



Institutional Effectiveness Annual Report:
2021 – 2022

Dear Calvary Community,

This document is a report on the effectiveness of the institution, which is represented by several academic and non-academic departments for fiscal year 2022. As means 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 have been viewed and discussed by the 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).

		2021 - 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 - 2027	2027-2028
COO	Division Plan:	x	x		x		x	
	Facilities		x		x		x	
	Security			x		x		x
	Food Services			x		x		x
	Information Tech		x		x		x	
	Ancillary Services			x		x		x
	Cafe			x		x		x
CFO	Division Plan:	x						
	Accounting							
	Human Resources							
CAO	Division Plan:	x						
	CAC	x						
	Library	x						
	CU Press	x						
	Registration	x						
Student Affairs	Division Plan:							
	Enrollment Management							
	Financial Aid							
Athletics	Division Plan:	x						
	Athletics							
	Recruitment							
CDO	Division Plan:	x						
	Alumni Relations							
	Marketing & Comm							
IR	Division Plan:	x						

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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 fiscal year 2022. As a means 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 have been viewed and discussed by the 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).

Administrative Units

Chief Operating Office

Goal 1: Assess efficiency and labor costs of operational departments.

Objective 1: Review workload of operational departments.

Intended Outcome/Criteria for Success:

Confirm staffing levels and labor costs necessary to support University mission.

Means of Assessment:

Executive/administrative review of organizational chart, wages, and expectations. -Employee exit interviews (consistently identifying low salary levels)

-Input form HR/employee recruiting process (relevant to salary levels)-
(preliminary) Market research of current pay ranges across KC, MO, US

Evaluation of Success/Summary of Assessment Data Collected:

CU base salaries are too low to support adequate employee recruiting and retention to support fulfillment of university mission.

Use of Results to Improve Program:

Complete salary restructure (F/ T Staff, P /T Staff, Student Staff, F/T Fac, P/T Fac Adjunct) proposal to the BOT. Approved by BOT at May 2022 meeting. Effective July 1,2022 (FY23).

-Intended to support future budget planning and employee recruiting.

Objective 2: Review workflow/processes of operational departments.

Intended Outcome/Criteria for Success:

Confirm staffing levels and labor costs necessary to support University mission.

Means of Assessment:

-Executive/administrative review of current workflow process.

-Evaluation of AY20-21 financial lock rates preventing student reenrollment

Evaluation of Success/Summary of Assessment Data Collected:

-Indications that students were unclear on financial responsibilities

-Indications of a reactive rather than proactive approach from financial aid and cashier services

-Note: Both indications reveal an internal focus on administrative siloes rather than a student-centric focus on effective process and workflow

Use of Results to Improve Program:

-Intended to support future budget planning and staff organization.

-Reinstated policies requiring financial clarity and arrangements to be made prior to beginning of class

-Increasing communication between financial aid and cashier offices

-Increasing communication with prospects and students

Note: It appeared CU was consistently informing students, but not necessarily communicating well to ensure effective and efficient management of student accounts

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 = Assess efficiency and labor costs Objective = Review workload <i>Note</i> = Initial review identified salary range as an emphasis to address in this assessment period	-Employee exit interviews -Initial market research of salary ranges	-CU struggles with employee recruitment and retention due to low salary ranges	-Proposed budget increase reflecting adjusted salary structure -Budget proposal approved by BOT for FY23	-Consistent response from employee exit interviews. -Comparative salary data from market	-Increased budget/sustainable cashflow
Goal 1/Obj 2 = Review workflow and processes	-Review of FY20-21 student retention impact (academic and financial holds) as indication of efficient/effective workflow and processes	-Indications that students were unaware of financial responsibilities in timely manner -Indications of a reactive rather than proactive approach from financial aid and cashier services <i>Note</i> : Both indications reveal an internal focus on administrative siloes rather than a student-centric focus on effective process and workflow	-Reinstated policies requiring financial clarity and arrangements to be made prior to beginning of class -Increasing communication between financial aid and cashier offices -Increasing communication with prospects and students <i>Note</i> : It appeared CU was informing, but not communicating well	-Reduction in students with financial locks barring reenrollment -Increase in student awareness of financial responsibilities	-Digital systems to enhance student account tracking and communication across students support departments (<i>Note</i> : exploring better use of current tools)

Chief Financial Office

Goal 1: To improve customer satisfaction ratings by improving communication between the divisions of the Finance Department and between the Finance Department and our constituents. (relates to Institutional Goal #5)

Objective 1: Department Members will acknowledge email and voice mail messages/questions in a timely manner.

Intended Outcome/Criteria for Success:

Each department member will strive to acknowledge email and voice mail questions/requests within one business day of receipt. If they are unable to resolve the issue immediately, they will give the caller an expected time frame of when they WILL be able to answer or update the caller on the status of their issue.

Means of Assessment:

Verbal report to the CFO on a monthly basis and the Student Satisfaction Inventory SSI.

Evaluation of Success/Summary of Assessment Data Collected:

Business Office employees were asked at each monthly meeting how they were doing in responding to contacts in a timely manner. Most of the time, the response was positive. Specific details are in the Meeting Notes from each meeting.

We had also intended to see if the SSI questions would give us data about this, but the results haven't yet been published.

Use of Results to Improve Program:

Just bringing this issue to our attention and being held accountable improved our awareness of the need to respond quickly. Perhaps we should consider setting up a survey form that can be sent to folks who contact us to collect more objective data.

Objective 2: Department Members will meet once a month (in person or via Teams) to discuss progress being made toward this year's goals and objectives and other business as needed.

Intended Outcome/Criteria for Success:

All department members will participate regularly (this allows for occasional absences) in once-a-month meetings.

Means of Assessment:

Notes taken at each meeting.

Evaluation of Success/Summary of Assessment Data Collected:

Meeting Notes show that for the three-monthly meetings that were held, we had 100% attendance at one and 83% (missing one employee) for the other two.

Use of Results to Improve Program:

The value of meeting together monthly has been clearly seen. Meetings will continue to be held each month.

Goal 2: The Finance Department staff will take steps to improve the accuracy and quality of financial reports. Related to Institutional Goal #2

Objective 1: The Staff Accountant will continue to train and advise the new Cashier in the duties of her office so that the Cashier will be able to work independently and accurately.

Intended Outcome/Criteria for Success:

By one year from her date of hire, the Cashier will be able to work independently and accurately in at least 95% of her tasks.

Means of Assessment:

With the help of the Staff Accountant, the Cashier will use the current Procedures Manual to create a list of tasks assigned to the Cashier's office. At the end of each calendar quarter, they will use the list to evaluate which of the tasks have been mastered and which need more work/training.

Evaluation of Success/Summary of Assessment Data Collected:

The Cashier is picking up and accomplishing the duties required for her position. She is about 80% trained and will continue to learn as new things arise. She needs to prioritize uploading transactions in the accounting system and finishing month-end transactions.

Use of Results to Improve Program:

We will meet as needed for further training instead of scheduled meetings.

Objective 2: The Staff Accountant and former HR Directors will continue to train and advise the new Human Resources Director so that she will be able to work independently and accurately.

Intended Outcome/Criteria for Success:

By one year from her date of hire, the HR Director will be able to work independently and accurately in at least 95% of her tasks

Means of Assessment:

With the help of a former HR Director, the HR Director will use the current Procedures Manual to create a list of tasks assigned to the HR office. At the end of each calendar quarter, they will use the list to evaluate which of the tasks have been mastered and which need more work/training.

Evaluation of Success/Summary of Assessment Data Collected:

Meetings were held weekly until the entire Task List had been discussed. Notes were taken and action points listed, and these were emailed to the HR Director after each meeting for her to follow up on.

Use of Results to Improve Program:

We agreed that the HR Director now has a good handle on almost everything she does. Weekly meetings have been deemed to be unnecessary now, so we plan to sit down monthly instead to review her progress. Most of the time now, any training needs that pop up are addressed as they appear.

Objective 3: By January 15th the CFO and COO will have facilitated a meeting between the Cashier and the Director of Financial Aid to establish smooth collaboration between the two offices for effective operations

Intended Outcome/Criteria for Success:

Meeting attendees will determine training points needed for the Cashier to have a more thorough understanding of Financial Aid processes that relate to her job. By March 31, 2022, the Cashier will perceive an improvement in her understanding of the financial Aid process as it relates to her

Means of Assessment:

A list of action items will be generated that will guide the Financial Aid employees in Clarifying procedures that affect the Cashier. On March 31, 2022, the Cashier will present to the CFO a short (1-2 sentence) analysis of her understanding of the Financial Aid process.

Evaluation of Success/Summary of Assessment Data Collected:

A meeting was held on December 16, 2021 with Randy, Jeff, Angela, the Financial Aid office staff (Martha Byers, Christine Storms, Samuel Tschetter), and Kaluba Kapapula to help clarify collaboration and communication between the Cashier and the Financial Aid office. On 5/18, Angela responded to an email asking about her comfort level in working with questions from students about financial aid and their student accounts before the meeting and today. Her response rose from "very uncomfortable" to "quite comfortable."

Use of Results to Improve Program:

Minutes taken from this meeting list the following action items as a result of the discussion: (a) Regular meetings will be necessary between departments, (b) Open-door policy between departments will be helpful, (c) At the end of each cycle there should be a meeting for the list, (d) A day before classes start, the Cashier needs to put together a list of who will be in class that cycle, (e) Aaron can help set up text messaging, (f) We need to help students understand the time sensitiveness of Financial Aid information. We need to know two weeks before the cycle ends if they are going to need financial aid.

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Department Members will acknowledge email and voice mail messages/questions in a timely manner.	Verbal responses in department meetings. Responses to the SSI.	Employees report improvements made or continuing compliance	Employees who weren't doing well with this have begun to be aware of the need to respond quickly and have made improvements.	Verbal responses in department meetings. Randy is no longer getting nasty emails from students and parents about department employees.	Ongoing reminders in department meetings. We would like to see a questions or questions placed on the SSI about how responsive the Business Office is to student needs.
Department Members will meet once a month (in person or via Teams) to discuss progress being made toward this year's goals and objectives and other business as needed.	Meeting Notes	Meetings occurred as planned	Initiated monthly department meetings	Meeting Notes	Someone to take ownership of scheduling meetings, sending reminders, planning agendas, and taking notes (which is what Jolayne is doing at present)
The Staff Accountant will continue to train and advise the new Cashier in the duties of her office so that the Cashier will be able to work independently and accurately.	Face-to-face meetings	Cashier is picking up and accomplishing the duties required for her position. She is about 80% trained and will continue to learn as new things arise. She needs to prioritize uploading transactions in the accounting system and finishing month-end transactions.	We will meet as needed for further training instead of scheduled meetings.	Email from Tasha Young	n/a
The Staff Accountant and former HR Directors will continue to train and advise the new Human Resources Director so that she will be able to work independently and accurately.	Notes taken on face-to-face meetings	Both the current and the former HR Directors agree that the current Director has a good handle on regular tasks. Ongoing training and/or mentorship will continue to occur as new things come up.	HR Director is demonstrating more confidence in her work and consulting with former HR Director as needed when she has questions	Task List meeting notes.	n/a
By January 15th the CFO and COO will have facilitated a meeting between the Cashier and the Director of Financial Aid to establish smooth collaboration between the two offices for effective operations.	Meeting was held on 12/16/21.	Areas of miscommunication were discussed and several procedures were clarified.	Cashier and Financial Aid employees are communicating with each other more often, more thoroughly, and more effectively than before.	Minutes of 12/16 meeting. Email response from Angela as to her comfort level from before the meeting to today.	Someone to take ownership of scheduling meetings, sending reminders, planning agendas, and taking notes. Good communication between the Business Office and the Financial Aid office.

Chief Academic Office

Goal 1: To develop and enhance academic programs and projects to prepare students to meet generally accepted professional knowledge and standards consistent with expectations by accrediting agencies and with the University's mission.

Objective 1: 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.

Intended Outcome/Criteria for Success:

Maintain a process where by 100% of academic departments prepare documentation, including program development materials included in the Faculty Handbook, for internal approval and letters of notification or change requests for accreditation approval. Accrediting agencies approve 100% of program change requests.

Means of Assessment:

Track program change requests to verify internal processes and accreditation change requests are completed to standard with associated outcomes.

Evaluation of Success/Summary of Assessment Data Collected:

100% of academic program changes (117 out of 117) were approved by the Faculty Senate and the ACC consistent with institutional policy (Enclosure 1). No program modification exceeded the 25% rule established by HLC. One notification to ABHE regarding closure of the Warrenton teaching location requires a substantive change request, which was not submitted at the time of the report. No substantive change requests were submitted during the 2021-2022 academic year.

Use of Results to Improve Program:

The Academic Office created a 25% change worksheet for faculty to use when proposing program level changes based on HLC threshold for notification and submission of substantive change requests. The purpose of the worksheet is to ensure that cumulative program changes do not exceed 25% in content or semester hour changes between HLC comprehensive visits. The Academic Office will annotate worksheets the summer of 2022 with changes accumulated to date for faculty to use beginning in the fall.

Objective 2: The office will facilitate implementation and assessment of the first-year student experience with reference to academic experience.

Intended Outcome/Criteria for Success:

Develop a first-year student experience which includes 80% of the first-year students completing a program improvement instrument.

Means of Assessment:

First year student survey to evaluate and make recommendations for improvement of the first-year process.

Evaluation of Success/Summary of Assessment Data Collected:

31 of 35 (89%) students completed an assessment instrument identifying students' positive and negative perspectives of the FYSE (Enclosure 2). Student participation level met the 80% benchmark.

Use of Results to Improve Program:

Results of the survey (Enclosure 2) will be reduced to common themes and shared with faculty during the Faculty Workshop in August 2022 with a view to improve the FYSE and the overall quality of instruction.

Objective 3: The office will supervise academic programs which result in students acquiring marketable skills within their academic majors.

Intended Outcome/Criteria for Success:

At least 40% of program graduates obtain employment within their academic major areas within one year of graduation or continue to further education within one year (Missouri DHE Standard).

Means of Assessment:

Track graduate employment rates and graduate school applications.

Evaluation of Success/Summary of Assessment Data Collected:

Academic Office identified employment status of 34 out of 41 of our 2021 four-year degree graduates (Enclosure 3). Seventy-six percent (76%) (n=26) of the 2021 graduates obtained employment in a field directly or closely associated with their major or pursued further education within one year of graduation. This number closely correlates with 74% for the 2018-2020 four-year graduates. Individual departments which did not meet the benchmark include Music at 25% (1 out of 4) and Theatre at 0% (0 out of 2).

Use of Results to Improve Program:

Results correlate well with the 2018-2020 graduating senior employment data and will be published on the Student Outcomes page on Calvary's website for consumer information. Data will also be available to faculty for department assessment of program success during the upcoming academic program triennial review in 2022-2023. The program review will closely assess the viability of the Music program. The Theatre program graduated their last two majors in spring 2022.

Athletics

Goal 1: To meet the increased enrollment goals Calvary has by increasing student athlete numbers by 25 percent.

Objective 1: Grow the student-athlete enrollment on campus by 25 percent.

Intended Outcome/Criteria for Success:

64 student- athletes on campus

Means of Assessment:

Enrollment data, weekly recruiting reports

Evaluation of Success/Summary of Assessment Data Collected:

In looking at the enrollment reports for the upcoming year we are looking forward to the following new student-athletes. MBB 4+ 9 returners Soccer 8 + 4 returners WBB 4 + 6 returners Volleyball 3 + 7 returners

Use of Results to Improve Program:

Our total number of athletes is going to be at or around the 45 number. 45 is one less than the 46 from last year. We won't have cross country and that hurts our goal a lot. If we find a way to hire a coach for 20 hours or more, we will take a jump up again in the future. The other issue is scholarships. It has become quite normal to have a student drop out of considering Calvary after having the financial aid discussion via phone. Soccer lost 49% of their prospects after the financial aid discussion. I know scholarships is an extremely hard discussion but every scholarship we can add will help my staff close on athletes.

Objective 2: Increase retention of student-athletes to 90 Percent

Intended Outcome/Criteria for Success:

Retain 46 student athletes

Means of Assessment:

Weekly recruiting reports, enrollment data

Evaluation of Success/Summary of Assessment Data:

In looking at the enrollment reports for the upcoming year we are retaining the following in each sport. WBB- 6/6 Soccer- 5/9 + 2 grads MBB 8/11+ 3 grads VB 7/11 + 1 grad

The Athletic Department retained 26/40 (65%) possible athletes. Calvary (the school) retained 34/40 (85%) possible athletes. Four are getting married. Two are moving on to other possibilities in other schools and jobs, one has grade issues, and won't return, while three have money issues and won't return. Six graduates are not counted in the above numbers.

**4/4 getting married are staying at school but not playing sports any longer.

4/4 cross country runners will not have a team to run on due to budget constraints, but they are still retained by the school.

Use of Results to Improve Program:

If we found budget money for a cross country coach to be hired at 50%, we would improve both of our goals with enrollment and retention. If we can find a better way to be proactive in helping students who struggle financially, we will improve retention.

Goal/Objective	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Growing athlete enrollment	Enrollment data	Lost one instead of gaining 25%	In the midst of working on leadership grant that will continue NLI Scholarship	Enrollment spreadsheet	20K (New XC Coach)
90% Retention	Enrollment data	Hit 84%	We have failed to attract another coach to help build enrollment and retention	Enrollment data	Support for Health Forward initiative/ Support for an initiative that helps locate students in financial need

Chief Development Office

Goal 1: To grow the brand of the institution through effective and efficient steward development strategies

Objective 1: To grow the donor-based income in FY 22 to 1.2M

Intended Outcome/Criteria for Success:

To grow the donor income to \$1.2M in FY22

Means of Assessment:

Annual giving reports

Evaluation of Success/Summary of Assessment Data Collected:

As of June 27, 2022, the gift income for the FY22 stands at **\$987,734**. The fiscal will finish in the black for the institution, but the anticipated gift income did not meet stated goals as a significant gift of \$150,000 has been moved from FY22Q4 to FY23Q1.

Use of Results to Improve Program:

The FY is finishing with a smaller than anticipated but larger than budgeted amount. The primary difference is in the giving in and through major donors, businesses and foundations. Due to staffing, a foundation strategy was not pursued in this FY. Plans to engage this element of strategic design are to begin this development in FY24. Trends lines show growth in monthly, event, alumni and church giving. Continued emphasis here with a renewed effort on corporate sponsorships, mid-level, planned and major emphasis are seen as keys to growth in the next 12 months.

Goal 2: To establish the funding base of the institution through stable income sources

Objective 1: Grow the support from the Church community by 20% per annum

Intended Outcome/Criteria for Success:

Increase church-based income by 20% in FY22

Means of Assessment:

Church revenue analysis report

Evaluation of Success/Summary of Assessment Data Collected:

Church revenues through June 27, 2022 are \$33,336, statistically a stable number year to year. While short of the stated goal of 20% in revenues – the number of churches actively engaged in conversations has increased dramatically in the last 12 months. This progression gives reason to believe that a lag will exist and bear fruit to see that stated increase in income.

Use of Results to Improve Program:

Continued efforts to cultivate relationships with church leaders – including the primary sponsorship of the IFCA National Convention planned for June 27-July 1, 2022. These efforts are a precursor to a Calvary Sunday program that will be instrumental in meeting these goals.

Objective 2: Grow the support from the business community by 10% per annum

Intended Outcome/Criteria for Success:

Increase income from business by 10% annually

Means of Assessment:

Business revenue analysis report

Evaluation of Success/Summary of Assessment Data Collected:

The income for FY 22 is \$41,245, a \$16.7 percent increase and the second largest year in the past 5. The fluctuation in giving is in part due to documentation and also to a lack of a consistent or stable leadership voice.

Use of Results to Improve Program:

The plan to establish a corporate sponsorship program in FY23 is meant to both stabilize this revenue stream and to establish a healthy set of goals to provide for a growth pattern.

Objective 3: Grow the support from the Alumni community by 20% per annum

Objective 3.1: Hire an Alumni Coordinator**Intended Outcome/Criteria for Success:**

Alumni Coordinator hired by end of FY24

Means of Assessment:

Staff report

Evaluation of Success/Summary of Assessment Data Collected:

The FY22 income stands at \$149,854 or stable year over year.

Use of Results to Improve Program:

Continued efforts to engage and grow the giving among the alumni will be a primary focus in FY23. Including continued work to grow through established strategies, and also to grow additional efforts to communicate with the Alumni base.

Objective 3.2: Re-establish the Annual Alumni Phone-A-Thon**Intended Outcome/Criteria for Success:**

Grow the contacts and income from the Annual Phon-A-Thon

Means of Assessment:

Phon-A-Thon report

Evaluation of Success/Summary of Assessment Data Collected:

PhonATHon 22 had the smallest support of students to enable the outreach to Alumni. In spite of this, the project resonated with key alumni who gave significantly and resulted in the largest Phon-A-Thon support in the history of the campaign.

Use of Results to Improve Program:

1. Ensuring that the students understand by the end of welcome week their roles and responsibilities with volunteerism on campus.
2. Beginning in June to identify and prepare for the project and campaign in the coming year.

Objective 4: Grow the monthly support to 100 investors in 2022 and add 20% per annum following

Intended Outcome/Criteria for Success:

Grow the base monthly income per annual targets

Means of Assessment:

Monthly supporters report

Evaluation of Success/Summary of Assessment Data Collected:

The number of steward investors grew from 62 at the beginning of the FY to 89 by June 27, 2022. This through the consistent messaging, along with updating the website, coordinated with aligning the efforts with the organizational philosophy and approach has given early positive results.

Institutional Effectiveness

Goal 1: To create a culture of institutional wide assessments for the continuous improvement of the university

Objective 1: Develop two trainings for the institutional effectiveness committee each semester to increase over all knowledge of the institution's assessment policy and procedures.

Intended Outcome/Criteria for Success:

To receive an 80% correct response rate on Q 10, Q13, Q17, Q18, Q19, and an improved weighted score of 3.0 on Q15 and Q17.

Means of Assessment:

The IE Committee Survey (Second edition)

Evaluation of Success/Summary of Assessment Data Collected:

The only question that received an 80% correct response rate was question 19, "Which month are all assessment reports due?" This was a 74% increase from the original responses. Question 13, "Which statement best describes the closing the loop process to assessments?" received a 37% correct response rate, which was a 26% decrease from the original answer. Questions 10, "Which month is the annual report finalized?" and 18, "Which month is the budget sent to the board for approval?" received 75% correct response rate, which was a 12% increase from the original responses. Questions 15, "Are you able to describe the budgeting process for the university?" and 17, "Are you familiar with the budgeting cycle?" did not receive a weighted score of 3.0. There was not any significant change with question 15. However, there was a 12.5% increase from the original response to question 17.

The results did not achieve the expected outcome and reveals that IE committee needs more training with assessment procedures, which shows a lack of clear processes and procedures.

Use of Results to Improve Program:

The revision of the institutional effectiveness manual needs to get completed thus becoming top priority. The manual must/will include an assessment planning and timeline, and a budgeting flowchart. This needs to get done before Cycle 2

Objective 2: Equip those who serve on the institutional effectiveness committee to train those within their purview in completing assessment tasks

Intended Outcome/Criteria for Success:

80% of the program chairs/directors and department heads will view the new process as being less strenuous and effective

Means of Assessment:

Group Discussion and quality of reports

Evaluation of Success/Summary of Assessment Data Collected:

66% of the IE committee expressed that the new process is less strenuous and easy to complete the charts. However, not every department (Administrative Unit) did not complete a report and one academic report that was turned in revealed that confusion still exists specifically with assessing an outcome. Also, training in utilizing the most effective tool for assessing an outcome is needed.

Use of Results to Improve Program:

Specialized training for department heads is needed. Assessment bootcamp.

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/ Objective 1	IE Committee Survey	<p>The only question that received an 80% correct response rate was question 19, “Which month are all assessment reports due?” This was a 74% increase from the original responses. Question 13, “Which statement best describes the closing the loop process to assessments?” received a 37% correct response rate, which was a 26% decrease from the original answer. Question 10, “Which month is the annual report finalized?” and 18, “Which month is the budget sent to the board for approval?”, received a 75% correct response rate, which was a 12% increase from the original responses. Questions 15, “Are you able to describe the budgeting process for the university?” and 17, “Are familiar with the budgeting cycle?” did not receive a weighted score of 3.0. The results did not achieve the expected outcome</p>	<p>The revision of the institutional effectiveness manual needs to get completed thus becoming top priority. The manual must/will include an assessment planning and timeline, and a budgeting flowchart. This needs to get done before Cycle 2</p>	<p>The incorrect response rates to the IE committee survey which centered on assessment procedures</p>	<p>Human Capital and Time to complete the manual. We will need someone from the IE committee or another staff member to perform edits.</p>
Goal 1/Objective 2	Group Discussion and Quality of Reports	<p>66% of the IE committee expressed that the new process is less strenuous and easy to complete the charts. However, not every administrative department completed a report and one academic report that was turned in revealed that confusion still exists specifically with assessing an outcome. Also, training in utilizing the most effective tool for assessing an outcome is needed.</p>	<p>Specialized training for chairs and department heads/Assessment bootcamp.</p>	<p>The quality of assessment reports</p>	<p>A person outside of Calvary who is qualified to provide training. Estimated cost \$400</p>

Registrar Office:

Goal 1: To model excellence by being accurate, efficient, and effective in handling academic records and procedures.

Objective 1: The list of class offerings will be readily available to students and the public in a timely fashion based on Missouri DOE requirements.

Intended Outcome/Criteria for Success:

Fall Schedules are to be initialized October and finalized by December for entry into Populi. Spring Schedules are to be initialized in April and finalized by July for entry into Populi.

Means of Assessment:

Classes are finalized and published in Populi and syllabi are posted on the website before registration begins. Fall registration begins October 1st and Spring registration begins March 1st. Use student surveys to monitor satisfaction

Evaluation of Success/Summary of Assessment Data Collected:

Fall Schedules were finalized by early January and sent to our IT Department. These were then entered into Populi and students were able to start registering for classes by March 1st. Spring classes are in process and should be sent to the Department Chairs for review by the end of May. Revisions will be completed during June and sent to the IT Department the first of July. From the Graduate Survey, 88 out of 110 surveyed responded they were either Satisfied or Very Satisfied with the Registration process. Only 5 of those surveyed were Dissatisfied or Very Dissatisfied.

Use of Results to Improve Program:

Based upon the schedule being available on time, I will need to continue to use the current format for completing these schedule submissions. According to the Graduate Survey results, the process seems to be working very well.

Objective 2: Work closely with the academic advisors to ensure students have registered for the necessary courses leading to graduation and degree audits will be performed to ensure students are on track to complete their degree programs. .

Intended Outcome/Criteria for Success:

Fall graduate's degree audits will be completed early in Cycle 2 and students informed of results. Spring graduate's degree audits will be completed early in Cycle 4 and students informed of results.

Means of Assessment:

Graduates have been informed of degree audit status and cleared for graduation depending on completion of requirements. Applications for degree will be received from graduates by the required time. Fall graduates by Oct 1st; Spring graduates by Feb 1st. Use graduate surveys and comments made to determine success of the objective.

Evaluation of Success/Summary of Assessment Data Collected:

Fall graduates' degree audits were completed in Cycle 2 and all students were able to complete their coursework. (That is if they passed all their classes). Spring Students also had degree audits completed early in Cycle 4 and were informed of their progress toward completing their degrees. Only three of the 96 students were unable to complete their coursework for various reasons. They will plan to complete their degree in the Fall Semester.

Use of Results to Improve Program:

For now, we do degree audits by hand (Registrar and Advisors). The IT Department, the advisors, and Registrar are working on setting up the Degree Audit program in Populi to automate this process better. With all the class changes and requirement updates, this will take another year probably.

Objective 3: Ensure that the school maintains accurate records for students, past and present.

Intended Outcome/Criteria for Success:

Continue scanning all student files as they are moved from the current student file to the alumni file. Keep both "hard" copies and "scanned" copies for comparison purposes.

Means of Assessment:

Monitor student assistant to see if scanning is completed. These are kept in Reg Files folder on computer. Monitor student assistant to see if scanning is completed. These are kept in Reg Files folder on computer.

Evaluation of Success/Summary of Assessment Data Collected:

Mr. Stu Rish, a volunteer, has worked in the Registrar's office during this Spring Semester and has scanned files of students no longer active. The scanned copies are kept in REGFILES and the hard copies are placed in Archived filing cabinets.

Use of Results to Improve Program:

Having a volunteer has helped tremendously! Without him, this could not have been done. The Registrar Office needs to hire an Assistant Registrar to monitor out student files as well as all other procedures of our 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 1 Objective 1	Use student surveys to monitor satisfaction.	Students were able to start registering for classes on time. Graduate Survey responses stated that 88 out of 110 were either Satisfied or Very Satisfied with the Registration process.	Will continue to monitor	Schedules & Syllabi were available to begin registration on time.	None noted at this time.
Goal 1 Objective 2	Degree Audits for each graduate	All graduating students' degree audits were completed on time. Less than 5% did not complete their degrees as intended.	IT Dept, Advisors, and Registrar are working to initiate Degree Audits in Populi.	Students were informed about classes needed and were able to complete their degrees in a timely manner.	Degree Audits set up in Populi and activated.
Goal 1 Objective 3	Student files kept current.	Stu Rish, volunteer, spent the Spring Semester scanning student files of those students not currently attending CU.	Maintaining student records is a constant need for extra personnel in our office.	Stu has spent about 8 hours a week maintaining these records.	We need to hire an Office Assistant and/or Assistant Registrar to help maintain accurate records.

Clark Academic Center

Goal 1: Tutors will understand how to tutor students in specific subject areas.

Objective 1: All tutors will understand the CAC's protocol for tutoring students in specific subject areas.

Intended Outcome/Criteria for Success:

100% of CAC tutors are trained by the end of the 1st semester of employment

Means of Assessment:

Weekly "check ins" are used as an informal assessment during CAC meetings. Semester evaluations assess each tutor if they have been properly trained.

Evaluation of Success/Summary of Assessment Data Collected:

Semester evaluation of tutors are informal assessment done by Director of CAC. Out of 5 tutors 4 reflected that they felt adequately trained resulting in 80% success rate of training compared to 50% reflecting in AY 2020-2021 that they needed more training.

Use of Results to Improve Program:

Training assessment determined that there will need to be an increase in training for next year and there may be minor budget changes needed for training of tutors.

Objective 2: All tutors will receive ongoing professional development in specific subject areas.

Intended Outcome/Criteria for Success:

100% of tutors will be trained each semester in subject areas which faculty are interested in using the CAC services for student achievement.

Means of Assessment:

Weekly "check ins" are used as an informal assessment during CAC meetings. End of semester survey by students and specific faculty.

Evaluation of Success/Summary of Assessment Data Collected:

In the end of the year survey 60 % of the faculty revealed that the students who used CAC services improved in their subject matter. 82% of the students in the survey said that they used the CAC to help them with assignments.

Use of Results to Improve Program:

Survey results will aid in helping target better tutoring strategies for online students. Survey results will also help faculty better use the CAC website materials.

Objective 3: All tutors will receive ongoing professional development in learning challenges for individualized tutoring success.

Intended Outcome/Criteria for Success:

100% of tutors will be trained each semester in specific areas such as dyslexia, ESL strategies, ADHD, etc.

Means of Assessment:

Weekly meetings feedback of success. Semester evaluations assess each tutor if they have been properly trained. End of semester survey by students and student achievement of material.

Evaluation of Success/Summary of Assessment Data Collected:

Semester evaluation of tutors are informal assessment done by Director of CAC. Out of 5 tutors 4 reflected that they felt adequately trained resulting in 80% success rate of training compared to 50% reflecting in AY 2020-2021 that they needed more training. Student survey revealed that 69% of students are online learners, which determined a change of CAC services to meet student specific needs in an online format.

Use of Results to Improve Program:

Assessment results reflected that CAC tutors will need training targeted on online tutoring format. The CAC will need to see this modelled at other colleges. This may incur some minor budget changes.

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/Objective 1-4	Surveys & tutor feedback	80% of student body use CAC	Necessary to train staff on student learning issues	FYSE & academic probation 2021-22 AY	Available webinars, visits to other writing centers, etc

Library Services:

Goal 1: Select a new Integrated Library System (ILS).

Objective 1: To assist the Librarian in maintaining and preserving the library collection.

Intended Outcome/Criteria for Success:

This goal will succeed with the selection and implementation of a new ILS system.

Means of Assessment:

We evaluated the system that we had and compared it to available options.

Evaluation of Success/Summary of Assessment Data Collected:

There were a few options for us. We could individually run an ILS; but this is expensive and often lacks IT. We could use a small system; usually meant for church libraries, etc. and is not robust nor appropriate for a university ILS. We could use Mobius and retain the types of benefits afforded by the KCPL system as well as additional benefits; the concern of this option was financial in nature.

Objective 2: To review the budget and advise the Librarian regarding budget matters.

Intended Outcome/Criteria for Success:

The budget was addressed in response to the need to switch ILS systems.

Means of Assessment:

We looked at the cost of switching and the benefits offered by the various providers.

Evaluation of Success/Summary of Assessment Data Collected:

Mobius was found to be the most advantageous ILS and they are willing to work with us financially.

Use of Results to Improve Program:

We chose to go with Mobius, and this will provide many benefits for the Calvary community including faster courier service and access to a much larger physical collection which allows students to pick items up at participating libraries in the Mobius area.

CU Press:

Goal 1: To publish academic and ministry-related books and projects of current and past CU faculty and alumni.

Objective 1: To accept only book and project proposals which reflect the theological understanding and commitments of CU.

Intended Outcome/Criteria for Success:

All published materials pass internal editorial review.

Means of Assessment:

All materials approved by Marketing, CAO, and President's Offices prior to publication.

Evaluation of Success/Summary of Assessment Data Collected:

The lack of a clear measurable process for approving books precludes a clear assessment of any data.

Use of Results to Improve Program:

A clear and definite approval process must be developed this coming year.

Objective 2: To publish books and projects in a timely manner.

Intended Outcome/Criteria for Success:

All materials published by an agreed timeline with the author, Marketing, and the CU Press Director.

Means of Assessment:

Production event timeline followed.

Evaluation of Success/Summary of Assessment Data Collected:

While the contracted publication deadlines were all adhered to (for the 2 book projects this year), the production checklist used for these projects was being used for the first time and while being used it was demonstrated that the checklist needs significant revision to meet the constraints of the CU Press publication process.

Use of Results to Improve Program:

The publication checklist will be updated this coming year.

Objective 3: To coordinate the production of books and projects with clear and considered communication with other necessary CU Departments (e.g., Marketing, Finance).

Intended Outcome/Criteria for Success:

All production elements/functionaries included in the planning process.

Means of Assessment:

Production checklists with specific dates.

Evaluation of Success/Summary of Assessment Data Collected:

As mentioned in Objective 2 above, the production checklist was being used for the first time and not specifically developed for CU Press production processes.

Use of Results to Improve Program:

Revise the production checklist for the needed CU Press publication processes.

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/ Objective 1: To accept only book and project proposals which reflect the theological understanding and commitments of CU .	Approval Checklist	Approval process followed for both projects.	Approval Checklist was acquired from online resources, therefore, not adapted for CU Press	Conversations with other CU departments concerning needed project approvals.	Conversations with other CU departments needed to be involved in the approval process.
Goal 1/ Objective 2: To publish books and projects in a timely manner.	Production Contract guidelines	Production guidelines followed and projects produced on time.	Specific production checklist was adopted from an online resources to guide the production of these initial CU Press projects – and in the process, needed adjustments were recognized as the projects were developed.	Feedback from other CU departments involved in the book production process (e.g. Marketing)	Development of the production checklists to include all CU Press production elements and department coordination.
Goal 1/ Objective 1: To coordinate the production of books and projects with clear and considered communication with other necessary CU Departments (e.g., Marketing, Finance).	Production Checklist	Conversations with other CU departments needed to support CU Press projects during the year revealed coordination needed.	Production Checklist will be revised to reflect the internal CU Press production processes needed.	Conversations with other CU departments which support the CU Press production processes.	Coordination with other CU departments and the CU Press production checklists.

Undergraduate Academic Programs

Bible and Theology

	Program Title: Bible and Theology			Department Chair: Dr. 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	PLO 1: Will possess basic biblical and theological facts as a foundation for meditation, teaching, and further study	<p>-Write a paper on a historical book in the OT in BI121</p> <p>-Complete a PowerPoint presentation in BI130</p> <p>-Write a Paper on Bibliography in TH220</p>	<p>-Use a rubric detailing the necessary criteria</p> <p>-Use a rubric detailing the necessary criteria</p> <p>-Use a rubric detailing the necessary criteria</p>	<p>90% of the students achieve the Meet the Standard Category</p> <p>-90% of the students achieve the Meet the Standard Category</p> <p>-75% of the students achieve the Meet the Standard Category</p>	<p>-100% of Bible/Theology majors met or exceeded the standard category (1 student took this course)</p> <p>-100% of Bible/Theology majors met or exceeded the standard category (2 students took this course)</p> <p>-50% of Bible/Theology majors met or exceeded the standard category (1 out of 2 students)</p>	<p>-No improvements need to be taken in this assessment metric because the student did well</p> <p>-No improvements need to be made at this time because the students did well on this assignment</p> <p>-Improvement in the completion rate needs to occur. The student that did not meet the requirement did so because they did not complete the assignment.</p>
Outcome 2	PLO 2: Will accurately analyze, interpret, and apply biblical passages in a continuing commitment to personal Bible Study	<p>-Write a paper on a parable of Jesus in BI115</p> <p>-Write an exegetical paper in BI459</p> <p>- Complete a term paper in BI229, BI331, or BI334</p>	<p>-Use a rubric detailing the necessary criteria</p> <p>-Use a rubric detailing the necessary criteria</p> <p>-Use a rubric detailing the necessary criteria</p>	<p>-90% of the students achieve the Meet the Standard Category</p> <p>-75% of the students achieve the Meet the Standard Category</p> <p>-75% of the students achieve the Meet the Standard Category</p>	<p>-None of the Bible/Theology majors took or completed this assignment.</p> <p>-87.5% of Bible/Theology majors met or exceeded the standard category (7 out of 8 students)</p> <p>-100% of Bible/Theology majors met or exceeded the standard category (2 student took one of these classes)</p>	<p>-The Bible Study Hermeneutics classes needs to have correlating assignments.</p> <p>-The student that did not meet the requirement did so because they did not complete the assignment.</p> <p>-No improvements need to be taken in this assessment metric because the students did well</p>

Outcome 4	PLO 4: Will acquire a knowledge and understanding of God and His Word that will enhance and maintain a life-time of close, personal, and obedient relationship with Christ and His Church	-Write a paper on Spiritual disciplines in TH111	-Use a rubric detailing the necessary criteria	-90% of the students achieve the Meet the Standard Category	-None of the Bible/Theology majors took or completed this course.	-Need to find out if students started the course and did not finish to find improvement in this area
		-Complete a prayer/devotional journal in TH111	-Use a rubric detailing the necessary criteria	-90% of the students achieve the Meet the Standard Category	-None of the Bible/Theology majors took or completed this course.	-Need to find out if students started the course and did not finish to find improvement in this area
		-Complete 50 applications from the reading of the NT in BI130	-Use a rubric detailing the necessary criteria	-90% of the students achieve the Meet the Standard Category	-100% of Bible/Theology majors met or exceeded the standard category (2 students)	-No improvements need to be taken in this assessment metric because the students did well

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: Will possess basic biblical and theological facts as a foundation for meditation, teaching, and further study	-Write a paper on a historical book in the OT in BI121	-100% of Bible/Theology majors met or exceeded the standard category (1 student took this course) This student did well			
	-Complete a PowerPoint presentation in BI130	-100% of Bible/Theology majors met or exceeded the standard category (2 student took this course) The students did well			
	-Write a Paper on Bibliology in TH220	-None of the Bible/Theology majors took or completed this course.			
PLO 2: Will accurately analyze,	-Write a paper on a parable of	-None of the Bible/Theology			

<p>interpret, and apply biblical passages in a continuing commitment to personal Bible Study</p>	<p>Jesus in BI115</p> <p>-Write an exegetical paper in BI459</p> <p>-Complete a term paper in BI229, BI331, or BI334</p>	<p>majors took or completed this assignment.</p> <p>-87.5% of Bible/Theology majors met or exceeded the standard category (7 out of 8 students) The students did well</p> <p>-100% of Bible/Theology majors met or exceeded the standard category (2 student took one of these courses) This student did well</p>			
<p>PLO 4: Will acquire a knowledge and understanding of God and His Word that will enhance and maintain a life-time of close, personal, and obedient relationship with Christ and His Church</p>	<p>-Write a paper on Spiritual disciplines in TH111</p> <p>-Complete a prayer/devotional journal in TH111</p> <p>-Complete 50 applications from the reading of the NT in BI130</p>	<p>-None of the Bible/Theology majors took or completed this course.</p> <p>-None of the Bible/Theology majors took or completed this course.</p> <p>-100% of Bible/Theology majors met or exceeded the standard category (2 student took this course) The students did well</p>			

Biblical Counseling

	Program Title: Undergraduate Biblical Counseling Program			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	Identify and explain different counseling perspectives in contrast to the Biblical worldview	<ol style="list-style-type: none"> Write a Theological Counseling Worldview analysis paper in CO246. Write a historical counseling model perspective paper in CO245. 	<ol style="list-style-type: none"> Create a rubric, provided in Canvas by the instructor to the student detailing the necessary criteria for each paper. Student will be graded by this specific rubric and will be given and "1" if the students meet expectations or a "0" if they do not meet expectations. Will utilize a rubric detailing the necessary criteria for historical counseling model perspective in CO245. Student will be graded by this specific rubric and will be given and "1" if the students meet expectations or a "0" if they do not meet expectations. 	<ol style="list-style-type: none"> At least 85% of all Biblical counseling majors score 80% or higher on the Theological Counseling model paper in CO246. At least 85% of all Biblical counseling majors score 80% or higher on the Historical Theological Counseling model paper in CO245. 	<ol style="list-style-type: none"> 12 out of 12 (100%) of the Biblical counseling majors scored 80% or higher in the Theological Counseling model paper in CO246. All the students had met the expectations of explaining different counseling perspectives in contrast to the biblical worldview. However, 10 out of 12 (83%) students still did not consistently write their Theological Counseling papers in the format style used by the Biblical 	<ol style="list-style-type: none"> update the rubrics of the courses and making those rubrics accessible to the student ahead of time. In addition, add more APA resources to Canvas using external tools (YouTube videos). Provide students with a "mid-point" check-in on their project reminding them of the requirements of the final paper and to provide information on how to prepare for a research and analysis paper.

					<p>Counseling Dept (APA), which is important for academic writing. To update the rubric details to include APA formatting style.</p> <p>2. 7 out of 9 students (77%) had received a "1" on the rubric on the necessary criteria outlined for the historical counseling model paper in CO245, which does not meeting the 85% threshold for the students in this course as these students failed to submit a final paper and to grade.</p>	
<p>Outcome 2</p>	<p>Examine counselee's problems and evaluate solutions from a biblical worldview.</p>	<p>1. Write a paper or complete an assessment that analyzes a vignette or a case study in CO345, CO347, CO432, CO436, RP343.</p>	<p>1. The Means of assessment will be a weekly video discussion, provided in Canvas by the instructor to the student and answering open-</p>	<p>1. At least 85% of all Biblical counseling majors score 80% or higher vignette or case study in CO345, CO347, CO432, CO436, RP343.</p>	<p>1. 5 out of 8 Biblical counseling majors (63%) complete the weekly discussions and had met all the</p>	<p>1. Provide a brief checklist of 3-5 questions for the requirements of the assignment and a video as to the details of how to complete the assignment.</p>

			ended questions about the vignette or case study		evaluative criteria for their video discussion. The remaining 3 students (37%) either did not have the necessary evaluative criteria in their video discussion, or they did not complete it due to certain external factors	
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Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Goal #1/Objective	Means of assessment will be a rubric, provided in Canvas by the instructor to the student detailing the necessary criteria for each paper. Student will be given and "1" if the students meet expectations or a "0" if they do not meet expectations	100% of students fulfilled the requirement of the content by receiving "1" on the rubric. However, the students were inconsistent in following APA style guidelines for formal writing.	To include this in the rubric so they can be evaluated on the consistency of their use of APA style writing in their writing.	We expected at least 75% of the students to meet goal. This goal was exceeded with the content within their final paper. However, the students are expected to write in the style of the department, and this requirement ought to be a part of the final paper as their formal writing is also associated with their knowledge of the content.	No resources necessary other than to update the rubrics of the courses and making those rubrics accessible to the student ahead of time. In addition, add more APA resources to Canvas using external tools (YouTube videos).
Goal #1/Objective #2	Means of assessment will be a weekly video discussion, provided in Canvas by the instructor to the student and answering open-ended questions about the vignette or case study.	5 out of 8 Biblical counseling majors (63%) complete the weekly discussions and had met all of the evaluative criteria for their video discussion. The remaining students either did not have the necessary evaluative criteria in their video discussion, or they did not complete it due to certain external factors	Offer the Biblical counseling majors for this assignment other options (e.g., audio). Create an instruction video along with a brief video discussion checklist for the Biblical counseling majors for the students to use those details how to complete this assignment and increase participation from the biblical counseling majors.	The remaining Biblical Counseling majors did not meet the criteria for the assessment due to external factors unable to upload the video onto Canvas, intermittent access to the internet, or waiting at the last possible opportunity to complete their assignment, as a result uploading the initial assignment, but failing to complete the replies to their classmates).	No resources necessary other than to provide brief checklist for requirements of the assignment and a video as to the details of how to complete the assignment.

Education: Elementary, Middle School, Secondary

	Program Title: Education: Elementary, Middle School, Secondary			Department Chair: Dr. Mary Brigg		
	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	Compose a Biblical Philosophy of Education.	<ol style="list-style-type: none"> 1. Write an initial Biblical Philosophy of Education paper in ED247. 2. Further develop the Biblical Philosophy of Education paper in ED250. 3. Write an updated Biblical Philosophy of Education paper during ED470 Student Teaching. 	Use a rubric detailing the necessary criteria	<ol style="list-style-type: none"> 1. At least 87% of all Education majors achieve a score of 83% or higher on the Biblical Philosophy of Education papers in ED247 and ED250. 2. Each senior who submits an updated Biblical Philosophy of Education demonstrates growth in at least six out of seven sub-topics. 	<ol style="list-style-type: none"> 1. This year 87.5% of all Education majors who enrolled in ED247 achieved a score of 83% or higher on the Biblical Philosophy of Education paper. 2. This year 92% of all Education majors who enrolled in ED250 achieved a score of 83% or higher on the Biblical Philosophy of Education paper. 3. Each senior who submitted an updated Biblical Philosophy of Education in SPRING 2022 demonstrated growth in at least six out of seven sub-topics. 	

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	<p>1. During the 2021 – 2022 academic year, 92% of all Education majors who took ED250 achieved a score of 83% or higher on the Biblical Philosophy of Education paper.</p> <p>2. Each senior who submitted an updated Biblical Philosophy of Education in SPRING 2022 demonstrated growth in at least six out of seven sub-topics.</p>	I will arrange a Zoom meeting with the online students to go over the ED250 Grading Rubric.	<p>The professor presented the ED250 Grading Rubric during the weekly class session. The online students watched and reported on each weekly Class Video. However, the average score of the in-person Education students was seven points higher than the average score of the online students. This finding suggests that online students need to be further prompted to use the rubric.</p>	

English

	Program Title: English			Department Chair: Thomas Crank		
	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	PLO 1: Critically read and analyze a wide variety of literature in their historical and cultural contexts (CU Objectives 2, 5, 6)	<ol style="list-style-type: none"> 1. Create a literary analysis creative project in EN212/213/214. 2. Write a longer and deeper literary essay in EN223/EN224 3. Include a revised literary essay in portfolio assessed at end of academic year. 	<p>Rubrics used for all four assessments.</p> <p>(Currently, rubrics are non-standard across department with the exception of the portfolio, but department has had some preliminary discussions on "normalizing" writing standards.)</p>	<ol style="list-style-type: none"> 1. At least 85% of English majors score 85% or higher on literary essays in EN212, 213, 214, 223, or 224. 2. Each senior demonstrates growth in analytical abilities from 200-level to 3/400-level coursework as demonstrated in portfolio artifacts. 	<ol style="list-style-type: none"> 1. Not enough English majors to measure this. Instead, we should have used this to measure the strength of the gen ed program. 2. We did not have time for portfolio artifacts. Verbal discussion during portfolio reviews reveals that students did improve in analytical skills. 	<ol style="list-style-type: none"> 1. Set up separate Gen Ed English and English Major/Minor assessments. 2. Standardize rubrics in department and maybe school-wide.

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		Results indicate improvement needed in assessment systems of department.	Recommendations will be given to new department chair.		

General Studies

	Program Title: General Studies			Department Chair: Tiffany Smith		
	POs	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	gather, analyze, synthesize, and present information through research projects and papers.	Successfully complete the ETS entrance exam. Pass all FYSE courses.	Assign the exam within a course. Utilize the Canvas classroom grades tab.	80% of the target students take the ETS entrance exam. 80% of the target students pass the FYSE courses.	Putting the exam in the course produced positive results. The students successfully navigated the FYSE program in its original organization.	The exam will stay within a course, moving from GE100 to COM110. Slight modifications to the FYSE courses; some will be transitioning to 16 weeks while others will stay at eight weeks.
Outcome 3	develop, practice, and portray behaviors that exemplify godly character.	Successfully complete the ABHE entrance exam. Turn in all assignments and receive a grade above zero.	Assign the exam within a course. Grade all assignments according to his/her own policies (ie. late assignments, etc.).	80% of the target students take the ABHE entrance exam. 70% of the target students will not have zeroes on their assignments.	Putting the exam in the course produced positive results. The students successfully navigated the FYSE program in its original organization.	The exam will stay within a course, moving from GE100 to COM110. Slight modifications to the FYSE courses; some will be transitioning to 16 weeks while others will stay at eight weeks.

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 and 3	Faculty meeting	Move ETS/ABHE exams earlier in the semester	ETS/ABHE exams moved to cycle 2	Desire of faculty to be better equipped to work with the freshmen	IR provide ETS/ABHE exam info to COM110 professor
Outcome 1 and 3	Faculty evaluation	Change some courses to 16 weeks, ensure every department gets an introduction course	Updated FYSE course rotation for 2022-2023	Some courses, such as English, need the 16 weeks in order for the students to practice and learn the material well	none

Ministry Studies

2021-2022	Program Title: Ministry Studies			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	Christian Character (PLO1): The student has demonstrated the Christian Character qualities essential for Christian ministry.	<ol style="list-style-type: none"> 1. Students in MS237 will utilize the "Becoming Established" tool (via BILD International; see attached) to access personal character. 2. Students in MS340 will utilize "Life and Ministry" (via BILD International; see attached) 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. 	<ol style="list-style-type: none"> 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 and Course Instructor as part of internships discussing "Becoming Established" work. 4. Conduct a personal interview with students and Seminar Instructor as part of Senior Seminars discussing "Life and Ministry" work. 	<ol style="list-style-type: none"> 1. Student has completed assignments to the satisfaction of MS237 instructor. 2. Student has completed assignments to the satisfaction of MS340 instructor. 3. Student has reassessed in conjunction with personal interviews. 4. Student has reassessed in conjunction with personal interviews. 	After utilizing the "Life and Ministry" assessment in MS340 in the fall of 2021, I decided not to use "Becoming Established" in MS237 in the spring of 2022. I found that these resources are designed for use in a long-term relationship and would require me to sit down with each student and discuss his or her answers in order to derive any real benefit. There was some benefit for each MS340 student who did the self-evaluation, but due to time and class size, I have decided that these tools will not work for this purpose.	The Ministry Studies department is in conversation with Intercultural Studies department about this and he recommended a tool called the "Spiritual Transformation Inventory" developed by Dr. Todd Hall. We have both personally taken the inventory and are processing its value. We intend to propose utilizing it in a FYSE course, letting the student absorb the \$37 cost. This would allow all faculty the option of utilizing the results as desired.

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
<p>Christian Character (PLO1): The student has demonstrated the Christian Character qualities essential for Christian ministry.</p>	<p>Character is difficult to assess in our environment because so much of it is subjective. Ideally, we could spend more time and engage students in more conversation, even serve together. This is perhaps an opportunity to work with local church leaders who have known the students longer.</p>	<p>The tools I intended to use for this purpose simply will not work in the academic environment due to lack of time available.</p>	<p>Exploring the use of STI (Spiritual Transformation Inventory) as a possible tool for character assessment—or at least spiritual health (not necessarily the same thing).</p>	<p>After using the “Life and Ministry” assessment tool in MS340, it became clear that the tool was not designed for the traditional academic environment. It could be utilized to some degree in Senior Seminar and Internship when time might allow for more interaction.</p>	<p>The STI tool costs \$37 per individual (perhaps cheaper if CU approached for an institutional rate). The fee could be added to a course letting students absorb the cost. Time is also needed to explore whether this tool is indeed well-suited for this outcome.</p>

Intercultural Studies

	Program Title: Ministry Studies - Intercultural Studies			Program Director: Joshua 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 ministry leadership.	<ol style="list-style-type: none"> 1. Write a statement of faith and philosophy of missions ministry for the course IC459 based on the student's cumulative education at Calvary. 2. Pass the oral exam for IC459. 	<ol style="list-style-type: none"> 1. Use a rubric for each section of the paper. 2. Weekly meetings and progress reports with the professor. 3. Evaluation by professor and two other faculty members during the oral exam. 	<ol style="list-style-type: none"> 1. Students achieve a score of 80% or better on the paper, per the 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 student in areas of theology and philosophy of ministry. This is a strength of the program as well as the school.
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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: The student has demonstrated the Christian character qualities essential for Christian ministry,	The recognized problem is that there is no objective standardized tool for measuring growth in these areas.	While subjective means exist for measuring Christian character development, we have no objective measurement.	The Ministry Studies Department would like to utilize the Spiritual Transformation Inventory as an assessment tool for measuring this standard objectively.	Lack of an objective assessment tool.	<p>The Spiritual Transformation Inventory is available for purchase at: https://www.spiritualmetrics.co</p> <p>Individual Reports at \$37 each</p> <p>Group Reports require a \$600 registration fee +4.00 per administration. Additional group reports for a segment are \$300.</p> <p>The Ministry Studies Dept. Could investigate further to see if partnerships or other rates are available for institutions.</p>
Outcome 2: The student has demonstrated an understanding of the theology, theories, methodologies, and skills for effective Christian ministry leadership.	<p>IC459 – Written statement of faith and philosophy of ministry.</p> <p>IC459 – Oral Exam</p>	One student completed the course for this assessment period and met all necessary criteria.	No changes for this assessment period as the level of results does not provide sufficient data to support making changes.	See report above	No changes

Music

	Program Title: UG Music (Worship Arts)			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:
Outcome 1	-Articulate a Biblical philosophy of music applied to service in the church and world.	- Establish a sound, biblical philosophy, and foundation for the use of music in worship for the church, youth group, Christian school, and other settings -Write a final paper in MU443 -Plan, prepare, and present a music recital (and write program notes) during the senior year.	-Grade each project -Annual Assessment report	-All music UG majors must take and pass Music Philosophy and Leadership. Part of the coursework for the class includes a series of critiques of professional musicians and their job requirements. -95% of students will earn at least 85% (letter grade of B or higher) of the possible points from at least three faculty members.		

Graduate School Academic Programs

Organizational Development

	Program Title: Organizational Development			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 2	Exhibit professional skills of assessment, problem solving, and implementation through critical thought and synthesis from a biblical and historical perspective.	<p>1- Students will score a 20% or lower Turnitin similarity score to demonstrate originality along with 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 MBA626.</p> <p>2- Student will attain an exceptional level score (level 3) in the final assignment content area (comprising environmental pressure, technology, growth, culture/identity, structure, and resistance) per the assignment rubric on the final assignment in MBA626 addressing assessment, problem solving, and critical thinking</p>	<p>1- Turnitin scoring software</p> <p>2- Course Rubric for MBA626</p>	<p>1- 85% of students will attain a 20% or lower similarity score, thereby exhibiting originality and ethics in writing when performing assessments, problem solving, and implementation through critical thought and synthesis from a biblical and historical perspective in MBA626</p> <p>2- 85% of students will attain exceptional level score in the content area per the rubric on the final assignment in MBA626</p>	<p>1- 100% (4 out of 4) students who completed the course successfully and on-time scored 20% or lower Turnitin similarity score. The outcome was 15% above the threshold.</p> <p>2- 100% (4 out of 4) achieved an exceptional score (level 3) on final assignment content. The outcome was 15% above the threshold.</p>	<p>1- Turnitin will continue to be used in assessments to gather increased/rich data regarding learning outcomes.</p> <p>2- Assignment rubrics will continue to be used in assessments to gather increased/rich data regarding learning outcomes.</p>

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
All students who completed the course successfully and on-time scored 20% or lower on the Turnitin plagiarism checker. There was a 15% increase than projected.	Turnitin scoring MBA Assignment Scoring Rubric	15% increase than projected	Will continue to make use of final assignments to assess learning outcomes	Need to increase enrollment to obtain more data	More student enrollment in MSOD courses

Education

	Program Title: Education			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 2	exhibit the professional skills and personal abilities related to thinking critically, discussing constructively, and writing synthetically regarding biblical, historical, philosophical, and contemporary educational issues in leadership, curriculum, and instruction	Complete ED689 The Master's Project or ED690 The Master's Thesis	Use an evidence checklist	Each graduate student who enrolls in ED689 The Master's Project or ED690 The Master's Thesis achieves a score of B or above on their completed Educational Project or Thesis.	Three graduate students completed ED689 The Master's Project. All three graduate students earned a B or above on their completed Educational Project.	

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
#2	Evidence Checklist	All graduate students demonstrated mastery of this outcome.	I will continue to meet on a weekly basis with graduate students who are enrolled in ED689 or ED690.	Graduate students who participated in weekly meetings were able to complete their Master's Projects in nine weeks .	

Music

	Program Title: MS Worship Arts			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:
Outcome 1	Collaborate with other musicians and ministry professionals and demonstrate musical leadership and direction as they serve in the church and the world	Collaborate with others in artistically challenging ways: Annual Spring Concert -Develop advanced skills for understanding an element of music that reflects the student's particular area of specialization: MU 689 - Plan, prepare, and present a music recital with program notes: MU 691	Grade each project -Annual Assessment report	95% of students will earn at least 85% of the possible points from at least three faculty members.	.	.

Seminary Academic Programs

Bible and Theology

	Program Title: Master of Arts in Bible and Theology Program			Department Chair: 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 5	Learn and live out the biblical worldview	1. Write a research paper explaining the Biblical Worldview in the class RP601 Biblical Philosophy and Worldview	1. Use a rubric to grade the research paper. The rubric includes these topics: Biblical Epistemology. Theology Proper. Biblical Anthropology. Christology. Soteriology. Biblical Ethics. Biblical Socio-Political Thought. Eschatology.	1.70% of the students will receive a grade of A or B on the Biblical Worldview research paper	86% of students received an A or B on the Biblical worldview research paper	Have the students type out a detailed outline of the Biblical worldview research paper and turn it in before they write the paper

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

	Program Title: Master of Divinity			Department Chair: Dr. 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 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. The position papers reflect the outcome intended. 2. The rubric / grading process needs to be evaluated.	1. No changes needed. 2. The assignment rubric will be evaluated.

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
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. Grade point average was 96%. 2. Grade point average was 100%	1. None. 2. Refocus the rubric	1. N/A 2. Perfect scores	1. None 2. Grading criteria

Doctor of Philosophy in Bible and Theology

	Program Title: Ph.D. in Bible and Theology Program			Department Chair: 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 5	5. Advance Biblical and theological research and education	Write a dissertation proposal for BT702 Principles of Dissertation Research	Rubric to grade dissertation proposal	90% of the students will receive an A or B on the dissertation proposal	50% of the students received an A or B on the dissertation proposal	I will spend at least 2 weeks (6 hours of lecture) on the details of the dissertation proposal. I will change the assignments so students will work on parts of the dissertation proposal before submitting it

Institutional Situation Analysis

Administrative Units

For fiscal year 22, Calvary addressed several pressing issues to strengthen the cohesiveness among all departments and the job satisfaction rate among its current employees. The attrition rate for employees was less than desirable, which impacted our effectiveness in accomplishing the institution's mission. In addition, due to the high turnover rate, several important projects were either completed late or put on hold due to staffing needs.

One of the primary reasons for the high turnover rate was the below-average compensation of Calvary's employees. To address this issue, the board approved a pay increase for employees that would put Calvary's salary in the average range for an institution the size of Calvary. Moreover, the leadership at Calvary expects the morale and job performance will improve due to the pay increase, which will be tracked through performance reviews.

Financially, Calvary has made tremendous progress in improving its financial health. During fiscal year 22, the financial office worked on improving internal communications for students' satisfaction regarding student billing. To ensure students' bills are taken care of before the beginning of a class, specific procedures have been implemented that helped increase the communication between the appropriate departments for the finalization and payment of all fees related to attending Calvary as a student. Additionally, the finance department will improve the management of accounts receivable and the accuracy and quality of financial reports that are discussed with the President and his Cabinet.

Academically, Calvary University ensured a process by which the faculty approves any curricular changes that met the requirements of applicable industry standards and accreditation standards. To improve the process of curricular changes, the Academic Office developed a 25% change worksheet for faculty to complete that will aid Calvary in ensuring that curricular changes will not exceed the 25% rule established by one of Calvary's accrediting agencies. In addition, there will be greater concerted efforts to use assessment data to drive curriculum changes, which would aid Calvary in preparing students for ministry and the marketplace. A survey was conducted among Calvary's 2021 graduating class, and the results revealed that 76% of the graduates who responded to the survey obtained employment in a field directly or closely associated with their major.

In addition to curricular changes, the Academic Office created and implemented the First Year Student Experience program as a product of past assessments intending to sustain improvement in retention and enhance student engagement and integration into institutional culture. Calvary will continue to track the outcome measures of the program to evaluate the

impact on retention over time. A survey given to first-year students provided insights into students' views of the initiative and qualitative clues regarding acculturation.

The Athletic department has a significant role with helping Calvary increase its enrollment. To help increase enrollment, the coaches are extremely active with seeking and recruiting students who trust Jesus as their personal savior, who demonstrate godly character, and who have a desire to be in a Christ-like environment during their college years.

For fiscal 22, the Athletic department sought to increase student-athletes enrollment on campus by 25%, thus totaling 64 student-athletes on campus. To achieve this goal, the athletic department made a data-informed decision to include cross country as an additional sport; however, due to only offering an incentive based coaching agreement our coach/program did not continue. Additionally, a reduction in scholarship money made recruitment more difficult. As a result, Athletics will go into fiscal year 23 with around 45 student-athletes, which is comparable to fiscal year 22. The department is pursuing external funding to help with scholarships that would increase recruitment numbers.

The Development Office sought to grow the institution's brand through effective and efficient steward development strategies. To help accomplish the growth of Calvary's brand through the implantation of effective and efficient development strategies, the development team focused on growing the donor-based income in FY22 to 1.2 million. Although the institution's fundraising efforts did not meet the stated goal, fundraising revenue covered about 21% of the annual budget. Trend lines show monthly, event, alumni, and church giving growth. The Development Office will focus on strategies to increase corporate sponsorships, mid-level, planned, and major gifts.

The office of Institutional Effectiveness sought to help create a culture of institutional-wide assessments through training administrators who hold key positions, such as the deans and other department heads. A survey was designed to capture direct and indirect results on Calvary's assessment efforts, which was given to the IE Committee during the fall and spring semesters. The survey revealed that connecting assessment results with the budgeting process is imperative. In addition to the budgeting process, the survey also revealed that the IE committee needs more training with assessment procedures, which shows a lack of clear processes and procedures which should be used to guide their direct reports in their assessment efforts. Therefore, the institutional effectiveness manual will need to be revised and completed for FY 23.

The results mentioned above are from divisional plans that were created by members of the President's Cabinet. Each division has one or more department that is spearheaded by a department head, which is the direct report for a Cabinet member. Below describes the situation and growth of those departments that were evaluated for FY 22.

Calvary works hard to provide the necessary resources to help our students succeed. The Clark Academic Center is one of Calvary's academic support units to help our students excel in their

respective academic programs. During the fiscal year 2022, the Clark Academic Center focused on equipping staff to tutor students in specific subject areas. To help achieve this goal, the center established specific protocols for tutoring students in specific subject areas. Moreover, the center wanted to ensure that each tutor understood the protocols and expected that 100% of the tutors would understand the protocols. Although the center did not meet the intended outcome (4 out of 5), the assessment results revealed that the staff understood the protocols.

Moving forward, the center will include direct assessment measures to capture data that would reveal the competency of each tutor in tutoring students in specific subject matters. Also, there will be an increase in training for fiscal year 23. To this point, 60% of the faculty revealed that the students who used the center improved their subject matter. The center wants to increase the percentage from 60% to 70%.

The Registrar's Office, which is structured under the Chief Academic Officer, sought to model excellence by being accurate, efficient, and effective in handling academic records and procedures. To achieve this goal, the Registrar's office focused on making the list of course offerings available to students and the public in a timely manner. According to a survey that was given to Calvary's graduates in the spring of 2022, out of 110 respondents, 88 (80%) had a positive response to the registration process. Moving forward, the Registrar's office would like to increase this number to 85% and will like to decrease the number of late registrants.

In addition to the course schedule being made public in a timely manner to achieve the stated goal for FY 22, the Registrar's office sought to work with the Academic Advisors office to ensure students have registered for necessary courses leading to graduation and to ensure that students are on track to complete their degree program. Fall graduates' degree audits were completed in Cycle 2 and students were able to complete their coursework. Spring students had their degree audits completed early in Cycle 4 and were informed of their progress toward completing their degree. To enhance this process, the Registrar's office is working with the IT Department, and the Academic Advisors to set up the degree audits in Populi.

Academic Units

During the fiscal year of 2022, Calvary assessed its previous assessment plan and activities, which resulted in newly developed institutional learning outcomes (ILOs), instructions for writing measurable program learning outcomes (PLOs), the necessity of developing appropriate assessment tools for measuring the achievement of program learning outcomes, and the importance creating a metric to evaluate students' demonstration of achieving a specific program learning outcome. To make the assessment process more efficient and effective, Calvary moved away from assessing every PLO annually and instructed departments to assess no more than two program learning outcomes for the fiscal year 2022. The process yielded data that supports growth in the faculty's understanding of assessments, and areas for Calvary to

improve in providing leadership development for Deans and Department Chairs. The process also revealed some underdeveloped programs that the Chief Academic Officer will address.

In addition to underdeveloped programs, the assessment process informed Calvary that rubrics for assessing key assignments for assessment purposes either lacked a rubric (metric) or had to reevaluate the rubric for a specific key assignment because it was not fully developed. This issue will be addressed as each academic program must evaluate its learning outcomes to ensure they align with the newly created ILOs. This process will have faculty engage in curriculum mapping where assessment and evaluation issues will be addressed.