CALVARY UNIVERSITY

2022-2023 Institutional Effectiveness Report

Academic Office

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www.calvary.edu

Contents

Introduction

Calvary University is an institution of higher education that exists to provide undergraduate, graduate, and postgraduate education which prepares Christians to live and serve in the church and the world according to the biblical worldview. This is accomplished by providing appropriate educational curricula and a climate that fosters the development of intellectual and spiritual maturity, leadership potential, servanthood, and a sense of mission. The core values that describe the way the university operates are Truth, Character, Relationship, Service, and Relevance. Truth speaks to Calvary's conviction of the Scriptures being true and the focal point of our education process as the final authority for all we teach and do. Character speaks to our efforts to promote the development of intellectual and spiritual maturity, leadership potential, servanthood, and a sense of mission and ministry. Relationship speaks to our practice of cultivating godly relationships among students, staff, faculty, and with alumni, the local church, and the society in which we live. Service speaks to how we consistently link education with the implications for Christian service in the church and the world. Relevance speaks to how we prepare men and women to understand and effectively relate to the world in which we live.

Purpose of Report

This document is a report on the effectiveness of the institution, which is represented by several academic and non-academic departments for the fiscal year 2023. To show continuous improvement, the departments represented in this document have recorded the results of assessment measures along with how the data will be used for improvement. All information presented in this report has been viewed and discussed by the executive leadership of the institution and necessary changes for improvement will be tracked by designated department heads and program chairs. The presentation of this information is to keep transparency between the institution and all stakeholders for the purpose of accountability and growth. Calvary strives to examine everything carefully so that we may do what is good for the glory of God (1 Thess. 5:21; 1 Corinth 10:31).

Summary of Changes from Assessment

The following list highlights changes made as a result of assessment by academic and administrative departments and committees at Calvary University during the 2022-2023 academic year.

Department	Identified Change	Evidence / Source Document
Teacher Education & STEM	Revise basic math courses to generate density and meet DESE requirements for math consistent with Missouri general education standards. The change cross-lists a class as a general education and a teacher education math course. The change came about due to student concerns about general education math requirements and challenges in meeting density requirements for general education courses to "make."	Faculty Senate minutes, 4/27/2022 and ACC minutes 5/3/2022.
Biblical & Theology	Move BI115 from an eight-week course to sixteen-week course. The change was recommended by first-year students with faculty concurrence. The change was implemented in fall 2023.	First Year Student Survey (Fall 2022)
Academic	Transition from one three-hour class per week to two 80-minute classes per week	Faculty/Staff Meeting minutes, 2/24/22 & 3/17/22 and Faculty Feedback Sessions, 3/28/2022, 2/29/2022, and 3/31/2022.
Practical Christian Ministry	The PCM department moved program engagement to a Canvas course format in order to standardize the reporting and review process for each student required to complete PCMs each semester with embedded self-assessments and mentor-assessments.	Internal assessment and conversations with the CAO about how to improve the student experience.
Music	The 2022 Triennial Program Review recommended suspension of the MS in Worship Arts due to low enrollment and budget constraints impacting faculty.	2022 Triennial Program Review (page 7).
Associate Programs	The 2022 Triennial Program Review recommended consolidation of the various associate degree options into a single degree offering with multiple concentrations. The Program Review Committee assessed the planners for each current associate program and concluded that the degrees could be consolidated with less than 25% change in program	2022 Triennial Program Review (page 7).

	content into the AA in Ministry Studies which allows significant latitude for electives in the current configuration.	
Business Department	The Business faculty proposed development of a five-year accelerated BS/MS in Organization Development option for business students. This project is consistent with the previous five-year BA/MDiv initiative created last year.	Graduate Business Assessment Report.
Counseling Department	The graduate counseling faculty proposed development of a five-year accelerated BS/MA in Biblical Counseling option for biblical counseling students. Like the business offering, this project is consistent with the previous five-year BA/MDiv initiative created last year.	Faculty Senate minutes, 1/10/2023, ACC minutes 3/21/2023
Cabinet	Revision of employee time off policies.	Cabinet minutes 8/30/2023 & 9/6/2023 and Handbook meeting notes 9/2/2023 and 10/5/2023
Cabinet	Revision of tuition free and partial tuition policies for non-faculty members.	Cabinet Minutes – July 13, 2022; July 27, 2022.
Cabinet	Revise the Conference on Global Engagement from a student-focused event to include outside individuals; particularly churches.	Cabinet Minutes – August 3, 2022.

Institutional Learning Outcomes

This section of the report addresses Institutional Learning Outcomes (ILOs) for the 2022-2023 academic year. The following ILOs were approved by the Board of Trustees for implementation in the 2022-2023 academic year.

Students will be able to:

1. Construct sound conclusions based upon a proper analysis of qualitative and quantitative data.
2. Demonstrate sound research methods for inquiry and the dissemination of knowledge.
3. Apply a consistent literal grammatical historical interpretation of the Bible in order to think from the Biblical Worldview.
4. Utilize their gifts and abilities to serve with excellence in their local church and chosen profession.
5. Develop discipling relationships and contribute to the spiritual growth of others by employing principles of servant-leadership.

ILO 1 – Construct Sound Conclusions

ILO Statement: Construct sound conclusions based upon a proper analysis of qualitative and quantitative data.

Measures. Practical Christian Ministry (PCM) Mentor Evaluation Results, Graduating Senior Survey, Undergraduate Capstone Performance, Graduate Capstone Performance, and Graduate Research Assignment Results.

PCM Mentor Evaluations. The University employs a Practical Christian Ministry (PCM) program to fulfill the Ministry Formation standard promulgated by the Association of Biblical Higher Education Standard 11b. The program requires student self-evaluation and mentor evaluation for each semester completed. Mentor Evaluation Item #3 asks the mentor to assess the students' "Ability to work through weaknesses. Mentor Evaluation Item #8 asks the mentor to assess the students' "Handling difficult situations." Data for 2023 graduates is presented in Table 1-1. Please note that some graduating students completed their PCM requirements prior to spring 2023 so their results are not reported.

Table 1-1
Spring 2023 PCM Mentor Evaluation for Items 3 and 8 Results (N=20)

Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #3 (*n*=21)	8 (38.1%)	11 (52.4%)	2 (9.5%)	0 (0%)	0 (0%)
Item #8 (*n*=21)	7 (33.3%)	10 (47.6%)	4 (19%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 70% of students receive a 4 or 5 from their mentors in evaluating their PCM performance. The results for the PCM Mentor Evaluation regarding this ILO are:
- 19 out of 21 (90.5%) scored a 4 or 5 for their ability to work through weakness.
- 17 out of 21 (81%) scored a 4 or 5 for their ability to handle difficult situations.

Graduating Senior Survey. Calvary conducts graduating senior surveys at the conclusion of each academic year for students graduating from the University. One of the survey items asks the students if their Calvary education contributed to their ability to construct sound conclusions with the following item: "Constructing sound conclusions from quantitative & qualitative data."

Table 1-2
Spring 2023 Graduating Senior Survey (N=59)
"Calvary has prepared me to construct sound conclusions from quantitative & qualitative data."

Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n*=48)	18 (37.5%)	22 (45.83%)	7 (14.58%)	0 (0%)	1 (2%)
Graduate Responses (*n*=11)	4 (36.4%)	5 (45.5%)	0 (0%)	2 (18.2%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Senior Survey regarding this ILO are:
- 40 out of 48 (83.3%) of undergraduate students scored the University at a 4 or 5.
- 9 out of 11 (81.2%) of graduate students scored the University at a 4 or 5.

Capstone and Research Assignments. Students complete a capstone assignment as part of their academic program. Capstones include requirements to assess and process data within their discipline which may emphasize either qualitative or quantitative data. Additionally, most graduate students complete specific research related requirements. Table 1-3 displays faculty evaluation of the student capstone project outcomes (undergraduate and graduate) and graduate research outcomes.

Table 1-3					
Capstone and Research Evaluation Results (N=64)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Undergrad Student Outcomes (*n*=40)	26 (65%)	9 (22.5%)	3 (7.5%)	2 (5%)	0 (0%)
Graduate Capstone Outcomes (*n*=10)	10 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Graduate Research Results (*n*=14)	12 (85.7%)	2 (14.3%)	0 (0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score 80% or higher for research and applied research related areas:

- 35 out of 40 (87.5%) of undergraduate students scored 80% or higher on their capstone project.
- 10 out of 10 (100%) of graduate students scored 80% or higher on their capstone project.
- 14 out of 14 (100%) of graduate students scored 80% or higher on research assignments.

Summary. Table 1-4 displays a summary of assessment results for ILO 1.

Table 1-4		
Summary of Assessment Items for ILO 1		
Item	Benchmark Met?	Conclusion
PCM Mentor Item #3	Yes	University benchmark is 70% of measurements must be met. Seven out of seven (7/7) (100%) of the items for this ILO were met which means the ILO was met. However, 2022-2023 did not include the ETS exam results which will be included next year. ETS exam results will
PCM Mentor Item #8	Yes	
Graduating Senior Survey Item Undergrad	Yes	
Graduating Senior Survey Item Graduate	Yes	
Undergraduate Capstone Outcomes	Yes	
Graduate Capstone Outcomes	Yes	

Table 1-4 Summary of Assessment Items for ILO 1		
Item	Benchmark Met?	Conclusion
Graduate Research Results	Yes	compare Calvary students with national benchmarks.

ILO 2 – Demonstrate Sound Research Capabilities

ILO Statement: Demonstrate sound research methods for inquiry and the dissemination of knowledge.

Measures: Graduating Senior Survey, Undergraduate Performance on Capstone Projects, Graduate Performance on Capstone Projects, and Graduate Performance on Research Assignments.

Graduating Senior Survey. Calvary conducts graduating senior surveys at the conclusion of each academic year for students graduating from the University. The University assessed three survey items against this ILO from the Graduating Senior Survey: "Conduct biblical research," "Preparedness to biblically evaluate different philosophies and cultures," and "Understanding and applying the scientific principles and methods."

Table 2-1 Spring 2023 Graduating Senior Survey (N=59) "Calvary has prepared me to conduct biblical research."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n*=48)	24 (50%)	17 (35%)	5 (10%)	1 (2%)	1 (2%)
Graduate Responses (*n*=11)	4 (36.4%)	5 (45.5%)	0 (0%)	2 (18.2%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Senior Survey regarding this ILO are:

- 41 out of 48 (85.4%) of undergraduate students scored the University at a 4 or 5.
- 9 out of 11 (81.2%) of graduate students scored the University at a 4 or 5.

Table 2-2
Spring 2023 Graduating Senior Survey (N=59)
"Calvary has prepared me to biblically evaluate different philosophies and cultures."

Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n*=48)	19 (39.6%)	20 (41.7%)	8 (16.7%)	0 (0%)	1 (2%)
Graduate Responses (*n*=11)	6 (54.5%)	5 (45.5%)	0 (0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Senior Survey regarding this ILO are:

- 39 out of 48 (81.25%) of undergraduate students scored the University at a 4 or 5.
- 11 out of 11 (100%) of graduate students scored the University at a 4 or 5.

Table 2-3 Spring 2023 Graduating Senior Survey (N=59)
"Calvary has prepared me to understand and apply scientific principles and methods."

Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n*=48)	12 (25%)	17 (35.4%)	15 (31.3%)	2 (4%)	1 (2%)
Graduate Responses (*n*=11)	4 (36.3%)	1 (9%)	5 (45.5%)	1 (9%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Senior Survey regarding this ILO are:

- 29 out of 48 (60.4%) of undergraduate students scored the University at a 4 or 5.
- 5 out of 11 (45.5%) of graduate students scored the University at a 4 or 5.

Capstone and Research Assignments. Students complete a capstone assignment as part of their academic program. Capstones include requirements to assess and process data within their discipline which may emphasize either qualitative or quantitative data. Additionally, most graduate students complete specific research related requirements. Table 2-4 displays faculty evaluation of the student capstone project outcomes (undergraduate and graduate) and graduate research outcomes.

Table 2-4
Capstone and Research Evaluation Results (N=64)

Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Undergrad Student Outcomes (*n=40*)	26 (65%)	9 (22.5%)	3 (7.5%)	2 (5%)	0 (0%)
Graduate Capstone Outcomes (*n=10*)	10 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Graduate Research Results (*n=14*)	12 (85.7%)	2 (14.3%)	0 (0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score 80% or higher for research and applied research related areas:
- 35 out of 40 (87.5%) of undergraduate students scored 80% or higher on their capstone project.
- 10 out of 10 (100%) of graduate students scored 80% or higher on their capstone project.
- 14 out of 14 (100%) of graduate students scored 80% or higher on research assignments.

Summary. Table 2-5 displays a summary of assessment results for ILO 2.

Table 2-5
Summary of Assessment Items for ILO 2

Item	Benchmark Met?	Conclusion
Graduating Senior Survey Item "Biblical research"	Yes	University benchmark is 70% of measurements must be met. Five out of six (5/6) (83.3%) of the items for this ILO were met which means the ILO was met. However, students indicated a lack
Graduating Senior Survey Item "Evaluating philosophies and cultures"	Yes	

Table 2-5
Summary of Assessment Items for ILO 2

Item	Benchmark Met?	Conclusion
Graduating Senior Survey Item "Scientific principles and methods"	No	of confidence in their ability to employ the scientific method which is an area that requires faculty attention. Further, the 2022-2023 did not include the ETS exam results which will be included next year. ETS exam results will compare Calvary students with national benchmarks.
Undergraduate Capstone	Yes	
Graduate Capstone	Yes	
Graduate Research	Yes	

ILO 3 – Grammatical Historical Biblical Interpretation

ILO Statement: Apply a consistent literal grammatical historical interpretation of the Bible in order to think from the Biblical Worldview.

Measures: ABHE Bible Exam Results, Graduating Senior Survey, Undergraduate and Graduate Performance on Hermeneutic Assignments

Association for Biblical Higher Education (ABHE) Bible Exam. The University administers the ABHE Bible knowledge examination to incoming and graduating students each year. Table 3-1 displays the results for graduating students in spring 2023. The table compares Calvary graduate results with national averages.

Table 3-1
Spring 2023 Graduating Senior Summary ABHE Test Results Compared to the National Average (Calvary Students N=47)

General Bible			Bible Teaching		
Subject	**National**	**Calvary**	**Subject**	**National**	**Calvary**
Acts	65%	79%	Gen Bible Knowledge	68%	73%
Whole Bible	72%	80%	Bible Genre	62%	68%

Table 3-1 Spring 2023 Graduating Senior Summary ABHE Test Results Compared to the National Average (Calvary Students N=47)					
General Bible			**Bible Teaching**		
Subject	**National**	**Calvary**	**Subject**	**National**	**Calvary**
General Epistles	58%	68%	Christology	66%	78%
Gospels	67%	79%	Covenant	65%	75%
Pauline	64%	75%	Eschatology	80%	86%
Revelation	76%	89%	NT Gen Knowledge	66%	79%
Historical Books	65%	76%	NT Vocabulary	66%	73%
Pentateuch	73%	84%	OT Gen Knowledge	63%	74%
Prophets	57%	69%	OT Vocabulary	79%	87%
Psalms & Wisdom Lit	59%	67%	Revelation	75%	81%
			Soteriology	71%	80%
			Theology	71%	82%
Mean Scores	65.60%	76.60%	Mean Scores	69.33%	78.00%

Table 3-2 Graduating Student ABHE Exam Scores by Percentile (N=47)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Student Distribution	6 (12.8%)	15 (31.9%)	15 (31.9%)	8 (17%)	3 (6.4%)
Distribution above & below 60%	60% and above – 44 (93.6%)				Below – 3 (6.3%)

The University benchmark for graduate scores on the ABHE Bible Knowledge Exam is 80% of graduates score 60% or higher on the ABHE overall exam.

- 44 (93.6%) of the graduates achieved a 60% or higher average ABHE Bible Knowledge Exam score.

Graduating Senior Survey. Calvary conducts graduating senior surveys at the conclusion of each academic year for students graduating from the University. The University assessed the survey area: "Calvary has prepared me to live according to a biblical worldview."

Table 3-2					
Spring 2023 Graduating Senior Survey (N=59)					
"Calvary has prepared me to live according to a biblical worldview."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n=48*)	28 (58.3%)	15 (31.3%)	5 (10.4%)	0	0
Graduate Responses (*n=11*)	4 (36.4%)	7 (63.6%)	0 (0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Senior Survey regarding this ILO are:
- 43 out of 48 (89.6%) of undergraduate students scored the University at a 4 or 5.
- 11 out of 11 (100%) of graduate students scored the University at a 4 or 5.

Hermeneutics Assignments. Students complete hermeneutics assignments as part of their academic program. Table 3-3 displays faculty evaluation of hermeneutics outcomes (undergraduate and graduate) and graduate research outcomes.

Table 3-3					
Hermeneutic Assignment Evaluation Results (N=64)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Undergrad Outcomes (*n=35*)	26 (74.3%)	7 (20%)	0 (0%)	2 (5.7%)	0 (0%)
Graduate Outcomes (*n=14*)	12 (85.7%)	2 (14.3%)	0 (0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score 80% or higher for research and applied research related areas:
- 33 out of 35 (94.3%) of undergraduate students scored 80% or higher on hermeneutics assignments.
- 14 out of 14 (100%) of graduate students scored 80% or higher on hermeneutics assignments.

Summary. Table 3-4 displays a summary of assessment results for ILO 3.

Table 3-4		
Summary of Assessment Items for ILO 3		
Item	Benchmark Met?	Conclusion
ABHE Bible Exam Results	Yes	University benchmark is 70% of measurements must be met. Four out of four (4/4) (100%) of this ILO items were met, which means the ILO was met.
Graduating Senior Survey Item "Biblical worldview"	Yes	
Undergraduate hermeneutics	Yes	
Graduate hermeneutics	Yes	

ILO 4 – Serve with Excellence

ILO Statement: Utilize their gifts and abilities to serve with excellence in their local church and chosen profession.

Measures: PCM Mentor Evaluations, Graduating Senior Survey, Performance on Capstone Assignments.

PCM Mentor Evaluations. The University employs a Practical Christian Ministry (PCM) program to fulfill the Ministry Formation standard promulgated by the Association of Biblical Higher Education Standard 11b. The program requires student self-evaluation and mentor evaluation for each semester completed. Since this ILO addresses the issue of serving with excellence, all the Mentor Evaluation areas are included in this assessment.

Table 4-1					
Spring 2023 PCM Mentor Evaluation for All Items (N=21)					
Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #1 Ability to admit mistakes (*n*=20)	13 (61.9%)	6 (28.6%)	2 (9.5%)	0 (0%)	0 (0%)

Table 4-1					
Spring 2023 PCM Mentor Evaluation for All Items (N=21)					
Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #2 Ability to give suggestions (n=20)	10 (47.6%)	6 (28.6%)	5 (23.8%)	0 (0%)	0 (0%)
Item #3 Ability to work through weakness	8 (38.1%)	11 (52.4%)	2 (9.5%)	0 (0%)	0 (0%)
Item #4 Attendance	17 (81%)	4 (19%)	0 (0%)	0 (0%)	0 (0%)
Item #5 Care for others	19 (90.5%)	2 (9.5%)	0 (0%)	0 (0%)	0 (0%)
Item #6 Engaging in their ministry	15 (71.4%)	6 (28.6%)	0 (0%)	0 (0%)	0 (0%)
Item #7 Flexibility	15 (71.4%)	3 (14.3%)	3 (14.3%)	0 (0%)	0 (0%)
Item #8 Handling a difficult situation	7 (33.3%)	10 (47.6%)	4 (19%)	0 (0%)	0 (0%)
Item #9 Honesty	20 (95.2%)	1 (4.7%)	0 (0%)	0 (0%)	0 (0%)
Item #10 Openness to suggestions	17 (81%)	4 (19%)	0 (0%)	0 (0%)	0 (0%)
Item #11 Predictable positive attitude	17 (81%)	3 (14.3%)	0 (0%)	1 (4.7%)	0 (0%)
Item 12 Preparedness	13 (61.9%)	7 (33.3%)	1 (4.7%)	0 (0%)	0 (0%)
Item 13 Responsibility	17 (81%)	4 (19%)	0 (0%)	0 (0%)	0 (0%)
Item 14 Teachable	17 (81%)	4 (19%)	0 (0%)	0 (0%)	0 (0%)
Item 15 Treating everyone with equal respect	18 (85.7%)	3 (14.3%)	0 (0%)	0 (0%)	0 (0%)

Table 4-1
Spring 2023 PCM Mentor Evaluation for All Items (N=21)

Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item 16 Willingness to help	20 (95.2%)	1 (4.7%)	0 (0%)	0 (0%)	0 (0%)
Item 17 Communicates effectively	13 (61.9%)	5 (23.8%)	3 (14.3%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 70% of students receive a 4 or 5 from their mentors in evaluating their PCM performance. The results for the PCM Mentor Evaluation regarding this ILO are displayed in Table 4-2.

Table 4-2
Spring 2023 PCM Mentor Scoring Summary for ILO 4 (N=21)

Mentor Item #	Students Achieving Standard	Total Students	Percent Achieving Standard
1	19.00	21.00	90.48%
2	16.00	21.00	76.19%
3	19.00	21.00	90.48%
4	21.00	21.00	100.00%
5	21.00	21.00	100.00%
6	21.00	21.00	100.00%
7	18.00	21.00	85.71%
8	17.00	21.00	80.95%
9	21.00	21.00	100.00%
10	21.00	21.00	100.00%
11	20.00	21.00	95.24%
12	20.00	21.00	95.24%
13	21.00	21.00	100.00%

Table 4-2			
Spring 2023 PCM Mentor Scoring Summary for ILO 4 (N=21)			
Mentor Item #	Students Achieving Standard	Total Students	Percent Achieving Standard
14	21.00	21.00	100.00%
15	21.00	21.00	100.00%
16	21.00	21.00	100.00%
17	18.00	21.00	85.71%
Mean	*19.76*	*21.00*	*94.12%*

Graduating Senior Survey. Calvary conducts graduating senior surveys at the conclusion of each academic year for students graduating from the University. The University assessed the undergraduate survey area: "My education and related experience (PCM and other activities) prepared me to minister in my area of study" and the graduate survey item "How has Calvary equipped and encouraged you to recognize and utilize your gifts and abilities to serve in ministry both in your church and your chosen profession?"

Table 4-3					
Spring 2023 Graduating Senior Survey (N=59)					
Impact of a Calvary education on ability to minister and work in the graduate's chosen profession.					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n*=48)	21 (43.8%)	24 (50%)	3 (6.3%)	1 (2%)	0 (0%)
Graduate Responses (*n*=11)	9 (81.8%)	1 (9%)	1 (9%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Senior Survey regarding this ILO are:
- 45 out of 48 (93.8%) of undergraduate students scored the University at a 4 or 5.
- 10 out of 11 (90.9%) of graduate students scored the University at a 4 or 5.

Capstone and Research Assignments. Students complete a capstone assignment as part of their academic program. Capstones provide students the opportunity to demonstrate their capabilities to serve in the area of their chosen profession with excellence. These opportunities include internships, practicums, student teaching and senior recitals. Table 4-4 displays faculty evaluation of the student capstone project outcomes.

Table 4-4 Capstone and Research Evaluation Results (N=50)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Undergrad Student Outcomes (*n=40*)	26 (65%)	9 (22.5%)	3 (7.5%)	2 (5%)	0 (0%)
Graduate Capstone Outcomes (*n=10*)	10 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score 80% or higher for research and applied research related areas:
- 35 out of 40 (87.5%) of undergraduate students scored 80% or higher on their capstone project.
- 10 out of 10 (100%) of graduate students scored 80% or higher on their capstone project.

Summary. Table 4-5 displays a summary of assessment results for ILO 4.

Table 4-5 Summary of Assessment Items for ILO 4		
Item	Benchmark Met?	Conclusion
PCM Mentor Evaluations (taken as a whole for this ILO)	Yes	University benchmark is 70% of measurements must be met. Five out of five (5/5) (100%) of this ILO items were met, which means the ILO was met.
Graduating Senior Survey Undergraduate Item on ministry and work in chosen profession	Yes	
Graduating Senior Survey Graduate Item on ministry and work in chosen profession	Yes	
Undergraduate capstone outcomes	Yes	
Graduate capstone outcomes	Yes	

ILO 5 – Discipling Relationships and Servant Leadership

ILO Statement: Develop discipling relationships and contribute to the spiritual growth of others by employing principles of servant-leadership.

Measures: Graduating Senior Survey, PCM Mentor Evaluations.

Graduating Senior Survey. Calvary conducts graduating senior surveys at the conclusion of each academic year for students graduating from the University. The University assessed the survey area: "Working cooperatively as a group."

Table 5-1 Spring 2023 Graduating Senior Survey (N=59) "Calvary has prepared me to work cooperatively in a group"					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n*=48)	15 (31.3%)	22 (45.8%)	10 (20.8%)	0 (0%)	1 (2%)
Graduate Responses (*n*=11)	5 (45.5%)	2 (18.2%)	4 (36.4)	0	0

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Senior Survey regarding this ILO are:
- 37 out of 48 (77.1%) of undergraduate students scored the University at a 4 or 5.
- 7 out of 11 (63.6%) of graduate students scored the University at a 4 or 5.

PCM Mentor Evaluations. The University employs a Practical Christian Ministry (PCM) program to fulfill the Ministry Formation standard promulgated by the Association of Biblical Higher Education Standard 11b. The program requires student self-evaluation and mentor evaluation for each semester completed. PCM Mentor Evaluation items for this PLO are displayed in Table 5-2.

Table 5-2 Spring 2023 PCM Mentor Evaluation for All Items (N=21)					
Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #1 Ability to admit mistakes (*n*=20)	13 (61.9%)	6 (28.6%)	2 (9.5%)	0 (0%)	0 (0%)
Item #4 Attendance	17 (81%)	4 (19%)	0 (0%)	0 (0%)	0 (0%)
Item #5 Care for others	19 (90.5%)	2 (9.5%)	0 (0%)	0 (0%)	0 (0%)
Item #9 Honesty	20 (95.2%)	1 (4.7%)	0 (0%)	0 (0%)	0 (0%)
Item #10 Openness to suggestions	17 (81%)	4 (19%)	0 (0%)	0 (0%)	0 (0%)
Item #11 Predictable positive attitude	17 (81%)	3 (14.3%)	0 (0%)	1 (4.7%)	0 (0%)
Item 12 Preparedness	13 (61.9%)	7 (33.3%)	1 (4.7%)	0 (0%)	0 (0%)
Item 13 Responsibility	17 (81%)	4 (19%)	0 (0%)	0 (0%)	0 (0%)
Item 14 Teachable	17 (81%)	4 (19%)	0 (0%)	0 (0%)	0 (0%)
Item 15 Treating everyone with equal respect	18 (85.7%)	3 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Item 16 Willingness to help	20 (95.2%)	1 (4.7%)	0 (0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 70% of students receive a 4 or 5 from their mentors in evaluating their PCM performance. The results for the PCM Mentor Evaluation regarding this ILO are displayed in Table 5-3

Table 5-3			
Spring 2023 PCM Mentor Scoring Summary for ILO 4 (N=21)			
Item #	Students Achieving Standard	Total Students	Percent Achieving Standard
1	19.00	21.00	90.48%
4	21.00	21.00	100.00%
5	21.00	21.00	100.00%
9	21.00	21.00	100.00%
10	21.00	21.00	100.00%
11	20.00	21.00	95.24%
12	20.00	21.00	95.24%
13	21.00	21.00	100.00%
14	21.00	21.00	100.00%
15	21.00	21.00	100.00%
16	21.00	21.00	100.00%
Mean	*20.64*	*21.00*	*98.27%*

Summary. Table 5-4 displays a summary of assessment results for ILO 5.

Table 5-4		
Summary of Assessment Items for ILO 5		
Item	Benchmark Met?	Conclusion
Graduating Senior Survey Undergraduate Item on working together in a group	No	University benchmark is 70% of measurements must be met. Eleven out of thirteen (11/13) (84.6%) of this ILO items were met, which means the ILO was met. However, both undergraduate and graduate students indicated that they did not perceive Calvary as
Graduating Senior Survey Graduate Item on working together in a group	No	
PCM Mentor Item #1	Yes	
PCM Mentor Item #4	Yes	

| Table 5-4 | | |
| Summary of Assessment Items for ILO 5 | | |
Item	Benchmark Met?	Conclusion
PCM Mentor Item #5	Yes	contributing to their ability to work together as a
PCM Mentor Item #9	Yes	group.
PCM Mentor Item #10	Yes	
PCM Mentor Item #11	Yes	
PCM Mentor Item #12	Yes	
PCM Mentor Item #13	Yes	
PCM Mentor Item #14	Yes	
PCM Mentor Item #15	Yes	
PCM Mentor Item #16	Yes	

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ILO Summary

The following table displays a summary of the assessment of student learning outcomes for the University's ILOs.

Table 6-1 Summary of Institutional Learning Outcomes.		
ILO #	Institutional Learning Outcome	Outcome Benchmark Met
1	Construct Sound Conclusions	Yes
2	Demonstrate Sound Research Capabilities	Yes
3	Grammatical Historical Biblical Interpretation	Yes
4	Serve with Excellence	Yes
5	Discipling Relationships and Servant Leadership	Yes

The results of the 2022-2023 assessment of ILOs indicate that Calvary graduates meet the Board expectations for completion of their programs. However, three things should be noted.

1. The University did not employ the former ETS general knowledge examination (Proficiency Profile) at the end of 2023 due to a change in custodianship of the testing instrument. We will resume administering the instrument which is now titled the E-Proficiency Profile, to the 2024 graduating class to measure reading, writing, mathematics, and critical thinking to better inform the ILO assessment process.
2. Results of the Graduating Senior Survey indicate that both undergraduate (60.4%) and graduate (45.5%) students believed that the University did not prepare them to understand and apply scientific principles and methods. Regardless of the outcome, this is, at least, a perceived issue requiring addressal.
3. Students also indicated, via the Graduating Senior Survey, that they were not prepared to work effectively in group settings. This is another area requiring faculty attention and remediation.

Academic Units – College

Bible and Theology

	Program Title: Bible and Theology (Undergraduate)			Department Chair: Dr. Gary Gromacki Program Director: Ian Bacon		
	PLOs	**Assessments**	**Metrics**	**Standards**	**Data**	**Improvements**
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
Outcome 1	Students will be able to practice the inductive method of Bible study and execute an exegetical analysis on Scripture based on a literal, grammatical, and historical hermeneutic	-Write a paper on a parable of Jesus in BI115	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade.	50% of BITH students achieved a 90% or higher grade-6 students took this course: Each of these students scored well according to the grading rubric provided by the instructor. 3 students did not complete the assignment, and one student took the course twice and did not complete this assignment.	BI115 will be restructured within its new 16-week format to include time in class to work on aspects of larger assignments that corresponds with the lecture material each week.
		- Write an exegetical paper in BI459	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade.	75% of BITH students achieved a 90% or higher grade-4 students took this course: 3 of these students scored well according to the	

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Bible and Theology (Undergraduate)				**Department Chair: Dr. Gary Gromacki** **Program Director: Ian Bacon**		
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
					grading rubric provided by the instructor. One student did not complete the assignment.	
		-Write an inductive study of the gospel of John BI224	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade	100% of BITH students achieved a 90% or higher grade-3 students took this course: Each of these students scored well according to the grading rubric provided by the instructor.	
Outcome 2	Students will be able to explain the themes, purposes, and outlines of the 66 books of the Bible	-A paper on the book of Genesis BI120 or BI224	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade.	50% of BITH students achieved a 90% or higher grade -2 students took this course: One of these students scored well according to the grading rubric provided by the instructor. One student did not complete the assignment.	In BI120: Ensure that students complete the assignments in a timely manner by making this assignment due sooner in the 16-week. The other results in this PLO are very encouraging and indicate that the course material and assignments are laying a solid biblical
		-A PowerPoint presentation on New	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade.	100% of BITH students achieved a	

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Bible and Theology (Undergraduate)				**Department Chair: Dr. Gary Gromacki** **Program Director: Ian Bacon**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
		Testament book BI130			90% or higher grade-3 students took this course: Each of these students scored well according to the grading rubric provided by the instructor.	and theological foundation
		-Students will take an ABHE Bible exit exam (indirect)	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade	100% of BITH students achieved a 60% on 80% of the 22 examination subject areas higher grade-3 students graduated.	
Outcome 3	Students will be able to define and defend the major doctrines of Christianity	-Write a Paper on doctrinal beliefs on bibliology, theology proper, and pneumatology in TH220	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade.	NOT ASSESSSD THIS YEAR	
		-Write a research paper on the deity of Christ TH221	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade.		
		-Exam on Eschatology TH222	-Use grade scale criteria to determine grade	75% of BITH students will achieve a 90% or higher grade		

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Bible and Theology (Undergraduate)				**Department Chair: Dr. Gary Gromacki** **Program Director: Ian Bacon**		
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 4	Students will be able to critically evaluate different interpretative issues in Bible and Theology	-Compete a critical paper on a Christian thinker in RP445 -Write a defending Christianity paper TH346 -Write a paper on a Biblical case study RP341	-Use a rubric detailing the necessary criteria -Use a rubric detailing the necessary criteria -Use a rubric detailing the necessary criteria	75% of BITH students will achieve a 90% or higher grade. 75% of BITH students will achieve a 90% or higher grade. 75% of BITH students will achieve a 90% or higher grade	NOT ASSESSSD THIS YEAR	
Outcome 5	Students will be able to articulate the biblical worldview and live as servant-leaders in the church and in the world	-Write a Defining Biblical Worldview Paper in TH346 -Complete 50 applications from reading of NT in BI130 -Complete a prayer/devotional journal in TH111	-Use a rubric detailing the necessary criteria -Use a rubric detailing the necessary criteria -Use a rubric detailing the necessary criteria	75% of BITH students will achieve a 90% or higher grade. 100% of BITH students will achieve a 90% or higher grade. 100% of BITH students will achieve a 90% or higher grade.	NOT ASSESSSD THIS YEAR	

Assessment Outcomes

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
PLO 1: Students will be able to practice the inductive method of Bible study and execute an exegetical analysis on Scripture based on a literal, grammatical, and historical hermeneutic	-Write a paper on a parable of Jesus in BI115 - Write an exegetical paper in BI459 -Write an inductive study of the gospel of John BI224	In each of these assignments the students who completed the projects did considerably well analyzing the biblical texts they were to required to exegete. They demonstrated the ability to make grammatical observations, connect the passage to its historical context, and draw the meaning of the text from the text according to the plain meaning the author intended. The students who did not complete the assignments may have not done so for various reasons such as poor time management. It may also be a matter of being overwhelmed with the task of studying and exegeting a text.	In order to create an atmosphere of comfortability with Bible study and exegesis the structure of BI115 with be changed. The course will be restructured within its new 16-week format to include time in class to work on aspects of larger assignments that correspond with the lecture material each week. This change will facilitate the desired outcome of this PLO for students to produce sound exegetical work. This will be accomplished through continued efforts by the instructor to subdivide the material taught in the course and allow students ample time to work with each step of the inductive bible study method and receive immediate feedback in order to quickly correct any errors.	The high number of missed assignments necessitates the change	No additional resources needed at this time
PLO 2: Students will be able to explain the themes, purposes, and outlines of the 66 books of the Bible	-A paper on the book of Genesis BI120 -A PowerPoint presentation on New Testament book BI130	In both assignments assessed in the OT/NT Survey courses the students did well articulating the themes, purposes and outline of the book. In BI120 the students arranged the material around an outline	At this point in time changes to this PLO are not needed.	The work completed by the students and the high ABHE scores supplies evidence that the curriculum and assignments provide the foundation for students to properly subdivide and	No additional resources needed at this time

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
	-Students will take an ABHE Bible exit exam (indirect)	of the book of Genesis and explained the meaning of the text. They also chose a specific passage within the book of Genesis to exegete (to build on their skills attained in BI115) For the last three years the students at Calvary University have done very well on the ABHE Bible Exit Exam.		synthesize all 66 books of the Bible	

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**

The students in our department are doing very well in analyzing, interpreting, and developing application points of Biblical texts. The papers on Biblical books and exegetical papers in BI115, BI20, BI130, BI224, and BI459 indicate that students have done well synthesizing and analyzing a biblical text. Their papers demonstrate the ability to evaluate biblical texts using the inductive method of Bible study. This results in producing sound exegetical work students can use to teach in their churches.

Our department added a senior project in which students write a paper on their doctrinal beliefs upon graduation from Calvary University. Then the student must meet with the Bible and Theology Department Director for a face-to-face interview regarding their beliefs on doctrinal matters. This strengthens the department because students who graduate will be able to gain employment in ministry and will be prepared for future studies at the graduate course level to earn a Master's degree.

The ABHE Bible exam for graduating seniors demonstrates the strength the Bible and Theology department has on the institution of Calvary University. Graduating students continue to score higher than the national average. The Bible and theology courses taught by the faculty in our department have done well laying a solid biblical and theological foundation for each student at Calvary University.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**

The major weakness that is evident in the results is that some of our students are not completing their assignments. This is a disturbing trend that must be dealt with in our department.

The other weakness is that some of our students are not completing courses in which they are enrolled and withdrawing. The Director of the Bible and Theology department has ascertained this information in his capacity as advisor to students in the department.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**

The result from this assessment shows that the faculty in our department is doing very well in providing the information and skills to study and interpret the word of God. The results from the papers that were assessed showed that students could demonstrate inductive Bible study (observation, interpretation, application). These skills will allow the students to achieve our department's stated goal of serving the Church because these assignments can be taken directly into a Sunday School class in their church (this is specifically seen in the PowerPoint presentation of a New Testament book assessment type).

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**

The issue that is emerging is the number of students in our department that are not completing a course or failing their courses. It might be beneficial to investigate why some students are unable to succeed in their courses. This certainly needs to be done departmentally, but this might be something that is examined in the operating procedures of the institution. At the institutional level this is being addressed by the First Year Student Experience Committee to help facilitate academic success in the first year of college. Bible courses such as BI115 and BI120 play a significant role in this committee's evaluation of how students are doing.

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**

The first major change that our department made was our PLOs. These new PLOs have enabled better assessment this year and will do so in the future because it is a more precise reflection of what our department deems necessary upon graduation from Calvary University.

The second change that has be implemented is better communication between the students in the Bible/Theology program and the department director. This has involved periodic and consistent conversations (through email, Teams, and office) between the director and each student to ensure that the student has every available opportunity to succeed in the department. This has allowed

the director to mentor each student and observe how they are developing their intellectual and spiritual maturity and leadership potential. In the future this communication will be expanded to working with students who are struggling academically to create an individual study plan whereby the Director of the department can hold them accountable.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**

At this time our department does not wish to change/update our department manual. We have done considerable work in our assessment process through a wider variety of different types of assignments (assessment types). Another improvement in the assessment process that has be made is to include assignments in 100, 200, 300, and 400 level courses to gain a broader picture of how students are doing throughout their years in the program. These changes will enable our department to better understand what our students are learning in a measurable way moving into the future.

Academic Year	PLOs
2022 – 2023	1 & 2
2023 – 2024	3 & 4
2024 – 2025	5 & 1
2025 – 2026	2 & 3
2026 – 2027	4 & 5

Biblical Counseling

	Program Title: Biblical Counseling (Undergraduate)			Department Chair: Dr. Luther Smith		
	PLOs	**Assessments**	**Metrics**	**Standards**	**Data**	**Improvements**
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
Outcome 1	Integrate their biblical knowledge with their counseling methodology and practice.	Participate in weekly vignette discussions in class and on Canvas where students will answer questions about the vignettes and think about how they would use the skills they are learning (CO244, CO340, CO345, CO432). Students will have their supervisor fill out a Supervisor Internship Evaluation form rating the counseling skill	Will have students answer qualitative questions located in Section III of the Senior Counseling project, and a Biblical counseling vignette in Section IV of the Senior Counseling project (CO449). Students work with a supervisor at internship site and will rate students counseling skills with the supervisor evaluation form (CO449).	80% if the students will reach achieve the standard category. 80% if the students will reach achieve the standard category.	1. Five (5) out of six (6) (83%) of students Scored 80% or higher in the qualitative question section III of the Senior Counseling Project, and the counseling vignette in Section IV of the Senior Counseling Project in CO449. Five (5) out of six (6) students had met the Program Learning Outcome. 2. In CO345 Marriage and family counseling five (5) out of five (5) students	No improvements to be made in response to the data presented.

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Biblical Counseling (Undergraduate)				**Department Chair: Dr. Luther Smith**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
		and knowledge of the student.			(100%) surveyed on the Student Rating of Instruction Form (SRI) stated that this course helped them prepared to represent the Biblical worldview. These students met the threshold of Program Learning Outcome 1. 3. In CO244 Marriage and family counseling five (6) out of five (7) students (85%) surveyed on the Student Rating of Instruction Form (SRI) stated that this course helped them prepared to represent the Biblical	

	Program Title: Biblical Counseling (Undergraduate)			Department Chair: Dr. Luther Smith		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
					worldview. One student commented, "After just the first week, I already was walking away with new methods on how to communicate with people, and pretty much every week my mind was blown. This was an awesome class and I'm so glad I ended up taking it!" These students met the threshold of Program Learning Outcome 1.

1. Eight (8) out of ten (10) students (80%) received evaluations from their supervisors. | |

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Biblical Counseling (Undergraduate)				**Department Chair: Dr. Luther Smith**		
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
					Two (2) students failed to submit their supervisor evaluation forms. Eight (8) out of eight (8) students (100%) received a 5 on the training portion of the evaluation. This meets the threshold of Program Learning Outcome 1.

2. Eight (8) out of ten (10) students (80%) observed 10 counseling observations and gave their evaluation on how they would conduct sessions. Each student mentioned the how they would approach the counselee and | |

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Biblical Counseling (Undergraduate)				**Department Chair: Dr. Luther Smith**		
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
					incorporate the biblical worldview in their evaluations. This meets the threshold for Program Learning Outcome 1.	
Outcome 2						
Outcome 3						
Outcome 4						
Outcome 5						
Outcome 6						

ASSESSMENT QUESTIONS

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Integrate their biblical knowledge with their counseling methodology and practice (Outcome #1, Goal #1).	Participate in weekly vignette discussions in class and on Canvas where students will answer questions about the vignettes and think about how they would use the skills they are learning (CO244, CO340, CO345, CO432). A Student and Graduate survey will be given to the students to evaluate the quality of the instruction that was given to them to assess if the students were able to integrate their biblical knowledge with their counseling methodology.	(83%) of students Scored 80% or higher in the qualitative question section III of the Senior Counseling Project, and the counseling vignette in Section IV of the Senior Counseling Project in CO449. Five (5) out of six (6) students had met the Program Learning Outcome.	No changes made as a result of the feedback of this assessment.	I expected at least 80% of the students to meet the goal. This goal was met with the completion of Section III and Section IV of the Senior Counseling Project and the Student Rating Instruction Form (SRI) from CO345 Marriage & Family.	No resources necessary for changes. However, some students were inconsistent in following APA style guidelines for formal writing. This needs to be addressed in next year's assessment.
Integrate their biblical knowledge with their	Students will have their supervisor fill out a	(80%) of students Scored a 5 in their Supervisor	No changes made as a result of the	I expected at least 80% of the students to meet this goal. The	No resources necessary for changes.

counseling methodology and practice (Outcome #1, Goal #2).	Supervisor Internship Evaluation form rating the counseling skill and knowledge of the student. Each student would provide ten (10) counseling observations from their internship that would assess how the student would incorporate the biblical worldview into their counseling practice.	Internship Evaluation form. Out of 80% of those students 100% received a five (5) on the training portion of the form. 80% of the students completed ten (10) counseling observations that and detailed how they would incorporate the biblical worldview into their counseling.	feedback of this assessment.	goal was met with the completion of the Supervisor Evaluation intake form and the ten (10) completed counseling observations that were a part of their internship project.	

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**

   The developmental strengths of this outcome that are evident is that the students are learning how to incorporate the biblical worldview in not only their approach to the counseling process, but how they interact with counselees in the counseling process. This reasoning is seen in their Section III and Section IV of their Senior Counseling Project and is reported by the supervisors in the Supervisor Evaluation Forms and their details in student's counseling observations in their internship folders.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**

   As in the last assessment the departmental weaknesses evident in the result is the formal writing in APA style formatting, which contributes to the academic rigor of the program. The students, although they are using the information that they are learning in their program, still lack the necessary skills to write academically concerning APA formatting. This ought to be addressed in the 2023-2024 assessment for the next academic year.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**

   This assessment demonstrate that the department is achieving the outcome of PLO #1: *Integrate their biblical knowledge with their counseling methodology and practice.* These highlights that the students are gaining the proper a necessary information to incorporate biblical information to their counseling praxis.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**

   With the current pressure to continue to develop more skills for the students who are going into this field it is important to prepare the students to counsel before the student considers the graduate and post-graduate work. I believe that the department ought to begin addressing how faculty can incorporate more "task-based" projects and assignments into their courses.

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**

   As mentioned in my previous assessment I will include little exercises in the foundational courses in the program (CO244. CO245, CO246, RP343) in their assignments to reinforce the APA style to the students. Additionally, I will review my courses and see what task-based assignments and projects I can include in my courses. I will advise the adjunct faculty to see where they can incorporate these in their courses.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**

   I do not wish to update the assessment process at this time.

Academic Year	PLOs
2021 – 2022	2
2022 – 2023	4
2023 – 2024	5
2024 – 2025	
2025 – 2026	

Business Administration

	Program Title: Business Administration (Undergraduate)			Department Chair: Dr. Germaine Washington		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1						
Outcome 2						
Outcome 3						
Outcome 4						
Outcome 5						
Outcome 6	Attain essential knowledge of strategic planning and strong decision-making skills to enhance an ethical business environment	1. Create modify and affirm a prolific business plan. 2. Represents CU as a positive professional. 3. Employ managerial habits along with exceptional customer	1.Disposition Outcomes Evaluation Criteria & Scoring form 2.Senior Project	1. 85% of students with score strong or higher when making use of attaining essential knowledge of strategic planning and strong decision-making skills to enhance an	100% of students scored strong or higher when making use of attaining essential knowledge of strategic planning and strong decision-making skills to enhance an	1. 15% Improvement this year. If we stay on this path, CU students would be very marketable within the work industry.

	Program Title: Business Administration (Undergraduate)			**Department Chair: Dr. Germaine Washington**		
	PLOs	**Assessments**	**Metrics**	**Standards**	**Data**	**Improvements**
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
		service. 4. Complete assigned tasks in a timely manner Demonstrate ethical behavior illustrating accountability, trust and mutual respect for peers, colleagues and managers	Written evaluation form (Business Plan Portion)	ethical business environment in BU453. 90% of students will score satisfactory or above (according to the course written rubric) in regard to the development of a "Gap Analysis" based Business Plan from their Senior Project site in BU449	ethical business environment in BU453. 2. 100% of students will be scored satisfactory or above (according to the course written rubric) in regard to the development of a "Gap Analysis" based Business Plan from their Senior Project site in BU449	2.15% improvement this school year. If the business department stays on this path, CU students would be able to demonstrate

	Program Title: Business Administration (Undergraduate)			Department Chair: Dr. Germaine Washington		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
						program development and leadership.

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Attain essential knowledge of strategic planning and strong decision-making skills to enhance an ethical business environment	1.Disposition Outcomes Evaluation Criteria & Scoring form 2.Senior Project Written evaluation form (Business Plan Portion)	1.According to the feedback of the evaluation scoring form, each student scored exemplary within their internship site per their site supervisor. All students demonstrated leadership and strong decision-making. Internship supervisors were very pleased with CU students.	Need to assess more students at one time in order to obtain rich data. Process would indicate if the business department's curriculum was up to date according to what current organizations are searching for.	More students in the program	Additional internship and senior project sites.

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
		2.According to the students' business plan, they were able to present strategic ideas to their site supervisors in concerns of the betterment of the organization. All students scored excellent on the Gap analysis portion of the business plan.			

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms**? That the business department continues to teach up-to-date curriculum to prepare students for the workforce.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?** Low enrollment. Need more students in the program to gather rich data. Need more organizational participation.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?** Because assessments are used to focus on the program's learning objectives to see its effectiveness.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?** Not enough job fair on college campuses for business students.

ASSESSMENT QUESTIONS

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications**.) 5-year accelerated program to attract more students. Annual business conferences for additional organizational involvement.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?** Not at this point.

Academic Year	PLOs
2021 – 2022	1 & 3 *(Example)*
2022 – 2023	**6**
2023 – 2024	
2024 – 2025	
2025 – 2026	

Education

	Program Title: Education (Undergraduate)			Department Chair: Dr. Mary Briggs		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1						
Outcome 2						
Outcome 3						
Outcome 4	Demonstrate effective pedagogical skills.	1. Teach a mini lesson in ED247. 2. Teach two lessons in ED250. 3. Teach lessons in ED340, ED342, ED343, ED344, and ED448.	Rubrics Evidence Checklists	At least 87% of Education majors enrolled in one or more Education methods classes achieve an average score of 83% or higher on their teaching evaluation rubrics.		
Outcome 5						
Outcome 6						

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
#4	Rubrics Evidence Checklists	During the 2022 – 2023 school year, 93% of Education majors enrolled in one or more Education methods classes achieved an average score of 83% or higher on their teaching evaluation rubrics.			

ASSESSMENT QUESTIONS

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?

Elementary, Middle School, and Secondary Education majors are taught effective pedagogical skills. Consequently, they are able. to demonstrate effective pedagogical skills during Student Teaching, apply for state certification after Student Teaching, and obtain employment in a variety of educational settings after graduation.

2. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?

One of our goals is to help Education majors develop and demonstrate effective pedagogical skills. Therefore, we provide them with multiple opportunities to actually teach others beginning with teaching a mini-lesson in ED247, continuing on with teaching a direct instruction lesson and an inquiry-based lesson in ED250, and advancing on to teaching subject-specific lessons during methods courses. During the 2022 – 2023 school year, 93% of Education majors enrolled in one or more Education methods classes achieved an average score of 83% or higher on their teaching evaluation rubrics. Therefore, we can conclude that we are achieving our stated goals.

3. What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)
This year we have focused on Outcome #4: Students will be able to demonstrate effective pedagogical skills. We have added opportunities for Education majors to watch recordings of themselves teaching one or more lessons and to use either the Demonstration Feedback Form or the MEES rubric to reflect on their own teaching. Additionally, now that we no longer face COVID restrictions, we have increased the number of opportunities for Education majors to complete their demonstration lessons in real-world educational settings. We plan to continue these two practices in the coming years.

SWOT Analysis

Within the appropriate quadrant identify strengths, weaknesses, opportunities, and threats related to your department. Please use a bulleted format and succinct statements. If you have research or data to support your analysis that can be attached as separate documents.

Strengths:	Weaknesses:
- Biblical vision, mission, and values - Missions-minded - Affordable education - Accredited programs that lead to state licensure - ACSI Member School - Personalized advising - TESOL program - Popular with the homeschool community. - Service-oriented students	- Having to offer some classes on a two-year rotation. - Lack of variety of add-on endorsements - Not well-known
Opportunities:	Threats:
- We are centrally located in the United States. - We are close to a large metropolitan city. - There are a multitude of public and private schools within driving distance of Calvary.	- Decreasing number of college age students - Limited departmental budget

English

	Program Title: English			Department Chair: Dr. Tim Hange		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1	Critically read and analyze a wide variety of literature considering historical and cultural context as well as authorial intent.	Literary journals in EN223, EN224, EN323, EN324. EN212, EN415, EN410	Apply a rubric that considers context and authorial intent and demonstrates an understanding of story elements such as plot, setting, theme, characters, and conflict. Students will need to score 73% for a minimal level of mastery.	80% of students score 73% or higher on the applied rubric.	**EN 323 Literary Journals:** 100% of students scored 73% or higher. **EN324 Literary Journals: 100% of students** scored a 73% or higher. **EN410 Literary Journals**: 100% of students scored 73% or higher. **EN212 Literary Journals:** 100% of submitted assignments scored higher than 73% based upon the applied rubric.	Students will be encouraged to continue thinking carefully and deeply.

ASSESSMENT QUESTIONS

	Program Title: English			Department Chair: Dr. Tim Hange		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 2	Design compositions tailored for various audiences and purposes utilizing an effective writing process	The essay portfolio of EN112. Two research projects in EN113.	Apply a rubric that assesses for discourse and rhetorical competence. Students will need to score 73% for a minimal level of mastery.	80% of students score 73% or higher on the applied rubric.	**EN112** **Essay Portfolio:** 76% of students scored a 73% or higher. **EN113** **Research Projects**(aggregated): Of 66 drafts submitted, 85% scored 73% or higher.	In future, EN112 will include a number of smaller assignments designed to help students practice writing for a variety of audiences and purposes. EN113 will be amended to provide richer feedback at stages leading to the production of the first draft.
Outcome 3	Evaluate diverse literary and research perspectives according to	Literary journals in EN223, EN224, EN323, EN324. EN212, EN415, EN410	Include priorities of Biblically based analysis in composition and literature rubrics.	80% of students score 73% or higher on the Biblical Worldview line item in the composition and literature rubrics.	**EN212** **Literary Journals:** 100% of submitted assignments scored higher than 73% on this marker.	Students will be encouraged to continue thinking carefully and deeply.

	Program Title: English			Department Chair: Dr. Tim Hange		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
	the Biblical worldview.		Students will need to score 73% on this line item for a minimal level of mastery.		**EN 323 Literary Journal:** 100% of students scored a 73% or higher on this marker. **EN324 Literary Journal:** 100% of students scored a 73% or higher on this marker. **EN410 Literary Journal:** 100% of students scored 73% or higher on this marker.	
Outcome 4	Develop well-researched compositions that demonstrate strong critical thinking, maintain appropriate tone, and	The essay portfolio of EN112. Two research projects in EN113.	Include rubrics that assess the stages of research and writing. Include a rubric that assesses a final research project on the	80% of students score 73% or higher on the applied rubric.	**EN112 Essay Portfolio:** 76% of students scored 73% or higher. **EN112 Persuasive Essay:** 83% of students scored 73% or higher.	In future, EN112 will include a number of skill-specific exercises designed to help students develop stronger skills in critical thinking,

ASSESSMENT QUESTIONS

	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
	follow ethical practices.		basis of linguistic, discourse, and rhetorical competence.

Students will need to score 73% for a minimal level of mastery. | | **EN113 Research Projects(aggregated):** Of 66 drafts submitted, 85% scored 73% or higher. | tone, and ethics in writing.

EN113 will include shorter exercises in critical thinking designed to shore up the thought processes required for the research projects. |

Program Title: English   Department Chair: Dr. Tim Hange

General Studies

	Program Title: General Studies			Department Chair: Tiffany Smith		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1	Implement behaviors which exemplify godly character (ILO #4, 5)	Participate in Christian ministry and write a college life reflection paper highlighting a weak point to strengthen	Have students use a rubric to evaluate themselves and also be evaluated by their site supervisor via a rubric	80% of students evaluate themselves at a 4 or 5 in a self-assessment; 80% of students are evaluated at a 4 or 5 by mentor assessment; and 80% of students receive at least a 70% on the College Life reflection paper	92% of students evaluated themselves at a 4 or 5 on the self-assessment. 89% of students received a 4 or 5 average evaluated by mentor assessment. 87% of students received at least an 80% on the College Life reflection paper	The PCM evaluations and College Life reflection paper are excellent tools to help students implement and grow their godly character.

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Implement behaviors which exemplify godly character (ILO #4, 5)	Self-evaluation	92% evaluated themselves with at least a 4 (or 80%)	None needed	n/a	n/a
Implement behaviors which exemplify godly character (ILO #4, 5)	Mentor evaluation	89% received at least a 4 (or 80%)	None needed	n/a	n/a

ASSESSMENT QUESTIONS

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Implement behaviors which exemplify godly character (ILO #4, 5)	Reflection paper	87% received at least a 70%	None needed	n/a	n/a

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   The General Studies department did not have any specific feedback, but students are generally pleased with the knowledge they gain from their courses.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   The General Studies department did not have specific feedback, but students did mention that they have difficulty switching between various styles of teaching and technology usage. Since General Studies professors are often adjuncts from other departments, it is possible that some of this frustration is taking place in Gen Ed courses.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
   This assessment demonstrates that the Program Learning Outcome: Implement behaviors which exemplify godly character (ILO #4, 5) is being assessed well and students are developing their godly character.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
   n/a

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
   The PCM self and mentor evaluations and the College Life reflection paper do a great job measuring the godly character of students. No changes currently planned from the general studies department.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**
   No

ASSESSMENT QUESTIONS

Academic Year	PLOs
2021 – 2022	1 & 3 *(Example)*
2022 – 2023	
2023 – 2024	
2024 – 2025	
2025 – 2026	

Ministry Studies

	Program Title: Ministry Studies (Undergraduate)			Department Chair: Shaun LePage		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1— 2021-2022 (updated 2022-2023)	Develop the ability to assess Christian character qualities essential for effective Christian ministry (ILO 4,5)	1. Students in MS237 will utilize the "Becoming Established" tool to access personal character. 2. Students in MS340 will utilize "Life and Ministry" tool to assess personal character. 3. All internships will revisit "Becoming Established" tool to assess personal character growth. 4. All Ministry Studies majors in Senior Seminar courses will revisit "Life and Ministry" tool to assess personal character.	1. Create assignments in MS237 to guide students through assessment tools. 2. Create assignments in MS340 to guide students through assessment tools. 3. Conduct a personal interview with students as part of internships discussing "Becoming Established" work. 4. Conduct a personal interview with students as part of Senior Seminars discussing "Life and Ministry" work.	1. 80% of MS students will achieve a grade of 90% or higher on the "Becoming Established" assignment. 2. 80% of MS students will achieve a grade of 90% or higher on the "Life and Ministry" assignment.	All students who completed these assessments received grades of 90% or better.	After utilizing the "Life and Ministry" and "Becoming Established" assessments I had initially decided not to continue using them, but after using these tools again and evaluating other tools I changed my mind. The students in 2022-2023 responded better and benefitted from the exercise. My judgment of the results in 2021-2022 was premature. I will continue to use these tools as planned.

	Program Title: Ministry Studies (Undergraduate)			Department Chair: Shaun LePage		
	PLOs	**Assessments**	**Metrics**	**Standards**	**Data**	**Improvements**
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
Outcome 2—2022-2023	Develop biblical, historical, and cultural understanding of effective Christian ministry (ILO 1,2,3)	1. Discipleship Plan and Presentation in MS230. 2. Biblical Foundations for Ministry Paper in MS340.	1. Create assignments in MS230 to guide students through the development of a Discipleship Plan. 2. Create assignments in MS340 to guide students through the creation of a Biblical Foundations for Ministry Paper.	1. 80% of MS students will achieve a grade of 90% or higher on the Discipleship Plan and Presentation. 2. 80% of MS students will achieve a grade of 90% or higher on the Biblical Foundations for Ministry Paper.	1. 50% of MS20 students in SP23 scored 90% or higher on the Discipleship Plan and Presentation. 2. Seven of nine (78%) MS340 students in FA22 achieved a grade of 90% or higher on the Biblical Foundations for Ministry Paper.	Both numbers are a little lower than the standard. 1. The four assignments required for the Discipleship Plan and Presentation will be reworked for clarity and to coincide with classroom instruction better. 2. The two students who scored lower than 90% were only one and three percentage points below, so no changes will be made at this time.
Outcome 3	Develop effective communication, interpersonal, and leadership skills essential for effective Christian ministry (ILO 4, 5)	1. Student Teaching Project in MS237 (communication skills) 2. Internship Evaluations Assignment for MS453 (interpersonal and leadership skills)		1. 80% of MS students will achieve a grade of 90% or higher on the Student Teaching Project. 2. 80% of MS students will achieve a grade of 90% or higher on the Internship Evaluations Assignment.		
Outcome 4	Synthesize Christian character with understanding of	1. Discipleship Model Project in MS330. 2. All Senior Seminar courses will revisit "Life		1. 80% of MS students will achieve a grade of 90% or higher on the		

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Ministry Studies (Undergraduate)			**Department Chair: Shaun LePage**			
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
	ministry. (ILO 1-5)	and Ministry" tool to assess personal character.		Discipleship Model Project. 2. 80% of MS students will achieve a grade of 90% or higher on the "Life and Ministry" assignment.		
Outcome 5	Synthesize ministry skills with Christian character. (ILO 1-5)	1. All internships will revisit "Becoming Established" tool to assess personal character growth. 2. My Legacy, Strategy and Habits Project in MS459		1. 80% of MS students will achieve a grade of 90% or higher on the "Becoming Established" assignment. 2. 80% of MS students will achieve a grade of 90% or higher on the My Legacy, Strategy and Habits Assignments.		
Outcome 6	Synthesize understanding of ministry with ministry skills. (ILO 1-5)	1. MS453 Internship. 2. My Story, Purpose and Abilities Project in MS459.		1. 80% of MS students will achieve a grade of 90% or higher on MS453 Internship. 2. 80% of MS students will achieve a grade of 90% or higher on the My Story, Purpose and Abilities Assignments.		

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Develop biblical, historical, and cultural understanding of effective	1. Four-part assignment (2 papers, 1 chart and 1 presentation) in MS230.	See "Data" above. 1. 50% of MS230 students in SP23 scored 90% or	Both numbers are a little lower than the standard. 1. The four assignments required for the	In grading MS230 papers I observed a lack of clarity, especially with course integration.	None other than time and continued assessment.

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Christian ministry (ILO 1,2,3)	2. 10-page paper pulling from all the work done in MS340.	higher on the Discipleship Plan and Presentation. 2. Seven of nine (78%) MS340 students in FA22 achieved a grade of 90% or higher on the Biblical Foundations for Ministry Paper.	Discipleship Plan and Presentation will be reworked for clarity and to coincide with classroom instruction better. 2. The two students who scored lower than 90% were only one and three percentage points below, so no changes will be made at this time.		

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**

Most feedback from SRIs is specific to individual professors, but some is helpful on a departmental level. Here is a sampling:

- "I went into this class thinking it was going to be boring and that I already knew most of this information. However, this course has taught me so much that I didn't know. I am taking 4 classes this cycle and so far, I have determined this being my favorite because of the amount of knowledge being released by the professor and God's word."
- "This class, the textbook, and all the research has really opened my eyes and helped me… I could go on about this specific topic forever but as of right now this is 7 weeks of research and new knowledge in a nutshell. Thank you and amen."
- "Thank you for all your dedication and hard work… I have strengthened my faith."

Of course, there were also critical comments. These are probably more helpful in that they help to clarify specific assignments, reveal areas that need more time devoted to them, the reception of textbooks, etc. I have created "Next Time" documents for all my classes so that each time I can incorporate suggestions from students, clarify assignments that confused one or more students and continually improve each course.

The Senior Seminars and Internships provide a good sense of how well the department is doing, especially the Senior Seminars. I led six internships and eight seminars this year (2022-2023) and found that our seniors were consistently excelling in ministry involvement and theological maturity.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**

Various low-level, pragmatic weaknesses—as described above—can be and have been discerned from SRIs and other feedback from students (e.g., lack of clarity in assignments).

On a higher, big-picture level, my experience in local church ministry gives me a level of clarity for this question that I believe is helpful. Spiritual maturity—as reflected in our department's PLO's—is measured in three essential areas: knowledge, character and skills. Our department, like most CU departments and many Bible colleges and seminaries, excels in knowledge. Character and skill are much harder to pass on in the higher education format.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**

   The specific outcome addressed this year was "biblical, historical, and cultural understanding of effective Christian ministry." This is a lot to grasp for undergraduates but overall, their work—though a little below the standard we have set for the department—shows that we are generally achieving our stated goals and objectives.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**

   The need for relationships and mentoring. Polling shows that the current generation of students (GenZ) values relationships perhaps more than previous generations. However, this is a paradigmatic issue that has plagued Christian higher education for a long time. The biblical model for leadership development (the essence of Christian higher education) utilizes mentoring relationships—developing leaders holistically (knowledge, character, skills) in the context of local church ministry and a movement of church multiplication.

   Culturally, this type of leadership development is not expected, so our organizational structure and operating procedures probably don't need to change in order to meet the expectations of Christian higher education. However, it would be truly innovative and impactful if we developed a church-based organizational structure and operating procedures.

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**

Changes for this particular assessment will be relatively minor—clarifying assignments in two courses. Drs. Paxton and Dodds and I have been meeting regularly to assess departmental issues including ways we can tweak assignments to better accomplish our goals.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**

Not at this time.

Academic Year	PLOs
2021 – 2022	1
2022 – 2023	2
2023 – 2024	3
2024 – 2025	4
2025 – 2026	5

Intercultural Studies

	Program Title: Intercultural Studies			**Director: Dr. Josh Paxton**		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1 – 2021-2022	The student has demonstrated the Christian character qualities essential for Christian ministry.	Work with Shaun LePage to develop an appropriate tool for measuring this.	Develop	Develop A more objective standard is needed to compare the student's growth over the life of the program and identify where the program has contributed vs. Other areas.	While there are many subjective ways in which this is measured, (interviews, Christian Ministry, time in relationship, conversations, internship reports by supervisors, etc.) There is no objective measurement tool in place to provide solid standards for measuring Christian character.	Based on the data from this period and the lack of an objective tool. The Ministry Studies: Intercultural Studies Program Director advises the school to invest in the Spiritual Transformation Inventory developed by Dr. Todd Hall and utilized by several similar schools, including Asbury, Liberty, CIU, and Ozark. This Inventory is also accepted by ABHE.
Outcome 2 – 2021-2022	The student has demonstrated an understanding of the theology, theories, methodologies, and skills for effective Christian	1. Write a statement of faith and philosophy of the mission's ministry for the course IC459 based on the student's cumulative education at Calvary.	1. Use a rubric for each section of the paper. 2. Weekly meetings and progress reports with the professor.	1. Students achieve a score of 80% or better on the paper, per rubric. 2. Oral exam board votes to approve the student based on their paper and their performance during the oral exam.	One Intercultural Studies Major enrolled in IC459 for this school year. She received a 100% on her final paper and the overwhelming approval of the oral exam committee.	This year's student as well as previous students demonstrate the overall success of the program specifically and Calvary generally in preparing the

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Intercultural Studies				**Director: Dr. Josh Paxton**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
	ministry leadership.	2. Pass the oral exam for IC459.	3. Evaluation by professor and two other faculty members during the oral exam.			student in areas of theology and philosophy of ministry. This is a strength of the program as well as the school.
Outcome 3 – 2022-2023	The student has developed effective communication skills essential for Christian ministry.	1. Write an ethnography for the course SS237 Cultural Anthropology, in which they explore a people group and communication principles other than their own. 2. Continue the ethnography paper from SS237 into IC336. Write a paper that expands on those principles in cross-cultural communication, especially communication of the gospel. 3. Continue the above assignments into the course IC434 and develop a church planting strategy for other cultures. 4. Internship 5. Senior Seminar	1. Each of these 3 papers has a rubric for grading it. 2. Student demonstrates that they can build on previous learning throughout the program by taking previous research further. 3. Internship supervisor evaluations that address areas of communication and Christian ministry. 4. Does the student demonstrate effective communication during their senior seminar oral exam?	1. Student scores 80% or higher on all three writing assignments. 2. The rubrics for these three assignments should demonstrate an equal or increasing score in every area. 3. Supervisor evaluations of all students for internships average 4/5 in communication areas. 4. Students achieve a score of 80% or better on the senior seminar paper, per the rubric. 5. Oral exam board votes to approve the student based on their paper and their performance during the oral exam.	See attachment	The data reflects that the current process of developing students' communication skills through these 3 courses and culminating in an internship and senior seminar are going well. No changes are necessarily needed at this time. One student in particular struggled in, however, there are personality factors with this student (extreme introversion) that have been noted by the professor and others. Overall students have been

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Intercultural Studies				**Director: Dr. Josh Paxton**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
			5. PCM Supervisor Evaluations			successful in developing their communication skills that are essential for Christian Ministry.
Outcome 4 – 2023-2024	The student has developed basic interpersonal skills necessary for addressing the spiritual needs of people.					
Outcome 5 – 2024-2025	The student has acquired basic ministry skills under the guidance of a mature, seasoned professional supervisor in the kind of ministry setting anticipated after graduation.					

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Outcome 3	Assignment carried out through 3 courses.	Students averaged 84.56% between the 3 assignments.	None at this time		

		Meeting the goal of 80%			
	Senior Seminar paper and interview	There was only 1 student	Insufficient data to make changes.		Consider a broader longitudinal study of students over a 5-year period.
	Internship Supervisor's evaluation	One student was outstanding the other was not.	None		Evaluating based a broader group of students demonstrated that the one student was an outlier, she also experienced a particularly difficult time with a poor supervisor, based on comments from other people within that organization.

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   The program is meeting its goals in helping students develop the communication skills needed for Christian ministry. In particular, cross-cultural ministry.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   There are potential weaknesses in the supervisor evaluation process for internships. It might be good to require two supervisor evaluations.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
   The average for all students' papers is above the target average.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
None

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
None based on this assessment.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**
NA

Academic Year	PLOs
2021 – 2022	1 & 2
2022 – 2023	3
2023 – 2024	4
2024 – 2025	5
2025 – 2026	1 & 2

Music

	Program Title: Music			Department Chair: Dr. Haekyung An		
	PLOs	**Assessments**	**Metrics**	**Standards**	**Data**	**Improvements**
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
PLO 1 Translate the mission of Calvary University into an active practice of the principles of biblical truth, professionalism, and a commitment to scholarship through a music ministry (ILO xx).		General Recitals	90% of students will receive a "pass" grade (pass/fail course).		**Target met.** 100% of students have passed. None failed.	
		Ensemble performances	90% of students will receive a rating of 80% or higher for ensemble performances.		**Target met.** 100% of students have received a letter grade of B or higher.	
		Senior Recital	90% of students will receive a "B" or higher for their senior recital.		**Target met.** 100% of students have received a letter grade of A.	

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Music				**Department Chair: Dr. Haekyung An**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
	PLO 2: Articulate a biblical philosophy of music applied to service in the church and world (ILO xxx).	MU443 Music Philosophy and Leadership Course requirements	85% of students will work collaboratively to complete a series of interviews with professional musicians. The student's work will receive a grade of B- or higher.		**Target met.** 100% of students have received a letter grade of A	
		Personal music philosophy paper	85% of students will achieve an 80% or higher on the personal music philosophy paper.		**Target met.** 100% of students have received a letter grade of A	
	PLO 3: Demonstrate competence as a musician, performer, and scholar to include: aural skills, knowledge and application of music theory and history, acceptable performance practices as soloists and ensemble members, and	Music jury for the Music Department faculty	90% of students will successfully perform a music jury for the Music Department faculty at the end of each		**Target met.** 100% of students have received a letter grade of B or higher.	

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Music				**Department Chair: Dr. Haekyung An**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
service in worship and teaching through a biblical lens (ILO xx).			semester that they are enrolled in applied lessons by earning a grade of B- or higher.			
		General Recitals	90% of students will receive a "pass" grade (pass/fail course).		**Target met.** 100% of students have passed. None failed.	
		Ensemble performances	90% of students will receive a rating of 80% or higher for ensemble performances.		**Target met.** 100% of students have received a letter grade of B or higher.	

Music Education

	Program Title: Music Education			Department Chair: Dr. Haekyung An		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
PLO 1: Demonstrate the pedagogical knowledge and skills appropriate for the teaching of instrumental music, vocal/choral music, and general music, with specialized knowledge in one or more of these areas (ILO xxx).	MU120/Diction course requirements	80% of students will achieve and 80% or higher in the course.			**Target met.** 100% of students have received a letter grade of B or higher. .	
	General Recitals	80% of students will receive a "pass" grade (pass/fail course).			**Target met.** 100% of students have passed. None failed.	
	Ensemble performances	80% of students will receive a rating of 80% or higher for ensemble performances.			**Target met.** 100% of students have received a letter grade of B or higher.	

	Program Title: Music Education			Department Chair: Dr. Haekyung An		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
		Student Teaching	At least 80% of Education majors who complete Student Teaching achieve an evaluation rating of Proficient/ Skilled from University Supervising Teacher and/or Cooperating Teacher.		**Target met.** The student's combined MEES scores met the requirements for DESE state certification.	
	PLO 2: Articulate a biblical philosophy of music applied to service in the church and world (ILO xxx).	MU443 Music Philosophy and Leadership Course requirements	80% of students will work collaboratively to complete a series of interviews with professional musicians. The		**Target met.** 100% of students have received a letter grade of A	

	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Program Title: Music Education			**Department Chair: Dr. Haekyung An**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
			students' work will receive a grade of B- or higher. .			
		Personal music philosophy paper	80% of students will achieve an 80% or higher on the personal music philosophy paper.		**Target met.** 100% of students have received a letter grade of A.	
	PLO 3: Perform as soloists, ensemble members, and chamber musicians at appropriate levels for entering graduate music study, and for public school and studio teaching (ILO xxx).	Music jury for the Music Department faculty	80% of students will successfully perform a music jury for the Music Department faculty at the end of each semester that they are enrolled in applied lessons by earning a		**Target met.** 100% of students have received a letter grade of B or higher.	

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Music Education				**Department Chair: Dr. Haekyung An**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
			grade of B- or higher.			
		General Recitals	80% of students will receive a "pass" grade (pass/fail course).		**Target met.** 100% of students have passed. None failed.	
		Ensemble performances	80% of students will receive a rating of 80% or higher for ensemble performances.		**Target met.** 100% of students have received a letter grade of B or higher.	
	PLO 4: Meet the standards articulated by the Missouri Department of Elementary and Secondary Education (DESE) for the purpose of attaining certification for public school teaching (ILO xxx).	Obtain an ACT score of 20 or above OR earn passing scores on the Missouri General Education Assessment (MoGEA).	At least 80% of all Education majors complete the Calvary University Teacher Steps to Certification associated with their expected academic		*No MoGEA to report (No one needed to take it).	

Program Title: Music Education			Department Chair: Dr. Haekyung An		
PLOs	Assessments	Metrics	Standards	Data	Improvements
Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
		progress in their degree program.			
	Obtain passing scores on the Missouri Content Assessment (MoCA) for their subject area	At least 80% of all Education majors complete the Calvary University Teacher Steps to Certification associated with their expected academic progress in their degree program.		*No MoCA to report (No one needed to take it).	

Academic Units – Graduate School

Business (Graduate)

	Program Title: Business (Organization Development)			Director: Dr. Germaine Washington		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1						
Outcome 2	Exhibit professional skills of assessment, problem solving, and implementation through critical thought and synthesis from a biblical and historical perspective.	1- Students will score 85% or higher in regard to demonstrating ethical writing skills on completion their final assignment when performing assessments, problem solving, and implementation through critical thought and synthesis from a biblical and historical perspective in MBA634. 2- Student will attain an exceptional level score (level 3) in the final assignment	1- Course Written Assignment Rubric for MBA634	100% of students will attain Satisfactory points or higher on the written assignment rubric concerning their final written global analysis assignment in MBA634	100% of students attained Satisfactory points or higher on the written assignment rubric concerning their final written global analysis assignment in MBA634 (managerial Econ) 2- 100% of students attained exceptional level score in the content area per the peer grading evaluation rubric concerning the Pre-	Enrollment is extremely low in this program so the same assessment will be used in the future with more student's involvement.

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Business (Organization Development)				**Director: Dr. Germaine Washington**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
		content area (comprising environmental pressure, technology, growth, culture/identity, structure, and resistance) per the assignment rubric on the final assignment in MBA638 addressing assessment, problem solving, and critical thinking	2- Course Peer-Grading Evaluation form for MBA638	2- 100% of students will attain exceptional level score in the content area per the peer grading evaluation rubric concerning the Pre-project assignment in MBA638	project assignment in MBA638	Enrollment is extremely low in this program so the same assessment will be used in the future with more student's involvement.
Outcome 3						
Outcome 4						
Outcome 5						
Outcome 6						

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Outcome #2	Course Written Assignment Rubric for MBA634	100% of students attained Satisfactory points or higher on	No changes have been made at this point.	N/A	Need more student enrollment to gather rich data

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
	Course peer-Grading Evaluation form for MBA638	the written assignment rubric concerning their final written global analysis assignment in MBA634 (managerial Econ)

100% of students attained exceptional level scores in the content area per the peer grading evaluation rubric concerning the Pre-project assignment in MBA638. | | | |

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   The outcomes were more apparent with a smaller sample of students.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   Very low enrollment of students.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
   The department was able to gain feedback through assessments and discussions due to small amount in program.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures.**
Increasing enrollment

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.).**
To increase enrollment, the department has developed a 5-year accelerated degree program. Once enrollment is increased, the department will focus on additional assessment development.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**
Not at this point.

Academic Year	PLOs
2021 – 2022	
2022 – 2023	2
2023 – 2024	
2024 – 2025	
2025 – 2026	

Education (Graduate)

	Program Title: Education (Graduate)			**Director: Dr. Mary Briggs**		
	PLOs	**Assessments**	**Metrics**	**Standards**	**Data**	**Improvements**
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
Outcome 1	Exemplify and translate the mission of Calvary University and the Graduate Education Department into an active practice of the principles of biblical truth, professionalism, and a commitment to scholarship and life-long learning and ministry.	1. Write a Biblical Philosophy of Education paper (ED621). 2. Plan a Biblical Worldview Integration Workshop (ED660). 3. Complete ED689 The Master's Project or ED690 The Master's Thesis.	Rubrics Evidence Checklist	1. At least 80% of graduate students who complete ED621 achieve a score of 88% or higher on their Biblical Philosophy of Education paper. 2. At least 80% of graduate students who complete ED660 achieve a score of 88% or higher on their Biblical Worldview Integration Workshop. 3. Each graduate student who enrolls in ED689 The Master's Project or ED690 The Master's Thesis achieves a grade of B or above on their completed		

	Program Title: Education (Graduate)			Director: Dr. Mary Briggs		
	PLOs	**Assessments**	**Metrics**	**Standards**	**Data**	**Improvements**
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
				Educational Project or Thesis.		
Outcome 2						
Outcome 3						
Outcome 4						
Outcome 5						
Outcome 6						

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
#1	Rubric Evidence Checklist	1. N/A – No students were enrolled in ED621. 2. During the 2022 – 2023 academic year, 100% of graduate students who completed ED660 achieved a score of 88% or higher on their Biblical Worldview Integration Workshop. 3. During the 2022 – 2023 academic year, 100% of graduate students who enrolled			

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
		in ED689 The Master's Project achieved a grade of B or above on their completed Educational Project.			

ASSESSMENT QUESTIONS
1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?

a. The professor responsible for ED689 The Master's Project knows the current situations and life-long goals of the graduate students and is able to provide more personalized guidance.

b. During the spring semester, the professor met with the graduate student on a weekly basis via Zoom. These weekly meetings helped the graduate student to stay on track. Consequently, the graduate student was able to complete her Master's Project in ten weeks.

c. The Graduate Education Department is preparing students to address contemporary real-world needs. This year's ED689 Master's Project included the following:

Master's Project	Purpose
A Design to Mentor the Mentors	"The purpose of this project is to review the current framework for induction at the International Christian School of Budapest (ICSB) and to further develop the mentorship aspect of the framework."

2. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
Each graduate student identifies a real world educational/ministry need.

Each graduate student prepares materials to address these real world educational/ministry needs.
Each graduate student demonstrates that they are able to think critically about current educational/ministry needs.
Consequently, we can conclude that the Graduate Education Department is achieving our stated goals and objectives.

SWOT Analysis

Within the appropriate quadrant identify strengths, weaknesses, opportunities, and threats related to your department. Please use a bulleted format and succinct statements. If you have research or data to support your analysis that can be attached as separate documents.

Strengths:	Weaknesses:
- Biblical vision, mission, and values - Missions-minded - Affordable education - ACSI Member School - Personalized advising - Current textbooks - Service-oriented students	Not well-known
Opportunities:	Threats:
Centrally located in the United States	Inflation

Academic Units – Seminary

Master of Arts in Bible and Theology

	Program Title: MA in Bible and Theology			Director: Dr. Gary Gromacki		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1	Practice the inductive method of Bible study	Do an inductive study of a Bible text listing observations, interpretation of Bible text in context and applications from the Bible text		80% of the students receive a grade of A or B on this assignment in BI607 Hermeneutics and Inductive Method of Bible Study		This will be a new assignment in BI607 Hermeneutics and Inductive Method of Bible Study
Outcome 2	Analyze and synthesize the 66 books of the Bible	Write a summary argument for the books of the Bible in the 6 Bible overview courses		80% of the students receive a grade of A or B on this assignment in the 6 Bible overview courses		This will be a new assignment for each of the 6 Bible overview courses in the MABT program
Outcome 3	Define and defend the major doctrines of Christianity	Write a doctrinal outline defining and defending the doctrines of the faith in each of the three Systematic Theology courses		80% of the students receive a grade of A or B on this doctrine outline.		This will be a new assignment for each of the three Systematic Theology courses in the MABT program
Outcome 4	Critically evaluate different interpretive	Write a paper critiquing a theological view not held by Calvary University	Use a rubric to grade the research paper.	80% of the students receive a grade of A or B on the paper.		This will be a new assignment in the course TH613

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: MA in Bible and Theology				**Director: Dr. Gary Gromacki**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
	issues in Bible and Theology					Dispensational Premillennialism
Outcome 5	Learn and live out the biblical worldview	Write a research paper explaining the Biblical Worldview in the class RP601 Biblical Philosophy and Worldview	Use a rubric to grade the research paper. The rubric must include these topics: Biblical Epistemology. Biblical Ethics. Biblical Socio-Political Thought	80% of the students will receive a grade of A or B on the Biblical Worldview research paper.	89% of students received an A or B on the Biblical worldview research paper in May of 2023. The average for all the students was 95%.	Stephen Mapes (my grad assistant) helped the students with the organization and research of this paper in a Microsoft Teams meeting

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Learn and Live out the Biblical worldview	Rubric for research paper – see attached	86% of the students received an A or B on the Biblical Worldview research paper	Go over the rubric and explain in detail expectations for the research paper	Biblical Worldview research papers followed the guidelines	Graduate assistant met with students to discuss their Biblical worldview research papers in Microsoft Teams

Master of Divinity
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	Program Title: Master of Divinity			Director: Dr. Tom Baurain		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1	-- lead effective pastoral ministry.					
Outcome 2	-- utilize the correct linguistic and hermeneutical skills in the study of the Scriptures.	1. Write Theological Position Papers in PS633. 2. Write Exposition of a passage on Preaching in PS631.	1. Utilize a grading rubric. 2, Utilize a grading rubric.	1. Majors score at least 86% or higher on this assignment. 2. Majors score at least 86% or higher on this assignment.	1. 2 students enrolled in PS633 (1 failed to complete the course) and 1 student scored above 86% on his Papers. 2. 3 students enrolled in PS631, and all scored above 86% on their passage exposition paper.	1. No changes will be made to this Objective and its Assessment tools. 2. No changes will be made in this Objective and its Assessment tools.
Outcome 3	-- defend Scripture from a dispensational theological perspective.	1. Write a Thesis for RT690. 2. Defend their Statement of Faith.	1. Utilize a grading rubric. 2, Utilize a grading rubric.	1. Majors score at least 86% or higher on this assignment. 2. Majors score at least 86% or higher on this assignment.	1. No students enrolled in RT690 this period. 2. No students completed the degree in this period; therefore, no Oral exams were conducted.	1. No changes will be made to this Objective and its Assessment tools. 2. No changes will be made to this Objective and its Assessment tools.
Outcome 4	-- formulate a ministry philosophy and practice based on an accurate theological foundation.					

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
1. That the student be prepared for a pastoral ministry.					
2. That in the study of Scripture, the student applies correct linguistic and hermeneutical skills.	1. 5 Position Papers in PS633 2. Exposition Paper in PS631	1. No students enrolled in PS633 in this period. 2. 3 Students enrolled in PS631, and all attained the standard.	1. None. 2. None.	1. N/A. 2. Student papers.	1. None. 2. None.
3. That the student understands Scripture from a dispensational theological perspective.	1. Thesis for RT690. 2. Oral Defense of their Statement of Faith.	1. No students enrolled in RT690 in this period. 2. No students completed the MDiv degree in this period, so no Oral exams were conducted.	N/A	N/A	None
4. That the student fashions a ministry philosophy and practice based on an accurate theological foundation.					

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   -The small class sizes make for very direct and personal instruction ensuring the highest opportunities for the students to succeed in their course work in this degree.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   -The small class sizes often necessitate that students either are in small classes or take courses through a Legacy format.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
   -All standards have been met.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
   -Degree advertising and Program Director need to increase efforts to enlist more students in the program!

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
   -None

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**
   -None.

Academic Year	PLOs
2021 – 2022	2
2022 – 2023	2 & 3
2023 – 2024	2, 3, & 4
2024 – 2025	1, 2, 3, & 4
2025 – 2026	

Master of Divinity 5-Year Option

	Program Title: Master of Divinity			**Director: Dr. Tom Baurain**		
	PLOs	**Assessments**	**Metrics**	**Standards**	**Data**	**Improvements**
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
Outcome 1	-- conduct biblical principles in pastoral ministry.					
Outcome 2	-- apply the correct linguistic and hermeneutical skills in the study of the Scriptures.	1. Write Theological Position Papers in PS633. 2. Write Exposition of a passage on Preaching in PS631.	1. Utilize a grading rubric. 2, Utilize a grading rubric.	1. Majors score at least 86% or higher on this assignment. 2. Majors score at least 86% or higher on this assignment.	1. No student enrolled in PS633 in this period. 2. 1 student enrolled in PS631 and scored above 86% on his passage exposition paper.	1. No changes will be made to this Objective and its Assessment tools. 2. No changes will be made to this Objective and its Assessment tools.
Outcome 3	-- interpret Scripture from a dispensational theological perspective.	1. Write a Thesis for RT690. 2. Defend their Statement of Faith.	1. Utilize a grading rubric. 2, Utilize a grading rubric.	1. Majors score at least 86% or higher on this assignment. 2. Majors score at least 86% or higher on this assignment.	1. No students enrolled in RT690 this period. 2. No students completed the degree in this period; therefore, no Oral exams were conducted.	1. No changes will be made to this Objective and its Assessment tools. 2. No changes will be made to this Objective and its Assessment tools.
Outcome 4	-- build a ministry philosophy and practice based on an accurate theological foundation.					

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Outcome 1 – That the student be prepared for a pastoral ministry.					
Outcome 2 – That in the study of Scripture, the student applies correct linguistic and hermeneutical skills.	1. 5 Position Papers in PS633 2. Exposition Paper in PS631	1. No student enrolled in PS633 in this period. 2. 1 student enrolled in PS631 in this period and scored above the standard.	None	1. None needed. 2. None needed.	N/A
Outcome 3 – That the student understands Scripture from a dispensational theological perspective.	1. Thesis for RT690. 2. Oral Defense of their Statement of Faith.	1. No student enrolled in RT690 in this period. 2. No student completed the MDiv degree in this period.	None	N/A	N/A
Outcome 4 -- That the student fashions a ministry philosophy and practice based on an accurate theological foundation.					

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   -The small class sizes make for very direct and personal instruction ensuring the highest opportunities for the students to succeed in their course work in this degree.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   -The small class sizes often necessitate that students either are in small classes or take courses through a Legacy format.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
   -All standards have been met.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
-Degree advertising and Program Director need to increase efforts to enlist more students in the program!

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
-None.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**
-Need to evaluate the process in light of the BA degree as a part of this program.

Academic Year	PLOs
2021 – 2022	2
2022 – 2023	2, & 3
2023 – 2024	2, 3, &4
2024 – 2025	1, 2, 3, &4
2025 – 2026	

Doctor of Philosophy

	Program Title: Doctor of Philosophy			**Director: Dr. Gary Gromacki**		
	PLOs	Assessments	Metrics	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 1	Students will be able to read and exegete the Hebrew Old Testament and the Greek New Testament	Students will write an exegesis paper for BT703 Exegesis in the Hebrew Old Testament Students will write an exegesis paper for BT704 Exegesis in the Greek New Testament	Use a rubric detailing the necessary criteria.	90% of PhD students will achieve 90% of higher on an exegesis paper for BT703 Exegesis in the Hebrew Old Testament 90% of PhD students will achieve 90% or higher for BT704 Exegesis in the Greek New Testament	100% of the Cohort 3 students received a 90% or higher on the exegesis paper in BT703 Exegesis in the Hebrew Old Testament As of May 2023, Cohort 3 students are taking BT704 Exegesis in the Greek New Testament and have not completed the major research paper	
Outcome 2	Students will be able to explain the themes, purposes and outlines of the 66 books of the Bible	Students will take and pass the Hebrew Old Testament comprehensive exam (includes written and oral exams) Students will take and pass the Greek New Testament comprehensive exam (includes written and oral exams)	Two faculty will give the oral exams and discuss the oral exam grade to be assigned for the Hebrew OT comprehensive exam and the Greek NT comprehensive exam.	90% of PhD students will achieve 90% or higher on the Hebrew Old Testament comprehensive exam. 90% of PhD students will achieve 90% or higher on the Greek New Testament comprehensive exam	100% of the students in Cohort 1 passed the Greek New Testament Comprehensive exam in September 2022. 100% of the students in Cohort 2 passed the Hebrew Old Testament comprehensive exam in May of 2023	A decision was made to drop the exegetical papers in the following courses to enable the Ph.D. students time to study and prepare for the 2 hour written exams and 2-hour oral exams in BT708 and in future BT710 courses
Outcome 3	Students will be able to define and defend the major doctrines of Christianity	Students will take and pass the Systematic Theology comprehensive exam.	Use a rubric detailing the necessary criteria.	90% of PhD students will achieve 90% or higher on the Systematic Theology comprehensive exam. 90% of PhD students will achieve 90% or higher on a research paper for	Cohort 1 Ph.D. students will take the Systematic Theology comprehensive exam in September of 2023 100% of the students taking BT711 Biblical Young Earth Creationism course achieved a	Provide Cohort 1 students with a list of questions to prepare for the Systematic Theology comprehensive exam

	PLOs	Assessments	Metrics	Standards	Data	Improvements
Program Title: Doctor of Philosophy				**Director: Dr. Gary Gromacki**		
	Upon completion of this program, the students will be able to:	**To demonstrate their ability to meet this outcome, students will:**	**To evaluate students' success with this outcome, faculty will:**	**Mastery of this outcome is achieved when:**	**Data collected for this assessment indicate that:**	**In response to the data, the following will occur:**
		Students will write a research paper defining and defending Biblical Young Earth Creationism		BT711 Biblical Young Earth Creationism	90% or higher on the research paper in this course	
Outcome 4	Students will be able to critically evaluate different interpretive issues in Bible and Theology	Students will write papers on interpretive issues that appear in Biblical texts and examine the resulting theological issues that result	Use a rubric detailing the necessary criteria.	90% of PhD students will achieve 90% or higher on a research paper in BT706 Advanced OT Synthesis I 90% of PhD students will achieve 90% or higher in BT709 Advanced NT Synthesis I	100% of the Cohort 2 Ph.D. students received a 90% or higher on the BT706 Advanced OT Synthesis I research paper. Cohort 2 students are taking BT709 Advanced NT Synthesis in Spring 2023 Cycle 6	
Outcome 5	Students will be able to advance Biblical and theological research and education	PhD candidates will research and write a dissertation on a topic in Bible and Theology PhD candidates will present and defend their dissertations to PhD faculty.	Use a rubric detailing the necessary criteria.	100% of PhD students will achieve 90% or higher on their PhD dissertation. 100% of PhD students will achieve 90% or higher presenting and defending their dissertation for BT720 Dissertation Lecture/Defense	As of May 2023, no Ph.D. student has completed the Ph.D. dissertation at Calvary University	Syllabi have been prepared for the Ph.D. dissertation research and writing courses I, II, III, and IV. A dissertation writing guide still needs to be written during the summer of 2023.

Administrative Units

Academic Advising Office

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Students will meet one-on-one with advisors and develop favorable relationships	Record of registered students; Academic Advising Survey	86% of students who responded to our survey said that they met with their advisor at least once a semester. 97% said that they trusted their advisor to guide them with course selection. And 92% of the students felt that the Advisors were knowledgeable of the schedule, catalog, and degree requirements. From FA22 to SP23, 71 students did not re-enroll. 21 of those had graduated in the fall and 23 of them had withdrawn during the fall semester.	None, really, as a result of the assessment. The goal will be to continue to recommend classes for each student and develop favorable relationships. One advisor has been removed due to finances, which will make these goals harder to achieve.		

		That means only 27 students just didn't return in SP23 and many of them had financial holds and failing grades.			

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   I believe that the surveys show that we have done well in developing relationships and trust with the students that we advise.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   The lowest scores we received in our department survey were for meeting with their advisor at least once a semester (85%) and advice from advisors and program chairs being consistent (85%). We have tried to at least send emails with recommended classes to every student, though some may not feel this is sufficient. And some of the department chairs are very good at meeting with their students to recommend classes to them and we would always go along with what the professor recommends, but not all program chairs give specific recommendations to their students.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
   I believe that the surveys have shown that we have done well with our goal of meeting with our students (even if just through email) and developing trusting relationships with them. Many have expressed their appreciation to us personally.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
   My position has been cut due to finances and I have concern that with just one advisor remaining, it will be very difficult to continue to build relationships and have the time to individually recommend classes for each student, especially if we want to continue to grow our enrollment.

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
   I'm afraid I won't be able to make any changes since I am no longer part of the department.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**

Academic Year	Goal(s)	Objective(s)
2021 – 2022		
2022 – 2023	1	1 & 2
2023 – 2024		
2024 – 2025		
2025 – 2026		

Academic Office

REPORT ON GOALS AND OBJECTIVES

Unit Mission Statement: The mission of the Academic Office is to establish an environment in which quality academic instruction and encouragement in the development of student spiritual life is provided to students.

The 2022-2023 Academic Office and ACC Report focused on Goal 2. Goal 1 was assessed in 2021-2022.

Summary of Academic Office Goals:

1. To develop and enhance academic programs and projects to prepare students to meet generally accepted professional knowledge and standards consistent with the expectations by accrediting agencies and with the University's mission.
2. To maintain fiscal responsibility for all departments under the supervision of the Chief Academic Officer.
3. To foster a positive spiritual environment in which faculty, staff, and students can mature as Christians.
4. To develop and maintain a highly professional and committed faculty.
5. To provide a supportive learning environment, including facilities and technical operations, to scaffold learning and enhance accessibility for faculty and students.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2021-2022	#1	1a, 1b, 1c
2022-2023	#2	2a, 2b, 2c
2023-2024	#3	

The table below displays the means of assessment (identified in the departmental assessment plan at the beginning of the academic year) and outcomes based on data collected during the course of the year.

Administrative Department: Academic Office					Dr. Bitner	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
1 To develop and enhance academic programs and projects to prepare students to meet generally accepted professional knowledge and standards consistent with the expectations by accrediting agencies and with the University's mission.	1a The Academic Office and the ACC will ensure all new programs, including minors, are approved by the Faculty Senate, the ACC, the Cabinet, and accreditors. The accreditation review embeds a requirement to describe how programs will meet industry standards or achieve related programmatic accreditation processes					
	1b The office will facilitate implementation and assessment of the first-year student experience with reference to academic experience					
	1c The office will supervise					

Administrative Department: Academic Office					Dr. Bitner	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	academic programs which result in students acquiring marketable skills within their academic majors					
2 To maintain fiscal responsibility for all departments under the supervision of the Chief Academic Officer	2a Academic departments will coordinate course scheduling assignment and registrar to ensure class size is academically and financially viable	80% of departments will achieve a minimum student load factor of 1.0 or higher.	Track student load factor for each faculty member.	80% of faculty achieve 1.0 or higher student load.	7 out of 8 (87.5%) academic departments achieved a student load factor of 1.0 or higher. Objective was **MET**	Restructuring math classes to provide greater course density while meeting DESE and MODHE expectations.
	2b Academic departments will generate tuition in excess of the department expenses.	80% of academic departments will generate tuition in excess of their department expenses.	Track tuition and fee generation over the course of the academic year.	80% of departments generate revenue in excess of expenses.	7 out of 8 (75%) academic departments generated tuition in excess of their expenses. This objective was **MET**.	While departments generated revenue in excess of expenses tuition revenue alone is not enough to offset overall institutional expenditures. Academic program outcomes resulting from financial challenges evident in this assessment include reduction of AA programs into a single offering and suspension of the MS in Worship arts along with reducing full time faculty by five positions.
	2c Academic departments will maintain budget	80% of academic department actual expenses	Monthly budget reports and the 2023-2024	80% of departments expenses at or	15 out of 22 (68%) of all departments in the academic operation were at or below	The net budget savings for all departments reporting to the CAO were $158,415.

Administrative Department: Academic Office					Dr. Bitner	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	controls so that department expenses remain within budget.	will be at or below budgeted expenses at the time the assessment report is submitted.	budget development process with embedded criteria.	below budgeted expenses.	their budgeted expenses for the year. This objective was **NOT MET**.	However, the objective was not met due to 7 departments exceeding the budget by over $45K. Academic program outcomes resulting from financial challenges evident in this assessment include reduction of AA programs into a single offering and suspension of the MS in Worship arts along with reducing full time faculty by five positions.
3 To foster a positive spiritual environment in which faculty, staff, and students can mature as Christians.						
4 To develop and maintain a highly professional and committed faculty.						
5 To provide a supportive learning environment, including facilities and						

Administrative Department: Academic Office					Dr. Bitner	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
technical operations, to scaffold learning and enhance accessibility for faculty and students.						

Assessment Questions

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?

    According to the 2022-2023 SSI, Students report the quality of classes is excellent, that faculty treat students fairly, and that the content of their classes is valuable. Academic advising received high marks as well. Students also report that the University's registration effectiveness is substantially higher than the national average at a $p=.001$ level.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?

    Students indicated that faculty needs to work on being timelier in returning assignments and communicating with students (2022-2023 SSI). The institution also needs to work on better counseling for career services (2022-2023 SSI).

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?

    The assessment process requires utilization of measurable metrics as a basis for the evaluation.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?

    Although not addressed in this assessment, reinforcement of the first-year student experience program is essential to achieving positive student retention in the face of the impending enrollment cliff crisis. Also, the media is encouraging young people to

consider alternative to college education focused on good jobs and employability. Calvary should emphasize the nature of our majors, which are heavily vocational rather than typical "studies" programs.

5. What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below)

- Explore the possibility of adding a voluntary pre-graduation seminar on job interview preparation and practice as a starting point in helping students' transition.
- Suspended the MS in Worship Arts and consolidated the AA program into a single offering based on the results of the 2022 Triennial review and impact of USDE and HLC actions associated with Calvary's financial status.
- Revised the organization of basic math courses to create greater density in the classes while meeting DESE requirements for teacher education math and enable students to transfer to other Missouri institutions by making basic math courses consistent with MODHE efforts to standardize classes among state colleges.
- Adjust the 2022-2023 budget mid-year based on Dr. Stolberg's assessments and create the academic portion of a balanced 2023-2024 budget through prioritized expense reductions in conjunction with department chairs.

6. Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?

No.

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
Goal 1, Objective 1a and Goal 2, Objective 2a.	External – DESE requirements for teaching education math and MDHE efforts to establish common general education courses	Faculty and Registrar desire to provide courses consistent with DESE expectations and Missouri standards to support	Revise basic math courses to generate density and meet DESE requirements for math consistent with Missouri general education	Faculty Senate minutes, 4/27/2022 and ACC minutes 5/3/2022.	No additional resources required.

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	**Assessment Tool**	**Feedback/Results**	**Changes made from Assessment**	**Evidence to Support Changes**	**Resources needed to Support Change (Budget Items)**
	for transfer purposes across Missouri colleges.	Calvary students. Additionally, reorganization of math classes allows the University to provide greater density for classes and reduce overhead cost of delivering math classes.	standards. The change cross-lists a class as a general education and a teacher education math course. The change came about due to student concerns about general education math requirements and challenges in meeting density requirements for general education courses to "make."		
Goal 2, Objective 2b.	2022 Triennial Program Review.	Metrics employed in the review process.	The 2022 Triennial Program Review recommended suspension of the MS in Worship Arts due to low enrollment and budget constraints impacting faculty.	2022 Triennial Program Review (page 7).	No additional resources required.
Goal 2, Objective 2b.	2022 Triennial Program Review.	Metrics employed in the review process.	The 2022 Triennial Program Review recommended	2022 Triennial Program Review (page 7).	No additional resources required.

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	**Assessment Tool**	**Feedback/Results**	**Changes made from Assessment**	**Evidence to Support Changes**	**Resources needed to Support Change (Budget Items)**
			consolidation of the various associate degree options into a single degree offering with multiple concentrations. The Program Review Committee assessed the planners for each current associate program and concluded that the degrees could be consolidated with less than 25% change in program content into the AA in Ministry Studies which allows significant latitude for electives in the current configuration.		
Goal 2, Objective 2c	Revised 2022-2023 Budget Reduction Process and 2023-2024 Budget	Requirement to reduce the existing (2022-2023) and	Reduction of five full time faculty positions.	Dr. Stolberg's revised 2022-2023 budget priorities and 2023-2024	Outcome was a reduction in the 2022-2023 budget during the year and

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	**Assessment Tool**	**Feedback/Results**	**Changes made from Assessment**	**Evidence to Support Changes**	**Resources needed to Support Change (Budget Items)**
	Development Process.	future (2023-2024) budgets.		Academic Budget Development	a balanced 2023-2024 budget. The result was a loss in personnel resources.

Calvary University Press

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Goal 1: To publish academic and ministry-related books and projects of current and past CU faculty and alumni.					
Goal 1/ Objective 1: To accept only book and project proposals which reflect the theological understanding and commitments of CU.	Book Production Timeline checklist	Book Production Timeline Checklist in need of refinement concerning those consulted concerning Theological issues.	Checklist refined.	Book Production Timeline Checklist	None
Goal 1/ Objective 2: To publish books and projects in a timely manner.	Book Production Contract guidelines	Checklist use indicate more refinement needed.	Checklist refined.	Book Production Timeline Checklist	None
Goal 1/ Objective 3: To coordinate the production of books and projects with clear and considered	Book Production Timeline checklist	Checklist use indicates more coordination needed with Marketing.	Checklist refined.	Book Production Timeline Checklist	None

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
communication with other necessary CU Departments (e.g., Marketing, Finance).					
Goal 2: To Publish a high-quality, academic journal that espoused the biblical worldview towards subjects presented by the disciplines at CU.					
Goal 2/Objective 1: To accept only articles which reflect the theological understanding and commitments of CU.	IJOBA Production Timeline Checklist	All articles were reviewed by the Editor but only 1 EB member was involved in the review process.	Personal contacts with current and potential Editorial Board members will be initiated this summer and fall	Current and potential EB members need to be encouraged to be involved / invited to be involved in the review process.	None
Goal 2/Objective 2: To publish each edition of the journal (Fall & Spring each year) in a timely manner).	IJOBA Production Timeline Checklist	The Production Checklist was followed for the FA22 Edition and now the SP23 Edition.	Checklist used with proper effect.	Production Checklists.	None
Goal 2/Objective 3: To coordinate the production of each	IJOBA Production Timeline Checklist	Use of the Production checklist indicates	Checklist refined.	Feedback from other Departments (e.g., Marketing)	None

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
edition of the journal with clear and considered communication with other necessary CU Departments (e.g., Marketing, CAO).		further refinement needed for clear communication.		that clarity of deadlines needs refinement.	

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
-A clear production process for both books and the journal has been developed and appears to be adequate for the production of CU Press products.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
-Coordination with the EB and the other production entities at CU needs clarity to ensure proper production of all CU products.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
-Books and IJOBA are being produced in a timely manner.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
-Editing staff would be an excellent addition to the CU Press operations – while understanding that these additional staff would need to have either other responsibilities within CU (CU Press responsibilities would not fill a fulltime position as this time) or these staff would need to be parttime if their sole CU responsibilities were devoted to CU Press.

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
   -At this time the only changes would be with the production timeline and coordination processes.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**
   -None

Academic Year	Goal(s)	Objective(s)
2021 – 2022	1	*1, 2, 3*
2022 – 2023	1 & 2	All for each goal
2023 – 2024	1, 2, & 3	All for each goal
2024 – 2025		
2025 – 2026		

Clark Academic Center

Office: Clark Academic Center			Director: Becca Howell		
Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Goal1: **All new tutors will complete semester training program and read the CAC Handbook by the end of their first cycle of employment. Returning Tutors will review the CAC Handbook.**	New and returning staff evaluations. SSI	All new tutors were trained in the necessary technology, methods, and best practices by the Head Tutor and Director within 3 weeks of their start date. After 3 weeks they began working independently. Their work, especially their essay feedback, was reviewed periodically by both the Head Tutor and the Director.	There is a plan in place to make the new tutor feedback review process more formal and to make the Head Tutor more of a liaison between the Director and the new tutors. There is also a plan to include more feedback practicums and group discussions during our weekly meetings to increase the exposure of new tutors to the insight and experience of the veteran tutors.	100% of tutors were fully trained within 6 weeks of hire. However, there were some gaps in communication and awareness of resources, so the CAC Director and Head Tutor will more intentionally work together to fill in those gaps.	None- planning
Goal 2: The CAC will schedule DSS, online test proctoring, ESL aid, online chat	Excel Spreadsheets SSI Faculty CAC Survey	We averaged 6 student engagements per day. As expected, the load is much	This is a conversation the CAC Director will have with the English department.	The current number of tutors can barely keep up with the demand at the end of the semester, and	None- planning

Office: Clark Academic Center			Director: Becca Howell		
Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
help, and study groups besides person-to-person tutoring.		heavier in the last two weeks of each cycle/semester. There we 143 appointments for academic accountability, 793 paper reviews, 14 instances of proctoring, 1 online tutoring session, and 31 in-person tutoring sessions. The remaining interactions were primarily answering courses and formatting questions.	A big part of the end-of-semester crunch is the Comp 1 and Comp 2 classes. It would be better for the tutors and for the students to change how the due dates for those essays are scheduled. Finalized versions should be due throughout the semester instead of all at the end. One in-house strategy is to save some additional work hours for the last two weeks of each cycle/semester and use the Chatter to remind students to schedule study, brainstorming, and review sessions with us earlier rather than later. We will encourage	the quality of the feedback suffers. The English department wants to make some changes to EN112 and EN113 as it is, so it's a good time to plan for the feedback to be as efficacious as possible.	

Office: Clark Academic Center			Director: Becca Howell		
Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
			classmates to come to the CAC together to study with a tutor.		
Goal 3: The CAC will review and update their website to include CU's writing formats, CAC's services, and YouTube tutorials.	Number of views and hits on the landing page. SSI	The website has been fully updated with the correct email address, hours, new blurbs, instructions, and new or refreshed links to resources. Page views are as follows: January-July of 2022: 472 views. August-December of 2022: 729 views. January-May of 2023: 568 views.	Link CAC landing page to off-campus student landing page. Select resources to link from the research and sourcing we did during Spring 2023 to the landing page and CAC homepage as well.	The Retention committee has identified the informing and inclusion of off-campus students as an area needing growth. This includes ensuring that they are aware of and can access all the resources available to them. Changes over the course of the year will be necessary simply to keep current.	Time from the Website Manager and Head Tutor
Goal 4: The CAC Director will train tutors in following areas: DSS tutoring needs including Autism and dyslexia, test	SSI Faculty CAC Survey Staff Evaluations	Feedback indicates that we are growing in this area, but there is still a lot to do. We had 1 autistic student who made liberal use of the CAC and	Continuing training in communication with students with Autism and Dyslexia during CAC meetings and building a bank of training resources	Tutors have expressed a level of frustration in their attempts to successfully come alongside students with Dyslexia. As more research and	Time for research and material preparation.

Office: Clark Academic Center			Director: Becca Howell		
Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
proctoring, and study sessions.		passed their courses with flying colors. Offering effective support for Dyslexic students continues to be a challenge.	and tools for new and veteran tutors. The CAC Director will continue to attempt to liaise with the education department on DSS resources and training	tools become available, we will intentionally stay current and add to our library of tools and skills.	
Goal 5: The CAC Director will focus on helping with 1st Time Freshman and new students to set up CAC assistance.	Spreadsheet tracking	It appears that in the process of the CAC coming under a new director, the intention to track FTF in the spreadsheet was not communicated to the tutors. However, over 150 of the essays submitted for the CAC review process were from EN112, which was largely comprised of FTF, new students, and early college.	It appears that this goal was not communicated to the tutors. There is a note to communicate it in the August 2023 training.	Communicating this expectation will allow FTF and New Students to be tracked and offered additional assistance. 2022-2023 CAC Conference Log	Clear Communication and Accountability
Goal 6: The CAC Director will seek	Spreadsheet tracking	The CAC more than doubled	The CAC Director and tutors will meet	We have grown traffic from last	Planning, food and games without a

Office: Clark Academic Center			Director: Becca Howell		
Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
to increase traffic to the CAC through intentional strategies.	SSI Faculty CAC survey	student interactions from 2021-2022. Some social media passwords were lost in the leadership change, but once access was regained, we have implemented a new focus on 2-3 Instagram posts a week. The CAC Director met with the College Life courses to introduce the CAC and hosted a dinner and game night that focused on athlete engagement.	with the Athletic Director and teams early in Fall 2023 to encourage open communication and comfort with the CAC team. We will send CAC ambassadors to the Freshmen course.	year to this and intend to continue in that pattern. After our game night, there were more athletes frequenting the CAC. Introducing students to the CAC staff in a non-tutoring context seems to be an effective method of demystifying and destigmatizing the CAC. Faculty Survey: 2022-2023 Faculty CAC Survey	budget to cover it. CU staff will need to volunteer to help the CAC Director put on these events.

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   The CAC is proficient in offering writing support and academic accountability. Instructors are generally aware of the resources provided by the CAC and comfortable recommending its services to their students.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   The CAC has room to grow in its emphasis on the spiritual aspects of pursuing academic excellence, its support of DSS students, and offering critical reading support.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
Raised conference numbers from the 2021-2022 school years, faculty comments relaying the fact they have heard more positive reports of the CAC than in previous years, higher landing page traffic.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
Growing use of AI content creation, student expectation of consistent and detailed communication (which seems to be more an issue of students' preference to not be responsible for information than it does an issue of unclear communication. This is a generational trend, and not specific to CU).

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
The CAC Director has learned a great deal in the last year about the effectiveness and efficiency of the CAC and its role on the CU campus. The Director has created a master calendar with the necessary surveys, evaluations, and submission of records. The need for new hires provided an opportunity to broaden the skill bank among the tutors, with a particular emphasis on mathematics and accounting. The tutor handbook was updated, as was the information of the CAC landing page. In the 2023-2024 year, the role of the head tutor will shift just a bit to allow for greater accountability and communication between the tutors and the CAC Director. Staff meetings will include more practicums on specific tutoring challenges to help all tutors grow, and to allow the less-experienced tutors to learn from the veterans.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**
It's the current CAC Director's first time through it, so all noticeable flaws or inadequacies were hers.

ASSESSMENT QUESTIONS

Academic Year	Goal(s)	Objective(s)
2021 – 2022	**1** *(example)*	**3 & 4** *(Example)*
2022 – 2023	**3**	**1 &2**
2023 – 2024		
2024 – 2025		
2025 – 2026		

Development Office

REPORT ON GOALS AND OBJECTIVES

Unit Mission Statement: To support the mission of Calvary University to prepare Christians to live and serve in the church and the world according to the biblical worldview through growing the income from Steward-Investors necessary to fund the budgeted activities of the Institution.

Goal 1: To grow the brand of the institution through effective and efficient steward development strategies [2.1]
  Objective 1: To grow the donor-based income in FY 23 to 1.69M [2.1.2]

Intended Outcome/Criteria for Success:

To grow the gift income sufficient to support the budget of the institution.

Means of Assessment:

1. Gift income as recorded by the CRM – Virtuous And reported through the Annual gift income report.
Evaluation of Success/Summary of Assessment Data Collected:

FY23 has been a strong year for gift income. Multiple endowments were established helping to drive income well beyond recent history. The goals in the Strategic plan were revised in FY22 after the five-year plan was established and reset FY23 for 1.15M in income. As of this writing (05.24.23), gift income stands at $1.19M. Annual Gift Income Report included as Evidence 1.

Use of Results to Improve Program:

Continued growth in gift income will require expanding the relationships across all income channels and improving the use of the CRM and its capabilities to keep the university's message in front of stakeholders.

Goal 3: To grow the financial support of the institution through growth strategies [2.3]

  Objective 2: To establish a DM campaign with an ROI of 5% per annum [2.3.2]

Intended Outcome/Criteria for Success:

Grow the income through direct mail to an ROI of 5% annually.

Means of Assessment:

1.   Gift income as recorded by the CRM – Virtuous And reported through the Direct Mail giving report.

Evaluation of Success/Summary of Assessment Data Collected:

The Direct Mail campaign in FY23 saw improvement from previous years but leaves much room to grow. The high-water mark of 1.52% response rate is the highest in the last five years.

Use of Results to Improve Program:

The results show a continued need to work on developing direct mail campaigns, beginning with the initial messaging all the way through every point of friction to the gift. Working with a Direct mail campaign consultant will continue the efforts in both messaging and friction.

Goal 5: Report to the stakeholder audience the success and goals of the strategic plan [2.5]

Objective 1: Publish an annual report – strategic plan summary for the Presidents Dinner in FY23-FY26 [2.5.1]

Intended Outcome/Criteria for Success:

Report created on time with a clear, concise message

Means of Assessment:

1. Printed Copy -

2. Focus Group of Stakeholders in November   Click or tap here to enter text.

Evaluation of Success/Summary of Assessment Data Collected:

Links to the pdf file of the device are provided as Evidence 3. A focus group met on May 23, 2023, at 11 am. Notes from this group are provided in Evidence 4.

Use of Results to Improve Program:

ASSESSMENT QUESTIONS

Multiple items of specific note were taken to improve the communication of the internal pages of this device. Those thoughts are being incorporated in the next edition of this device.

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   Two of the three personnel on this team have extensive experience. Two of the three objectives were achieved, while the third showed progress toward the objective. Managing projects and resources to complete the strategic development plan is a strength that leads to the results noted.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   The size of the staff has been a bottleneck to achieving more. The recent establishment of a full set of automated communication systems in Virtuous should help relieve some of the bottlenecks.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
   The achievement of the annual gift income goal is a significant marker. Delivering the full compass of the strategic plan with many of the elements performing at above-expected levels also demonstrates this.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
   The significant changes in personnel and budget have impacted many areas of the institution. This department's ability to keep growing as outlined in the strategic plan will be, to a certain extent, assisted and/or hindered by the ability to allocate resources to key initiatives.

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
   We are moving to a purely digital strategy for Direct Mail in FY24. This is a budgetary allocation decision that may have impacts on the ability to achieve the full year income goal of $1.3M in gift income.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?**
   We don't have a departmental manual that I know of.

Changes are limited to an update in how content of the goals and objectives are tracked in this department versus the communications department.

Academic Year	Goal(s)	Objective(s)
2021 – 2022		
2022 – 2023	1, 3, 5	1.1; 3.2; 5.1
2023 – 2024	1, 2, 3, 5	1.2; 2.1,3; 3.3,4; 5.1
2024 – 2025	1, 2, 3, 4, 5	1.3; 2.2,4; 3.5; 4.3; 5.4
2025 – 2026	1, 2, 3, 4, 5	1.4; 2.1,3; 3.1; 4.1; 5.3
2026-2027	1, 2, 3, 4 ,5	1.5; 2.2,4; 3.2; 4.3; 5.2

Financial Aid Office

REPORT ON GOALS AND OBJECTIVES

Unit Mission Statement: Supporting prospects and students in maximizing appropriate federal and institutional financial aid opportunities.

Please list the Goals and Objectives you will assess.

Goal 1: Stabilize federal financial aid process.

Objective 1: Streamline communication with prospects and students through entire process.

Intended Outcome/Criteria for Success:

(A) Stabilize cashflow to the University from federal aid sources, and (B) Increase student satisfaction.

Means of Assessment:

(A) Budget tracking of income from federal aid sources, and (B) Surveys of student satisfaction.

Evaluation of Success/Summary of Assessment Data Collected:

Student satisfaction with financial aid from SSI was basically the same as the year prior

Use of Results to Improve Program:

A full year of Financial Aid Solutions working with Calvary should provide higher satisfaction moving forward

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Stabilize Federal Aid	SSI	Little change from last year	Get FAS setup up in regular timely manner	Aid numbers were not known until October at the	Current

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
				earliest, they will be known in June	
Establish Sustainable Institutional Aid	Budget Items	Far less unfunded scholarships given this year	Continue with current award structure and soft aid limits per student	50% less was "spent" on unfunded scholarships	Current
Establish Appropriate Staffing	SSI	Little change from last year	Have FAS more involved earlier, already in progress	FAS got started far too late last year, earlier communication should increase satisfaction	Time to make sure FAS system works properly for Fall

Assessment Questions

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?
   Financial aid is available to students and useful for funding their education.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?
   Lack of specific communication with students early in the process about their financial aid. Aid needs to be disbursed in a timelier manner for the students to better understand their bill, which is difficult with a third party. At the will of the systems and the bandwidth of our servicers.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
   Institutional scholarship "spending" has greatly decreased, helping to balance the budget, though it remains to be seen how these changes will affect enrollment going forward.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?

Federal requirements for aid will likely be changing and the reporting requirements continue to grow. Potential that in 10 years Calvary no longer qualifies for aid based on our beliefs and potential government demands.

5. What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)
Continue to ensure that FA Solutions is ready to go for the beginning of the school year and can communicate students' aid in the summer.

6. Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?

Academic Year	Goal(s)	Objective(s)
2021 – 2022	1 *(example)*	3 & 4 *(Example)*
2022 – 2023		
2023 – 2024		
2024 – 2025		
2025 – 2026		

Information Technology

Unit Mission Statement: The mission of the Information Technology department is to provide, in a Christ-like manner, adequate equipment and quality technical support for the institution of Calvary University

Please list the Goals and Objectives you will assess.

Goal 1: Provide the technology needed by faculty and staff to accomplish their goals and objectives

Objective 1: Provide desktop or laptop computers

Intended Outcome/Criteria for Success:

A reliable desktop or laptop computer of adequate speed and storage made available to every faculty and staff member that requires one for their responsibilities

Means of Assessment:

Evaluation of computers supplied to full time faculty and staff; Absence of complaints indicates satisfaction 😊

Evaluation of Success/Summary of Assessment Data Collected:

All full-time faculty and many full-time staff have been supplied with brand new laptops, docking stations, monitors, webcams, keyboards and mice. These units perform very well and in the 2022-2023 academic year, we have had no failures with these units. The rest of the full-time staff have been supplied with a desktop computer as needed that performs quite well for their needs. While we have received calls for help from some employees, we have been able to resolve any issues and to my knowledge there are no outstanding issues with employee assigned computers. With this said, the existing desktop computers will need to be replaced no later than July 2025. The absence of complaints is also a proof of fulfilling this objective.

Use of Results to Improve Program:

Will use results to make sure we are providing needed equipment while working within the budget

Objective 2: Provide classroom & lab computers and related equipment

Intended Outcome/Criteria for Success:

Equip every classroom with a computer, software, camera, mic, and projector and screen or tv that is needed for faculty teach classes to on-campus and distance students

Means of Assessment:

Survey; Ruffalo Noel Levitz Student Satisfaction Inventory Report; Absence of complaints indicates satisfaction 😊

Evaluation of Success/Summary of Assessment Data Collected:

Every classroom is equipped with a computer and related tech for the purpose of presenting slideshows and streaming and recording lectures. Classrooms are also equipped with either a projector or a television for the purpose of displaying slides, playing videos, etc. We occasionally receive a call from a professor needing help, but this is related to the user, or rarely YouTube, and not the equipment. The absence of complaints is also a proof of fulfilling this objective.

Use of Results to Improve Program:

Will use results to make sure we are providing needed equipment while working within the budget

Objective 3: Provide an internet connection for the campus

Intended Outcome/Criteria for Success:

Maintain an internet connection of adequate speed to meet the peak demands of faculty, staff, and students

Means of Assessment:

Ruffalo Noel Levitz Student Satisfaction Inventory Report; 2023 Graduate Survey

Evaluation of Success/Summary of Assessment Data Collected:

Our internet connection is 1 Gb/s or 1,000 Mb/s. We do regular testing to check internet access speeds. When speeds are checked, the speed reported is consistently 250–300 Mb/s on the administration network. Since streaming a lecture requires less than 5 Mb/s, our connection allows for up to 60 lectures to be streamed simultaneously. Other than an outage we experienced from our provider during the weekend of April 1, 2023, we have had a great experience with our internet connection. I will occasionally have

someone ask if we are having an internet connection problem, but when that has happened, it has always been because a particular software system is performing slowly, not because of our internet connection. On the Student Satisfaction Inventory, students' expectations were higher than their satisfaction regarding wi-fi/internet connectivity. On the 2023 Graduate Survey, internet service was given a grade of C+. However, no comments were supplied about the wi-fi connection/internet service. I suspect this gap/grade is related to the internet connection outage over the April 1 weekend since this outage may have been fresh when they completed this survey. The absence of legitimate complaints also serves as proof of our fulfilling this objective.

Use of Results to Improve Program:

Will use results to make sure we are providing needed equipment while working within the budget

Objective 4: Provide phone service

Intended Outcome/Criteria for Success:

Each faculty and staff office are equipped with a phone if needed

Means of Assessment:

Evaluation of equipment and service

Evaluation of Success/Summary of Assessment Data Collected:

Our phone system is managed by Avid Communications and is voice-over-ip (VoIP). We began using this service with new phones in the summer of 2018, and we renewed our contract with Avid in the summer of 2021. Every employee with an office has been supplied with a phone. Furthermore, some employees have also been equipped with an app on their personal cell phone that allows calls to be made through or from their office number, thereby giving flexibility while protecting their personal phone number. The service we have received from Avid has been outstanding. They are always quick to respond to email requests for support regarding how a particular department's phones need to be set up or if there is some question about features. Our phones also have performed reliably, having had only a few problems, none of which were in this academic year. The absence of complaints serves as proof of fulfilling this objective.

Use of Results to Improve Program:

Will use results to make sure we are providing needed equipment while working within the budget

Objective 4: Network equipment

Intended Outcome/Criteria for Success:

No downtime related to network equipment—this can affect internet access and phone service

Means of Assessment:

Internal IT Dept evaluation

Evaluation of Success/Summary of Assessment Data Collected:

Almost all of our network equipment is HP/Aruba, and we have a lifetime warranty on this equipment. There was one instance more than 5 years ago when an HP switch failed. I reported that failure and we received a replacement the next day. The network equipment we have meets our needs and I do not anticipate needing to replace it soon.

Use of Results to Improve Program:

Will use results to make sure we have needed equipment while working within the budget

Goal 2: Provide technical support to faculty, staff, and students so they complete their tasks and accomplish their goals and objectives

Objective 1: Effective and efficient response to helpdesk/work ticket requests

Intended Outcome/Criteria for Success:

As requests are submitted, assist or troubleshoot reported work requested. These work requests can be related to equipment issues; assist in accomplishing tasks in Virtuous, Populi, or other software; access to blocked websites; etc.

Means of Assessment:

The absence of complaints serves as proof of fulfilling this objective.

Evaluation of Success/Summary of Assessment Data Collected:

Most work requests come in the form of a verbal request either in-person or by phone, or as a written request by email. We are careful to prioritize requests based on need. For example, a request related to a class that is meeting at that moment always has highest priority. Likewise, a request regarding access to Populi or Canvas from an instructor or student, or a request regarding internet access has a high priority. As students stop by the office or contact us by phone or email, we place a high priority on helping them, our customers and those to whom Calvary ministers. Evidence of the IT Dept providing good service to students can be found in 2023 Graduate Survey where the graduates gave a grade of B+ with a score of 4.47. Only the Accommodations Support Office scored a higher score than the IT Dept with a score of 4.48. Additionally, I try to set obtain expectations from those requesting work by asking for a due date and communicating as to whether that due date is reasonable. An absence of complaints is an indicator of fulfilling expectations.

Use of Results to Improve Program:

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Objective 2: Timely completion of ongoing or repetitive work

Intended Outcome/Criteria for Success:

Timely completion or meeting of due dates for repetitive work such as setup of Populi for new term, creation of email accounts and communication of information needed by students, maintenance of classroom equipment and lab computers; maintaining data integrity in databases through updates, completion of annual cybersecurity risk assessment, installing server and Smooth wall updates, network maintenance/installation, replace or upgrade desktops/laptops, department budgeting

Means of Assessment:

Evidence by meeting due dates; absence of complaints indicates meeting expectations; Internal IT Dept evaluation

Evaluation of Success/Summary of Assessment Data Collected:

Evidence of timely completion of work is found in the following: 1) every March 1 and October 1, students can register for classes. This indicates the completion of the following: setting up new academic years and semesters; creation of tuition schedules and fees and completion of the creation of all the classes offered in a given semester. 2) Within 2 business days of a new student being enrolled in classes, they receive their Calvary email account, wi-fi credentials, and an email giving instructions on accessing Canvas and Populi. 3) We routinely check classroom computers to make sure they are functioning properly. When an issue is reported, we

give this high priority knowing this can affect an instructor's ability to effectively teach the students. 4) With the new requirements of GLBA, an annual cybersecurity risk assessment will be completed along with a report to be issued to the Board of Trustees. 5) We routinely check for and install updates for servers, the Smoothwall system (internet content filtering), and updates to software specific to classroom computers. As better equipment is made available to Calvary, we will make this equipment available to employees as is needed.

Library

Unit Mission Statement: The Hilda Kroeker Library supports the curriculum of Calvary University by providing access to resources that advance student learning and research in order to develop students who are prepared to lead a productive Christian life

Please List First the Goal and Objective that you have assessed.

A. **Goal 1:** To focus the collection and resources on supporting the curriculum of the institution.

Objective 1:Perform thorough research prior to purchases.

Intended Outcome/Criteria for Success:

Library student workers and library staff will work together to create a document which reflects researched materials equivalent to 1% of the current collection; approximately 300 items.

Means of Assessment:

Track the materials researched to determine whether the goal of 300 items was achieved.

Evaluation of Success/Summary of Assessment Data Collected:

The library has a list of 300+ physical books that the library would like to purchase; we would use the same list to purchase eBooks as well.

Objective 2:Solicit material purchase requests from faculty.

Intended Outcome/Criteria for Success:

The library committee will reach out to faculty for material recommendations with the goal of receiving 25 recommended physical resources.

Means of Assessment:

Track the number of items recommended by faculty to determine whether the goal of 25 physical items was achieved.

Evaluation of Success/Summary of Assessment Data Collected:

Due to not having a book budget, this project was put on hold

Use of Results to Improve Program:

We will hopefully be able to revisit this goal during the 2024-2025 academic year

B. Goal 2: To provide free and open access of information by providing the latest information technologies possible allowing the library to be a gateway for information resources elsewhere.

Objective 1:Work with music department and IT department to install a music program on the library computers.

Intended Outcome/Criteria for Success:

The program is successfully installed on 15 library computers.

Means of Assessment:

Check the programs list on the computers and ensure that it is there on 100% of them.

Evaluation of Success/Summary of Assessment Data Collected:

Due to finances, this project was put on hold

Objective 2: Make contact with other departments to inquire whether there is an affordable computer program that would support their students.

Intended Outcome/Criteria for Success:

Contact made with all department heads concerning computer programs for the library computers.

Means of Assessment:

Check the programs list on the computers and ensure that all programs are on 100% of them.

Evaluation of Success/Summary of Assessment Data Collected:

Due to finances, this project was put on hold

Use of Results to Improve Program:

We hope to be able to revisit these in the 2024-2025 academic year

Registrar's Office

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Goal 5 Objective 1 Determine the dates of graduation ceremonies on a continual 5-year basis.	Calvary's 5-year calendar.	The Cabinet approves dates each year for the 5-year rotation. Calendar Committee also looks for any possible conflicts.	None for now	None	
Goal 5 Objective 2 To process graduation applications as students, apply for their degree.	Degree Audits & Spreadsheet used for all graduates' responsibilities	Populi has a Degree Audit available for tracking progress. I also check each graduate individually.	This process is working well. CLEP tests will not be allowed during their final semester.	Several comments about how well events went.	
Goal 5 Objective 3 To prepare and finalize all details concerning these events including programs, line ups, speaker information, diplomas, regalia, etc.	Checklist used for all aspects of graduation responsibilities.	All details of ordering, line ups, participants, etc. have time sensitive implications.	I have moved the timeline earlier for ordering materials. It makes it much easier to beat the "rush" with our vendor.	I set aside some time each week to work on graduation events beginning in October. It gets much heavier in March & April.	
Goal 5 Objective 4	Emails sent monthly	Emails are already set up and just dates need to be changed	Constantly evaluating updates in the information	Continue to update the email information that is	

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
To inform students on a regular basis concerning graduation activities and their responsibilities.	beginning in December.	each year along with any other updated details.	that is being sent out. Again, CLEP tests will not be allowed moving forward.	sent out. I have others look at it to see if it is clear.	

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?** It seems that our departments' strengths are paying close attention to details.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?** The biggest weakness seen is that I have only been in a one-person office up to this point. (Two heads are better than one).

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?** Graduate, faculty, and staff comments confirm that things have gone well. This assessment seems to point to that as well.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?** There are several new software programs that allow things to run smoother. I have not had time to research these, however.

5. **What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)** Thank you for allowing Jennifer to become Associate Registrar. This will help! The budget is manageable and in actuality makes Calvary a bit of money with the graduation fees more than covering expenses.

6. **Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?** I do need to update our Department Manual with the new processes available in Populi, but just haven't had time yet.

Academic Year	Goal(s)	Objective(s)
2021 – 2022	1	*1, 2, 3*
2022 – 2023	5	*1, 2, 3, 4*
2023 – 2024	3	*1, 2, 3*
2024 – 2025	4	*1, 2, 3*
2025 – 2026	2	*1, 2, 3, 4*

Security Office

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Provide appropriate staffing level to meet department mission.	Staffing evaluation	When we have the ability, hire on additional students/staff.	Keeping our evaluation and hiring employees when possible.	Documentation of hours needed/required.	Budget, students, and availability.
Enhance training provided to security staff.	Reviewing criteria for training, and reviewing which guards have/need training.	Continued training/training days.	Scheduling more training and updating training.	We had a training day Tuesday the 22nd and are scheduling another day to review.	Guard availability/time.
Enhance training provided to students, faculty, and staff.	Review of training and knowledge of the Security department.	Continuing staffing training already here and continuing to let people know who/what the security department is.	Building on the staffing training already here and continuing to let people know who/what the security department is.	Publicity of the department to students/staff, appropriate department communication, and continued publication of public documents (i.e., Clery report, department head meetings, etc.).	More posted advertising about the security department with our mission statement.

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?
   Our availability and training are a very strong point of the department. People also know what the security department is, and if we keep up communication as we have been doing, this will continue to be a strength for the department.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?
   Our number of student-staff/staff members. We are very low on numbers right now, and if we lose a guard (for any reason), the department will be in a very bad position and could potentially put Calvary in a liability position that may be detrimental to the security of the campus.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
   This assessment demonstrates the achieving goals by showing what we do in the department. Training of new hires and continued training for each of the guards is a big component of achieving our goals. Our publicity of the department and having our Emergency Procedures manuals in each dorm room, tornado shelter, and other various locations also help people understand what we are here for.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?
   We need more people in the department. We are at our bare minimum for operation as a department, and we need more people to cover all of our shifts. At the moment, I (Nathan) am doing the job that two people used to have (Lieutenant and Chief), and we have three part-time student guards. Going back to having two people in charge and having more part-timers will greatly benefit the department.

5. What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)
   More training days, more hires when able, and more visibility for the department.

6. Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual?
   I will most likely keep our Departmental Manual, however there will be things that will be built upon in the future that might require changes to be added to the department manual.

Academic Year	Goal(s)	Objective(s)
2021 – 2022	1 (example)	3 & 4 (Example)
2022 – 2023		
2023 – 2024		
2024 – 2025		
2025 – 2026		

Student Development Office

Purpose: The Deans Department of Calvary Bible College and Theological Seminary believes it is God's desire for the department to teach and train students to be responsible in crucial relationships with God, His Word, and others in order to demonstrate Christ's righteousness to the world.

Responsibilities (2022-2023 Faculty Handbook):

Provide for or refer students to counseling resources.
Handle community standards and infractions thereof.
Oversee residential life.
Report dormitory issues.
Have structure in place for discipleship in dorms.
1. Participate in appropriate committees.
2. Develop student's maturity in Christ toward graduation.
3. Help prepare students for the challenges they will face after college.

Outcomes (2022-2023 Faculty Handbook)**:**

1. Train Students to live biblically and with excellence in their spiritual, academic, and personal lives.

2. Develop Discipleship relationships with students that model the Christian Life, demonstrate personal excellence, and enable them to do likewise.

3. Provide Students with opportunities to apply what they have learned in order to prepare them to effectively "live and serve in the church and the world.

4. Cultivate a healthy Christian Community that is built on unity in Christ and service to each other.

Assessment Plan:

Complete the following chart for 3 - 5 goals for the committee this academic year. An explanation for each part of the plan can be found at the end of this document, as well as a list of assessment instruments.

SMART Goals: Specific Measurable Attainable Relevant Time-Bound	Tied to Dept Outcome #	Resources Needed	Responsibility	Due Date	Assessment Instrument	Expected Outcomes
Provide a reslife team which understands the life of a student and ministers to their spiritual needs.	2, 4	Dean of Women, Selection of appropriate ResLife team	JJ/JF	5/2/2023	Student Survey	50% high 25% medium 25% some
Help each student know their value	1,4	RDD and RDL teaching, dynamic dorm devos and small groups	JJ/Tyler/Lindee	5/2/2023	Student Survey	50% high 25% medium 25% some
Meet theological and practical	1,3	Chapel topic choices, all-dorm devo conversations	JJ	5/2/2023	Student Survey	50% high 25% medium 25% some

ASSESSMENT QUESTIONS

1. Why were these goals selected?
   a. Monday devos, and Chapel are integral times in which we have the ability to encourage, guide, and influence students.
2. What resources or funds were needed? Did you acquire them? How?
   a. Chapel speakers need to be able to relate to college students. We need financial support to help students on their visit to outside counseling services. Yes, we acquired them. We acquired them through our budget.
3. What were the expected outcomes of these goals?
   a. A community that is more aligned with spiritual and emotional health. This type of community intrinsically becomes more unified. Strong scores on the survey.

4. What were the actual outcomes of these goals?
   a. One selection for RDL did not work out to help his students with the selected goals, otherwise, overall, there were good results.
5. What assessment tools were used?
   a. The student survey, Student Satisfaction Inventory, and informal conversations with dorm students.
6. What evidence demonstrates that the department or committee is achieving stated outcomes and goals? [provide this documentation on the last page and provide copies of additional information as needed]
   a. Student survey results and SSI.
7. What departmental or committee strengths are evident in the results of your assessment? [These could be referred to in the SWOT Analysis grid]
8. What departmental or committee weaknesses are evident in the results of your assessment? [These could be referred to in the SWOT Analysis grid] Ref SWOT analysis.
9. What changes in your department or committee (if any) have you made, or will you be making as a result of this assessment? [the answer to this question could include budget recommendations, organization changes, personnel implications and should identify the documentation that supports the changes]
   a. We are taking the practical meeting theological to the next step. We are changing chapel in a dynamic way.
10. What new issues are emerging regarding current trends that should be addressed in Calvary University's organizational structure or operating procedures?
    a. Student theological challenges. Student mental health resource provision.
11. How might this assessment process be improved?
    a. The timing of the survey should be better.

SWOT Analysis

Within the appropriate quadrant identify strengths, weaknesses, opportunities, and threats related to your committee. Please use a bulleted format and succinct statements. If you have research or data to support your analysis that can be attached as separate documents.

Strengths:	Weaknesses:
1. Alissa grew our ability to communicate effectively.	1. Chose an RDL who did not fulfill his duties.
	2. RDL activities were not well attended.

2. Jamie is great at keeping the related committees on track. 3. Availability to students on a 24/7 basis. 4. Our system in place for small groups is a good one. 5. Alissa's ability to minister/work in some many unique roles. 6. Acquiring student feedback often.	3. Not enough time spent with students outside of our offices and after hours. 4. Student theological challenges not handled in a timely manner.
Opportunities: 1. Transforming chapel from burden to blessing. 2. New RDL activity plans. 3. Move in quickly to help direct students toward truth as we understand their current challenges very well. 4. Commuter student engagement.	Threats: 1. Less staffing losing Alissa for 20+ hours per week. 2. Losing a VP who is on board with us. 3. Overworking our ResLife team. 4. Nearly 80% reduced working budget.

Documentation

Documents used for this Assessment have been filed for the Academic Year 2022 – 2023 for the ACC Documents filed include:

- 2022-2023 Faculty Handbook
- 2023 Strategic Plan
- 2023 Graduating Senior Survey (GSS) report.
- ABHE Evaluation Visit Report
- Higher Learning Commission