenda.
- Be organized. Present the material in a way that is logical to the adult student and one that emphasizes their experience.
- Avoid long lectures. The basic material is presented, and students are engaged in a focused discussion.

A rectangular sign with a dark blue background and gold lettering. The top line reads "Colorado Christian" and the bottom line reads "UNIVERSITY". The sign is mounted on a dark post.A photograph showing a view of Pikes Peak in the distance under a cloudy sky. The foreground is dark, suggesting a night or dusk setting. The sign from the previous block is visible in the foreground, partially obscuring the view.

A commanding view of Pikes Peak awaits students at the Southern Colorado Center

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

- Be practical. After the material is presented, students engage in exercises that allow adults to use the material in a practical way. Help adults take the basic knowledge they have learned and apply that knowledge to a situation that is practical, beneficial, and useful in their situation.
- Be facilitating. Adult learners have experiences and knowledge that can be shared with each other; the teacher is a facilitator of all classroom knowledge not a fountain of knowledge.
- Be varied. Lecture, small group discussion, demonstrations, brainstorming, case study, media presentations, role playing, independent study, and team or group projects all have beneficial aspects in teaching adults.

*3B5: In the College of Undergraduate Studies, qualified faculty use best practices in instructional strategies.*

Faculty meetings in the College of Undergraduate Studies focus on best practices in teaching. High-impact educational practices and Ken Bain's book, *What the Best College Teachers Do* were discussed by faculty in 2009.

The Association of American Colleges and Universities' "High-Impact Educational Practices," as defined by George D. Kuh, include the following:

1. Learning communities
2. Writing-intensive courses
3. Collaborative assignments and projects
4. Undergraduate research
5. Global learning
6. Service learning and community-based learning
7. Capstone course and projects
8. Internships

Best practices according to Ken Bain (2004) include:

1. Creating a natural critical learning environment
2. Acquiring and maintaining students' attention
3. Starting with the students rather than the discipline
4. Seeking comments
5. Helping students learn outside of class
6. Engaging students in disciplinary thinking
7. Creating diverse learning experiences

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Colorado Christian University's faculty engage students in their discipline through the high-impact and best practices discussed previously. Freshman students live and learn in community. Critical thinking is promoted when students engage the material and apply theory to practice using real-world situations. The College of Undergraduate Studies wants to be known for producing strong writers. To that end, CCU developed a Writing Lab and staffed it with professional writers and increased the number of essays and writing assignments across the curriculum.

Faculty and students collaborate on research projects and present their research at professional conferences. All majors have a capstone course that integrates faith and academic discipline. Students have opportunities to engage with their discipline in an internship. CCU places interns in the Denver metro area as well as in various states. See the Evidence Library for capstone courses, syllabi, and projects.

*3B6: Professional development for faculty in the College of Adult and Graduate Studies is designed to promote effective teaching.*

College of Adult and Graduate Studies division deans and directors are encouraged and supported financially in attending at least one professional development conference annually to maintain specialized contact with other colleagues and to keep abreast of current trends. The College of Adult and Graduate Studies' vice president purchases and assigns at least one professional book each year for all college academic deans, academic directors, and full-time faculty.

In 2001, the College of Adult and Graduate Studies had no formalized instructional development for affiliate faculty. Today, the College of Adult and Graduate Studies Faculty Development team serves both full and part-time faculty members. Approximately 350 affiliate faculty members teach in the College of Adult and Graduate Studies. This requires a concerted effort in training and professional development.

Faculty training and development is available to all College of Adult and Graduate Studies full-time and part-time faculty. Prior to being added to the faculty pool, faculty members are trained on the Pearson eCollege learning platform. Coaching is also available to all faculty who have



Students eat in the cafeteria, surrounded by flags from each country and state CCU2theWorld mission teams have served

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

specific questions regarding the instructional design or requirements of a course. The Faculty Development Coordinator may also initiate contact with a faculty member if student or academic dean feedback or course evaluation analysis indicates the necessity.

The Director of Faculty Development offers on-going opportunities for teachers to improve and develop their skills. The Faculty Development team visits each center throughout the year by offering training to all faculty members. Additionally, deans offer content and other specialized training to faculty within their respective disciplines. For instance, for the past two years, the Dean of the Business and Technology Division has offered a workshop on benefits of research and publication.

*3B7: Professional development for faculty in the College of Undergraduate Studies is designed to promote effective teaching.*

The College of Undergraduate Studies encourages professional development in the following ways:

- Providing funding for full-time and part-time faculty
- Holding school faculty meetings
- Hosting guest speakers
  - CCU Symposium
  - Strategic Objectives Workshops
  - CCU Lecture Series
- Conducting workshops
  - Faith integration
  - Mentoring students
  - Assessment
  - Best teaching practices
  - Academic rigor
- Providing opportunities for faculty to present to their colleagues in their area of expertise
- Encouraging professional development through education, conference or seminar attendance, or for materials to enhance teaching efforts
- Inviting special speakers and discussing topics relevant to academic and teaching excellence
- Recommending policies and procedures that impact faculty development through the Faculty Affairs Committee
- Discussing various teaching methods with one another at lunches and in the Academic Conference Room

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

- Recommending reading selections on educational practices
- Conducting annual faculty evaluations that include strengths and opportunities for improvement

*3B8: Professional development for Student Life staff and faculty is designed to promote effective teaching.*

First Year Integration (FYI) instructors are selected from interested full-time and part-time faculty as well as Student Life staff members with master's degrees. All FYI instructors receive training on required common elements for the FYI class. Student Life provides faculty with an FYI Training Handbook and PowerPoint presentation. See the Evidence Library for FYI Training Handbook and PowerPoint slides.

Athletic coaches and Student Life staff participate in professional development through several different conferences that focus on particular areas such as residence life, student activities, academic advising, career counseling, judicial affairs, and campus ministries. The Student Life staff also participate in ongoing training through monthly meetings to discuss current trends. Additionally, the staff meet annually in August to review the calendar for the coming year and to participate in training. In 2009, the staff covered areas such as student development theory and mentoring of students. Throughout the school year, Student Life staff meet once a month. Topics during the past year included discussions of the expectations of the generation of students entering college and an assessment of how technology affects CCU's interaction with students. The monthly meetings allow the staff to engage in discussions with colleagues from other departments within Student Life.

*3B9: Colorado Christian University evaluates effective teachers and teaching.*

The University evaluates effective teachers and teaching by collecting data from the following: course evaluations by students, peer evaluations by faculty colleagues, yearly evaluations by the division or school dean, and by creating a faculty portfolio for two year reviews, five year reviews, and for promotion.



CAGS students collaborate in learning communities

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

It is essential that each faculty member receives feedback from students. Therefore, students are asked to complete an evaluation of each course taken. Student evaluations are used to identify and explore strengths and weaknesses in the course from the student's perspective. Student evaluation results are provided to faculty members as guidelines in refining their courses and teaching methods. From time to time, deans may also interview students about their observations and experiences in various classes.



Students develop friendships with the elderly through Snappers, a ministry to local nursing homes

Regularly scheduled comprehensive evaluations and evaluations for promotion include peer reviews of syllabi, examinations, assignment sheets, and classroom instruction. Deans, as well as colleagues from other schools, may be asked to participate in formal evaluations. Between formal evaluations, faculty members are encouraged to invite other faculty members to attend lectures and review course material.

Faculty members may be considered for promotion on the basis of their achievements in the areas of teaching, scholarship, professional development, and service as described in the Faculty Handbook. Demonstrated commitment to classroom excellence, pursuit of overall personal and professional development, and contribution to a healthy spiritual climate at the University are also important considerations for promotion.

Although the University encourages faculty members to engage in research and to publish the results, the University is primarily a teaching institution and places its highest priority on excellence in the classroom. Faculty members are expected to continually endeavor to strengthen their understanding of their fields, the integration of faith and learning, and, above all, their instructional effectiveness. Faculty must exemplify the highest standards of academic integrity.

*3B10: Colorado Christian University recognizes effective teachers and teaching.*

Colorado Christian University introduces the faculty to the public through faculty spotlights on the public Web site, department Web sites, and through links to their curriculum vita and professional accomplishments.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

### College of Adult and Graduate Studies

CAGS academic deans recognize outstanding teaching of affiliate faculty. Monthly, the deans meet to review course evaluations. Using a rubric, faculty members are rated based on their course evaluations. Faculty members who rate high on course evaluations are placed on the “Gold Star Dean’s List.” These faculty members are recognized with a congratulation and thank you note from the academic dean. Each year, CAGS acknowledges outstanding contributions of affiliate faculty by selecting an affiliate faculty member of the year. The award recognizes:

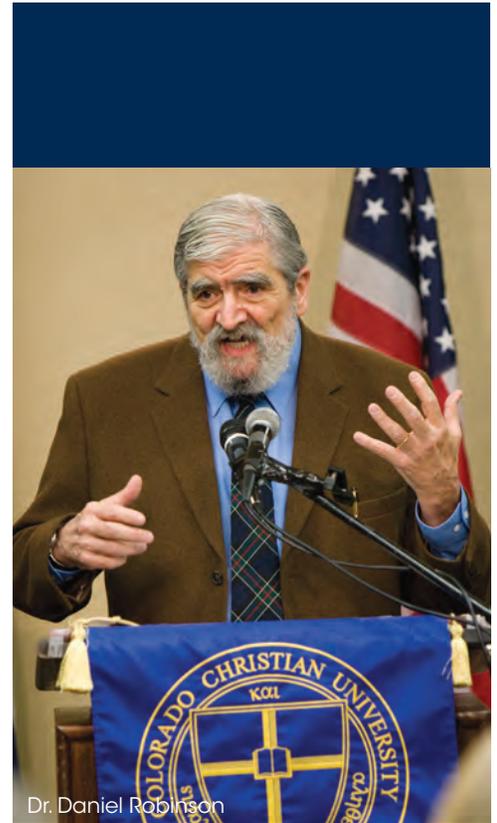
- Exemplary Christian character
- Excellence in teaching
- Commitment to the University’s mission
- Positive influence on students

Faculty members are nominated by regional and metro center staff, the global online center staff, or academic deans and staff. The nominations include a one page explanation of why the particular faculty member should be considered. The CAGS Deans Council reviews, discusses, and selects the faculty member to receive the award. The faculty member is recognized with a plaque, monetary gift, and a reception sponsored by the regional or metro center.

### College of Undergraduate Studies

The VPAA submits a yearly report to the Board of Trustees that includes faculty accomplishments such as presentations, performances, publications, workshops, and service to the community. A list of yearly accomplishments is available on the Academic Affairs Web site and in the Evidence Library.

The College of Undergraduate Studies honors faculty for years of service with gifts to honor 5, 10, 15, 20, 25, 30, and 35 years. In a recent celebration, 29 faculty members were recognized for serving at CCU for five years or longer. Four faculty members have served Colorado Christian University 20 or more years. Faculty promotions are acknowledged during the faculty convocation chapel. Annual faculty awards are presented in the areas of teaching excellence, affiliate faculty of the year, community service award, and research.



Dr. Daniel Robinson

### **Centennial Institute Draws High-Profile Speakers**

In early 2009, John Andrews, the former Colorado Senate president, joined CCU as director of its newly formed think tank, the Centennial Institute. Since then, Andrews has named a prominent list of fellows to the Institute and hosted an impressive lineup of well-known guest speakers for public events on current issues and academic thought. Institute guests have included Oxford’s Dr. Daniel Robinson; Lee Strobel, author of *The Case for Christ*; noteworthy scholars on global warming; and several panels of state senatorial and gubernatorial candidates.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Student Government Association holds annual awards to recognize students, faculty, and staff for outstanding service to the University and surrounding community; each year students acknowledge and award an Outstanding Faculty Member.

*3B11: Colorado Christian University supports innovative instructional strategies that promote student learning.*

### Classroom Response System

In 2007, the Hewlett-Packard Corporation awarded CCU funding for a project titled Technology Enhanced Classroom Collaboration and Response System. The project utilized combined technologies including a Tablet PC and a real-time classroom response system (CRS) with Windows Journal and MS Office tools (Word, Excel, PowerPoint, and OneNote) to enhance students' learning of rational problem solving and decision-making processes.

Students were presented a problem or question requiring an anonymous response. The CRS summarized the data that was then displayed for the class to interpret. Results indicated that the process greatly improved student comprehension and confidence. These positive results were presented at the Worldwide HP Technology for Teaching Higher Education conference.

With the successful implementation of the CRS in the MBA program, faculty from the School of Business and Leadership assessed the use of CRS in undergraduate courses. The CUS statistics professor examined the use of CRS in statistics classes. Data was collected and demonstrated a 15% increase in knowledge using a pre- and posttest. For a second iteration, existing educational Tablet PC software was used and the increase in knowledge using the same pre- and posttest rose to 46%. To determine if the simple use of technology was sufficient to provide these improvements, data was collected during a third iteration using Tablet PCs without specific educational software. The result was an improvement of 16% that was almost identical to the first iteration. For the next iteration, new educational software is being designed for the Tablet PCs to specifically address Millennial students' learning requirements while addressing the challenges of statistics instruction.

### Confidence Based Learning

Confidence Based Learning (CBL) is an example of how CCU incorporates innovative teaching techniques and includes an assessment component. Results of the assessment are used to make decisions as to the viability of the technique for other courses or programs. CBL is an interactive, computerized modular learning program in which the faculty member designs hundreds of multiple choice items which are presented to students in quiz formats. Students select their answer and state their level of confidence in their choice. When students answer incorrectly or answer with no confidence, the computer program provides instructional modules that assist students in learning the material necessary to answer correctly and confidently. Students may retake these quizzes as often as necessary until they get a perfect score.

Courses that have used the CBL component are Early Christian Literature, Business Communication, College Algebra, Probability and Statistics for Business and Social Sciences, World Civilization I, Biological Principles, and Introduction to Business.

There was a comparison made between College Algebra CBL sections versus non-CBL College Algebra sections and Statistics CBL sections versus non-CBL Statistics sections. In the CBL Statistics sections, students showed significant improvement, but later data showed no difference. See the Evidence Library for the results of the research.

### Pearson eCollege (eCourse, eCompanion)

Colorado Christian University uses Pearson eCollege as an online component for courses. This innovative instructional strategy extends the learning experience and environment. The benefit of using the Pearson eCollege system for CCU courses includes having feedback and resources available to students at any time. Students can readily view their academic standing by reviewing their grades. Many professors also use their course shells to post content from their courses such as PowerPoint presentations, important documents, and multimedia resources for students to download. Each shell contains information provided by the library for students to use when conducting research. It also provides an effective communication platform between the instructor and student, as well as between classmates outside the classroom environment.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

### SMART Board

The School of Education expanded its 21st century instructional technology resources on two fronts: professional training and hardware purchase. The school was awarded a UCAN Serve/AmeriCorps Teacher grant to provide workshops for 147 education students and faculty in the use of SMART Board technology to increase student academic learning. With CCU administrative support, a “Smart” classroom equipped with a SMART Board, SMART Slate, classroom clickers, document camera, and other instructional resources has been designed and education faculty have integrated usage into professional courses for fall 2010.

### Novels in the Classroom

Certain psychology courses include literature to connect theory and application from various perspectives of the same event. Novels provide a different medium for students to wrestle with psychological principles as opposed to textbooks which include clinical content and methods. For example, in the Pulitzer Prize winning novel, *Gilead*, by Marilynne Robinson, students are able to see the relationship between two people from a variety of perspectives. Students understand that the same event can be interpreted in many different ways. This improves the application of clinical skills.

### “Great Ideas” Focus Courses

Each of the faculty teaching Western Civilization, American History, Political Science, Economics, Worldviews: Philosophical and Religious Perspectives, and Great Issues of the 21st Century, agree upon 10-15 “great ideas” and focus the course around those ideas. All sections of these courses require the same textbooks, ancillary materials, and primary resource documents.

### Study Trip

The Greece Academic Study Trip occurred in the 2010 May Term. Students were academically prepared prior to the trip with readings and seminars. The trip included site visits pertinent to their studies in history, biblical studies, and theology. Students heard lectures at significant historical sites, such as a philosophy lecture in the ruins of Plato’s Academy in Athens and theological lectures in centuries-old monasteries. These lectures connected theoretical discussions with onsite experiences. Students reported a renewed passion for Scripture and history.



The Life Directions Center assists CUS students in their spiritual, academic, and social development

*Shakespeare and Acting I Curriculum*

The scope of the theatre classes offered was broadened to make them strong parts of other majors. For example, the Shakespeare course, required for English majors, is taught by the theatre faculty. It is the joint philosophical stance of the Department of English and theatre program that Shakespeare's plays are best approached through the medium for which they were written: the theatre. It relies heavily on rehearsal, memorization, and performance of monologues, sonnets, and Shakespearean scenes as a means to connect students with the intricacies of the text.

A theatre course, Acting I, was revised so that the craft of acting was taught entirely through the literature of minorities in American culture. Minority literature was explored along with economic, social, and intellectual minorities. The course, available as a major elective in communications, theology, psychology, and business, culminated in an evening performance open to the public.

*Introduction to Business*

Incoming freshman business students were invited to attend an August Term Introduction to Business class in which they were integrated into college life and the world of business. Best business practices were identified through round-table discussions with several business professionals in the community. Field trips to successful businesses heightened student awareness of the connection between theory and practice. These students performed with greater ease and self-confidence in the beginning weeks of the semester as compared to many of their peers. Several upperclassmen teaching assistants also contributed to the success of the class.

*3B12: Faculty participate in professional organizations within their disciplines.*

Faculty members are encouraged to participate in professional activities at the local and national level. See the Evidence Library for listing of professional organization affiliations. See faculty curriculum vitae for conference presentations.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

### CAGS Graduate Opens Her Own Language School to Rave Reviews

In 2006, CCU graduate student Holly Venegas launched a pilot program teaching Spanish to adult students. A former teacher in public and private schools, she grew disenchanted by miles of administrative red tape that severely limited her time spent teaching. Studying at CCU helped her pursue a desire to take teaching beyond traditional school systems and into the community. Her studies also developed her interest in adult students' unique needs, motivations, and learning styles. As of 2010, Venegas' pilot had become Spanish for Life, LLC, an immersive program that teaches through interactive activities and cultural experiences.



**Core Component 3C: The organization creates effective learning environments.**

*3C1: Colorado Christian University improved the technology infrastructure to support effective learning environments.*

#### Pearson eCollege

In addition to the services provided to students, faculty, and staff by the Information Systems and Technology group, CCU utilizes Pearson eCollege for all online course delivery. The implementation of Pearson eCollege has provided students an opportunity to be in constant contact with their courses and faculty. Pearson eCollege also offers technical assistance to all faculty and students through the Pearson eCollege help desk. The College of Adult and Graduate Studies employs a full-time staff member to provide Pearson eCollege support to its faculty. The College of Undergraduate Studies has designated support staff for eCompanion training and course development.

#### Wireless Internet Connectivity

Internet service connections for the University's main campus in Lakewood were upgraded in fall 2009, which resulted in a higher rate of service reliability and increased the University's bandwidth two-and-a-half times. Students, faculty, and staff have improved Internet connectivity with greater reliability. The residence hall network is separated from the business network, maintaining system security for business operations.

Each regional and metro center now has at least one, generally two, wireless access points installed. These stand-alone access points provide employees and students with wireless access to the Internet. They are able to use their own laptops to connect, giving them versatility outside of computer labs.

#### Data Storage

CCU also offers data storage capability through personal files (iDrive) and shared files (uDrive). Students are given an iDrive Internet storage folder that may be used for saving appropriate educational material. This drive allows students to keep their files on a secure drive that is always accessible.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Written work-related material including documents, PDF files, and spreadsheets produced by the faculty and staff of CCU are saved on the iDrive accessible to the account holder. The shared uDrive allows for files to be stored that are potentially needed inter- and intradepartmentally.

*3C2: Colorado Christian University made significant improvements to the learning environment on the main campus and its regional and metro centers.*

### Classroom Technology

CCU made significant improvements in the technology resources within each classroom to support the learning environment. Every main campus and regional and metro center classroom is equipped with a computer, DVD/VCR, sound system, and overhead projector. Science labs now have document cameras for showing live experiments on the overhead projector. To minimize the number of devices in classrooms and reduce cost and opportunity for device failure, CCU standardized and labeled computer connections to enable CAGS center staff to self-serve. Remote manageability allows the IST Helpdesk to assist and diagnose classrooms at a distance. Information Systems and Technology upgrades classroom technology on a three-year rotation and conducts periodic review of technology and computer labs.

The University provides a total of 93 public use computers for students, faculty, and staff on the main Lakewood campus and 84 public use computers at CAGS regional and metro centers throughout the state. All full-time faculty are given laptop computers, which they can bring to the classroom and connect to the teaching station, log into the Internet, intranet, and access personal files. IST provides continuous support throughout the day and evening hours.

### Library

CCU provides an extensive library of databases for students to access. An online tutorial is available to assist students in learning to access full-text, indexing, and reference databases. See the Evidence Library for a complete list of library holdings.



An IST employee helps a graduate at commencement

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

In addition to Web-based improvements, the library increased physical space, acquisitions and collections, operating hours, and the capacity for professional librarians to work individually with students or attend to students in a classroom setting. The library co-sponsors academic events to enhance learning outside of the classroom. To provide continuous quality improvement, the library regularly surveys students, faculty, and staff. Many positive changes in library operations are a result of feedback from constituents.



Students welcome local children to campus at the annual Harvest Carnival

*3C3: The College of Adult and Graduate Studies follows a cohort model of degree completion.*

The College of Adult and Graduate Studies returned to a cohort model in spring 2010 for all major degrees. The benefits to the adult students and the University include: a sustained community of learners, connections and relationships that strengthen the learning environment, accountability, students working together to achieve a common goal, persistence and retention, and assuring optimum course sequencing. The cohort begins their major course work as a group and follows the major course sequence, completing their degrees together.

*3C4: The College of Adult and Graduate Studies provides global online learning to increase access to the learning environment.*

The global online learning environment is one way CAGS addresses unique needs of adult learners. Every CAGS course, in-seat and online, offers an online component through the Pearson eCollege learning platform. For all courses, the online component allows access to course materials at all hours of the day, every day of the week. The global online learning environment allows flexibility that enables the adult student to complete course work while maintaining professional and personal responsibilities. For online courses, students have access to the course any time and any place. This removes the location barrier and expands the available learning environment worldwide. One example of this benefit is the ability of military students to continue their education and complete their degrees while deployed.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

*3C5: The College of Adult and Graduate Studies recognizes learning experiences outside the classroom.*

CAGS allows students to acquire academic credit for learning outside the college classroom through CLEP and DSST exams and Prior Learning Credit. The exams are offered to adult learners at three CAGS Centers: Western Colorado, Southern Colorado, and Northern Colorado. Exams are computer-based and proctored by trained full-time staff following testing security guidelines set forth by the College Board and Prometrics. The Transfer Credit Evaluation and Advising Manual includes the CAGS approved exam to course equivalency matrices. Students may complete up to 45 credit hours of CLEP and DSST toward a bachelor's degree. Credit hours are considered transfer credits and are subject to the CAGS Residency Policy. See the Evidence Library for Transfer Credit Evaluation and Advising Manual.

CAGS undergraduate students may acquire credit for non-collegiate experiential learning through the Prior Learning Credit (PLC) course. Students submit a portfolio for credit evaluation. The course is modeled after quality standards set forth by the Council of Adult and Experiential Learning (CAEL), *Assessing Learning: Standards, Principles & Procedures*, 2nd ed. by Fiddler, Marienau and Whitaker (2006) and guidelines taken from the Middle States Commission on Higher Education policy statement "Assessing Prior Learning for Credit" adopted by HLC with permission. The guidelines address philosophical and procedural aspects of ensuring clarity and quality prior learning credit opportunities for adult learners and closely mirror those of CAEL and *Assessing Learning* (2006). CAGS undergraduate students may apply up to 15 credit hours toward the Associate of Arts in General Studies degree and 31 credit hours toward a bachelor's degree. Credits from prior learning are considered transfer credits and are subject to the CAGS Residency Policy.

Students who earn a C- or better in the Prior Learning Credit course may petition for credit through the assessment of learning process. Following the standards of CAEL, credit may be awarded for the documented learning experience. The student pays a per credit hour fee for the evaluation process, whether or not credit is awarded. See the Evidence Library for the Prior Learning Credit syllabus.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

*3C6: The College of Adult and Graduate Studies provides an integrated seminar for undergraduate students to increase the education and experience missional to Colorado Christian University.*

CCU recognizes the diverse educational needs of adult learners and desires that all who enroll at CCU receive the quality education and experience missional to CCU. That is why the College of Adult and Graduate Studies developed and initiated the Adult Studies Seminar in the spring of 2008 for all new adult undergraduate students, with the exception of nursing students, who receive these learning outcomes in the LPN-ASN: Bridge Course and the Foundations of Professional Practice course.

In these courses, CAGS students improve their writing skills; develop academic goals; become familiar with CCU and CAGS policies and procedures; gain insight into personal learning styles, characteristics, and preferences; and examine their spiritual beliefs as they relate to their personal and vocational journey. In the process of completing assignments and engaging in classroom or online discussions, students are challenged to assess their fears and ability to overcome obstacles, with the intent to establish a model of persistence through degree completion.

At the request of past students and in recognition of today's economic challenges, along with the high cost of a private college degree, Adult Studies Seminar introduced an important financial literacy curriculum to new undergraduate students. This new curriculum was implemented in spring 2010 through Financial Peace University and is the first step in a larger financial literacy service which the University will eventually offer to all CAGS students.

Baseline data tracked whether students who completed the Adult Studies Seminar in the spring 2008 semester were still enrolled in the summer of 2009. Data indicated a 50% retention rate. No other correlations were drawn as to whether Adult Studies Seminar had a direct impact on retention. Research indicates that adult students who are equipped to function competently in an educational environment persist over those who were not prepared for the environment. Data collection will continue to provide future comparisons with the goal of eventually developing further correlations.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

*3C7: The College of Undergraduate Studies created the Writing Lab to ensure students develop critical writing skills.*

Directed by the University Strategic Objective, “Teach students how to speak and write clearly and effectively,” the Student Learning and Assessment Committee reported to the Deans Council that a comparison of the pretest and posttest Faith and Learning Essays over several years indicated only a marginal improvement in writing quality. A closer examination of writing performance at CCU included:

- Surveying faculty and academic departments to find out what specific problems and needs they perceived.
- Obtaining information from peer institutions from the Council of Christian Colleges and Universities and Colorado institutions to determine best practices in teaching writing.
- Surveying students to discover their concerns about writing.
- Analyzing the gathered information and making recommendations.

A recommendation from the review included the need to assess student writing ability in order to place them in appropriate level composition classes, e.g., Advanced English Composition for highly qualified students, English Composition for most freshmen, English Composition (Basic) for students needing focused assistance. Furthermore, students must complete the first composition course with at least a grade of C in order to enroll in the second composition course, Research Writing. Students must complete both composition courses early in their academic career. To that end, students are advised to complete these courses by the end of the first semester of their sophomore year.

Perhaps one of the most important results of the review was that the Writing Lab was created and staffed with a director who also has a faculty appointment. Trained student tutors staff the Writing Lab to assist peers with their writing. Both the director and tutors offer periodic writing workshops to students and faculty.

Students have used the Writing Lab to receive help on grammar, thesis statements, style, formatting, voice, among other writing concerns. Improvement was noted for those students who received assistance. However, the overall student writing level was not significantly improving based on faculty data. Therefore, the Writing Initiative was formed to identify weaknesses in freshman writing samples.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Two affiliate faculty were hired to assess four writing samples from the First Year Integration sections during the fall semester and four writing samples from the spring American History sections. Each of the eight papers was scored for content and grammar, and a narrative feedback was provided to the student author. From these samples, recommendations for workshops were made to the Writing Lab Director. Special workshops were held for students making consistent writing errors. Improving student writing skills remains a priority and the University will maintain the Writing Lab and Writing Initiative. See the Evidence Library for results of the Writing Initiative.



School of Education students are prepared through student teaching

*3C8: The College of Undergraduate Studies follows a course rotation model that improves the learning environment.*

In 2008, the consulting firm Noel-Levitz identified several problematic areas in attracting and retaining excellent students. As a result of this study, the College of Undergraduate Studies began a self-study which included information gathering sessions of faculty, students, school deans, the President and Cabinet, the Life Directions Center, Service Central, and IST. From these resources, the deans began a process of addressing curriculum-related student issues. The following list is an example of those concerns:

- Transfer students found it difficult to complete a major within three years.
- Many majors had curriculum requiring too many credit hours to complete in a timely manner.
- Student advising became difficult with many and frequent catalog changes to majors and courses.
- eAdvising technology was available, but not utilized as a result of frequent catalog changes.
- Courses within some majors had too much content overlap.
- Inconsistent course rotation schedule led to under-enrolled classes.
- Frequent changes in requirements for majors led to many course substitutions and directed studies, resulting in a devaluation of the major.

In order to find a solution to the problems listed above, the deans and faculty began a self-study on all academic majors. Data were gathered including the history of course offerings for the previous four years,

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

the number of sections of each course offered, the number of students enrolled in each section, and the capacity of each section. Additional information gathered included the number of students in each major and the effects of any planned revisions.

The findings of the self-study revealed majors with 54 credit hours, many courses with low enrollment, courses with multiple sections with low enrollment, and several courses with content overlap. Deans and faculty collaborated, evaluated, debated, and discussed the needed changes. The products of this process provide more flexibility for students, easier planning, and the opportunity to take advantage of available technology. The University now has the capability, through eAdvising, to have all advising components online, which provides a tremendous service to CCU's students.

Once the majors were revised, meetings with stakeholders including the President, CFO, Vice President for Academic Affairs, Director of IST, Director of the Life Directions Center and academic advisors, University Registrar, Service Central representatives, and Admissions identified different perspectives regarding course rotations. Through this collaborative process, a four-year course rotation was implemented.

*3C9: Colorado Christian University recognizes effective learning and teaching as evidenced by student persistence.*

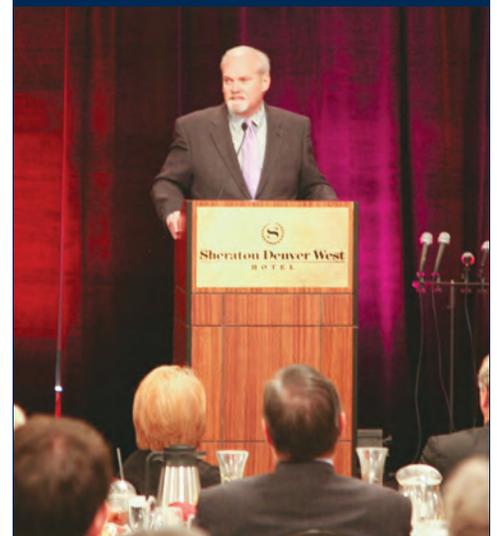
IPEDS for the University indicate a consistent retention rate of 85% ± for first time freshman bachelor's degree-seeking, full-time students (30 credit hours per year). The data include some College of Adult and Graduate Studies students and some College of Undergraduate Studies students. For part-time students the rate is also 85% ±. No transfer students are included in the data.

In addition to this information, the College of Undergraduate Studies tracks every student, regardless of the number of credits taken or transfer status. That retention rate is 65%±, significantly lower than the IPEDS by virtue of the change in criteria. As a result of these data, CUS has undertaken a study of its retention.

To address the retention of freshman students returning for their sophomore year, CCU formed a Retention Committee, uses several national surveys, and devotes time and energy into the first-year experience through the First Year Integration course (FYI), learning

### **Best-Selling Author Jerry Jenkins Addresses Annual Prayer Breakfast**

A local tribute to the National Prayer Breakfast in Washington, D.C., the annual Jefferson County Prayer Breakfast is designed to attract believers and nonbelievers, as well as public officials, from throughout the Denver area for prayer and fellowship. The event is hosted in part by CCU, and the 2009 guest speaker was Jerry Jenkins, author of the top-selling Left Behind series, who related stirring life lessons he learned through personal moments spent with Billy Graham while writing his biography.



## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

communities, an early alert program, and the New Student Retreat. The Retention Committee is comprised of the Dean of Enrollment, Dean of Students, Library Director, Director of the Writing Lab, Director of Residence Life, Director of the Life Directions Center, Senior Director of Information Systems and Technology, Senior Director of Service Central, Vice President for Academic Affairs, and Vice President for Student Development.

The University administers the College Student Inventory (CSI), Student Satisfaction Inventory and the Cooperative Institutional Research Program to evaluate student needs, dropout tendency, and freshmen demographics. All first year students complete the CSI and the Cooperative Institutional Research Program in the FYI class. The CSI provides a report of students' academic motivation, potential for academic difficulty, proneness to educational stress, and receptivity to institutional help. Student Life staff use these reports to identify students who need additional support and provide appropriate resources to these students.

Students who are well-connected are easier to retain. Therefore, retention efforts are directed toward programs in which all freshmen are involved, e.g., FYI classes and residential learning communities help students build these connections early in their CCU experience. Freshman students take their FYI courses with the other students in their stairwell. The faculty member teaching the course, as well as the stairwell Resident Assistant, program outside activities that coincide with the classroom environment including a once a week group discussion time with upperclassmen throughout the semester.

In the 2010 academic fall semester, every freshman residential stairwell will be connected to a learning community through the FYI course. Three weeks into the semester, the FYI students attend the New Student Retreat, along with all first year transfer students, at a camp away from campus to focus on purpose and calling. Later in the semester, a four-year academic and spiritual plan is completed by each student using the CSI, various other surveys, as well as the course rotation schedule for their major.

During the 2008-09 and 2009-10 academic years, a Noel-Levitz consultant spent time with different stakeholders within the University and provided the Retention Committee with a report identifying areas of concern. The committee met with the consultant to discuss these identified concerns and the results of the Student Satisfaction Inventory.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The report provided feedback and recommendations for changes. Several of these recommendations and changes have been implemented including a new student statement view on WebAdvisor.

Other recommendations are being reviewed by the committee. To understand more fully any areas of concern, focus groups were conducted the last week of the 2009-10 year. There were five different groups: athletes, business majors, biology majors, sophomores, and seniors. Their concerns were dispersed to the University to address. The committee will continue this effort in the fall and conduct additional focus groups.

While much effort has been put into freshman retention, the committee is also exploring how to address sophomore retention numbers and looking into specific areas. Recent challenges are also focused on how to treat, and count, students who “stop-out” by leaving the University and returning after being away as many as two years. Numbers of returning students have continued to rise over the last five years.

*3C10: Colorado Christian University provides a safe and secure learning environment.*

The Security Department is staffed with a Director of Security and five security guards. Two of the security staff have prior police experience. The Security Department provides security for the University seven days a week, twenty-four hours a day. For the safety of students, the University is installing a video surveillance system to monitor the grounds. In addition to responding to calls for service from students and employees, the Security Department conducts regular patrols of campus and parking lots, secures campus buildings, enforces parking regulations, ensures motor vehicle regulations are enforced, and provides customer service assistance, which includes providing escorts across campus, and assisting motorists. The Lakewood Police Department is contacted if their assistance is required.

Prior to 2006, the Security Department was staffed with a director and four guards. To provide additional security during the evening and late night hours, an additional guard was hired in 2006. The University began hiring off-duty policemen in 2008 to provide a more visible law enforcement presence during times when large groups of students are assembled: chapel, lunch, men’s and women’s basketball games, and



CUS students perform at O’Malley’s Alley, CCU’s lip sync competition

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

speaking events on campus. The Lakewood Police Department, located within one mile of the University, provides safety training to faculty and staff, and is available to students as needed.

The Security Department also ensures that the fire alarm systems in all buildings are operating properly. The University contracts with a vendor to provide yearly inspections of all fire alarm equipment including smoke detectors, audible alarms, fire alarm panels, and interior or exterior alarm lights. The vendor is also responsible for maintaining the systems throughout the year as problems occur. In addition, the West Metro Fire Department conducts yearly inspections of all buildings to ensure fire alarm equipment is operating properly.

The campus crime statistics for the past 10 years show that CCU's campus is a safe place to live and pursue academic success. No major crimes have been committed on CCU's campus. See the Evidence Library for campus crime statistics.



A Service Central employee helps a new student at Weekend of Welcome

For off-campus, center, partnership, and satellite locations, CAGS adheres to its Emergency Response and Crisis Management Guide. This guide provides detailed information regarding emergency and crisis protocol and procedures. This information is distributed to all CAGS locations. See the Evidence Library for the CAGS Emergency Response and Crisis Management Guide.

Administrative Services provides an Emergency Quick-Reference Guide to all employees. Employees are instructed to reference the guide in any situation that would compromise the safety or well-being of the University community. See the Evidence Library for the Emergency Quick-Reference Guide.

### **Core Component 3D: The organization's learning resources support student learning and effective teaching.**

*3D1: Colorado Christian University has improved library resources to support effective learning and teaching.*

Since 2001, CCU has enhanced and expanded its learning resources to support student learning and effective teaching. In particular,

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

CCU invested heavily in enlarging and improving the Clifton Fowler Library. The University devoted resources to improving the collections, information literacy guidance, physical space, human resources, and communications with the faculty.

In 2003, the library was remodeled and enlarged. In the several years following, the library's online space has likewise been remodeled and enhanced. The library employs four professional librarians who are highly experienced and who interact well with students. The library is open 92 hours a week and has a librarian available during Saturday hours. Off-campus students have continuous access to library services using the new Instant Messaging feature. The library's Web site, online databases, and e-resources are available during and after normal business hours.

Since 2001, the library has made significant acquisitions in books, journals, and other materials. The library increased its primary resource materials which are available in print and online. The library vastly increased its number of e-journals, e-articles, e-newspapers, and e-books. Altogether, the library provides well over 29,000 different e-journal titles.

The library's mission statement was revised in 2007 to be consistent with the University's Strategic Objectives. One of the Strategic Objectives is to cultivate the communications skills of the University's students. To assist in this endeavor, the library invested in books and other materials on the topic of communications, public speaking, and rhetoric. Furthermore, the library increased its holdings in the area of mass communications and media communications. CCU invested in a series of materials that depict both sides of the issues popular in the 2008 elections. In 2009, the library bought the online journal database Communications and Mass Media.

Each semester, the CUS First Year Integration course is supplemented by a library program with individual on-demand instructional sessions. The library is active in its ongoing public relations effort. It advertises heavily to the adult and graduate student sector and to the centers. The library co-sponsors faculty displays, informational lunches, music events, and major events. Recent examples include the Antarctic and China photography displays and presentations. The library offers its facilities for student readings, student art, and student projects.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

To support the University Strategic Objectives Workshops, the library purchases and displays books written by the speakers and those recommended in their bibliographies. Due to a successful grant writing collaboration between the social sciences and library departments, a series of public events were created. Additional collaboration with the School of Music culminated in the Lincoln Gala event. This event included a month-long presentation of “Abraham Lincoln: A Man of His Time, a Man for All Times,” a national traveling exhibition.

Librarians use statistics from the collection and the library Web site. Data produced from the library catalogs allow the library to see the impact of each book in the collection. Librarians examine how often books or other printed materials circulate, their age, and circulation times. The library has produced approximately 50 collection evaluations in various areas and has provided the information to the Curriculum Committee and to programs seeking enhanced accreditation.

All faculty-requested services are monitored. This information, along with the syllabi, is used in determining what new materials to buy, what areas are being used, and which areas are not as relevant. It is a major determinant in equitably acquiring additional resources and distributing financial resources available to the library. In 2009, the library assessed its support for graduate business courses and for the graduate counseling program, which is seeking additional accreditation.

The library continues to improve its collection and streamline its processes. The library has shifted funds away from print journals to electronic journals, which better serves students. Library procedures and guidelines are consistent with the American Library Association and the Association of College and Research Libraries.

*3D2: The College of Adult and Graduate Studies has improved the learning environment to support effective learning and teaching by adding services for special populations of students.*

Previously, all international and special needs students were processed through a main campus department, the Life Directions Center. This department focuses on the traditional, residential student, and staff had limited experience serving adult students.

In spring 2008, with the hiring of the dedicated Coordinator of Student Services, CAGS Academic Services began the process of assuming responsibility for processing international adult learners and adult

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

learners with disabilities under the Americans with Disabilities Act and Section 504. All forms and additional resources have been collected into a resource manual, both hard copy and electronic. The department is in the process of transferring all completed student forms, documentation, correspondence, and other notes into the University's new FileBound system and documenting conversations and other notes within the Colleague system. Paper files will be destroyed, and all information will be kept electronically to comply with FERPA and CCU system security. Currently Academic Services serves 18 international and 8 special needs students.

*3D3: The College of Undergraduate Studies provides student services and facilities to promote student success.*

### Academic Review Committee

The Life Directions Center (LDC), in collaboration with the Deans Council, developed a process for reviewing, at the end of each semester, students on, or being placed on, academic probation or suspension. As a result of these reviews by the Academic Review Committee (Deans Council and the LDC Director), the need was recognized to identify students who were at risk for not performing well in a class. The Office of Academic Affairs and the LDC initiated an Early Intervention Program in 2008. Strategies are implemented for students who are academically at risk. To identify at-risk students, faculty take attendance and grade at least two assignments from each student within the first four weeks of a course. If students are struggling in the course, e.g., receiving a D or F on assignments and/or show poor attendance, an Early Intervention Report is filed with the academic advisor. The advisor and the student produce a plan of action. This plan may include studying in groups, tutoring, attending workshops on note- and test-taking, and/or personal counseling. A second intervention report is due after the mid-term examination. Again, at-risk students are contacted by their academic advisor and a plan for their success is developed.

In the past two years of the Early Intervention Program, advisors have become aware of at-risk students who are struggling early in the semester. This allows advisors to intervene quickly to positively affect the student's academic progress. One indicator of accuracy in identifying at-risk students is multiple professors expressing concern about the same student. This program creates greater collaboration between faculty, the LDC, and Student Life in reaching out to the student.



### **CUS Faculty Achieve Significant Accomplishments**

Although CCU's campus is small, its faculty members have accomplished significant academic achievements. To name a few: in 2007, Dr. Windy Petrie, an English professor, returned from her semester as a Fulbright Scholar in Lithuania, joining four other CCU faculty members to share the title in the last decade. Later that year, the School of Theology's Dr. Johann Kim headlined at California State University as a guest speaker on the religion and politics of Kim Jong-Il's regime. That June, Professor of History, Dr. Bill Watson spent a month in England lecturing at Oxford Brookes University and conducting research. In 2008, CCU geology professor Dr. Thomas Bidgood was elected vice president of the Colorado Section of the American Institute of Professional Geologists.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

### Life Directions Center

The Life Directions Center was created in 2006 to provide academic advising for students. The mission of the LDC is to equip authentic disciples of Christ to discern their life calling, achieve academic success, and engage in meaningful service. Services offered by the LDC include academic advising, undeclared student advising, new student registration, career counseling, internships, job board (College Central), international student services, disability services, study abroad, ministry hours and service learning, CLEP, DSST, Compass testing, tutoring services, student success services, early intervention, and administration of the AmeriCorps scholarship. The LDC's goal is to accomplish these tasks by intentionally reaching out to all students in multiple ways, serving them in their spiritual, vocational, academic, and personal growth.



Students perform in a production of *Kiss Me Kate*

An LDC advisor is assigned to a student in his/her first semester and follows that student through graduation. This advisor remains constant even in the event of a change in major, allowing an in-depth knowledge of the student and the ability to identify when a student has a particular need.

### Residence Life

The Residence Life department provides an environment conducive to academic success. Standards of Conduct integrate biblical teachings, civil laws, and community standards based on consideration and respect for others. These standards help students deepen their spiritual commitment, develop moral character, expand intellectual abilities, and participate in community life.

*3D4: Colorado Christian University improved the learning environment to support effective learning and teaching by adding articulation agreements with other colleges.*

CCU's articulation agreements are strategic and well developed. To standardize articulation agreements, CCU's enrollment and academic policies and procedures are documented in a template used with each agreement. This creates a clear and cohesive statement based on established policies and procedures that do not vary by partnership or agreement. What does vary by institution, partnership, or agreement

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

is the course-by-course evaluation of transfer equivalencies for the programs the agreement is intended to serve.

In the College of Adult and Graduate Studies, course equivalencies are evaluated by the Dean of Student Services and the academic deans to ensure that equivalencies are fair and clear to the student wishing to complete a degree at CCU and for state licensure requirements such as for those required for education and nursing. In many cases, an articulation agreement is a highly valued marketing tool for both partner institutions. For example, in the case of community college articulations, the community college can retain students for approximately one additional year beyond their associate degree to complete electives and general education requirements of the bachelor's degree. This produces increased revenue for the community college while advancing the mission of CCU through the student's completion of their major coursework at CCU. Currently, the College of Adult and Graduate Studies has articulations with the following accredited institutions:

- Northeastern Junior College, Sterling, Colorado
- Aims Community College, Greeley, Colorado
- Pikes Peak Community College, Colorado Springs, Colorado

An articulation agreement and partnership with Air University is in progress. CCU's initial application and registration for the Air University program was approved about 12 months ago. Technical and human resource challenges have delayed completion of the application and review of program articulations. Recently, the remaining application was submitted, along with an articulation agreement for the Community College of the Air Force's Associate of Applied Science in Management of Human Resources degree to transfer into CCU's B.S. in Organizational Management in Human Resources degree. The University is waiting on final approval of the application and review of the first program.

In the near future, the College of Adult and Graduate Studies will develop a statewide articulation agreement with the Colorado Community College system to provide a transfer bridge for those community college students who have completed an associate's degree.

For the School of Education, CUS also has a Memorandum of Understanding with the Colorado School of Mines for mathematics courses as part of the B.S. Mathematics and B.S. Mathematics with Secondary Education teacher licensing program degrees. See the Evidence Library for articulation agreements.

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

*3D5: The Denver metropolitan area creates access to resources that support student learning.*



Students gather in Washington, DC for Washington Week 2009

The Denver metro area provides another valuable resource for all CCU students. The University strives to encourage students to take full advantage of the cultural and educational opportunities available in the area. Students can attend the Denver Center for Performing Arts, and history, art, and science museums. Course assignments and activities include taking students to the ballet, the opera, or dinner theatres. The Denver metro area is an excellent resource for business, church, and ministry internship and job opportunities. Science courses take advantage of the geological artifacts in the area including Red Rocks, Dinosaur Ridge, and the foothills.

For professional programs such as teacher licensure programs, CCU places students each year in partner schools in over eight Denver metro area public school districts including Denver Public, Jefferson County, Douglas County, Aurora, Cherry Creek, and others. In 2008-09, 22 student teachers were placed in 17 different schools, ten of which were Title I schools. Twenty-nine schools were used for clinical practicum prior to student teaching. The University provides resources to faculty to develop and maintain strong partnerships with public schools. Denver metro area resources greatly enhance opportunities for CCU's teacher preparation programs, adding breadth and depth to student experiences as they become teachers in today's world.

### Strengths Related to Criterion Three

- Curriculum development and delivery integrates faith and learning and aligns all courses with the University's mission documents.
- Curriculum development process requires academic deans to interface with faculty, content experts, and instructional designers to develop high-quality educational experiences.
- Course evaluation process provides a feedback loop and action plan.
- Online education learning platform supports student learning regardless of location or time of day.
- Online library resources for educational purposes are available beyond operating hours of the library and to CCU's distributed adult student population.
- The University promotes effective student learning by consistently training, evaluating, and promoting its faculty.
- Colorado Christian University full-time, part-time, and affiliate faculty are content experts with practical experience in their field of study.
- All divisions and schools have developed assessment plans and execute these plans yearly.
- General education courses in the College of Undergraduate Studies are aligned with the Strategic Objectives.
- College of Undergraduate Studies faculty know and actively mentor CCU students.
- The campus is a safe and secure learning environment.
- Student Life establishes its programming based on intentional student learning outcomes.
- The Life Directions Center partners with students to provide resources that enhance learning.

### Challenges and Plans to Address Challenges Related to Criterion Three

- Faculty orientation and professional development is not integrated into the divisions or schools.

*Plan: Develop and implement faculty orientation and mentor program for all new faculty. Develop and implement online professional development opportunities for new and current faculty.*

- Student learning assessment data is not used consistently to make curricular changes.

*Plan: Continue discussion at the division and school level related to curricular and instructional changes based on data collected. Establish accountability among faculty, department chairs, and deans for consistent assessment and implementation of needed changes to enhance the learning of students. Monitor progress on recommendations throughout the year.*

- Post-graduate data is not captured or maintained.

*Plan: Implement a University-wide process for alumni to provide feedback on the benefits of being a Colorado Christian University graduate. This will allow the University to evaluate the effectiveness of its academic programs.*



## *Criterion Four: Acquisition, Discovery, and Application of Knowledge*

**Criterion Statement:**

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

**Criterion Statement:** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**Core Component 4A:** The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

*4A1: The Board of Trustees has adopted Strategic Objectives that support a life of learning.*

CCU's core mission creates an environment for students to secure the knowledge, skills, and habits of mind that produce lifelong learners, discerners of truth, and men and women of faith and action. Several of the University's Strategic Objectives focus on intellectual development and inquiry:

- Teach students how to learn
- Teach students how to think for themselves
- Teach students to trust the Bible, live holy lives, and be evangelists
- Be a magnet for outstanding students and prepare them for positions of significant leadership in the church, business, government, and professions by offering an excellent education in strategic disciplines
- Teach students how to speak and write clearly and effectively

How CCU achieves these Strategic Objectives differs by college, division, school, and business unit.

*4A2: The College of Adult and Graduate Studies provides opportunities for students to participate in scholarship and life learning connections.*

While research and writing is integrated into virtually every course in the College of Adult and Graduate Studies, most majors require a specific research component in which students are encouraged to learn and apply research skills to their workplace and community projects. The



Prospective CAGS students learn about pursuing further studies at information sessions

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

final project in the capstone course for each major in the Business and Technology Division requires that students demonstrate their learning in a practical application. This includes, for example, business plans and information technology projects that allow students to engage with their world, combining scholarship and practice. An MBA student won first place and a cash prize in a regional contest with the paper she wrote in her Business Research course.

Some MAC students become members in Colorado Counseling Association (CCA). Currently, two MAC students serve on the CCA Governing Board. Additionally, two students joined a faculty member in presenting a workshop at the 2010 CCA conference.



The Northern Arapaho Tribe receives donations from CCU students, faculty, and staff

The RN-BSN program offers an international immersion experience during the Capstone Integration: Professional Transformation course. The capstone experience is designed to allow students to demonstrate their integration of knowledge and clinical competency through working within an interdisciplinary team. In discipline-specific practice, students demonstrate leadership within professional collegial relationships and integrate faith, learning, and nursing ministry.

*4A3: The College of Adult and Graduate Studies dedicates financial resources for professional development and life learning opportunities for faculty.*

Academic faculty and staff are provided benefits to attend one national or regional conference per year for professional development and life learning opportunities.

### Curriculum and Instruction Education Division

Several members of the Curriculum and Instruction Education Division leadership attend the Association of Supervision and Curriculum Development conference. They also hold membership in this organization, which provides professional development materials through journals, books, and Association of Supervision and Curriculum Development Smart Briefs e-newsletters.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

### Nursing and Sciences Division

CCU dedicates financial resources for professional development and lifelong learning opportunities for faculty and staff in the Nursing and Sciences Division. Program directors attend at least one conference designed for program improvement. The Dean is provided the opportunity to travel internationally once or twice each year to fulfill responsibilities as President of Nurses Christian Fellowship International. The Dean convened an International Board meeting prior to the European Regional conference in Romania.

### Social Sciences and Humanities Division

The Dean of Social Sciences and Humanities and all full-time Master of Arts in Counseling faculty are members of both the American Counseling Association and the Colorado Counseling Association. Full-time Master of Arts in Counseling staff are members of the Colorado Counseling Association. The MAC team attends the Colorado Counseling Association conference each year.

*4A4: The College of Undergraduate Studies provides opportunities for faculty, staff, and students to participate in scholarship and lifelong learning activities.*

### Faculty

Although the University is primarily a teaching institution, it values and provides opportunities for faculty and student research. Research projects and workshops are presented by faculty and students at regional professional conferences such as the Calvin College Festival of Faith and Writing, Rocky Mountain Communication Association, Rocky Mountain Psychological Association, and the Society of Biblical Literature Conference. Collaboration between students and faculty models that the pursuit of knowledge does not stop as the student leaves the classroom or graduates from the University.

It is not uncommon for faculty to introduce innovative teaching techniques during the delivery of course material. Faculty discuss books and journal articles they are reading that pertain to the topic being covered in the classroom, but are not requirements of the course. Students understand that faculty continue to pursue scholarship even after they have completed their terminal degree. Many of the University's faculty

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

### **CAGS Alum Appointed New Mexico Secretary of Labor**

In 2007, Betty Sparrow Doris was appointed New Mexico Secretary of Labor, a position in which she immediately went to work addressing the state's industrial and economic needs. A 2001 graduate of CCU's Master of Arts in Curriculum and Instruction program, she brought more than 30 years of experience in workforce management to her new role. She credits CCU for preparing her professionally and spiritually to take on the challenges of public service, especially in helping her hone skills in servant-leadership.



have degrees in more than one discipline. For example, a terminal degree in communication and a degree in political science, or a law degree with an MBA, a terminal degree in psychology with additional degrees in theology or divinity, among other combinations, suggest to students that education may incorporate a combination of disciplines, i.e., they are not limited to one discipline.

#### *University Symposium and Speakers*

The University sponsors a two-day Symposium for students, faculty, and staff that introduces several keynote speakers addressing different aspects of a central topic (for 2010 “The Year of Evangelism”) or addressing different topics (for 2009 “Faith, Family, and Freedom”). Faculty incorporate graded class assignments from the Symposium into their courses. Students recognize that although the assignments may only be indirectly connected to the course material, there is benefit and wisdom gained from exposure to material from the Symposium.

Workshops for faculty and staff draw upon the expertise of CCU faculty and noteworthy speakers to deliver presentations regarding the University's Strategic Objectives. The CCU Lecture Series, sponsored by the School of Humanities and Sciences, provides students the opportunity to hear from speakers who are presenting at the Strategic Objectives Workshops.

Students, faculty, and staff attending the Symposium, Workshops, or Lecture Series, are exposed to information outside their area of expertise and studies. It therefore models that the University is committed to lifelong learning by expanding educational horizons beyond the classroom for students, beyond the academic discipline of the faculty, and beyond the work environment for staff.

#### *School of Business and Leadership*

The School of Business and Leadership sponsors the Values-Aligned Leadership Summit (VALS) and the Disney Way of Leadership course to promote lifelong learning. VALS is a daylong seminar connecting business majors with professionals in business, industry, and ministries from the Denver metro area. Keynote speakers address a variety of topics related to becoming a professional businessperson. The 2009 summit featured Lawrence W. Reed, the President of the Foundation for Economic Education; Dr. Robert L. Woodson, Founder and President of Center for Neighborhood Enterprise; Dan T. Cathy, President and Chief

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Operating Officer of Chick-fil-A, Inc.; and Joseph A. “Bud” Ahearn, Retired Senior Executive of CH2M HILL.

The Disney Way of Leadership course includes a fact-finding trip to Disneyland. Students are exposed to the successful leadership style and business practices of a thriving enterprise. Part of their education is to understand the need for adaptability within the business environment that requires continuous monitoring and adjustments.

### School of Humanities and Sciences

The Department of English holds dinners for its majors with invited guests who discuss topics such as starting a career in publishing, using an English degree in the business world, and teaching English overseas. Contact with professionals in the field offers students a range of opportunities for engaging the world for Christ and understanding the need for lifelong learning.

The School of Humanities and Sciences sponsors “Washington Week,” a week spent in the nation’s capital. Students gain first-hand exposure to the inner workings of the federal government and agencies that influence public policy, and therefore the student’s life, is a stimulus for many of CCU’s students to become actively involved as informed citizens. This experience highlights for students the value of learning possibilities outside the classroom. Most student take the course for academic credit, some students not needing the credit participate for the educational value alone.

In 2009, the first Washington Week consisted of 16 students, two faculty, and the Director of the Centennial Institute. In 2010, for the second Washington Week trip, 13 students, one faculty, and two staff members spent a week in Washington, D.C. The primary emphasis of these trips was to give students an intensive “immersion” experience into the workings of the federal government, public policy think tanks, and current issues facing the nation. The students spent several hours each day hearing directly from some the nation’s most important experts in policy areas ranging from domestic concerns, e.g., budgeting, healthcare, and the environment, to global issues, e.g., missile defense, terrorism, and genocide. The students’ majors included business, communication, global studies, history, music, psychology, social science, theology, and youth ministry. Students from diverse backgrounds and interests all gained remarkable insight into current issues facing the nation.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Briefings from the following organizations and people highlighted the Washington Week trips:

- The Alliance for Vigilance was formed in 2006 to provide a strategic and tactical response to the threat to freedom posed by radical Islam. The briefing was by John Guandolo who advises senior government officials on strategic threats to the United States, especially as it relates to radical Islam.
- The American Council of Trustees and Alumni is an independent, non-profit organization committed to academic freedom, excellence, and accountability at America's colleges and universities. Launched in 1995, the Council is the only organization that works with alumni, donors, trustees, and education leaders across the United States to support liberal arts education, uphold high academic standards, safeguard the free exchange of ideas on campuses, and ensure that the next generation receives a philosophically rich, high-quality college education at an affordable price. Michael Poliakoff, Policy Director, spoke on the work the Council does to promote better quality of higher education and improved general education standards. He also illustrated cases of schools that infringe on students' rights.
- The American Enterprise Institute was founded in 1943 with a stated mission to defend the principles and improve the institutions

of American freedom and democratic capitalism including limited government, private enterprise, individual liberty and responsibility, vigilant and effective defense and foreign policies, political accountability, and open debate. Students were briefed by the Institute's president, Arthur Brooks, as well as Henry Olsen, Charles Murray, Steve Hayward and Kevin Hassett.

- American Israel Public Affairs Committee is an American lobbying group that advocates for pro-Israel policies to the Congress and Executive Branch of the United States. It has been described as one of the most powerful lobbying groups in Washington, D.C. Amy Berelowitz briefed students on the functions of the Committee and potential student involvement.

- The Center for Competitive Politics states that its mission is to promote and defend citizens' First Amendment political rights of speech, assembly, and petition. The Center is the only organization dedicated solely to protecting First Amendment political rights by educating the public and government leaders on the benefits of a more free and competitive political system. Sean Parnell, President of the Center, discussed current campaign finance laws and the work of the Center to challenge finance laws that impinge on First Amendment protections.



Employees enjoy a time of fellowship together before a Strategic Objectives Workshop

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

- The Center for Security Policy is a Washington, D.C. think tank that focuses on national security issues. The Center was founded in 1988 by Frank Gaffney, Jr., a Reagan-era Defense Department official and former aide to Senator Henry Jackson. The Center specializes in identifying policies, actions, and resource needs that it believes are vital to American security and then seeking to ensure that such issues are the subject of both focused examination and effective action. Mr. Gaffney briefed students on international laws that adversely affect the United States.
- The Christian Embassy hosted three events:
  - A prayer breakfast at the Pentagon followed by a briefing from the Chaplain for the Pentagon on his responsibilities to Pentagon personnel.
  - A tour of the Royal Dutch Embassy followed by a presentation by His Excellency Norberto Ribeiro on being a Christian diplomat serving the interests of his country.
  - A presentation on the work of the Christian Embassy among the elected officials and diplomats in Washington, D.C. was given Bobby Little, President of the Christian Embassy.
- The Heritage Foundation was founded in 1973 as a research and educational institution whose mission is to formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense. Joseph Postell spoke on the American founding and Tim Goeglein (who lobbies on behalf of Focus on the Family) discussed current culture issues and the role Christians need to play in shaping society.
- The Foundation for Defense of Democracies is the only nonpartisan policy institute dedicated exclusively to promoting pluralism, defending democratic values, and fighting the ideologies that threaten democracy. The Foundation was founded shortly after 9/11 by a group of visionary philanthropists and policymakers to support the defense of democratic societies under assault by terrorism and militant Islamism. Daveed Gartenstein-Ross, Director, Center for Terrorism Research briefed students about the current threat of radical Islamic global terror and the proper U.S. response.
- Fox News Studio: Students were given a tour led by Mary Katherine Ham, writer for the Weekly Standard and frequent contributor to Fox News.
- The Free Congress Research and Education Foundation was founded in 1977 to protect and promote traditional family values, the sanctity of human life, a strong national defense, and a productive free market economy. The Honorable Jim Gilmore, former Governor of Virginia, discussed the current economic and budget crisis, as well as the current political landscape.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

- Greek Embassy: Students listened to a policy briefing by Mr. Panayotis Stournaras, First Counselor for Political Affairs, and Mrs. Ioanna Annita Mavromichalis, Minister-Counselor for Economic and Commercial Affairs. Both discussed the current economic crisis in Greece, as well as steps being taken to improve the Greek economy through increased trade and foreign investment.
- The Institute of World Politics is an independent, regionally accredited graduate school of national security and international affairs. Founded in 1990 and located in Washington, D.C., the school focuses on the development of leaders in the intelligence, national security, and diplomatic communities and the teaching of the ethical exercise of statecraft in international relations. Students listened to lectures by three members from the graduate faculty on the theoretical underpinnings of international relations, the problem of genocide, and the current state of foreign affairs.
- United States Capitol: Students were given a tour of the Capitol led by the Honorable Hank Brown, who took students onto the Senate floor and into several areas restricted to the general public. Senator Brown shared considerable knowledge of the workings of Congress, the history of the Capitol, and the history of the United States as depicted in the art displayed in the Capitol. The students also enjoyed breakfast in the Senate dining room and lunch in the House dining room.

### Internships

Internships allow students to associate theoretical content learned in the classroom with practical application in the field. Students recognize that no matter how much they have learned, there is still more to understand when applying the knowledge. Many of the majors offered at CCU either require an internship (communication major) or strongly encourage an internship experience (psychology and business majors). With the assistance of Senate Minority office managers and the Minority Office Aide (a graduate of CCU), a political science internship program was initiated for CCU students at the state capitol. Seven students participated as interns in the State Senate and one student served as an intern in the State House. All students gained excellent experience, received exposure to the legislative process, and were involved with outstanding networking opportunities. CCU's students received superior evaluations from their supervisors. Two of CCU's students have been offered jobs as paid aides in the next legislative session. Student feedback from the experience indicated that they understand the value of continuous learning, especially in the legislative process.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Five CCU students have served, are serving, or will serve as interns in Washington, D.C. in some of the agencies visited by students during the Washington Week study trips. One student has been offered an internship with Salem Communications, a leading U.S. radio broadcaster, Internet content provider, and magazine and book publisher targeting audiences interested in Christian and family-themed content and conservative values.

*4A5: Colorado Christian University provides opportunities and financial resources for faculty and staff to participate in scholarship and life learning connections.*

CCU supports professional development and encourages employees and their families to take courses at CCU through the tuition waiver program. This program allows full-time employees to have personal tuition waived at the undergraduate or graduate level after being employed by the University for one year. Undergraduate tuition is also waived for an employee's spouse and dependents.

Colorado Christian University hosts local, national, and international speakers who provide opportunities for faculty and staff to investigate topics crucial to the CCU mission. An increasing number of faculty are conducting research, publishing in academic and nonacademic publications, engaging in professional service, and participating in conferences and professional organizations. See the Evidence Library for a detailed list.



Students decorate their stairwells for Christmas

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

*4A6: The University's curriculum encourages undergraduate and graduate student scholarship by developing honor society chapters to acknowledge the accomplishments of its students.*



Students and staff participate in fly-overs of the Denver metro area, praying for the community and its leaders

### College of Adult and Graduate Studies

#### **Alpha Sigma Lambda**

Alpha Sigma Lambda is a national honor society that honors adult students for their academic excellence while facing the competing interests of home and work. Sigma Nu is the CAGS chapter of Alpha Sigma Lambda and induction is by invitation only. Each year, the top 10% of the CAGS undergraduate class that has completed a minimum of 32 credit hours at CCU are invited to join the honor society.

#### **Delta Kappa Gamma**

The Curriculum and Instruction Education Division has a student chapter of Delta Kappa Gamma, an educational honors society for female educators. The society promotes professional and personal growth of its members and excellence in education.

#### **Sigma Theta Tau**

The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. The vision of the Sigma Theta Tau International is to create a global community of nurses who lead in using knowledge, scholarship, service, and learning to improve the health of the world's people. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship. Colorado Christian University is seeking university chapter status in the 2010-11 academic year.

*College of Undergraduate Studies*

**Omicron Delta Kappa**

Colorado Christian University became the 300th circle of the national leadership and honorary society, Omicron Delta Kappa, in 2005. This society recognizes achievement in five areas: scholarship; athletics; campus and community service, social and religious activities, and campus government; journalism, speech, and the mass media; and creative and performing arts. Juniors and seniors (70+ college credits) within the top 35% of their respective class who excel at one of the five areas of distinction are eligible for induction into the society.

**Sigma Tau Delta**

The Alpha Omicron Zeta chapter of Sigma Tau Delta, an international honor society in English, was initiated in 2007. Sigma Tau Delta confers distinction upon students of the English language and literature in undergraduate, graduate, and professional studies. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature. The society provides cultural stimulation on college campuses and promotes interest in literature and the English language in surrounding communities.

**Eta Beta Rho**

Eta Beta Rho is a national scholastic honor society for students of Hebrew language and culture. In 2010, CCU established a chapter of Eta Beta Rho named Tet Zayi. Eta Beta Rho recognizes outstanding attainments in the study of Hebrew language and literature, stimulates study and research in this field, and promotes an understanding and appreciation of the culture of Israel. Undergraduates must have completed at least 12 credits of Hebrew with a 3.0 grade point average to be inducted into the society.

**Pi Kappa Lambda**

Pi Kappa Lambda is a national music honor society. The Kappa Delta chapter was chartered at Colorado Christian University in 2009. Pi Kappa Lambda recognizes the highest level of achievement and outstanding accomplishment in a student's music education. Election to membership in Pi Kappa Lambda indicates superior attainment in music and personal qualifications pertaining to an outstanding exponent of the art.

**FatBoys: The Story Behind  
CCU's Ministry to the  
Homeless**

When CCU student Clint Hill peddled the Denver streets with his friends in the late '90s, he had no idea that those casual urban bike rides would lead to the creation of one of CCU's longest-standing student-led ministries. But as the group rolled along from week to week, they began noticing Denver's homeless population, which eventually prompted them to shift gears from fun to service. Naming their ministry after the fat tires on mountain bikes, the FatBoys became a CCU ministry, pedaling around the city weekly to bring food, clothing, and blankets to the needy.

Although some go on foot these days, nearly 200 students are involved in FatBoys each year, forming deep trust with the homeless and sharing the love and message of the Gospel with many. "I never was a fan of door-to-door evangelism," Clint says, "but hanging out with down-and-outers, doing real relational ministry—that was something I could get on board with."



### **Pi Lambda Theta**

Pi Lambda Theta is an international honor society in education. Membership is open to any undergraduate student who is nominated by the institution. Minimum eligibility requirements are an intent to pursue a career in education, at least sophomore standing, a cumulative grade-point average of at least 3.5, and current enrollment in a qualified degree program. Colorado Christian University participates in Pi Lambda Theta's Direct program which allows the institution to offer the benefits and recognition of Pi Lambda Theta membership to their best students without chartering a local chapter.

### **Kappa Delta Pi**

Kappa Delta Pi, an international honor society in education, is dedicated to scholarship and excellence and promotes fellowship among those dedicated to teaching. Membership is open to the top 20% of those entering the education field and is extended to those who have accomplished high scholarship, shown a commitment to excellence, and a dedication and passion for a career in education. Students are recommended for membership to the Kappa Delta Pi national organization and are subsequently invited into membership.

*4A7: The University's curriculum encourages undergraduate student research.*

#### *School of Business and Leadership*

In the School of Business and Leadership, students are required to perform an individual research project in Probability and Statistics for Business and Social Sciences. Students select their own project and are encouraged to submit their results for publishing in academic journals. Economics students have presented their research at the Foundation for Economic Education seminar, Freedom 101: Young Scholar's Colloquium. Encouragement for research publication is increasing in the School of Business and Leadership.

#### *School of Education*

In the School of Education, each student teacher undertakes a comprehensive Action Research Project, which demonstrates standards- and research-based instructional planning, effective delivery, and positive impact on K-12 classroom student academic learning.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

### School of Humanities and Sciences

Many majors encourage students to conduct research and write a senior thesis, a document that is often presented or published. Communication students have presented papers at the Rocky Mountain Communication Association for the past eight years. Students conduct original research for these presentations. Recent topics include relationship skills, organizational culture, the grieving process, and communication behavior affecting contributions. A senior thesis in communication was presented by its student author at the National Communication Association conference. An English major on a mission trip to Brazil also conducted a major research project on the economic situation in rural parts of the rain forest. She produced a photo journalism report, "Documenting Scarcity and Choice in the Brazilian Rain Forest."

Psychology students have presented papers at the Rocky Mountain Psychological Association for the past eight years. Original research by students includes the relationship between juror bias and exposure to expected emotional expressions in the defendant versus unexpected emotional expressions in the defendant. Other research investigated recall of Bible verses falling into three categories: benevolent, neutral, or authoritarian. Recently, two students with majors in biology completed internships where they assisted off-campus professionals in research.

### School of Music

The School of Music requires each senior to perform a senior recital that is juried by the music faculty and other invited professionals. A senior thesis is required for all students completing Bachelor of Arts in Music degrees and the Bachelor of Music in Worship Arts degree. The Senior Thesis is a full-length research paper that involves an integration of faith and music study. Two faculty from the School of Music and one faculty from outside the School of Music read the thesis and prepare questions to which the student responds in defense of his or her thesis.

### School of Theology

Students learn from faculty mentors and advisors that a research project increases viability for graduate training. Within the past five years, several students from the School of Theology have presented papers written for their theology courses, which were well received at the regional Society of Biblical Literature meetings.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

*4A8: The College of Undergraduate Studies publically acknowledges the achievements of its students.*

Students can earn a place on the dean's list by maintaining a semester GPA of 3.7 or higher. To achieve University Honors at graduation, bachelor's degree students must have a cumulative grade point average of 3.5 or



Achievements of incoming students are celebrated at Scholarship Recognition Weekend

higher. At graduation, students pursuing a bachelor's degree who have completed at least 60 semester hours of credit are eligible for Laude Honors for the following cumulative grade point averages at the beginning of their final semester of study: Cum Laude (with honor), 3.5; Magna Cum Laude (with high honor), 3.7; Summa Cum Laude (with highest honor), 3.9. The Valedictorian is the undergraduate student with the highest GPA with the most CCU credits.

Each year, graduating seniors are nominated into Who's Who Among Students in American Universities and Colleges. Students earning a cumulative GPA of 3.65 or higher are nominated for this honor.

The College of Undergraduate Studies confers several different awards to students in recognition of their varied accomplishments while at CCU. Each school presents academic awards for each major. The Student Government Association also presents awards in recognition of student, faculty, and staff achievements. The following is a list of the awards granted:

### Awards from Schools

#### **School of Business and Leadership**

- Outstanding Senior in the School of Business and Leadership
- Outstanding Senior in Business
- Outstanding Leadership Student
- Outstanding Accounting Student

#### **School of Education**

- Outstanding Student in the School of Education
- Outstanding Student in Elementary Education
- Outstanding Student in Secondary Education

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

### School of Humanities and Sciences

- Outstanding Student in the School of Humanities and Sciences
- Outstanding Senior in Biology
- Outstanding Senior in Communication
- Outstanding Senior in English
- Outstanding Senior in English with Education
- Outstanding Senior in Global Studies
- Outstanding Senior in History
- Outstanding Senior in Liberal Arts
- Outstanding Senior in Mathematics
- Outstanding Senior in Mathematics with Education
- Outstanding Senior in Psychology
- Outstanding Senior in Social Studies
- Outstanding Senior in Social Studies with Education
- Outstanding Senior in Science
- Outstanding Senior in Science with Education
- Award for Outstanding Poetry
- Award for Outstanding Fiction
- Barnabas Award

### School of Music

- Outstanding Senior in the School of Music
- The Gannon-Teichert Award
- Outstanding Performance in Music
- Outstanding Service in Music
- Outstanding Scholar in Music

### School of Theology

- Outstanding Senior in the School of Theology
- Outstanding Senior in Theology
- Outstanding Senior in Youth Ministry

### Student Government Awards

- Faculty Member of the Year
- Staff Member of the Year
- Administrator of the Year
- Man of the Year
- Woman of the Year
- Service to Colorado Christian University Award

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE



### Dr. Ewen Takes Disney Approach to Business

Visitors to Disneyland in spring 2010 may have seen Dr. Gary Ewen, CCU's newly appointed Dean of the School of Business and Leadership, crowned with a set of Mickey Mouse ears and handing out ride passes around the theme park. The former professor of management and leadership studies was getting familiar with some new standards that he planned to introduce in the school, modeled after Disney's proven and innovative business practices. For example, students must now wear business attire on Thursdays and papers must be written with "exacting attention to detail" and never submitted late. The school will also seek regular performance feedback from its "customers" (parents, administrators, stakeholders). The aim is to turn CCU's classrooms into even more of a training ground for producing professionals who thrive and lead in today's high-demand, globalized industries.

"Whenever anyone thinks of organizations that are successful, Disney comes to mind," Ewen explains. "Obviously, CCU isn't a theme park, but we can adapt Disney's principles and commitment to excellence in everything we do."

- Upperclassman of the Year
- Community Service Award
- Male Athlete of the Year
- Female Athlete of the Year
- Event of the Year
- Organization of the Year
- Alumni of the Year

### Athletic Awards

#### **Cougar Athletics Awards**

- Male Senior Athlete of the Year
- Female Senior Athlete of the Year
- Servant Athlete of the Year

#### **Top Academic Awards for the Rocky Mountain Athletic Conference**

- RMAC Honor Student-Athlete (Male)
- RMAC Honor Student-Athlete (Female)

See the Evidence Library for descriptions and recipients of these awards.

*4A9: The University's curriculum encourages undergraduate student scholarship by providing internship, off-campus, and study abroad opportunities.*

The Life Directions Center recently added a new member to its team of advisors, the Assistant Director for Career Development. Responsibilities of this position include locating internship opportunities; developing workshops for resume writing, interviewing skills, and job-search strategies; and attracting outside companies to recruit CCU students. The University is currently building an internship resource database to assist students in securing internships.

Study abroad and Best Semester programs offered by the CCCU or other off-campus programs provide CCU students more than a dozen Christian-based academic study opportunities in countries such as Australia, China, and England. There are also opportunities to participate in off-campus study programs within the U.S., including the American Studies Program in Washington, D.C. and the Contemporary Music Center at Martha's Vineyard.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

**Core Component 4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

*4B1: The College of Adult and Graduate Studies master's programs are designed to develop a depth of knowledge in specific disciplines.*

The College of Adult and Graduate Studies demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. Each academic division's assessment plan and annual assessment report focus on the acquisition of knowledge and intellectual inquiry. The College of Adult and Graduate Studies programs use capstone courses to ensure students demonstrate a depth of knowledge in their respective fields.

### Master of Business Administration (MBA)

The mission of the MBA program is to equip future business and non-profit leaders with a Christian worldview and a broad business administration and technology foundation, prepared with the skills and tools required for excellence in leading and growing their organizations in the global economy. This graduate degree is designed to enable students to demonstrate an in-depth understanding of how the various functions of business are integrated, whether finance, marketing, or operations. Many of CCU's MBA students are small business owners and executive level officers and managers in their firms, which enriches the overall learning experience.

Further, the interactive adult learning model strives to find applications for theory and experience so students can go back to work the next day and integrate what they have learned. Students understand the theory supporting the various functions and business operations in which they have been working. This provides them with confidence and the knowledge and skill sets they need to bring more efficient and effective processes back to their organizations.

The MBA program is designed to equip new and existing business leaders who want to set a higher standard for integrity, morality, and professionalism. Students also develop critical leadership abilities that make them prominent in the workplace.



Trash Club serves CUS students by collecting garbage from on-campus residence halls each week

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

### *Master of Arts in Counseling (MAC)*

The MAC program builds a foundation of counseling concepts presented through classroom and online experiences. These conceptual areas include professional orientation, ethical practice, diversity, human growth and development, career development, group work, assessment, research, and program evaluation. In a closely supervised counseling experience, the practicum fosters basic counseling skills; an understanding of how personality and individual relational styles may influence human relationships; the ability to conceptualize human problems; professional counseling skill development such as interviewing, diagnosis, testing, and treatment planning; social and professional responsibility in accordance with the ethical codes of the profession; and knowledge of human differences. The capstone course is designed to integrate counseling and developmental theories, applied counseling skills, and personal development.



CUS students attend the Ladies Fall Tea, sponsored by women on staff at the University

### *Master of Arts in Curriculum and Instruction (MACI)*

The MACI program provides a graduate degree for K-12 educators, as well as those who wish to be curriculum specialists and writers, education program supervisors, department chairpersons, and college instructors. It is also appropriate for those who want to apply their skills and knowledge as online course developers, trainers, and online instructors.

Within the context of a Christian worldview, MACI instruction is based on adult learning theory that uses student and affiliate faculty professional and practical experiences. Students access relevant course theory as well as the expertise of all class participants. Current practitioners serve as affiliate faculty who encourage shared student-professional expertise to enhance and apply higher level skills. Student engagement in course discussions online or in-seat is expected and monitored by MACI faculty and administration throughout their graduate experience. The capstone project of the MACI program allows for a range of meaningful student projects with integration of research and analysis, needs assessment and evaluation, instructional methodologies, curriculum design or an alternative plan paper. It is designed for each student to make application within their professional or personal setting. The final capstone product is designed to assess student analysis and synthesis of research to a practical application product.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

*4B2: The College of Undergraduate Studies integrates general education knowledge and skills into all undergraduate degree programs.*

To earn a bachelor's degree, students must complete a minimum of 128 semester hours of study including the general education requirements. Student scholars gain a broad exposure to history and social sciences, communication, arts and humanities, mathematics, scientific thought, integrative studies, and biblical studies. Studies in history and social sciences facilitate cultural literacy, historical thinking, sociological and political thinking and analysis, a world perspective and appreciation for other cultures and value systems, critical reading, and divergent thinking skills. Communication studies facilitate writing, speaking, critical reading, and listening skills. Studies in the arts and humanities enhance skills in critical and logical thinking, convergent and divergent thinking, critical reading, literary expression, and ethical analysis; enhance cultural literacy and appreciation for the fine and performing arts; and promote the integration of faith and learning. Studies in scientific thought stimulate scientific inquiry, thinking, and analysis. Studies in mathematics strengthen essential mathematical literacy and problem-solving skills. See the Evidence Library for the general education curriculum.

*4B3: Colorado Christian University recently redesigned the general education program in the College of Undergraduate Studies to reflect depth of knowledge and skills to ensure the development of an informed citizenry.*

An informed citizenry is properly equipped to engage the world on multiple levels. An important value held at Colorado Christian University is for graduates to "...Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have..." (1 Peter 3:15). In order to do so, a graduate must have a breadth and depth of knowledge to address the issues attendant to any discussion. The University's Strategic Objectives direct the education of each student to this goal. The general education courses, in combination with the courses in the major, provide the depth and breadth to produce the informed citizenry that can articulate the hope within.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

*4B4: The Centennial Institute provides opportunities to advance academic endeavors.*

The Centennial Institute engages students, faculty, and staff as well as the community at large to discover the academic environment and affords the opportunity for students to interact with people in the community. The Centennial Institute connects with thousands of people through its Web site, the '76 Blog, the monthly Issue Forum, the Centennial Review, hosted debates, and the annual Western Conservative Summit.

The '76 Blog is accessible to registered guests to post opinions and responses to a variety of political events at local, state, and federal levels. The monthly Issue Forum connects students with the community in discussions of public policy. The Centennial Review publishes articles on the issues that affect every citizen, e.g., economics, the war on terror, truth versus relativism, global warming, poverty, liberty, freedom, and justice. Recent editions include:

- *Redistribution and Ruin* by Dr. Paul Cleveland, Professor of Business Administration and Economics at Birmingham-Southern College
- *America's Greatness Shown in Slavery Struggle* by Dr. Thomas Krannawitter, formerly from Hillsdale College and currently Professor of Political Science at Colorado Christian University
- *Truth Under Fire* by Dr. Douglas Groothuis, Professor of Philosophy at Denver Seminary
- *Financial Crisis Made in Washington* by William L. Armstrong, President of Colorado Christian University, former Representative and Senator from Colorado.
- *Global Warming: Kyoto, Yes or No? Yes: Take Responsibility* by Dr. James White, Fellow and Director of the Institute of Arctic and Alpine Research; Professor of Geological Sciences, University of Colorado at Boulder. *No: Intrusion Unjustified* by Christopher Horner, an attorney and Senior Fellow at the Competitive Enterprise Institute, Washington, D.C.
- *Virtue, Freedom, and Christian Citizenship* by Kevin Miller, Centennial Institute Fellow, former Dean of the CCU School of Business, chair of the Vanguard Forum.
- *How the "Josephs" of Today Can Heal the Inner City* by Dr. Robert L. Woodson, President of the Center for Neighborhood Enterprise.
- *Moral Foundations of Capitalism* by Dr. Paul Prentice, Centennial Institute Fellow, Senior Fellow of the Independence Institute, and Adjunct Faculty at the University of Colorado at Colorado Springs.
- *Eight Myths of Wealth and Poverty* by Dr. Jay Richards, Senior Fellow at the Discovery Institute.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

- *Roots of American Liberty: Our Debt to the Anglosphere* by James C. Bennett, businessman, consultant, writer on technology and international affairs, and Centennial Institute Fellow.
- *Civilization and Savagery: Virgil for Today* by Michael Poliakoff, Policy Director for the American Council of Trustees and Alumni in Washington, D.C.
- *Tax Limitation: The Time is Now* by Douglas Bruce, a conservative activist and former legislator in Colorado, best known as the author of Colorado's Taxpayer Bill of Rights (TABOR).

**Core Component 4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

*4C1: The College of Adult and Graduate Studies regularly reviews courses and programs to assure curricula is useful and relevant to students who live and work in a global, diverse, and technological society.*

To ensure that the curricula are appropriate and effective, all College of Adult and Graduate Studies courses undergo systematic review, including student, faculty, and stakeholder input. For example, school teachers and administrators, employers, counseling professionals, and the Nursing Advisory Committee provide input for applicable course reviews.

Division deans provide continuous review of their program offerings in addition to systematic periodic review of each course. In conjunction with other College of Adult and Graduate Studies groups, e.g., Enrollment Development and Student Success, academic deans determine if new programs are needed and sustainable. Recommendations are made for any changes to existing programs. The curriculum committee reviews all proposed changes.

*4C2: The College of Undergraduate Studies reviews programs, majors, and courses to assure usefulness in a global, diverse, and technological society.*

CCU formally and informally assesses the usefulness of its curricula to students who live and work in a highly global and technological society. One of the ways that the College of Undergraduate Studies determines whether its programs address the needs of today's global marketplace is through communication with businesses, ministries, graduate programs,

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

and other external constituencies. Elementary schools routinely recruit CCU graduates, and IBM actively targets School of Business and Leadership graduates for employment.

Two-way communication with external constituencies yields valuable information that leads to program and course changes. For example, the School of Education now teaches students how to integrate SMART Board technology in the classroom. The School of Theology changed its majors in response to communication with other theology schools. The School of Music changed its worship focus to include more modern worship formats.

The School of Education responded to the needs for future public and private school teachers in the areas of math, special education, urban education, and reading literacy. The school developed a program in partnership with the Colorado School of Mines to provide a secondary education mathematics major. It gained Colorado state approval to offer a special education teacher licensure program and required all education students to complete a clinical practicum in an urban school setting. The school built a relationship with AmeriCorps to support field practicum placements in Title I schools and developed a reading literacy component for elementary and English language arts teachers. The School of Education attained three federal No Child Left Behind grants and a UCAN SERVE/AmeriCorps grant to support its new degree programs.



The CAGS Western Colorado Center provides a Christ-centered education to students on the Western Slope

The College of Undergraduate Studies distributes a post-graduate survey 8-12 months after graduation through the Life Directions Center. The survey gathers information regarding a graduate's employment, spiritual, and financial status. Historically, surveys have been inconsistently administered, which resulted in problems in obtaining correct alumni information. The Life Directions Center partnered with alumni relations in Development to gain accurate information about graduates. In the most recent survey, 93% of graduates felt prepared for the next steps after graduation.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

*4C3: The College of Undergraduate Studies has reviewed courses to assure the curricula is useful and relevant to students who live and work in a global, diverse, and technological society.*

From 2003 to 2004, the general education curriculum was reviewed by the Academic Affairs Committee and an ad hoc General Education Committee. The outcome of that review included the adoption of guaranteed transfer Pathways (gtPATHWAYS), a state of Colorado program that was developed to assure that students transferring from one state college or university to another would be able to transfer general education credits to the next institution. Colorado Christian University, as an adherent to the gtPATHWAYS program, allows for generous general education transfer credit from other institutions within Colorado.

In 2008, the general education curriculum was aligned with the University's Strategic Objectives. To accomplish this goal, several fact-finding meetings were held with internal and external constituents. The Deans Council, faculty (full-time and affiliate), Life Directions Center staff, students, alumni, parents of students, Board of Trustees members, the President's Cabinet, and the Curriculum Committee deliberated on issues related to the core courses students should complete to become an informed citizenry.

The reviews indicated a lack of uniformity of the previous general education curriculum across majors. Upon declaring a different major, students completing the general education for one major would find they were lacking general education courses or that they had taken more than enough general education courses to satisfy the requirements of the new major. Establishing a consistent general education across all majors allows for easier transitions from one major to another. With the needed exceptions for the School of Education and School of Music students, all University students now complete the same general education courses. An added benefit to the students is that general education courses are each taught as a cohort, providing students a learning community and shared experiences. Aligning the general education curriculum with the University's Strategic Objectives assures that students will be informed citizens ready to live, work, and serve in a global, diverse, and technological society.

### Centennial Institute Hosts First-of-a-Kind Summit in Colorado

The Centennial Institute, CCU's public policy think tank, held its first annual Western Conservative Summit in July 2010, drawing a crowd of over 700—more than double the original plan—during the weekend-long event, and attracting headlines in *The Denver Post*, on radio and television, and in other Colorado media and beyond. Featured speakers included Rep. Michele Bachmann (Minn.), radio commentator Dennis Prager, decorated retired Lt. Gen. Jerry Boykin, columnist Michelle Malkin, and author and political analyst Dick Morris, a former Democrat and top advisor to President Clinton.

"I don't recall anything like this in Colorado," said CCU President Bill Armstrong. John Andrews, the former Colorado Senate president and now Director of the Centennial Institute, likened the event's surprising success to "a trickle that's turned into the mighty Mississippi." Armstrong even predicted that next year's summit will be a national forum and magnet for presidential candidates who will run in 2012.



Former State Senator John Andrews,  
Director of the Centennial Institute

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

*4C4: The School of Education in the College of Undergraduate Studies regularly reviews courses and programs to ensure curricula is useful and relevant to students who live and work in a global, diverse, and technological society.*

The School of Education's professional curricula provides integration of diversity, knowledge, and skills throughout program courses and practicum to produce teachers who are able to impact the learning of diverse classroom populations. The School of Education students are held to the Teacher Performance Standards adopted by the state.

Despite ongoing efforts, the School of Education faculty and student population does not reflect the diversity of students in Denver metro area K-12 schools today. The School of Education has approached this reality directly and programmatically through partnerships between the University and area schools. The School of Education students engage in a minimum of 800 hours of field clinical practicum in a variety of school settings including suburban, urban, and Title I in order to be recommended for state licensure. Education graduates are often recruited by the district or school where they completed their student teaching. The School of Education intentionally builds partnerships with Title I schools that serve diverse populations. For example, in 2008-09, CCU student teachers were placed in 17 different schools, of which 10 were Title I.

The School of Education designed an Urban School Field practicum to be taken concurrently with Cultural Diversity and Differentiated Instruction to affect cognitive, affective commitment, and behavioral integration of culturally responsive teaching and learning. Finally, the School of Education offers a three credit course, International Teaching, in the summer.

*4C5: The College of Adult and Graduate Studies prepares students for professional, service, and ministry careers consistent with the mission documents.*

Each degree offered by the Business and Technology Division prepares students for a professional career in a variety of business, management, technical, and ministry positions in corporate and non-profit organizations.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Within the context of a Christian worldview, the B.A. in Liberal Arts with Early Childhood Education Licensure and the B.A. in Liberal Arts with Elementary Education Licensure provides a challenging, theory-based and application-oriented approach to education. Students acquire knowledge, develop skills, and demonstrate competencies necessary to teach effectively in public and private schools. Courses and field experiences develop educators who are dedicated to addressing diverse learner needs with excellence through servant-leadership in their field and in society.

The Master of Arts in Counseling program is designed to academically prepare counselors for licensure in the state of Colorado. Licensure requirements in several states use standards from the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CCU's students are prepared for licensure in these states by having adopted the CACREP standards. In addition to the academic preparation, students complete 700 hours of supervised practicum before graduation. To become a licensed professional counselor, an applicant must complete 2,000 hours of post-graduate supervised practice and pass the National Counselor Exam.

All nursing programs at CCU prepare students for professional careers in nursing and healthcare. The RN-BSN and the BSN program prepare graduates for the global marketplace. All BSN nursing students take courses that provide a global perspective on health and wellness. All RN-BSN and BSN students have the opportunity to enroll in an international immersion experience as part of their coursework.

*4C6: The College of Undergraduate Studies prepares students for service and leadership in a global society.*

A distinctive example of CCU's commitment to preparing graduates for Christian leadership and service is the ministry or service learning requirement. In order to graduate, students complete 180 required service hours in an area of professional or ministry interest. Transfer students must complete 22.5 ministry hours per semester.

CCU has appeared on the President's Higher Education Community Service Honor Roll. The Honor Roll "annually recognizes institutions



The CCU community gathers for the annual Christmas tree lighting

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

of higher education for their commitment to and achievement in community service. The President's Honor Roll increases the public's awareness of the contributions that colleges and their students make to local communities and the nation as a whole."

For the 2008-09 school year, the following statistics were submitted:

- Students completed 35,550 service hours
- 375 students engaged in academic service-learning
- 415 students engaged in forms of community service other than academic service-learning
- 790 students engaged in community service of any kind



Parents surround new students in prayer at the Call to Community

Ministry hours encourage students to explore service opportunities outside of CCU's campus. For this reason, a minimum of 75% of a student's ministry hours must come from off-campus service. Involvement for all students averages two to three hours a week, with a yearly total of at least 45 hours.

CCU2theWorld, discussed in Criterion Five, provides students with opportunities to engage in both leadership and service in a global context. Students participate in and lead mission trips within the United States and in countries around the world.

Student Life supports the development of leadership skills and responsibility among students. All student clubs and organizations are required to complete service projects each semester to maintain charter status. This reinforces the concept of social responsibility. Additionally, the Office of Student Life offers leadership positions for students. Many of these positions are paid through a scholarship stipend. These positions are advised and/or supervised by Student Life staff members and some faculty advisors.

*4C7: The College of Undergraduate Studies curricula include courses and a major in global studies.*

The College of Undergraduate Studies School of Humanities and Sciences offers a bachelor's degree in global studies. The degree is relevant to a variety of careers, from international business to missionary or pastoral service. Global studies majors are encouraged to complete a semester of

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

study abroad during their time at CCU. The global studies degree is built on a foundation of international political science and economics, and presents a global perspective on diverse cultures throughout the world. Students may combine the global studies major with a minor to help them customize a program in their area of interest.

**Core Component 4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

*4D1: Colorado Christian University has established a faculty policy for academic freedom.*

The University extends to each faculty member the right of academic freedom in the performance of his or her duties within the framework of the University's mission documents and the professional standards appropriate to his or her role or discipline. This freedom extends to the classroom, to research, writings, and to other public utterances in the field of professional competence. See the Evidence Library for the Faculty Handbook.

*4D2: Colorado Christian University has established policies and procedures to ensure faculty and staff acquire, discover, and apply knowledge responsibly.*

As a community seeking to live by the truth of Jesus Christ, CCU values personal integrity and academic honesty as vital components of the Christian educational experience. The University believes that trust among community members is essential for both high-quality scholarship and the effective operation of the University. As members of this community, all students, faculty, and staff are responsible for ensuring that their behavior is consistent with the highest standards of integrity.

At CCU, the regulations pertaining to the Family Education Rights to Privacy Act (FERPA) are followed rigorously. The Registrar informs the CCU community of FERPA guidelines and answers any questions that might arise. Access to student records in Colleague is strictly limited to only those who have a "legitimate educational interest" in the student records. Service Central is responsible for maintaining student records, and Service Central staff is trained in FERPA compliance. The Registrar, in conjunction with IST Training, is in the process of implementing an

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

ongoing training and certification program for all staff who work with student records. See the Evidence Library for the Academic Catalog and the FERPA Policy Handbook.

*4D3: The College of Adult and Graduate Studies has established policies and procedures to ensure students, faculty, and staff acquire, discover, and apply knowledge responsibly.*

As outlined in the Academic Catalog and Student Handbook, academic dishonesty includes, but is not limited to, the following categories: fabrication (lying), plagiarism, multiple submission of work without faculty permission, obtaining unfair advantage, cheating on tests, obtaining unauthorized access to academic or administrative records or aiding or abetting other students in acts of dishonesty, either by being an accomplice or by failing to report known cases of academic dishonesty.

The University encourages faculty to use images in the courses that they teach and develop. CAGS established copyright guidelines for using material not created by the faculty member or course developer, e.g., use of clip art, photos, Internet resources, printed material, and videos. CAGS is diligent in ensuring proper credit is given for outside sources and that copyrights are not violated. The guidelines are posted in all CAGS Pearson eCollege courses. The College of Adult and Graduate Studies assists its students in ethically demonstrating knowledge by posting APA guidelines in all Pearson eCollege courses. See the Evidence Library for the copyright guidelines.

The Student Handbook and Faculty Handbook provide guidelines, policies, and procedures relating to academic integrity and ethical conduct. See the Evidence Library for the handbooks.

*4D4: The College of Undergraduate Studies has established a clear policy for academic integrity.*

### Library Resources

The College of Undergraduate Studies has adopted a clear, strong policy on academic integrity. To support this policy, the library offers print and online guides to writing and proper citation. One of these online writing guides outlines the research writing process, beginning with brainstorming, constructing an outline, and supporting a thesis



### **Alum Teaches at Aberdeen, Publishes New Book**

CCU graduate Dr. Brian Brock (class of 1993) went on to earn a Master's in Biomedical and Clinical Ethics from Loma Linda University and both master's and doctorate degrees in Christian Ethics from King's College (London, U.K.). Dr. Brock has taught in Germany, lectured throughout Europe and the United States, and published numerous articles. In 2004, he was hired to the teaching faculty at Scotland's University of Aberdeen, a nearly 500-year-old institution and the third oldest in the nation. His book, "Singing the Ethos of God," hit store shelves in 2007 and examines works by major contemporary thinkers on the Bible and Christian ethics.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

statement. The Web site also includes a definition of plagiarism and documents the necessity of giving proper attribution through footnotes and a bibliography.

### General Student Conduct Expectations

Within the traditions of its mission and Christ-centered heritage, CCU expects its students to develop a high standard of behavior and personal values. Among these expectations are:

- Respect for the rights and human dignity of others, especially in the conduct of relationships.
- Respect for the rights and needs of the CCU community to develop and maintain an atmosphere conducive to academic study and personal life.
- Respect for the University's academic traditions of honesty, freedom of expression, and open inquiry.
- Tolerance and respect for the different backgrounds, personalities, beliefs, and spiritual traditions of students, faculty, and staff that make up the CCU community.
- A willingness to assist others in need of support, guidance, or friendship.
- Respect for federal, state, and local laws and ordinances.
- Respect for the authorities, policies, procedures, and regulations established by the University for the orderly administration of University activities and the welfare of the members of the University community.
- Adherence to the values, attitude, direction, and tone that Christ set forth when relating to fellow students or community members who have been wronged or have entered into a dispute.
- Ownership in a biblically-based Christian community committed to the confrontation of sin by its members through love and truth.

### Statement on Dishonesty

Colorado Christian University holds a high expectation of honesty and the role it plays in the Christian life. When a student is involved in a violation of the policies set forth in the handbook and chooses not to admit his or her accountability, or provides false information to the University, an additional charge of dishonesty will be added to existing charges. The University expects students to take responsibility for their actions. See the Evidence Library for the complete Student Handbook.

## CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

*4D5: Students in the College of Adult and Graduate Studies must complete at least one course in ethics in order to graduate.*

Consistent with a biblical perspective, CAGS emphasizes the role of ethical standards and behavior that promote social responsibility. All CAGS degree programs have at least one course that focuses specifically on ethics such as: Personal and Social Ethics, Christian Bioethics, Professional Ethics, or Professional Orientation. In addition to taking one of these courses, biblical principles and ethical standards and behaviors are integrated into other courses and course assignments.



A CUS student presents an Apple Award to an employee who has influenced her time at CCU

*4D6: Students in the School of Education in the College of Undergraduate Studies are required to conform to the Dispositions for Success program in order to complete their program.*

It is not easy to step into the professional role of teacher during student teaching. The School of Education, beginning the freshman year, employs a disposition report process to establish and reinforce core values and behaviors of an effective teacher. The disposition relates to behaviors, such as class attendance, punctuality, assignment preparation, academic progress, appropriate attire, and actions during field experience. It evaluates speaking, writing, reading, mathematics, and written communication skills. Students must pass the PLACE/PRAXIS II and have all dispositions resolved prior to screening and student teaching. Dispositions are not punitive but are for instructional and mentoring purposes.

### Strengths Related to Criterion Four

- Faculty and staff model lifelong learning.
- Colorado Christian University provides opportunities for faculty, staff, and students to participate in lifelong learning activities, such as the University Symposium, CCU Lecture Series, Strategic Objective Workshops, and Centennial Institute events.
- Students are equipped to become lifelong learners.
- Numerous student internship opportunities combine theory and practice, preparing students to make an impact on a technologically advanced and globally diverse society.
- Colorado Christian University financially supports professional development opportunities for faculty and staff.
- College of Adult and Graduate Studies programs connect the acquisition of knowledge and its practical application.
- College of Undergraduate Studies students live and learn in community through academic and residential programs.
- The development and delivery of online curriculum prepares students for a technologically diverse society.
- Active honor societies encourage excellence in scholarship, research, and community service.
- The College of Undergraduate Studies prepares students to be servant leaders by integrating ministry or service requirements in all academic programs.

## Challenges and Plans to Address Challenges Related to Criterion Four

- Inconsistent review of programs, curricula, and courses for usefulness and relevance.

*Plan: Develop and implement a consistent review cycle for all divisions and schools.*

- Insufficient recognition of scholarly and professional successes of faculty and staff.

*Plan: Develop and implement a strategy where faculty and staff are publically recognized for their accomplishments.*

- The College Undergraduate Studies needs to help students develop stronger connections between their service learning hours and their academic courses and degree programs.

*Plan: Faculty will identify service learning opportunities connected to their academic courses and disciplines and provide this resource to students and to the Life Directions Center.*



## *Criterion Five: Engagement and Service*

### **Criterion Statement:**

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**CRITERION FIVE: ENGAGEMENT AND SERVICE**

**Criterion Statement: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

CCU’s constituencies include students, faculty, staff, parents, alumni, donors, and the external communities the University serves including churches, schools, businesses, and non-profit organizations. CCU has requested third party comments from students, parents, alumni, donors, and other constituents. See Evidence Library for solicited Third Party Comments.

**Core Component 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

*5A1: Colorado Christian University learns about and responds to student needs and expectations regarding academics through student course evaluations.*

While fully recognizing the limitations associated with student evaluations, it is essential that faculty members gain feedback from students. Students submit evaluations to identify and explore strengths and weaknesses of courses. Faculty members regularly ask students about the impact of lectures, assignments, and other learning activities. Deans may also interview students about their observations and experiences in classes.

*5A2: Colorado Christian University responded to student needs and expectations by creating Service Central.*

Service Central was created in 2006 in response to the need for a more efficient, dynamic way of conducting student transactional business. Faculty, advisors, and enrollment counselors identified that students complained of slow and cumbersome transactional processes. With the implementation of Colleague, which includes student records, registration, financial aid, admissions, accounts receivable, and billing, it was possible to create a department that was a “one-stop shop” for all transactional student needs.



CAGS students’ academic achievements are recognized at the Alpha Sigma Lambda banquet

## CRITERION FIVE: ENGAGEMENT AND SERVICE

Since 2006, Service Central staff have been able to integrate services so that the impact of one transaction, such as dropping a class, can be identified and communicated to a student immediately, e.g., financial aid, billing, enrollment verification, and degree audit. The result has been to seamlessly deliver service and increase student satisfaction.

Service Central has taken a number of approaches to gather feedback from students and adjust its operations accordingly. It has conducted focus groups to gauge student responses to its performance, and uses the Student Satisfaction Inventory to measure yearly progress in how students perceive the services it provides. Service Central leadership has regularly scheduled meetings with both CAGS and CUS student services staff on how Service Central can improve processes and procedures, and to see if there are any issues that need correction. Service Central staff are encouraged to solicit feedback directly from students and fellow CCU staff for continual departmental improvement.



CCU Band Tour

As a result of data received, Service Central has made a number of changes to better serve students and staff. For example, during the fall of 2009, Service Central reorganized. Previously, Service Specialists took calls, e-mails, and walk-in traffic, with each Service Specialist able to serve any student or staff member, whether CAGS or CUS. Notes kept in Colleague enabled Service Specialists to see student history. Student and staff feedback indicated a desire for a more personalized customer service experience. The Service Specialists are now assigned a case load of students, and their associated advisor, based on the student's CAGS regional or metro

center, or initial semester as a CUS student. Students now have their own personal Service Specialist who manages all of their transactional student account needs.

Service Central has responded to feedback from students and staff in other areas as well, including increased communication flow through the E-mail Blast System, quicker response to transcript evaluation requests, more frequent financial aid operations, twelve-month payment plan arrangements, and improved processing of paperwork.

*5A3: Colorado Christian University learns about and responds to student health needs.*

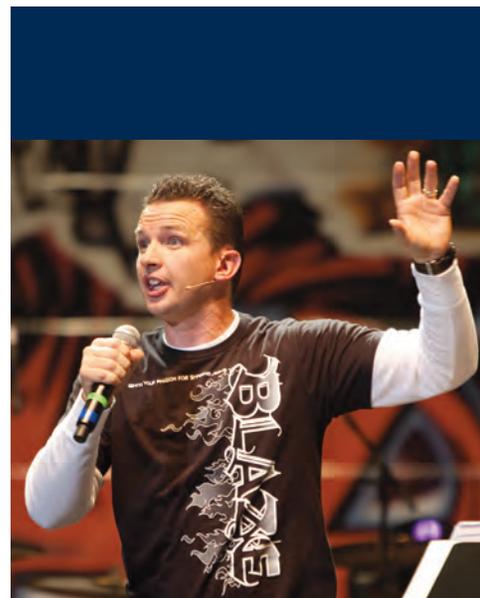
CCU students have access to health services. The Health Services Department is staffed by one full-time Director of Health Services who is a Registered Nurse. Her responsibilities include providing medical care to the CCU community; monitoring compliance with Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, and state immunization laws; and monitoring and responding to college health trends and student needs.

In response to the H1N1 outbreak, CCU was awarded a grant from the Pandemic Influenza Grant Funding. The grant money supported the health and safety of CCU students, faculty, and staff and funded education, resources, and supplies for H1N1 prevention. Hand sanitizing stations were purchased and placed around campus. Posters warning students of the signs of the flu were posted to educate constituencies and encourage students, faculty, and staff to stay home if they demonstrated flu symptoms.

*5A4: Colorado Christian University learns about and responds to faculty and staff needs and expectations.*

In 2008, Human Resources began conducting yearly employment surveys to actively seek employee opinions. The Human Resources Department analyzes survey results to identify its priority projects for the coming year. As a result of past survey data, HR developed training, established interdepartmental meetings, created community events, started a new supervisor class, and planned a new employee orientation.

A comparison of the 2008 and 2009 survey results follows:  
(see following page)



**Heritage School Alum Finds Dare 2 Share, Impacts Teens Nationwide**

When Greg Stier, a graduate of CCU heritage school Colorado Christian College, founded the evangelistic organization Dare 2 Share Ministries in the early '90s, he had no idea of the far-reaching impact it would have. For many years, he worked in full-time ministry at a church in the Denver suburbs. When the Columbine High School tragedy took place in 1999, Greg reached a turning point in his career, realizing his deep desire to mobilize teenagers to reach their generation for Christ. He resigned his pastorate and began working full time with Dare 2 Share. Since then, through national conferences and other training events every year, Dare 2 Share's unique approach to evangelism has impacted the lives of several hundred thousand teenagers across America, teaching them about Christianity and how to share and defend their faith.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

	2008	2009	Change
<b>Mission Documents</b>			
Aligned personally with the mission	97%	99%	+2%
Aligned personally with the vision	98%	99%	+1%
Committed to Strategic Objectives	77%	82%	+5%
<b>Satisfaction with Benefits and Compensation</b>			
403b Retirement	81%	80%	-1%
Group health insurance	71%	71%	0%
Equitable pay compared to other Christian organizations or universities	43%	44%	+1%
<b>Cultural and Spiritual Climate</b>			
CCU's culture is changing in a positive way	55%	60%	+5%
Working at CCU has improved personal spiritual growth	74%	83%	+9%
<b>Leadership and Supervision</b>			
Effective communication from leaders	60%	68%	+8%
Supervisor leads with integrity	84%	85%	+1%
<b>Work Environment</b>			
Passionate about work	84%	87%	+3%
Relationship with peers	95%	95%	0%
Satisfied with professional development opportunities	79%	75%	-4%
Satisfied with training	59%	69%	+10%
Satisfied with recognition	69%	69%	0%
Receive cooperation and communication from other teams	35%	50%	+15%
Would recommend team or department as a great place to work	81%	78%	-3%
Would recommend CCU to others as a great place to work	61%	70%	+9%

See the Evidence Library for complete employee survey results.

*5A5: Colorado Christian University learns about and responds to alumni needs and expectations.*

CCU communicates with its alumni through the quarterly Colorado Christian Connections Newsletter (print and e-mail versions); Phone-a-Thon (student workers call alumni); quarterly alumni gatherings;

homecoming; e-mail updates; and Facebook, LinkedIn, and Twitter groups. See the Evidence Library for the Colorado Christian Connections Newsletter.

In addition to the above initiatives, CCU has revamped its Alumni Association. The purpose of the Colorado Christian University Alumni Association is to foster and cultivate the spirit of a continuing Christian community for alumni of Colorado Christian University and its heritage institutions in order to unite that community into a vital force of influence, support, action, continuous learning, fellowship, and giving through effective communication among members and with the University. Further, the Alumni Association works to perpetuate interest in the welfare of the University and the larger community of fellow alumni and friends.

The CCU Alumni Association has approximately 14,000 members who have graduated from CCU or one of its heritage institutions. Alumni relations in the Office of Development and the Alumni Association often partner together to host between 10 and 12 events each year. Some of these events include homecoming, alumni community networking events, athletic events, and reunions.

*5A6: The College of Adult and Graduate Studies learns about and responds to external constituents' needs and expectations.*

#### Business and Technology Division

The College of Adult and Graduate Studies has been reviewed and approved as a provider of project management training by the Project Management Institute, the leading worldwide membership association for the project management profession. CCU offers an approved certificate in project management.

Business and Technology Division leaders are active members in professional trade organizations such as the Project Management Institute, Academy of Management, Christian Adult Higher Education Association, and American Institute of Certified Public Accounts.

For program reviews in the Business and Technology Division, outside experts are consulted and input is sought to ensure students receive a state-of-the-art education. For example, in the recent upgrade in the Bachelor of Science in Information Systems Management program, a

## CRITERION FIVE: ENGAGEMENT AND SERVICE

four-month virtual summit was held, fostering collaboration between faculty, industry experts, and expert students. Students learn about the latest frameworks, theories, and practical developments in the workplace.

### Curriculum and Instruction Education Division

The Curriculum and Instruction Education Division meets with local school district teachers and administrators to solicit their assessment of its licensing programs. The Dean also meets with state administrators of education programs in Colorado to gain their assessment of College of Adult and Graduate Studies licensing programs. This dialogue is aimed at continuous improvement of the licensing programs.



New students experience moonlight volleyball, a CCU tradition

The Dean of the Curriculum and Instruction Education Division meets monthly in a state committee for deans in Colorado. The deans have oversight of the education licensure programs. This requires interaction with the Colorado Department of Education to assure understanding and compliance.

### Nursing and Sciences Division

The Nursing and Sciences Division established a Bachelor of Science in Nursing Advisory Committee from representatives among the health industry to gather input into the design and operation of BSN nursing program, including curriculum content.

Nursing faculty meet semi-annually with other faculty, program directors, and deans through the Colorado Council on Nursing Education. This statewide group hears updates from stakeholders and constituents and discusses relevant issues impacting nursing in Colorado. The Nursing and Sciences Division representative attends the Alliance for Clinical Education meetings held quarterly on the Front Range and semi-annually in Western Colorado. At these meetings, clinical placement issues, clinical faculty issues, and standardization of clinical best practices are discussed. Colleges, universities, and hospital systems collaborate for improved effectiveness and efficiency.

*Social Sciences and Humanities Division*

The Master of Arts in Counseling (MAC) faculty involved in Practicum and Internship group supervision communicates regularly with site supervisors. In the Practicum course, this communication occurs at least every other week. In the Internship course, it occurs as needed. Both field experiences include at least one site visit with the site supervisor and the faculty group supervisor. These discussions include an extended conversation about the competence of the student, the quality of the MAC program, and the suitability of the site with respect to student skills and preferences.

In clinical placements, information gathered from site supervisors and student site evaluations address the quality of the supervision and the type of student who would be most likely to succeed at the site. This information is used to advise students of a “goodness of fit” when the student is securing a site placement.

In response to students’ desire to graduate from a CACREP accredited program, the Social Sciences and Humanities Division is pursuing CACREP accreditation. The initial self-study was submitted in October 2009, feedback was received in January 2010, and the Master of Arts in Counseling team is currently responding to suggestions made in the initial review.

*5A7: The College of Undergraduate Studies learns about and responds to external constituents’ needs and expectations.*

*School of Business and Leadership*

External constituencies of the School of Business and Leadership include both for profit and non-profit business leaders in the Rocky Mountain region. The school identified a need for a concrete model for values-aligned leadership, and has partnered with business leaders to develop and implement this model through the Values-Aligned Leadership Summit, held each spring. Hundreds of organizational leaders, CAGS and CUS students, faculty, and staff attend the all-day conference to listen to a variety of speakers present on the topic of values-based leadership and business ethics. Attendees become intentional about the principles of stewardship and ethical decision making, develop a shared vision for greater accountability among leaders, and unite to help new role models emerge.

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A primary outreach to organizational leaders is through the school's student internship program. Organizations are very interested in student intern partnerships with the School of Business and Leadership. The school will host Business Focal Point breakfasts three times per year, where students and organizational leaders will be invited to hear a keynote speaker address a particular topic of interest. Finally, the school faculty are engaged in a wide array of service projects to external organizations as board members, consultants, and trainers.

### *School of Education*

At separate seminars, twice yearly, K-12 principals and human resource directors from five Denver metro school districts conduct mock interviews with current student teachers to prepare them with job placement skills and to encourage them to apply in their districts. Principals report that CCU's students are comfortable with accountability and the pressures of assessment. One example of an interview question is, "How will your class represent rigor?" CCU's students respond by talking about student learning results and the Action Research Project.

### *School of Humanities and Sciences*

Faculty within the School of Humanities and Sciences attend regional and national conferences within their discipline. They are connected to professional organizations and, thereby, remain current in their fields regarding the trends in professional and graduate requirements for students. The School of Humanities and Sciences was contacted by the University of Colorado at Denver to supply professors for select courses in the sciences, mathematics, and English. The CREATE Health Scholars summer education program provides students from other institutions the opportunity to increase knowledge and skills attendant to prerequisite requirements for medical school and improvement in Medical College Admission Test scores.

Various agencies and area businesses request CCU interns and graduates to fill staff vacancies. For example, the coordinator for interns at the state capital requested several students for the most recent legislative session and the local sheriff's department asked for students to serve as victim advocates to fulfill CCU internship requirements.

### School of Music

The School of Music's constituencies include students, alumni, churches, faculty, staff, and the external community. It is inherent that students perform, and it is these performances that encourage contact with all of these constituencies, something unique only to this school. The positive response to these performances results in several requests for students to exercise their gifts in music in any number of venues, including paid performance opportunities and internships. Choirs from the School of Music participate in numerous off-campus concerts with organizations including schools, civic choirs, and national organizations. There is a well developed feedback loop with these organizations about the effectiveness of the collaborative programs and future opportunities for student employment.

### School of Theology

Pastors and church staff identify the needs of their churches and pass these on to parishioners who are CCU faculty. Some of these needs have been met through changes in CCU programs, identifying the need for interns, or supplying interim pastors for local churches. Youth Ministry interns serve in a variety of capacities in local churches. Faculty also serve local churches by providing guest sermons, homilies, Sunday school series, and evening lectures. Further, the School of Theology has offered instruction and resources to high school Bible teachers and has developed relationships with many teachers in the Denver metro area by doing so. A faculty member of the school directs the local National Network of Youth Ministry for area youth workers, which has also helped the School of Theology maintain contact with local area churches.

### Student Life

Beginning in 2008, CCU increased services to area high schools by providing chapel speakers and high school Bible teachers. Over 50 sites were visited during the 2009-10 school year. This has served multiple purposes as the high schools benefited from guest speakers and access to Ph.D. level teachers, and CCU benefited from the opportunity to meet high school students and their parents.

CCU collaborates with camps, churches, ministries, schools, and organizations. Several organizations contact CCU to establish sports camps and educational opportunities throughout the summer.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

*5A8: The College of Undergraduate Studies learns about and responds to students' needs and expectations.*

### Student Satisfaction Inventory

The Student Satisfaction Inventory is used by Student Life to improve the quality of student life and learning. A random sample of 200 students completes the survey each fall. The information from the survey is compared with results of past years and with the results of other four-year private institutions. The comparisons are then analyzed by the Retention Committee and recommendations for changes are made.



CUS students at the New Student Retreat at Frontier Ranch

### Chapel Surveys

Each Tuesday and Thursday, students are required to attend chapel services to enhance their spiritual growth. At end of the semester, a survey is given to students to gather information regarding the student's experience in chapel. In the past, these surveys were analyzed by the campus pastor to determine if changes needed to be made. At the suggestion of students, new speakers and new worship styles have been introduced. In the future, a chapel committee will be formed to design the chapel schedule and then to evaluate the surveys and feedback.

### Athletic Evaluations

Each year, student-athletes are given the opportunity to evaluate their student-athlete experience and their coaches. Student input is considered during coach evaluations. The Director of Athletics reviews the evaluations of individual sports programs and, in conjunction with the Vice President for Student Development, decides if changes are needed.

### Quality of Campus Life Survey

In 2001, on the Quality of Campus Life Survey, students indicated dissatisfaction with the Student Union facility and the resources available; they did not use the Union. Students wanted a place for informal gatherings on campus located closer to the residential halls. The Student Union now has a coffee shop, student mailboxes, and pool tables. The Union is used for studying, social connections, and other programming.

Exit Surveys and Life Directions Center Surveys

Students complete an exit survey upon their withdrawal from the University. Overall, students are content with their University experience. However, every year in exit surveys, students indicate their concern about the rising cost of tuition. In response, the University has developed scholarships and other student financial aid options.

In the past, students expressed their dissatisfaction with the “CCU run around.” For example, students were directed from one office to another without receiving an answer to their question. In response, CCU created Service Central to address transactional services and the Life Directions Center to handle student advising.

The Life Directions Center implemented a survey to determine students’ satisfaction with the services provided in the LDC. However, the survey has not been given consistently. The LDC needs to hear feedback from students in order to determine where improvements need to be made. Several options have been discussed, including semester evaluations or evaluations sent to students after visits with their advisors.

Student Government

One way students communicate their needs to the University is through the Student Government Association, which represents the student body. Records of student proposals through the Student Government Association have not been archived; however, some implementations include changes to the Student Union, lowering of speed bumps on campus, funding for a workout center for students, and the addition of a climbing wall on campus.

**Core Component 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

*5B1: The College of Undergraduate Studies has the capacity and the commitment to engage with its students.*

Weekend of Welcome

CCU’s orientation programming welcomes new undergraduate students and assists them in making a successful transition into the

**Mentorship: Lessons You Can’t Learn in Books**

CCU’s small campus naturally lends itself to student-faculty mentoring relationships, and recent alum Brent Potter experienced this firsthand with business professor Ray Ostlie. “I’d frequently stop by his office to discuss academic matters and life in general,” Brent recalls. “It wasn’t long before he invited me to attend...his church and then join his family and friends for lunch.” Soon, it became part of Brent’s weekly routine. After CCU, Brent was hired by IBM Corporation. Heading into a career that promises great opportunity and influence, he had already learned one of the key lessons held by great leaders: if you want people to follow you, genuinely care for and invest in them.



## CRITERION FIVE: ENGAGEMENT AND SERVICE

CCU community. Prior to the first day of classes, Weekend of Welcome provides a four-day orientation program to begin the transition. Each day of programming allows students to experience the spiritual, academic, and social community of CCU. Deans and faculty are actively involved with this orientation. Programs are designed to outline the expectations of CCU's standards and community to both students and their families, while also providing them social opportunities to get to know fellow students. Additionally, the orientation programming includes the three-day New Student Retreat three weeks into the fall semester. The retreat provides students with the opportunity to build relationships and receive guidance for their college experience. For the spring semester, incoming students are offered a similar orientation experience through the Winter Welcome program.

### Student Activities

Student Activities exists to engage students by providing service, recreation, and leadership opportunities that will enhance their college experience. Student Activities sponsors Committees on Student Activities; Clubs, Organizations and Ministries; the Spring Retreat; Best of Colorado trips; the leadership internship program; and campus publicity and event registration. Student Activities programs provide students with a chance to gain experiences socially, academically, and spiritually. Whether in recreation or leadership, Student Activities develops an attitude of servant leadership among students, builds a Christ-honoring community, and has a positive influence on campus culture.

Students learn about upcoming events through the MyCCU portal Web site, Facebook, Weekend of Welcome involvement fair, flyers, the CCU Daily E-News, and the Chapel Chronicle. The office has a centralized location for managing vendors, campus marketing, and student or department events and provides students with guidance on event planning and marketing. Student Activities approves campus events and provides general oversight of all scheduled activities.

### Athletics

The athletics program at Colorado Christian University is a NCAA Division II affiliated program committed to the integration of faith and learning as part of the overall student experience. CCU athletics places a high value on the mentoring process and the integration of faith in sports to accomplish its mission, "To glorify God by following his guidance in

transforming lives through discipleship, academic accountability, and excellence in intercollegiate athletics.” The athletic programs place a high value on the academic success of CCU student-athletes. Many of the athletes who receive athletic awards are the same students who receive academic awards. Through the challenges of competition, athletes have the opportunity to develop character traits of courage, discipline, endurance, leadership, teamwork, faith, and dependability. These traits are vital to the future success of students as they impact the church, community, business, and government.

### *Best of Colorado*

The Best of Colorado program is unique to CCU’s campus community. This program offers CCU students a variety of recreational trips in Colorado’s great outdoors. One to two trips per month are organized by the Best of Colorado intern and led by student leaders. Some examples of excursions include hiking, camping, 4-wheeling, whitewater rafting, and horseback riding.

### *Student Leadership Internship Program*

There are approximately 150 student leaders who receive funding through the Student Leadership Internship Program. These student leaders work in every Student Life area on campus: the Office of Student Life, Residence Life, Student Activities, Athletics, Life Directions Center, and Campus Ministries. These positions provide an opportunity for students to increase awareness and cultivation of their skills and abilities through active participation in programming, office management, supervision, and professional development.

### *Student Employment*

The CCU Student Employment Program (work-study) is available to students who need additional resources to help pay for their education. Students must have need, as documented by the FAFSA form, to qualify. The program enables students to earn income through employment at CCU, gain valuable work experience, and develop practical skills that will be useful as they begin their careers. The program also makes it convenient for students to design a work schedule around their CCU classes. Most student employees are students in the College of Undergraduate Studies, although some work-study positions are filled by students in the College of Adult and Graduate Studies.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

### Chapel

The CCU community gathers for chapel in the CCU Event Center twice a week. Chapel provides Christ-centered worship through music and teaching and sets the tone for the spiritual atmosphere on campus. It offers a unique educational opportunity that supports and enriches academic programs and gives the CCU community the opportunity to worship together. Through exposure to different worship styles, students learn to appreciate various forms and traditions of worship and expressions of faith.

Attendance is required for all CCU students in the College of Undergraduate Studies program. Students must obtain 180 chapel credits during their four years at CCU in order to graduate. Transfer students are required to obtain 45 chapel credits per year of attendance at CCU.

### Clubs, Organizations, and Ministries

CCU offers clubs, organizations, and ministries that are chartered through the SGA and fully run by students. These groups enhance the variety of campus activities and reach out to diverse student interests. Clubs serve to support students by providing them with an opportunity to gather with others who have similar curricular and extracurricular interests. See the Evidence Library for a complete list of clubs, organizations, and ministries.

### Discipleship and Mentoring

CCU supports students as they seek to live a life that is consistent with biblical teachings. Faculty and staff members pray with and mentor students in formal and informal settings. All freshmen are required to participate in a discipleship group which is formed through the FYI classes. These groups focus on sharing testimonies, prayer time, accountability, and studying the scriptures. Campus ministries coordinates small group Bible studies for interested upperclassmen.

*5B2: The Outdoor Leadership Program in the School of Business and Leadership has the commitment to engage with students by combining academics and exploration of the outdoor environment.*

CCU's Outdoor Leadership Program offers students broad exposure to outdoor field activities. Interested students take academic courses

## CRITERION FIVE: ENGAGEMENT AND SERVICE

in outdoor leadership theory, participate in skill courses, apply field experiences to faith lessons, and manage recreational programs. Faculty are actively involved in the program as instructors with a commitment to leadership training, skill acquisition, and spiritual application.

To minor in outdoor leadership, students complete both academic and skills courses. The academic general integration courses include Dynamics of Outdoor Leadership Programs and Management of Outdoor Education Programs, among others. Required skills course options include Mountaineering, Water Adventures, Urban Treks, and Multiple Day Skills. Examples of skills courses are Backpacking, Rock Climbing, Cross Country Skiing, Fly Fishing, Sailing, Whitewater Rafting, and Mountain Biking.



Students enthusiastically support CCU Athletics

*5B3: The School of Music has the commitment to engage with students while raising academic standards by awarding six scholarships every year that promote academic excellence.*

The School of Music has three endowed scholarships and three University-sponsored scholarships.

### Endowed Scholarships

The K Marie Stolba Scholarship Award is awarded to three students—one vocal, one instrumental, and one piano student. These awards are given to new students who have the potential to be the University's top music students. The Gannon-Teichert Award is an endowed scholarship, reserved as the highest honor for students in the arts at Colorado Christian University. The recipient of this annual award is a person who demonstrates exemplary character, possesses a record of outstanding academic achievement, is building a body of work in his/her discipline which displays exemplary artistry, is currently a full-time student who has reached junior status (completed 63 credits), and has at least two semesters of study remaining at CCU. The Gough Award is awarded annually to an outstanding student in music ministry. The recipient is nominated and selected by the School of Music faculty. The award is given to a music major with at least sophomore standing and a minimum cumulative GPA of 2.5.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

### University Sponsored Scholarships

The Outstanding Performer in Music Award is a performance-based \$1,000 award given at the discretion of music faculty to a recipient who has demonstrated proficiency and performed a solo work for a committee of music faculty. The Outstanding Student in Music Award is a service-based \$1,000 award given to an outstanding contributor to the School of Music at the discretion of the music faculty. The recipient must demonstrate outstanding service and leadership in the department. The Outstanding Scholar in Music Award is a music research and GPA-based \$1,000 award given at the discretion of the music faculty. The recipient must demonstrate outstanding academic work, have a GPA of 3.5 or higher, and submit a music research project for review by music faculty.

*5B4: Colorado Christian University has the capacity and commitment to engage with its faculty and staff.*

CCU holds community-building events for faculty and staff. Events such as attending a Colorado Rockies baseball game, field day, fitness program, summer chapel and luncheons, the chili cook-off, and Christmas party strengthen the CCU community. During the fall 2009 semester, students, faculty, and staff were challenged to read through the Old and New Testaments. Accountability groups were formed to encourage and motivate readers. While there is no formal number of individuals who actually read through both Old and New Testaments, faculty and staff report that they spent more time reading the Bible because of the Semester of Scripture.

CCU also fosters an academic community. All faculty and staff attend the Strategic Objective Workshops. These workshops bring employees together to listen to outstanding speakers and to discuss topics of cultural importance. Employees gather before each workshop and share a continental breakfast while building relationships across divisions, schools, and business units.

The College of Adult and Graduate Studies hosts an annual retreat for all CAGS employees. The retreat provides an opportunity for community building, exchange of ideas to prepare for future growth, and presentations from across the University to update employees on University policies and procedures. Workshops on the adult learning model inform employees of the latest trends in adult education.

The College of Undergraduate Studies faculty meet monthly to foster relationships between academic schools and share best practices and innovative teaching strategies. Faculty enjoy a professionally catered luncheon, hosted by the school cafeteria's Executive Chef who prepares seasonally-inspired dishes and teaches the faculty about the food she has prepared.

*5B5: Colorado Christian University has the capacity and the commitment to engage with its identified constituencies and communities.*

### Ministry Hours

CCU requires all College of Undergraduate Studies students to participate in community service projects. Currently, there are nine student-led local outreach ministries in which CCU students are involved to serve the community and to share the love of Jesus Christ. These ministries are initiated and maintained by students with support from a staff advisor. Students have the ability to start new ministries and become chartered through Student Government.

Students participate in ministries that serve the homeless. The students collect food, clothing, and blankets that they deliver to those living on the streets in downtown Denver. Other students participate in a horse therapy organization that serves autistic children. Additional groups include a nursing home ministry, tutoring services to inner city children, babysitting for foster parents, and providing support to refugee families.

In addition to established CCU ministries, students participate in many other service opportunities throughout the Denver metro area and around the world. In 2008-09, students completed 35,550 service hours.

### English Majors

Recently, students involved with Paragon, CCU's literary magazine, have been working to turn taped interviews into a book of testimonies for the Denver Rescue Mission, a local homeless shelter. Students also volunteer their time at Lutheran Family Services. Students have conducted book drives and volunteered their services as writers.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

### *Weekend of Welcome*

The Life Directions Center coordinates a service day during the Weekend of Welcome by contacting area groups that need help with particular programs. This event takes all new students into the surrounding community for a day of service, and orients students to CCU's ministry hour requirement. Informal feedback from participating organizations, students, and staff has been very positive.

### *CCU2theWorld*

CCU2theWorld fosters cooperative opportunities for students to get involved with meaningful engagement activities outside the classroom, impacting the world around them through mission trips within the U.S. and worldwide. CCU recognizes the need to create an environment that fosters evangelism, discipleship, and fellowship modeled after Christ's example. Students participate in mission trips all over the world to actively serve others who are in need and, in doing so, find opportunities to share God's love.

### *Jefferson County Prayer Breakfast*

In 2008, CCU established the annual Jefferson County Prayer Breakfast as a time for concerned citizens to rededicate themselves and the nation to God through prayer. In keeping with these ideals, faculty, staff, and community members sponsor the Jefferson County Prayer Breakfast to rally people from across denominational boundaries to actively participate in ongoing prayer for the community and for America's local, state, and national leaders.

*5B6: Colorado Christian University established the Centennial Institute, which engages its identified constituencies and communities.*

In January 2009, CCU established the Centennial Institute, a public policy think tank. Directed by John Andrews, former Colorado State Senate Majority Leader and founder of the Independence Institute, the Centennial Institute's mission is to sponsor "research, events, and publications to enhance public understanding of the most important issues facing the state and nation. By proclaiming Truth, we aim to foster faith, family, and freedom, teach citizenship, and renew the spirit of 1776."

The Institute exists not only to impact the culture but to enrich the experience of CCU students, faculty, and staff. Since its inception, the Institute has launched a Web site, a speaker series, an election forum, a monthly speech digest, Centennial Review, a monthly campus-wide discussion forum, “Issue Friday,” and student internships.

The Institute has recruited 14 distinguished fellows including faculty from CCU and other universities, civic and elected leaders, and other experts in politics, policy, and culture. The Centennial Review is sent to 4,000 individuals by mail and an additional 20,000 copies are sent electronically. Events have drawn considerable public interest, attendance, and media attention.

The Centennial Institute co-hosted Washington Week 2009. Nineteen staff and students spent a week in Washington, D.C. where they heard lectures and briefings at prestigious think tanks, visited elected officials, took an educational tour of the Capitol hosted by a former U.S. Senator, attended a prayer breakfast at the Pentagon, visited the Smithsonian Institute, and had a briefing at the Embassy of the Netherlands.

*5B7: Colorado Christian University welcomes prospective students to preview its programs.*

The College of Adult and Graduate Studies offers information sessions several times a year. Potential students can discuss educational interests, review transfer credits, and explore the option to receive college credit for life learning experiences.

The College of Undergraduate Studies hosts many preview events during the year. Students and their parents come to the main campus for a two-day intensive introduction to the University. They attend classes; interact with faculty, staff, and athletic coaches; and attend chapel. Formal presentations are provided by Life Directions Center, Financial Aid, Residence Life, and the President. Preview participants may schedule individual meetings with faculty or staff. In addition, the CCU Base Camp preview event provides a one-day preview experience on a Saturday for families who cannot attend preview days.



**CAGS Business Dean Receives Entrepreneurship Award**

In January 2009, Dr. Mellani Day received the Outstanding Workshop Award for her co-presentation at the United States Association for Small Business and Entrepreneurship’s annual conference. USASBE is the largest independent organization in the world dedicated to advancing entrepreneurship in both for-profit and nonprofit ventures. Dr. Day is Dean of the Business and Technology Division in CCU’s College of Adult and Graduate Studies and is a co-editor of the recently released *Neuroeconomics and the Firm* (Edward Elgar, U.K.), a pioneering scholarly examination of what makes entrepreneurs successful.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

**Core Component 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

*5C1: The College of Undergraduate Studies provides services to respond to students' personal needs.*

CCU's counseling center staff members provide individual, couple, family, and group counseling services; educational classes and workshops; wellness programming; and consultation and referral services for traditional undergraduate students, faculty, and staff at CCU. A significant success of the counseling center program has been reducing the negative stigma sometimes related to counseling and encouraging all CUS undergraduate community members to recognize that pursuing counseling is a healthy step and can be helpful for everyone.

In the future, counseling center services will be designed to build on these program strengths and address three other specific needs. First, there is a need to work with faculty and staff members to improve early identification of students with significant mental health concerns. This will provide students with the support they need, increase their potential for success, and minimize the potential risk they present to themselves, to other students, and to the CCU community. Second, collaboration with other departments on campus is needed to develop more effective broad-based interventions for alcohol and drug use by students. Third, more effective strategies for preventing and/or responding to anxiety disorders and personality disorders must be developed.

The Dean of Spiritual Formation is the coordinator of pastoral care for students in crisis due to extreme illness, hospitalization, family crisis, or loss of loved ones. The Director of Counseling Services is the coordinator of care for students seeking help for mental, emotional, and relational difficulties. These two positions communicate regularly and network closely to provide the best possible care for students in whatever extenuating circumstances they may face. This essential service helps students thrive in all areas of college life, because if students are in a state of personal crisis, they are likely to struggle to succeed academically.

*5C2: The College of Undergraduate Studies provides off-campus opportunities for students to participate in and lead ministries.*

CCU2theWorld enhances academic programs by giving students the opportunity to expand their knowledge of the world and interact with different cultures while living out the University's mission.

CCU2theWorld is a student-initiated, student-led ministry. Faculty and staff members partner with students to help them develop ministry trips and learn peer leadership. The ministries of CCU's trips are as diverse as their student, faculty, and staff leaders. Teams participate in dramas, construction, sports ministries, Vacation Bible Schools, Bible distribution, English lessons, showing the Jesus Film, and much more, from inner city USA to the African bush country.

CCU2theWorld began in 1999 as an outgrowth of the Campus Ministries Department. Student leadership of the mission teams is a hallmark of the program. CCU accepts approximately 12-18 students each year for CCU's missions training and leadership program. Each trip is sponsored by a staff or faculty advisor. Over the past decade, CCU2theWorld teams have visited over 31 countries and 11 states. In any given year, between 10 and 20 percent of the student body is involved in a CCU2theWorld team. See the Evidence Library for a list CCU2theWorld mission trips.

*5C3: The School of Education demonstrates responsiveness to its constituencies.*

The School of Education is involved with multiple constituencies. It provides professional education leading to teacher licensure. The majors for the teacher licensure program originate in the School of Humanities and Sciences or the School of Music. The School of Education is accountable to the Colorado Department of Education, the Colorado Commission on Higher Education, and the Colorado State Board of Education. Through its association with and credentialing from these agencies, the School of Education is qualified to teach students to become teachers.

The School of Education partners with several districts and schools to provide field placements for its students. School of Education faculty participate in and contribute to regional conferences, seminars, and workshops conducted by reading organizations, the Colorado Association of Teacher Educators, the Colorado Council of Deans of Education, schools of education from other universities, and the Colorado Department of Education.

The School of Education collaborates with the Association of Christian Schools International and also prepares students to teach in Christian schools. School of Education teacher candidates who successfully complete School of Education programs are qualified to receive Association of Christian Schools International teacher certification.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

*5C4: The School of Music demonstrates responsiveness to its constituencies.*

The School of Music establishes the importance of music and the arts to the University and the community. The School of Music is creative and innovative in course and program offerings and maintains relevance in the areas of worship arts and music education. The School of Music faculty and the School of Theology faculty collaborated to establish a Worship Arts degree.

School of Music graduates are professional performers, teachers, worship arts leaders, missionaries, and professionals. The School of Music faculty are successful professional performers and are in demand to serve as adjudicators and clinicians in the music community at large.



Students, faculty, and staff read through the Bible in 90 days in the fall of 2009

*5C5: Colorado Christian University has generous transfer credit and credit equivalency policies that enable students to efficiently meet their academic goals.*

CCU has long understood that students come to the institution from varied educational backgrounds, and many students have earned the equivalent of CCU credits by attending community colleges, other four-year colleges and universities, and credit by examination (AP, CLEP, and DSST). In the College of Adult and Graduate Studies, students have the opportunity to gain credit for training and life-learning experiences.

Credit transfer policies are established in the College of Adult and Graduate Studies and the College of Undergraduate Studies. These policies are outlined in the Academic Catalog, in the CAGS Transfer and Equivalency

Manual, and are programmed into each student's program evaluation (EVAL) in Colleague.

*5C6: Colorado Christian University responded to an unusual international crisis.*

Formerly called the "Lost Boys of Sudan," the Sons of Sudan were refugees of the Sudanese civil war that began in the mid-1980s. During the conflict, thousands of five- to eight-year-old boys fled to less-hostile neighboring nations. Out of an estimated 30,000 young refugees, only

10,000 survived. These remaining refugees moved from country to country, many ending up in Kenya before being resettled in the United States. Though they were adopted by churches and community service groups in cities throughout North America, they faced the challenge of making their way in a society far different from their agrarian homeland. Nearly 80% expressed that their greatest desire was to achieve a college education preparing them to become leaders and peacemakers upon returning to Sudan.

In the spring of 2004, CCU began working to provide the Sons of Sudan a quality Christ-centered education. After assessing their readiness, CCU prepared these young men for college and integrated them into various CCU degree programs. Colorado Christian University developed a process to assist the Sons of Sudan in achieving their educational goals. The Sons of Sudan participated in language training and academic remediation that prepared them for university coursework. The University offered necessary remedial and/or tutorial assistance to ensure a successful educational experience. Three of CCU's Sudanese students graduated in 2008 and three in 2009. One is still completing his studies.

*5C7: The College of Adult and Graduate Studies works cooperatively with military base education service personnel in Colorado and Wyoming.*

Active duty military personnel and veterans may receive undergraduate credit for Basic Training and other formal educational experience gained while serving in the U.S. Armed Forces. Potential transfer credit may already be documented on the CCAF (Air Force), AARTS (Army), and SMARTS (Navy/Marines) transcripts.

Currently, CCU offers courses at the following military bases:

- Peterson Air Force Base, including the 302nd Air Wing (Colorado)
- Schriever Air Force Base (Colorado)
- United States Air Force Academy (Colorado)

The University is a participant in the Concurrent Admissions Program and is a Service Members Opportunity College partner with the Army Recruiting Command. The purpose of the Concurrent Admissions Program is to increase enlistment of college-capable active-duty and reserve soldiers; to increase the number of Army soldiers, veterans, and reservists enrolled in college; and to increase the use of Montgomery and Post-9/11 GI Bill education benefits. CCU is approved to offer federal veteran's education benefits to qualified students.

## CRITERION FIVE: ENGAGEMENT AND SERVICE



### **CAGS Partners with Financial Peace University**

In 2010, CCU's College of Adult and Graduate Studies partnered with Dave Ramsey's Financial Peace University to implement a series of financial education courses currently being adopted by organizations and groups across America. CCU integrated the program with its Adult Studies Seminar course curriculum, the introductory course required for all CAGS undergraduate students. The goal of the course is to move students closer to graduating debt free and, therefore, better equipped to pursue God's vocational calling. As one student summarized, "Going back to school as an adult with children and a mortgage was scary...I did not believe that was possible before this class."

*5C8: Colorado Christian University invites external constituents to campus events.*

### *The Centennial Institute*

The Centennial Institute enhances public understanding of the most important issues relating to "faith, family, and freedom." The Institute conducts research; analyzes public policy options; and sponsors seminars, conferences, debates and other activities that involve students, faculty, staff, and outside experts. These events attract large numbers of interested outside constituents. Since its inception in early 2009, numerous outstanding speakers have presented on important issues and topics, and astute debaters have tackled relevant issues attracting many to these campus events.

A few examples of recent events which have attracted large numbers of visitors to the CCU campus include:

- Brigitte Gabriel, founder of ACT for America and author of two books on Muslim subversion. She addressed an audience of over 300 on the anniversary of September 11, 2001.
- Dr. Tawfik Hamid, an Islamic reformer with an influential voice emphasizing the need for peace in the Middle East region.
- John Guandolo, Centennial Fellow and former top counter-terrorism expert with the FBI.
- Steve Coughlin, who came to national attention when Islamist sympathizers forced him out of a Pentagon legal post during the Bush administration.
- Arthur C. Brooks, President, and Kevin Hassett, Senior Fellow of American Enterprise Institute.
- District Attorney Carol Chambers.
- State Representative Tom Massey.
- Senator Shawn Mitchell and Policy Analyst Jessica Corry debated the distribution of medical marijuana.
- Climatologist James White debated author and attorney Christopher Horner on policy responses to global warming.

### *Western Conservative Summit*

The Centennial Institute hosted the 2010 Western Conservative Summit, in which noted scholars, policy analysts, political leaders, journalists, and broadcasters discussed major policy issues including health care,

immigration, budget issues, and taxes. Speakers included Dr. Arthur Brooks, President of American Enterprise Institute; businessman Foster Friess; author Lee Strobel; author and political analyst Dick Morris; Representative Michele Bachmann of Minnesota; radio commentator Dennis Prager; and decorated retired Lieutenant General Jerry Boykin, among others. The Summit was attended by over 750 people from across the United States.

### *School of Music*

The School of Music offers numerous concerts every year presented by the University Choir, the University Wind Ensemble, the Mainstream Jazz Ensemble, the University Women's Choir, and the Handbell Ensemble. These, along with faculty and student recitals, and three or four annual theatre events are well attended. The School of Music Christmas Celebration is a popular community event. The spring Music Gala attracts outside constituents to CCU's campus for an evening of outstanding musical presentations. The School of Music also hosted bands from two Christian schools touring in Denver this year from Minnesota and Omaha, Nebraska. The school has an ongoing relationship with the Lakewood Arts Council, and has helped with and hosted events sponsored by the Foothills Music Teachers Association, and the Evergreen Chamber Orchestra. See the Evidence Library for a listing of CCU ensembles and their tour schedules.

Non-music majors at CCU are given opportunities for involvement in the music program, including applied and private lessons, ensemble participation, and enrollment in a wide variety of music classes. Students with majors other than music typically comprise about 40% of the ensembles and play a central role in the success of these musical groups.

Two years ago, the School of Music choral department developed Spiritus, a select high school honor choir whereby high schools are invited to send four to eight of their top singers to participate alongside University Choir members in an intensive choral training weekend, culminating with a concert presented to the community. Participants are housed overnight on campus with University Choir members. This program is also open to home-schooled students and is produced in partnership with the CCU Admissions Department.

**CRITERION FIVE: ENGAGEMENT AND SERVICE**

Student Life

CCU sponsors events for children in the community each semester. In 2009, approximately 2,000 parents and children attended the Harvest Carnival and roughly 1,000 participated in the Easter Egg Hunt in 2010. The community is invited to these free events and students serve as volunteers to run activities and interact with the children.

Conferencing and Events

Summer Conferencing events have brought many groups to CCU's campus for summer camps and special events. A partial list follows:

<b>Name of Group</b>	<b>Arriving From</b>	<b>Purpose</b>
American Red Cross	Lakewood, CO	CPR training
American Majority	Topeka, KS	Meeting and training event
Apraxia of Speech	Pittsburgh, PA	Conference
Challenge Girls Leadership Club	Strasburg, CO	Youth camp
CIY Know Sweat	Joplin, MO	Service project
Creighton Prep Science Club	(multiple)	Science camp
Colorado Area Health Education Center	Aurora, CO	Medical camp
Colorado Area Health Education Center: Aurora Lights	Aurora, CO	The Aurora Lights Summer Health Care Career Institute
Colorado Parish Nursing Program	Lakewood, CO	Nursing event
Federation Music Clubs	(multiple)	Music festival
Fellowship of Christian Cheerleaders	Suwanee, GA	Cheerleading camp
First Baptist Church	Guymon, OK	Camp housing
Foothills Music Teachers Association	Lakewood, CO	Music festival
Jeffco Public Libraries	Lakewood, CO	Staff retreat
John 3:16	Tulsa, OK	Service project
The Well-Balanced Pianist	Lakewood, CO	Music festival
United States Trager Association	Burton, OH	Association workshop
Kentucky Baptist Convention Ministry	Louisville, KY	Youth ministry training
Leadership Program of the Rockies	Denver, CO	Conference event
Mile High Football	Boulder, CO	Football camp
National Leadership Academy	Denver, CO	Youth conference
NBC Camps	Greeley, CO	Volleyball and football camp
Offense Defense Sports Camp	Myrtle Beach, SC	Football camp
Project Impact	Stillwater, OK	Ministry leadership training program
Sing a Mile High	Littleton, CO	Music festival
Street School Network	Denver, CO	Conference event
Western Sports Camp	Grass Valley, CA	Football camp
Westford HOA	Aurora, CO	HOA meeting
World View Academy	Midland, TX	Christian leadership camp

**Core Component 5D: Internal and external constituencies value the services the organization provides.**

*5D1: Students in the College of Undergraduate Studies express satisfaction with their curricular and co-curricular experiences.*

*Life Directions Center*

The Life Directions Center administers an annual post-graduation survey. This survey measures how well students are exhibiting desired student outcomes. These outcomes include employment, e.g., employer, salary, graduate school attendance; church involvement; satisfaction with their academic and career preparation; satisfaction with mentoring; and the importance of evangelism in the student's life. See the Evidence Library for survey results.

*Student Satisfaction Inventory*

The College of Undergraduate Studies uses the Noel-Levitz Student Satisfaction Inventory. The survey asks students about their satisfaction levels with registration processes, treatment by staff, campus security, the library, academic advising, financial aid, computer labs, parking spaces, facilities, tutoring, quality of instruction, disciplinary procedures, tuition and fees, freedom of expression, and accessibility of faculty. Results indicate that students feel safe, welcomed and cared for, are comfortable with their living conditions, believe the campus is well maintained, and see their professors as accessible. CUS students had a higher than average satisfaction rate with tuition, online services, living conditions, helpfulness of staff, and mentoring. CUS students had lower than average satisfaction rates with their academic advisor's knowledge of major course requirements. As a result of this dissatisfaction, CCU implemented a stable course rotation. This is discussed at length in 3C. See the Evidence Library for the Student Satisfaction Inventory results.

*Residence Life*

Residence Life administers a Quality of Campus Life survey each fall to evaluate students' experience with on-campus opportunities. The most recent Quality of Campus Life survey showed that, overall, students are pleased with their experiences within Student Life areas including the residential program, leadership opportunities, programming outside of the classroom, and chapel services. Students are complimentary about the variety of programs offered and the community created by the combination of programs and the personal attention staff give to students. See the Evidence Library for results of this survey.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

*5D2: External constituencies express satisfaction with the School of Theology.*

Every year for the last 10 years, the School of Theology has consistently had more requests for students to serve as interns with area ministries than it has available students. Seminaries continue to invite School of Theology faculty to teach for them. Invitations to write and present papers at academic conferences indicate that the School of Theology faculty are valued. The School of Theology created a Web site for high school Bible teachers, which has met a need in the community.

*5D3: Employees express satisfaction with their work environment and experience.*

CCU faculty and staff answer a questionnaire about their work experiences in the annual employee survey. Their responses show employees have an understanding of the unique mission of CCU and the role they play in fulfilling that mission.

Professional recognition efforts have helped build a positive environment for employees. According to CCU's most recent employee survey, a majority of respondents said that they felt treated professionally. Most faculty and staff are passionate about their work at CCU. See the Evidence Library for results of the employee survey.

Employees express their satisfaction through one-on-one meetings with their supervisors, an employee survey, and through the open door policy. Employees have expressed satisfaction with CCU's benefits, particularly the retirement plan and paid time off. Employees have also stated appreciation for the opportunity to work in a Christian work environment.

In the 2009 employee survey, 70% of employees indicated they would recommend CCU as a great place to work. As evidence, 31% of CCU's hires in 2008-09 were the result of employee referrals.

*5D4: External constituents applaud the quality of employees, students, and programs.*

### Employees

When consultants visit CCU, they notice something special about CCU's employees. Datatel consultants have commended CCU on the quality of its employees and the overall consistency that everyone wants the University's students to succeed.

A consultant with Miller/Cook & Associates commended CCU on the hospitality extended to him throughout his visit. He commented that employees demonstrated an exceptional heart of service.

### College of Undergraduate Studies Students

District educators and school administrators continue to approve CCU student teaching in their schools and to seek licensing graduates to fill their vacant teaching positions. CCU graduates are sought after by principals and school districts because of their knowledge, skills, professionalism, positive interaction with children and youth, and their ability to plan, implement, and adjust academic lessons to positively impact each student's learning. CCU's students embrace accountability and assessment, which is rare among both new and veteran teachers. They readily take on leadership roles with their colleagues. In fact, the School of Education has a 95% hiring rate of its graduates.

School of Music students in Mainstream Jazz Ensemble, CCU's big band jazz ensemble, were invited to perform with the Metropolitan Jazz Orchestra for a night of jazz at Dazzle Jazz, one of the top 100 jazz clubs in the world, according to Downbeat magazine.

IBM Global Services actively recruits CCU students. In September of 2009, an IBM Vice President and two of his associates conducted interviews on campus. The IBM team was highly impressed with each candidate. IBM plans to return to CCU to recruit the University's top students.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

### CCU Programs

During the 2009 application to the Colorado State Board of Nursing for the BSN nursing program (pre-licensure), letters of support for the program were obtained from numerous hospitals, medical centers, and community health organizations. See the Evidence Library for a complete list.

The National Association of Schools of Music commended the School of Music in the following areas:



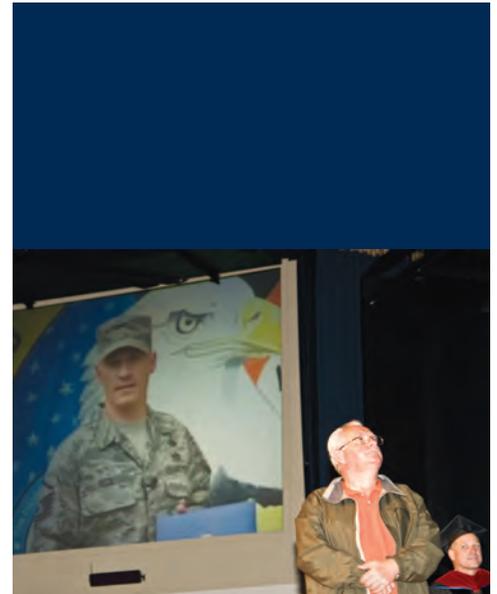
CCU's grounds are enhanced and maintained by dedicated employees

- Highly qualified music faculty
- Effective and inspiring Dean whose leadership is respected and valued
- A supportive President and Vice President for Academic Affairs
- Involved and engaged students
- A clear link between music and chapel
- A strong working and respectful relationship between music and education schools
- A well-qualified librarian who works with music faculty
- Strong integration of non-majors into musical ensembles

See the Evidence Library for the full National Association of Schools of Music report.

## Strengths Related to Criterion Five

- Colorado Christian University hosts numerous events and extends invitations to external constituents.
- Colorado Christian University receives consistent positive feedback regarding the quality of its students, faculty, staff, and programs.
- Colorado Christian University develops strong collaborative relationships with Colorado K-12 schools, businesses, ministries, nursing facilities, and clinical counseling agencies for student field experience, internships, and job placement.
- Students provide feedback through a course evaluation in every course.
- Integration of transactional services allows for seamless delivery and a personalized service model that affords students a continuous service specialist throughout their time at Colorado Christian University.
- The College of Undergraduate Studies has a number of engaging programs that connect students with the community and opportunities for service to others.
- Students can easily find answers to questions on the University's intranet site, MyCCU.
- Human Resources maintains active communication with prospective employees throughout the application process.
- Students in the College of Undergraduate Studies are involved in positions on campus designed to provide opportunities for service and valuable leadership experience.
- Students in the College of Undergraduate Studies actively participate in chapel services twice a week that bring the University community together for a time of worship and biblical teaching.
- Each year, over 150 students live out the mission of the University through CCU2theWorld mission trips to various locations around the world and across the United States.



### Graduate Attends Commencement While Deployed

Graduating CCU adult student Ben Sidel was honored via satellite feed during CCU's May 2009 commencement ceremony. While serving in Afghanistan, he was also enrolled in an online degree program offered through CCU's College of Adult and Graduate Studies. Ben's father attended the commencement ceremony to receive his diploma, as the University corporately honored his son's academic dedication and military service.

## Challenges and Plans to Address Challenges Related to Criterion Five

- Student feedback provided on course evaluations in the College of Undergraduate Studies is not always useful and does not necessarily inform decision making.

*Plan: CUS student course evaluations need to be re-written to ask meaningful questions that can inform course and faculty development.*

- Documentation and execution of policies, procedures, and practices is inconsistent across divisions, schools, and business units.

*Plan: Review all documentation of policies, procedures, and practices for consistency. Ensure all policies, processes, and practices are documented and provided across all divisions, schools, and business units. The University needs to publish its policies in a common location, so employees and students know how to access the information they need.*

- The University does not have a centralized calendar for its internal and external constituents.

*Plan: Implement a resource management and calendar coordination tool. Organize cross-departmental communication teams to develop practices for event scheduling.*



*Conclusion*

## CONCLUSION

Colorado Christian University continues to strengthen its rich heritage as a Christ-centered institution of higher education, increasing its impact on students and the community and distinguishing itself as an exceptional, conservative, evangelical institution where knowledge and a love of God are cultivated and integrated with life and learning. CCU is committed to preparing students for leadership in all areas of life. CCU graduates are lifelong learners who are able to think for themselves with wisdom, skill, and the ability to thoughtfully interact with the world.

The University provides a transformational educational experience through its unique combination of classroom learning, active service, and spiritual formation. Graduates think critically and creatively, lead with high ethical and professional standards, embody the character and compassion of Jesus Christ, and change the world.

Since the Higher Learning Commission's 2001 visit, Colorado Christian University has experienced significant and positive changes:

- Established a vibrant and stimulating academic climate, with numerous exciting events and speakers who challenge students, faculty, and staff to examine, evaluate, and appreciate the values and traditions we claim as Christians and Americans.
- Strengthened the University's financial position. Equity has tripled, assets have grown, and the percentage of liabilities has been reduced.
- Created academic divisions in the College of Adult and Graduate Studies under the leadership of academic deans.
- Formulated assessment processes into measurable student learning outcomes.
- Data are used to review all courses and programs for subsequent improvement.
- Significantly improved library resources and facilities.
- Founded a public policy institute, which not only brings nationally renowned speakers to campus, but contributes to the identity and establishment of Colorado Christian University as a thought leader among institutions of higher education.



### Student Gets Degree After Traumatic Brain Injury

In 1981, Bill Inman was a free-wheeling, pot-smoking, brilliant student at the University of Colorado-Boulder, nursing dreams of an astrophysics career at NASA. But after a friend's bachelor party the week before finals, he was in a terrible car accident that left him in a nine-month coma and severely mentally and physically handicapped after surgeons removed a third of his brain to save his life. Over the next three decades, Bill fought to regain his speech and motor skills, and one class at a time, completed an associate degree and then a bachelor's degree in social science at CCU.

The stark change from his earlier pursuits came as a result of a speech he gave in 1992 to a class of nursing students about his accident and recovery. Bill realized that impacting them through his story was the most rewarding thing he had ever done. Bill now wants to influence others by sharing his story on the public lecture circuit. He is also writing a book.

## CONCLUSION

- Implemented a new general education curriculum with an honors emphasis in the College of Undergraduate Studies that aligns with the University Strategic Objectives.
- Instituted a nursing program that aligns with the University's mission.
- Upgraded existing campus facilities to improve the educational environment.
- Expanded online course offerings, which has increased educational opportunities for students worldwide.
- Became a technologically advanced University.

These positive changes have increased student, faculty, and staff satisfaction and resulted in stronger connections with the broader community.



Alumni from CCU's heritage institutions gather for the annual Heritage Alumni Prayer Breakfast

## Colorado Christian University Strengths

### Mission and Integrity

Colorado Christian University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board of Trustees, administration, faculty, staff, and students.

Primary strengths identified through the self-study process include:

- The Board, administrators, faculty, and staff support the University's mission, vision, and Strategic Objectives.
- The University has focused on fulfilling its mission and aligning programs, duties, and tasks to the Strategic Objectives, providing a strong sense of purpose and direction.
- There is effective and strong leadership throughout the University.

### Preparing for the Future

The allocation of resources and processes for evaluation and planning demonstrate the University's capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Primary strengths identified through the self-study process include:

- CCU curricula develops an informed citizenry.
- Academic environment has greatly improved.
- The University has increased the availability of educational opportunities and expanded its sphere of influence.
- Students in the College of Undergraduate Studies are involved in positions on campus designed to provide opportunities for service and valuable leadership experience.
- Student-led chapel services are vibrant and relevant to students.
- Promotional materials are award-winning.
- The institution is technologically advanced.

### Student Learning and Effective Teaching

Colorado Christian University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Primary strengths identified through the self-study process include:

- Effective teaching and learning focuses on high-impact and best practices, using innovative teaching strategies, and learning in community.
- Faith and learning integration is the foundation of all courses.
- Faculty and staff are loyal and highly qualified.
- Curriculum is developed by faculty who are experts in their field.

## CONCLUSION

- Excellence in the classroom is recognized.
- The University fosters a community emphasizing faith and academic scholarship.
- Pearson eCollege provides an online component to enhance student learning.
- Athletes are scholars and champions.
- Military personnel are able to finish degrees through online courses while deployed.

### Acquisition, Discovery, and Application of Knowledge

Colorado Christian University promotes a life of learning for its students, faculty, and staff by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Primary strengths identified through the self-study process include:

- The University's mission documents emphasize its passion to develop students, faculty, and staff into lifelong learners.
- Faculty and staff model professional development and scholarship.
- Intellectual inquiry is cultivated through speakers of local, national, and international acclaim.
- Students engage in internships, missions, and international experiences.
- Vastly improved print and electronic library resources serve students, faculty, and staff.
- Resources are used wisely to make significant improvements to academic programs, services, and facilities.

### Engagement and Service

As called for by its mission, Colorado Christian University identifies its constituencies and serves them in ways both value.

Primary strengths identified through the self-study process include:

- The University values students, faculty, staff, parents, donors, and community members who represent its constituencies.
- The University provides a significant service to its community.
- Employees understand, support, and live out the mission of the University by engaging with students and the community.
- Dozens of events every semester engage the community. Events include artistic performances, athletic events, debates, lecture series, and community outreach events.
- Processes for students are streamlined to provide efficient transactional services.
- Extensive service and ministry opportunities are provided for students.
- Businesses, churches, school systems, and government and public policy agencies recruit CCU students and alumni.

## Lessons Learned

As a result of this self-study, Colorado Christian University has identified the following opportunities for improvement:

### Academics

- The University needs to establish a clear link between service and academics for its students, who are already ministry- and service-minded.
- Additional professional development opportunities are necessary for full-time and affiliate faculty to enhance student learning and effective teaching.
- The College of Undergraduate Studies needs to revise the course evaluation form to gather more useful data for decision making.

## CONCLUSION



### Owning Her Faith

Freshman Rachel Penner came to CCU from a nurturing home where her dad read the Bible to her each morning. One of these mornings, she accepted Jesus Christ as her personal savior. But it wasn't until after high school that her faith genuinely became her own. While overseas, she internalized the distinct difference between asking God into her life and yielding to His guidance. Since coming to CCU, she says, her faith has moved to new heights: "It's been refreshing, challenging, transforming, and purifying."

### Assessment

- Decision making is not always dependent on assessment data.
- Retention efforts can improve through the collection of more useful data to identify critical and resolvable issues.
- The University collects a considerable amount of data; however, this data is not available to the University as a whole. Departments need to provide pertinent data to appropriate internal constituents.

### Communication

- Event scheduling needs to be clearly communicated to students, faculty, and staff through a centralized calendar to ensure important University events do not conflict.
- To connect alumni with current students and the University, a database of alumni contact information and professional accomplishments needs to be maintained.
- Internal data is often person-dependent. The University needs to establish documentation of procedures to prevent data loss with employee turnover.
- The University needs to develop a process for archiving annual business unit data for continuous improvement.

### Facilities

- The University's main campus is at capacity. Facility space is limited in classrooms, offices, residence halls, and athletic fields.

## Request for Continuing Accreditation

Colorado Christian University respectfully requests continuing accreditation by the Higher Learning Commission of the North Central Association of Schools and Colleges.

This self-study is presented to the Higher Learning Commission as evidence that Colorado Christian University meets or exceeds all criteria for continuing accreditation. In gathering evidence of meeting these criteria, this self-study provided an opportunity for the CCU community to identify strengths and opportunities for growth and improvement.

CCU's dedicated and talented faculty and staff celebrates the improvements in quality of educational opportunities for students over the past ten years. The faculty and staff also commit to continued growth and improvement as the University provides a Christ-centered transformational education to its students.

The Self-Study Committee wishes to thank the faculty and staff who contributed to this document. In 2008, virtually every CCU employee had the opportunity to participate in answering evidence surveys, and later, many participated in developing strengths, challenges, and action plans for their division, school, or business unit. The creative design and layout of this report is the product of the talents of the University Communications Department. All of these contributions are greatly appreciated.

The Self-Study Chair is especially grateful for the countless hours given by committee members who gave unselfishly of their time and spirit to the completion of this document—all work and time in addition to their defined responsibilities.

One of the goals of the self-study was to honor Christ through this process. We believe this goal has been accomplished and trust Him for the positive outcome of these community efforts.

Respectfully,

The CCU Self-Study Committee:

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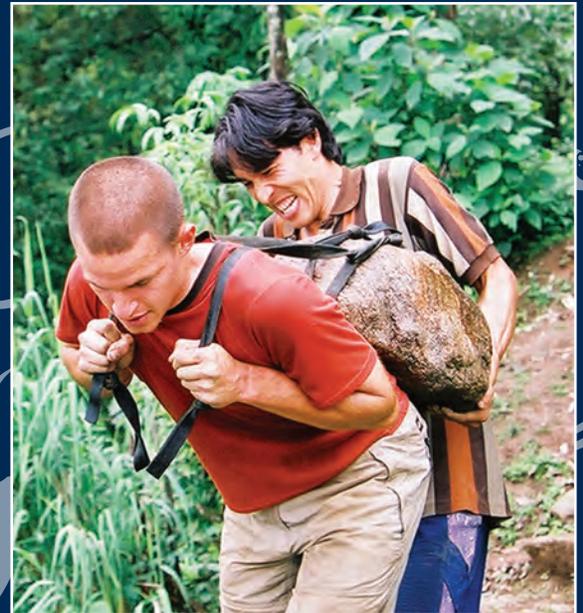
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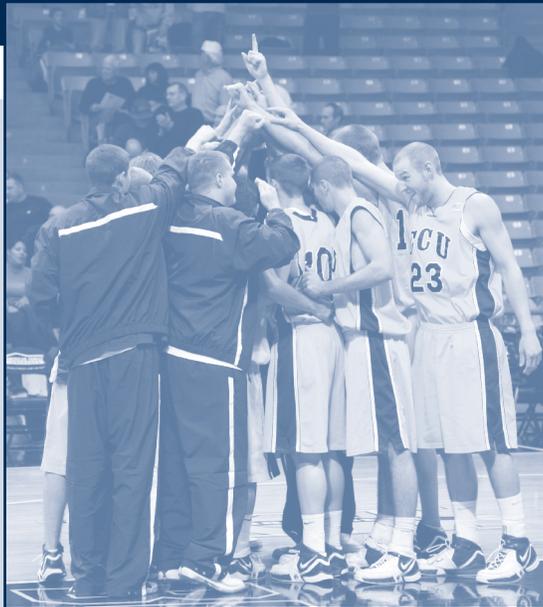




## *Spiritual Formation*



## *Engagement with the World*



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