CALVARY UNIVERSITY

2024-2025 Institutional Assessment Report

Academic Office

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www.calvary.edu

Contents

Introduction

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

Purpose of Report

This document is a report on the effectiveness of the institution, which is represented by several academic and non-academic departments for the academic year 2024-2025. To show continuous improvement, the departments represented in this document have recorded the results of assessment measures along with how the data will be used for improvement. All information presented in this report has been viewed and discussed by the executive leadership of the institution and necessary changes for improvement will be tracked by designated department heads and program chairs. The presentation of this information is to keep transparency between the institution and all stakeholders for the purpose of accountability and growth. Calvary strives to examine everything carefully so that we may do what is good for the glory of God (1 Thess. 5:21; 1 Corinth 10:31).

Summary of Changes from Assessment – 2024-2025

The following list summarizes some of the changes made because of assessment by academic and administrative departments and committees at Calvary University during the 2024-2025 academic year.

Department	Identified Change	Evidence / Source Document
Education	Creation of non-certification tracks for students pursuing education degrees, but who do not wish to attain state certification.	Education Department Assessment Report
Biblical & Theology	The Bible and Theology department identified an issue that emerged from the results of the 2025 Student Satisfaction Inventory (SSI) which resulted in a 14% gap between students' expectation regarding being welcomed regardless of their theological outlook and their actual experience. The Bible Department indicates that they plan to improve communication with students with a view toward mentorship.	2025 SSI Results
Business Department	Enhance the use of practical experience as an essential component of business majors' education. This was initially a recommendation from the 2024 Graduating Student (Undergraduate) survey implemented in 2024-2025, but with ongoing impact.	2024 Undergraduate Graduating Student Survey
Academic Office	Creation of RISE (a student success improvement program) to foster student success for students entering the University on Academic Supervision. The need for this initiative was identified in the 2025 Student Success Improvement Plan.	2025 Academic Office Assessment Report; 2025 Student Success Improvement Plan
English Department	Begin experimenting with the use of video as a means of delivering written compositions; this assessment is based on emerging trends to reach a wider range of audiences.	English Department Assessment Report
Academic Office	Based on issues encountered with the traditional first, second, third, fourth year student body organization (with faculty advisors) this year, the Faculty Senate recommended moving to a three-house system with the student body divided into three houses. The concept would allow first-year students the opportunity to observe and benefit from upper-level student experiences in planning and organizing events, as well as to acclimatize.	ACC Minutes, 5/6/2025

Department	Identified Change	Evidence / Source Document
Athletic Department	Initiate a student-athlete tutor to help athletes during away trips. Recommendation was based on the successful use of a volunteer student during the 2024-2025 academic year.	Athletics Department Assessment Report
Burnham Center	The Burnham Center plans to offer a workshop for local churches in the fall and free access to an online version of Introduction to Mission.	Burnham Center Assessment Report
General Studies	The General Studies Department will combine two first-semester classes (COM110 and GE100) into a single course (GE101) entitled Warrior Seminar (based on faculty recommendation). The goal of the course is to provide the groundwork necessary for a successful college experience, including planning and executing assignments, use of the library, and use of the Clark Academic Center (CAC).	ACC, 2/4/2025
Security	Security identifies a need to better train guards and campus personnel to respond to emergencies. This will need specialized attention and further development over the course of the 2025-2026 school year.	Security Assessment Report
Student Affairs	Student Affairs will ask the Cabinet to approve funding for The Green Bandana Project, which will allow Student Affairs to present mental health training opportunities to students, faculty, and staff. A core group of students will obtain certification in this and will provide assistance to students.	Student Affairs Assessment Report

Institutional Learning Outcomes

The following ILOs were approved by the Board of Trustees for implementation in the 2022-2023 academic year.

Students will be able to:

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

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ILO 1 – Construct Sound Conclusions

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

Measures. Practical Christian Ministry (PCM) Mentor Evaluation Results, Graduating Student Survey, ETS Proficiency Profile (EPP), Undergraduate Capstone Performance, and Graduate Capstone Performance.

PCM Mentor Evaluations. The University employs a Practical Christian Ministry (PCM) program to fulfill the Ministry Formation standard promulgated by the Association of Biblical Higher Education Standard 11b. The program requires student self-evaluation and mentor evaluation for each semester completed. Mentor Evaluation Item #3 asks the mentor to assess the students' "Ability to work through weaknesses. Mentor Evaluation Item #8 asks the mentor to assess the students' "Handling difficult situations." Data for 2024 graduates is presented in Table 1-1. Please note that some graduating students completed their PCM requirements prior to spring 2024 so their results are not reported.

Table 1-1 Spring 2024 PCM Mentor Evaluation for Items 3 and 8 Results (N=25)					
Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #3 (*n*=25)	14 (56.0%)	8 (32.0%)	3 (12.0%)	0 (0%)	0 (0%)
Item #8 (*n*=25)	10 (40.0%)	14 (56.0%)	1 (4.0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 70% of students receive a 4 or 5 from their mentors in evaluating their PCM performance. The results for the PCM Mentor Evaluation regarding this ILO are:
- 22 out of 25 (88%) scored a 4 or 5 for their ability to work through weakness.
- 24 out of 25 (96%) scored a 4 or 5 for their ability to handle difficult situations.

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

Table 1-2					
Spring 2024 Graduating Student Survey (N=43)					
"Calvary has prepared me to construct sound conclusions from quantitative & qualitative data."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n=37*)	8 (21.6%)	15 (40.5%)	11 (30.0%)	3 (8.1%)	0 (0%)
Graduate Responses (*n=8*)	4 (50%)	3 (37.5%)	1 (12.5%)	2 (18.2%)	0 (0%)

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

- 23 out of 37 (62.2%) of undergraduate students scored the University at a 4 or 5.
- 7 out of 8 (87.5%) of graduate students scored the University at a 4 or 5.

ETS Proficiency Profile (EPP). The EPP is a general education outcomes assessment of core skills used by Calvary University to demonstrate program effectiveness, assessing and demonstrating student learning. The ETS measures outcomes for critical reading, thinking, writing, mathematics, humanities, social sciences and natural sciences compared to national averages.

Table 1-3				
Calvary University ETS Test Results - Spring 2024				
Subject Area	**2023 National (*N=207,033*)**	**2024 Calvary (*n=20*)**	**National Standard Deviation**	**Variation from National Mean**
Reading	115.10	117.30	2.6	2.20
Critical Thinking	109.80	111.80	2.1	2.00
Writing	112.40	114.65	1.9	2.25
Mathematics	111.80	111.25	2.2	-0.55
Humanities	113.80	115.55	2.1	1.75
Social Sciences	111.80	113.30	2.1	1.50

Table 1-3				
Calvary University ETS Test Results - Spring 2024				
Subject Area	**2023 National (*N*=207,033)**	**2024 Calvary (*n*=20)**	**National Standard Deviation**	**Variation from National Mean**
Natural Sciences	113.40	115.35	2.0	1.95
Summary of Scores	436.10	441.05	8.4	4.95

The University benchmark for critical thinking is that Calvary graduates score 0.5 above the mean or higher in each area of the EPP.

- Calvary graduates scored 2.20 data points above the mean for reading.
- Calvary graduates scored 2.00 data points above the mean in critical thinking.
- Calvary graduates scored 2.25 data points above the mean for writing and above the first standard deviation.
- Calvary graduates scored 0.55 data points below the mean for mathematics but well within one standard deviation.
- Calvary graduates scored 1.75 data points above the mean for humanities.
- Calvary graduates scored 1.50 data points above the mean for social sciences.
- Calvary graduates scored 1.94 data points above the mean for natural sciences.

Capstone and Research Assignments. Students complete a capstone assignment as part of their academic program. Capstones include requirements to assess and process data within their discipline which may emphasize either qualitative or quantitative data. Table 1-4 displays faculty evaluation of the student capstone project outcomes (undergraduate and graduate).

Table 1-4					
Capstone and Research Evaluation Results (N=41)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Undergrad Capstone Outcomes (*n*=34)	26 (76.4%)	4 (11.8%)	4 (11.8%)	0 (5%)	0 (0%)
Graduate Capstone Outcomes (*n*=7)	6 (85.7%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)

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

- 30 out of 34 (88.2%) of undergraduate students scored 80% or higher on their capstone project.
- 7 out of 7 (100%) of graduate students scored 80% or higher on their capstone project.

Summary. Table 1-5 displays a summary of assessment results for ILO 1.

Table 1-5
Summary of Assessment Items for ILO 1

Item	Benchmark Met?	Conclusion
PCM Mentor Item #3	Yes	University benchmark is 70% of measurements must be met. Eleven out of thirteen (11/13) (84.6%) of the items for this ILO were met which means the ILO was met.
PCM Mentor Item #8	Yes	
Graduating Student Survey Undergrad Item regarding construct sound conclusions from quantitative & qualitative data	No	
Graduating Student Survey Graduate Item regarding construct sound conclusions from quantitative & qualitative data	Yes	
EPP Results for Reading	Yes	
EPP Results for Critical Thinking	Yes	
EPP Results for Writing	Yes	
EPP Results for Mathematics	No	
EPP Results for Humanities	Yes	
EPP Results for Social Science	Yes	
EPP Results for Natural Science	Yes	
Undergraduate Capstone Outcomes	Yes	
Graduate Capstone Outcomes	Yes	

ILO 2 – Demonstrate Sound Research Capabilities

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

Measures: Graduating Student Survey, Undergraduate Performance on Capstone Projects, Graduate Performance on Capstone Projects, Graduate Performance on Research Assignments, and ETS Proficiency Profile (EPP).

Graduating Student Survey. Calvary conducts surveys at the conclusion of each academic year for students graduating from the University. The University assessed four survey items against this ILO from the Graduating Student Survey: "Conduct biblical research," "Preparedness to biblically evaluate different philosophies and cultures," and "Understanding and applying the scientific principles and methods" (undergraduate), and "recognizing assumptions, making logical inferences, and reaching the correct conclusions" (graduate).

Table 2-1 Spring 2024 Graduating Student Survey (N=46) "Calvary has prepared me to conduct biblical research."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n*=38)	18 (47.4%)	18 (47.4%)	2 (5.2%)	0 (0%)	0 (0%)
Graduate Responses (*n*=8)	6 (75%)	0 (0%)	2 (25%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Student Survey regarding this ILO are:
- 36 out of 38 (94.7%) of undergraduate students scored the University at a 4 or 5.
- 6 out of 8 (75.0%) of graduate students scored the University at a 4 or 5.

Table 2-2 Spring 2024 Graduating Student Survey (N=46) "Calvary has prepared me to biblically evaluate different philosophies and cultures."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n=38*)	17 (44.7%)	16 (42.1%)	3 (7.9%)	2 (5.3%)	0 (0%)
Graduate Responses (*n=8*)	6 (75%)	1 (12.5%)	1 (12.5%)	0 (0%)	0 (0%)

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

- 33 out of 38 (86.8%) of undergraduate students scored the University at a 4 or 5.
- 7 out of 8 (87.5%) of graduate students scored the University at a 4 or 5.

Table 2-3 Spring 2024 Graduating Student Survey (N=35) "Calvary has prepared me to understand and apply scientific principles and methods."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n=35*)	4 (11.4%)	12 (34.3%)	13 (37.1%)	6 (17.1%)	0 (0%)

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

- 16 out of 35 (45.7%) of undergraduate students scored the University at a 4 or 5.

Table 2-4 Spring 2024 Graduating Student Survey (N=8) "Calvary has prepared professionally to recognize assumptions, make logical inferences, and reach the correct conclusions."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Graduate Responses (*n*=8)	3 (37.5%)	4 (50.0%)	1 (12.5%)	0 (0%)	0 (0%)

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

- 7 out of 8 (87.5%) of graduate students scored the University at a 4 or 5.

Capstone and Research Assignments. Students complete a capstone assignment as part of their academic program. Capstones include requirements to assess and process data within their discipline which may emphasize either qualitative or quantitative data. Additionally, most graduate students complete specific research related requirements. Table 2-5 displays faculty evaluation of the student capstone project outcomes (undergraduate and graduate) and graduate research outcomes.

Table 2-5 Capstone and Research Evaluation Results (N=41)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Undergrad Capstone Outcomes (*n*=34)	26 (76.4%)	4 (11.8%)	4 (11.8%)	0 (5%)	0 (0%)
Graduate Capstone Outcomes (*n*=7)	6 (85.7%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)

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

- 30 out of 34 (88.2%) of undergraduate students scored 80% or higher on their capstone project.
- 7 out of 7 (100%) of graduate students scored 80% or higher on their capstone project.

ETS Proficiency Profile (EPP). The EPP is a general education outcomes assessment of core skills used by Calvary University to demonstrate program effectiveness, assessing and demonstrating student learning. The ETS measures outcomes for critical reading, thinking, writing, mathematics, humanities, social sciences and natural sciences compared to national averages.

Table 2-6				
Calvary University ETS Test Results - Spring 2024				
Subject Area	**2023 National (N=207,033)**	**2024 Calvary (n=20)**	**National Standard Deviation**	**Variation from National Mean**
Reading	115.10	117.30	2.6	2.20
Critical Thinking	109.80	111.80	2.1	2.00
Writing	112.40	114.65	1.9	2.25
Mathematics	111.80	111.25	2.2	-0.55
Humanities	113.80	115.55	2.1	1.75
Social Sciences	111.80	113.30	2.1	1.50
Natural Sciences	113.40	115.35	2.0	1.95
Summary of Scores	436.10	441.05	8.4	4.95

The University benchmark for critical thinking is that Calvary graduates score 0.5 above the mean or higher in each area of the EPP.

- Calvary graduates scored 2.20 data points above the mean for reading.
- Calvary graduates scored 2.00 data points above the mean in critical thinking.
- Calvary graduates scored 2.25 data points above the mean for writing and above the first standard deviation.
- Calvary graduates scored 0.55 data points below the mean for mathematics but well within one standard deviation.
- Calvary graduates scored 1.75 data points above the mean for humanities.
- Calvary graduates scored 1.50 data points above the mean for social sciences.
- Calvary graduates scored 1.94 data points above the mean for natural sciences.

Summary. Table 2-7 displays a summary of assessment results for ILO 2.

Table 2-7
Summary of Assessment Items for ILO 2

Item	Benchmark Met?	Conclusion
Graduating Student Survey Item "Biblical research" (Undergraduate)	Yes	University benchmark is 70% of measurements must be met. Thirteen out of fifteen (13/15) (86.7%) of the items for this ILO were met which means the ILO was met. However, graduate students scored below standard on doing biblical research and undergraduate students indicated a lack of confidence in their ability to employ the scientific method. Further, the ETS exam results indicated Calvary graduates performed well above the national average except in mathematics, where students scored slightly below the national average.
Graduating Student Survey Item "Biblical research" (Graduate)	No	
Graduating Student Survey Item "Evaluating philosophies and cultures" (Undergraduate)	Yes	
Graduating Student Survey Item "Evaluating philosophies and cultures" (Graduate)	Yes	
Graduating Student Survey Item "Scientific principles and methods" (Undergraduate)	No	
Graduating Student Survey Item "Assumptions, inferences and Conclusions" (Graduate)	Yes	
Undergraduate Capstone	Yes	
Graduate Capstone	Yes	
EPP Results for Reading	Yes	
EPP Results for Critical Thinking	Yes	
EPP Results for Writing	Yes	
EPP Results for Mathematics	No	
EPP Results for Humanities	Yes	
EPP Results for Social Science	Yes	
EPP Results for Natural Science	Yes	

ILO 3 – Grammatical Historical Biblical Interpretation

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

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

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

Table 3-1
Spring 2024 Graduating Student Summary ABHE Test Results Compared to the National Average (Calvary Students N=47)

General Bible			Bible Teaching		
Subject	**National**	**Calvary**	**Subject**	**National**	**Calvary**
Acts	67%	75%	Gen Bible Knowledge	72%	76%
Whole Bible	75%	80%	Bible Genre	64%	66%
General Epistles	60%	63%	Christology	69%	75%
Gospels	70%	75%	Covenant	67%	77%
Pauline	66%	75%	Eschatology	83%	90%
Revelation	77%	74%	NT Gen Knowledge	68%	76%
Historical Books	67%	71%	NT Vocabulary	68%	74%
Pentateuch	75%	82%	OT Gen Knowledge	65%	71%
Prophets	59%	67%	OT Vocabulary	79%	85%
Psalms & Wisdom Lit	60%	62%	Revelation	77%	80%

Table 3-1 Spring 2024 Graduating Student Summary ABHE Test Results Compared to the National Average (Calvary Students N=47)						
General Bible			**Bible Teaching**		
Subject	**National**	**Calvary**	**Subject**	**National**	**Calvary**
			Soteriology	72%	75%
			Theology	74%	85%
Mean Scores	67.60%	72.40%	Mean Scores	71.50%	77.50%

Table 3-2 Graduating Student ABHE Exam Scores by Percentile (N=34)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Student Distribution	6 (17.6%)	6 (17.6%)	11 (32.3%)	6 (17.6%)	5 (14.7%)
Distribution above & below 60%	60% and above – 29 (85.29%)				Below 60% 5 (14.7%)

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

- 29 (85.29%) of the graduates achieved a 60% or higher average ABHE Bible Knowledge Exam score.

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

Table 3-3 Spring 2024 Graduating Student Survey (N=49) "Calvary has prepared me to live according to a biblical worldview."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate Responses (*n*=38)	17 (44.7%)	18 (54.5%)	3 (7.9%)	0 (0%)	0 (0%)

Table 3-3 Spring 2024 Graduating Student Survey (N=49) "Calvary has prepared me to live according to a biblical worldview."					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Graduate Responses (*n=8*)	6 (75.0%)	1 (12.5%)	1 (12.5%)	0 (0%)	0 (0%)

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

- 35 out of 38 (91.1%) of undergraduate students scored the University at a 4 or 5.
- 7 out of 8 (87.5%) of graduate students scored the University at a 4 or 5.

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

Table 3-3 Hermeneutic Assignment Evaluation Results (N=46)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Undergrad Outcomes (*n=39*)	28 (71.8%)	8 (20.5%)	3 (7.7%)	0 (0%)	0 (0%)
Graduate Outcomes (*n=7*)	7 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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

- 36 out of 39 (92.3%) of undergraduate students scored 80% or higher on hermeneutics assignments.
- 7 out of 7 (100%) of graduate students scored 80% or higher on hermeneutics assignments.

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

Table 3-4 Summary of Assessment Items for ILO 3		
Item	Benchmark Met?	Conclusion
ABHE Bible Exam Results	Yes	University benchmark is 70% of measurements must be met. Five out of five (5/5) (100%) of this ILO items were met, which means the ILO was met.
Graduating Student Survey Item "Biblical worldview" (Undergraduate)	Yes	
Graduating Student Survey Item "Biblical worldview" (Graduate)	Yes	
Undergraduate hermeneutics	Yes	
Graduate hermeneutics	Yes	

ILO 4 – Serve with Excellence

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

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

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

Table 4-1
Spring 2023 PCM Mentor Evaluation for All Items (N=25)

Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #1 Ability to admit mistakes (*n*=25)	15 (60.0%)	8 (32.0%)	2 (8.0%)	0 (0%)	0 (0%)
Item #2 Ability to give suggestions (*n*=25)	16 (64.0%)	6 (24.0%)	4 (16.0%)	0 (0%)	0 (0%)
Item #3 Ability to work through weakness (*n*=25)	14 (56.0%)	8 (32.0%)	3 (12.0%)	0 (0%)	0 (0%)
Item #4 Attendance (*n*=25)	19 (76.0%)	5 (20.0%)	1 (4.0%)	0 (0%)	0 (0%)
Item #5 Care for others (*n*=25)	15 (60.0%)	10 (40.0%)	0 (0%)	0 (0%)	0 (0%)

Table 4-1 Spring 2023 PCM Mentor Evaluation for All Items (N=25)					
Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #6 Engaging in their ministry (*n*=25)	17 (68.0%)	7 (28.0%)	1 (4.0%)	0 (0%)	0 (0%)
Item #7 Flexibility (*n*=25)	15 (60.0%)	9 (36.0%)	1 (4.0%)	0 (0%)	0 (0%)
Item #8 Handling a difficult situation (*n*=25)	10 (40.0%)	14 (56.0%)	1 (4.0%)	0 (0%)	0 (0%)
Item #9 Honesty (*n*=25)	21 (84.0%)	4 (16.0%)	0 (0%)	0 (0%)	0 (0%)
Item #10 Openness to suggestions (*n*=25)	18 (72%)	7(28.0%)	0 (0%)	0 (0%)	0 (0%)
Item #11 Predictable positive attitude (*n*=25)	15 (60.0%)	9 (36.0%)	1 (4.0%)	0 (0%)	0 (0%)
Item #12 Preparedness (*n*=25)	13 (52.0%)	12 (48.0%)	0 (0%)	0 (0%)	0 (0%)
Item #13 Responsibility (*n*=25)	20 (80.0%)	5 (20.0%)	0 (0%)	0 (0%)	0 (0%)
Item #14 Teachable (*n*=25)	16 (64.0%)	9 (36.0%)	0 (0%)	0 (0%)	0 (0%)
Item #15 Treating everyone with equal respect (*n*=25)	20 (80.0%)	5 (20.0%)	0 (0%)	0 (0%)	0 (0%)

Table 4-1
Spring 2023 PCM Mentor Evaluation for All Items (N=25)

Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #16 Willingness to help (*n*=25)	20 (80.0%)	4 (16.0%)	1 (4.0%)	0 (0%)	0 (0%)
Item #17 Communicates effectively (*n*=25)	16 (64.0%)	8 (32.0%)	1 (4.0%)	0 (0%)	0 (0%)

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

Table 4-2
Spring 2024 PCM Mentor Scoring Summary for ILO 4 (N=25)

Mentor Item #	Students Achieving Standard	Total Students	Percent Achieving Standard (2024)	Percent Achieving Standard (2023)
1	23	25	92.0%	90.48%
2	22	25	88.0%	76.19%
3	22	25	88.0%	90.48%
4	24	25	96.0%	100.00%
5	25	25	100.0%	100.00%
6	24	25	96.0%	100.00%
7	24	25	96.0%	85.71%
8	24	25	96.0%	80.95%
9	25	25	100.0%	100.00%
10	25	25	100.0%	100.00%
11	24	25	96.0%	95.24%
12	25	25	100.0%	95.24%

Table 4-2
Spring 2024 PCM Mentor Scoring Summary for ILO 4 (N=25)

Mentor Item #	Students Achieving Standard	Total Students	Percent Achieving Standard (2024)	Percent Achieving Standard (2023)
13	25	25	100.0%	*100.00%*
14	25	25	100.0%	*100.00%*
15	25	25	100.0%	*100.00%*
16	24	25	96.0%	*100.00%*
17	24	25	96.0%	*85.71%*
Mean	*24.1*	*25*	*96.5%*	*96.5%*

Graduating Student Survey. Calvary conducts graduating Student surveys at the conclusion of each academic year for students graduating from the University. The University assessed the undergraduate survey area: "Calvary prepared me professionally for employment" and "the graduate survey items "Calvary has prepared me professionally for ministry" and "Calvary has prepared me professionally for employment."

Table 4-3
Spring 2024 Graduating Student Survey (N=46)
Impact of a Calvary education on ability to minister and work in the graduate's chosen profession.

Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Undergraduate "prepared for employment" responses (*n*=38)	11 (28.9%)	21 (55.3%)	5 (13.1%)	1 (2.6%)	0 (0%)
Undergraduate "prepared me professionally for ministry (*n*=38)	18 (47.4%)	16 (42.1%)	4 (10.5%)	0 (0%)	0 (0%)
Graduate Responses	5 (62.5%)	2 (25.0%)	1 (12.5%)	0 (0%)	0 (0%)

Table 4-3 Spring 2024 Graduating Student Survey (N=46) Impact of a Calvary education on ability to minister and work in the graduate's chosen profession.					
Measure	5	4	3	2	1
Description	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
"prepared me for ministry" (*n*=8)					
Graduate Responses "prepared me professionally for employment" (*n*=8	3 (37.5%)	4 (50.0%)	1 (12.5%)		

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

- 32 out of 38 (84.2%) of undergraduate students scored the University at a 4 or 5 for employment preparation.
- 34 out of 38 (89.5%) of the undergraduate students scored the University at 4 or 5 for ministry preparation.
- 7 out of 8 (87.5%) of graduate students scored the University at a 4 or 5 for ministry preparation.
- 7 out 8 (87.5%) of graduate students scored the University at a 4 or 5 for professional preparation.

Capstone and Research Assignments. Students complete a capstone assignment as part of their academic program. Capstones include requirements to assess and process data within their discipline which may emphasize either qualitative or quantitative data. Additionally, most graduate students complete specific research related requirements. Table 2-5 displays faculty evaluation of the student capstone project outcomes (undergraduate and graduate) and graduate research outcomes.

Table 4-4 Capstone and Research Evaluation Results (N=41)					
Percentiles	90-100%	80-89%	70-79%	60-69%	Under 60%
Undergrad Capstone Outcomes (*n*=34)	26 (76.4%)	4 (11.8%)	4 (11.8%)	0 (5%)	0 (0%)
Graduate Capstone Outcomes (*n*=7)	6 (85.7%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)

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

- 30 out of 34 (88.2%) of undergraduate students scored 80% or higher on their capstone project.
- 7 out of 7 (100%) of graduate students scored 80% or higher on their capstone project.

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

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

ILO 5 – Discipling Relationships and Servant Leadership

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

Measures: Graduating Student Survey, PCM Mentor Evaluations.

Graduating Student Survey. Calvary conducts graduating Student surveys at the conclusion of each academic year for students graduating from the University. The University assessed undergraduate and graduate students in the following: "How has Calvary equipped and encouraged you to be effective in ministry by employing principles of servant leadership?"

Table 5-1 Spring 2023 Graduating Student Survey (N=53) "How has Calvary equipped and encouraged you to be effective in ministry by employing principles of servant leadership"					
Measure	5	4	3	2	1
Description	A great deal	A lot	A moderate amount	A little	Very little
Undergraduate Responses (*n=46*)	18 (39.1%)	16 (34.7%)	9 (19.6%)	2 (4.3%)	1 (2.1%)
Graduate Responses (*n=7*)	4 (57.1%)	3 (42.8%)	0 (0%)	0 (0%)	0 (0%)

The University benchmark for these items is a minimum of 80% of students score the University at a 4 or 5 in the assessment area. The results for the Graduating Student Survey regarding this ILO are:
- 34 out of 46 (73.9%) of undergraduate students scored the University at a 4 or 5.
- 7 out of 7 (100.0%) of graduate students scored the University at a 4 or 5.

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

Table 5-2					
Spring 2023 PCM Mentor Evaluation for All Items (N=21)					
Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #1 Ability to admit mistakes (*n*=25)	15 (60.0%)	8 (32.0%)	2 (8.0%)	0 (0%)	0 (0%)
Item #4 Attendance (*n*=25)	19 (76.0%)	5 (20.0%)	1 (4.0%)	0 (0%)	0 (0%)
Item #5 Care for others (*n*=25)	15 (60.0%)	10 (40.0%)	0 (0%)	0 (0%)	0 (0%)
Item #9 Honesty (*n*=25)	21 (84.0%)	4 (16.0%)	0 (0%)	0 (0%)	0 (0%)
Item #10 Openness to suggestions (*n*=25)	18 (72.0%)	7(28.0%)	0 (0%)	0 (0%)	0 (0%)
Item #11 Predictable positive attitude (*n*=25)	15 (60.0%)	9 (36.0%)	1 (4.0%)	0 (0%)	0 (0%)
Item #12 Preparedness (*n*=25)	13 (52.0%)	12 (48.0%)	0 (0%)	0 (0%)	0 (0%)
Item #13 Responsibility (*n*=25)	20 (80.0%)	5 (20.0%)	0 (0%)	0 (0%)	0 (0%)
Item #14 Teachable (*n*=25)	16 (64.0%)	9 (36.0%)	0 (0%)	0 (0%)	0 (0%)
Item #15 Treating everyone with equal respect (*n*=25)	20 (80.0%)	5 (20.0%)	0 (0%)	0 (0%)	0 (0%)

Table 5-2
Spring 2023 PCM Mentor Evaluation for All Items (N=21)

Measure	5	4	3	2	1
Description	Strength	Approaching Strength	Neutral	Approaching Weakness	Weakness
Item #16 Willingness to help (*n=25*)	20 (80.0%)	4 (16.0%)	1 (4.0%)	0 (0%)	0 (0%)

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

Table 5-3
Spring 2024 PCM Mentor Scoring Summary for ILO 4 (N=25)

Item #	Students Achieving Standard	Total Students	Percent Achieving Standard 2024	*Percent Achieving Standard 2023*
1	23	25	92.0%	*90.48%*
4	24	25	96.0%	*100.00%*
5	25	25	100.0%	*100.00%*
9	25	25	100.0%	*100.00%*
10	25	25	100.0%	*100.00%*
11	24	25	96.0%	*95.24%*
12	25	25	100.0%	*95.24%*
13	25	25	100.0%	*100.00%*
14	25	25	100.0%	*100.00%*
15	25	25	100.0%	*100.00%*
16	24	25	96.0%	*100.00%*
Mean	*20.64*	*25*	*98.18%*	*98.27%*

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

Table 5-4 Summary of Assessment Items for ILO 5		
Item	Benchmark Met?	Conclusion
Graduating Student Survey Undergraduate equipped for servant leadership	No	University benchmark is 70% of measurements must be met. Twelve out of thirteen (12/13) (92.3%) of this ILO items were met, which means the ILO was met. However, 26.1% of the undergraduate students indicated that they did not perceive Calvary as equipping and encouraging them to be effective in ministry by employing principles of servant leadership.
Graduating Student Survey Graduate Item on equipped for servant leadership	Yes	
PCM Mentor Item #1	Yes	
PCM Mentor Item #4	Yes	
PCM Mentor Item #5	Yes	
PCM Mentor Item #9	Yes	
PCM Mentor Item #10	Yes	
PCM Mentor Item #11	Yes	
PCM Mentor Item #12	Yes	
PCM Mentor Item #13	Yes	
PCM Mentor Item #14	Yes	
PCM Mentor Item #15	Yes	
PCM Mentor Item #16	Yes	

ILO Summary

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

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

The results of the 2023-2024 assessment of ILOs indicate that Calvary graduates meet the Board expectations for completion of their programs. Items of note include the following.

1. The University reinitiated use of the ETS Proficiency Profile. Results of the EPP indicate that Calvary graduates perform well when compared to their counterparts in all areas except mathematics.
2. Less than 80% of undergraduate (62.2%) students indicated that they felt prepared to construct sound conclusions from quantitative & qualitative data.
3. Only 45.7% of undergraduates believed they are prepared to understand and apply scientific principles and methods.
4. Less than 80% of graduate students (75%) indicated they were prepared to conduct biblical research.
5. Less than 80% (73.9%) of undergraduate students indicated that they were equipped and encouraged you to be effective in ministry by employing principles of servant leadership

Academic Units: College

Bible and Theology

Bible and Theology Program Mission Statement: The Bible and Theology Program engages students to prepare them to do inductive Bible study, analyze and synthesize the 66 books of the Bible, define and defend the major doctrines of Christianity, evaluate critically different interpretations of the Bible and theology, and develop and live out the biblical worldview.

Bible and Theology Program Learning Outcomes (PLOs): Students will be able to:
1. Practice the inductive method of Bible study and execute exegetical analysis on Scripture based on a literal, grammatical, and historical hermeneutic
2. Explain the themes, purposes, and outlines of the 66 books of the Bible
3. Define and defend the major doctrines of Christianity
4. Critically evaluate different interpretative issues in Bible and Theology
5. Articulate the biblical worldview and live as servant-leaders in the church and in the world

Program Title: Bible and Theology				Ian Bacon		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 1	Practice the inductive method of Bible study and execute exegetical analysis on Scripture based on a literal,	Write a paper on a parable of Jesus in BI115 - Write an	-Use a rubric detailing the necessary criteria. -Use a rubric detailing	75% of BITH students will achieve a 90% or higher grade 75% of BITH students will achieve a 90% or higher grade		

Program Title: Bible and Theology				Ian Bacon		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
	grammatical, and historical hermeneutic	exegetical paper in BI459	the necessary criteria.	75% of BITH students will achieve a 90% or higher grade		
		-Write an inductive study of the gospel of John BI224	-Use a rubric detailing the necessary criteria.			
PLO 2		-				
	Explain the themes, purposes, and outlines of the 66 books of the Bible	A paper on the book of Genesis BI120 and BI343	Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade		
		-A PowerPoint presentation on New Testament book BI130	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade		
		-Students will take an ABHE	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade		

Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
		Bible exit exam (indirect)				
PLO 3						
	Define and defend the major doctrines of Christianity	-Write a Paper on doctrinal beliefs on bibliology, theology proper, and pneumatology in TH220	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade	80% of BITH students achieved a 90% or higher in TH220	In TH220, the improvement that needs to be made is that all students due the assessed assignment
		-Write a research paper on the deity of Christ TH221	-Use a rubric detailing the necessary criteria.	75% of BITH students will achieve a 90% or higher grade	100% of BITH students achieved a 90% or higher in TH222	
		-Exam on Eschatology TH222	-Use grade scale criteria to determine grade	75% of BITH students will achieve a 90% or		
		2025 ABHE Bible Exam (specifically the theology portion)				
PLO 4	Critically evaluate different interpretative	-Compete a critical paper on a Christian thinker in RP445	-Use a rubric detailing the necessary criteria	75% of BITH students will achieve a 90% or higher grade		

Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
	issues in Bible and Theology	-Write a defending Christianity paper TH346 -Write a paper on a Biblical case study RP341	-Use a rubric detailing the necessary criteria -Use a rubric detailing the necessary criteria	75% of BITH students will achieve a 90% or higher grade 75% of BITH students will achieve a 90% or higher grade		
PLO 5	Articulate the biblical worldview and live as servant-leaders in the church and in the world	-Write a Defining Biblical Worldview Paper in TH346 -Complete 50 applications from reading of NT in BI130 -Complete a prayer/devotional journal in TH111	Use a rubric detailing the necessary criteria -Use a rubric detailing the necessary criteria -Use a rubric detailing the necessary criteria	75% of BITH students will achieve a 90% or higher grade 75% of BITH students will achieve a 90% or higher grade 75% of BITH students will achieve a		

ASSESSMENT CALENDAR

Academic Year	PLOs	Assessments
2024-2025	#3	
2025-2026	#4	

ASSESSMENT QUESTIONS

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

In 2025, the Bible and Theology department has placed a strong emphasis on analyzing, interpreting, and developing proper theological conclusions of Biblical texts. The exam results from TH222 on eschatology indicate that the students obtained the proper knowledge required to understand the theological issues regarding end times. The results from the papers assessed in TH220 and TH221 showed that students could demonstrate insightful theological analysis. These assessment tools verified that students could evaluate differing interpretations of biblical texts and their resulting theological conclusions.

For five straight years, Calvary University students have outperformed their peers with significantly higher percentages. The 2025 ABHE exam results continue to remain very high.

Spring 2025 Graduating Senior ABHE Test Results					
Compared to the National Average					
(Calvary Students N= 27)					
General Bible			Bible Teaching		
Subject	National	Calvary	Subject	National	Calvary
Acts	70%	78%	General Bible Knowledge	73%	80%
Bible as a Whole	76%	81%	Bible Genre	65%	65%
General Epistles	61%	69%	Christology	71%	78%
Gospels	72%	79%	Covenant	70%	77%

	National	Calvary		National	Calvary
Pauline Epistles	68%	76%	**Eschatology**	87%	92%
Revelation	79%	77%	**NT General Knowledge**	71%	78%
Historical Books	70%	75%	**NT Vocabulary**	71%	77%
Pentateuch	77%	86%	**OT General Knowledge**	67%	75%
Prophets	61%	66%	**OT Vocabulary**	82%	94%
Psalms & Wisdom Literature	62%	77%	**Revelation**	78%	82%
			Soteriology	74%	77%
			Theology	76%	84%
Mean Scores	69.6%	76.4%	**Mean Scores**	73.8%	80.0%

Summary Results 2021-2025					
General Bible			**Bible Teaching**		
	National	Calvary		National	Calvary
2021	65.5	74.0	**2021**	68.9	75.7
2022	64.6	76.2	**2022**	69.1	80.3
2023	65.6	76.6	**2023**	69.3	78.0
2024	68.4	72.4	**2024**	71.5	77.5
2025	69.6	76.4	**2025**	73.8	80.0

Figure: ABHE Exam Results[1]

The high scores in theological categories are further proof that the Bible and Theology program is producing positive outcomes. This substantiates the effectiveness of the Bible and Theology department of the university in providing necessary Bible and theology content.

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

The 2025 Student Satisfaction Report indicated an institutional weakness that must be addressed by the Bible and Theology department.

Item	Importance	Satisfaction	Gap

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[1] 2025 ABHE Exam Results

Campus Item: I feel welcome regardless of my theological outlook	80%	66%	14%

Figure: Student Satisfaction Regarding Theological Outlook[2]

Corresponding with this response on this survey is the feedback that students desire more discussion and conversation in class to think through theological matters together. A weakness that must be strengthened is helping students engage with those with contrasting theological views.

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

The result from this assessment shows that the faculty in our department overall is doing very well in providing biblical and theological information. Faculty teach the proper exegetical skills required to extract theological principles in Bible study and hermeneutics courses. In the systematic theology courses, students classify and systematize theological principles from a variety of biblical texts. In these courses, students also learn to evaluate differing theological positions and appraise their value based on the biblical data.

The Calvary University graduates report that they have gained these skills. In the most recent report, "Graduates were asked to identify how much their education at Calvary contributed to their personal growth."[3]

Areas of Personal Growth	2024	2023	2022	2021
Conducting Biblical research	4.42 A-	4.44 B+	N/A	N/A
Preparedness to biblical evaluate different philosophies and cultures	4.26 A-	4.40 B+	3.82 C	3.69 C
Living according to a biblical worldview	4.37 A-	4.65 A	4.01 B-	4.00 B-

Figure: Areas of Personal Growth[4]

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[2] This information is obtained from the 2025 Student Satisfaction Report.

[3] This information is obtained from the 2024 UG Graduation Survey.

[4] This survey operates "on a scale of 1 to 5. One being very little and 5 being very much. Beginning in 2021, graduates could also respond with 0, none at all."

These findings indicate that the Bible and Theology department has achieved the institutional stated goal of serving the Church and the world.

Additional confirmation that the Bible and Theology department is achieving its goals and objectives is found in the most current Alumni Survey Report available. This survey asked alumni about their Bible understanding. Of the respondents, 57% agreed and 29% somewhat agreed that they obtained an understanding of the Bible from their training at Calvary.

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

   In the last two years, the number of students who are enrolled in our BA-M.Div degree tack has increased. This has resulted in students in the department who are excelling in the required skills to accurately handle the word of God. Indeed, a strong academic showing is required to enter the program and stay enrolled.

   Yet, this presents some challenges in balancing the proper curriculum and courses that these students take in both their undergraduate and graduate studies. Department leadership will embark on an analysis to ensure that the optimal progression of learning is acquired as the student advances through the program.

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

   A change that was made two years ago by the Bible and Theology was the creation of the Theology Club on campus. This club was started to foster productive dialogue among the student body regarding theological doctrinal issues. This academic year, the decision was made to change the club to Apologia Club. Topics covered generally relate to the biblical, theological, and philosophical underpinnings under which culture and the church operate. In this way, a foundation for issues in apologetics can be laid. Thus, students are prepared to defend their faith against attacks from outside the church. This also offers the student body of Calvary University a forum to discuss theology in a fruitful manner. It also provides the students with additional training to live and serve in the church and the world according to the biblical worldview.

   An additional change that will be implemented is better communication between the Bible/Theology program students and the department director. This will involve periodic and consistent conversations (through email, Teams, and office) between the director and each student to ensure the student has every available opportunity to succeed in the department. This will also allow the director to mentor each student and observe how they are developing their intellectual and spiritual maturity and leadership potential. This will also ensure that students are listened to as they think through their theological positions.

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

The continual improvement that the Bible and Theology department is striving toward in our assessment process is evaluating the variety of different types of assignments. Future assessment reports will include new assignments in some courses, as well as assignments that are specific to learning themes and content of all 66 books of the Bible. This will enable our department to better measure and understand our students' learning.

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
PLO 3: Define and defend the major doctrines of Christianity	-Write a Paper on doctrinal beliefs on bibliology, theology proper, and pneumatology in TH220 -Write a research paper on the deity of Christ TH221 -Exam on Eschatology TH222	-80% of Bible/Theology majors met or exceeded the standard category (5 students took this course) These students did well None of our students took this class -100% of Bible/Theology majors met or exceeded the standard category (4 students took this course) All four students did well	-Change in assignments in courses taught by this department -Focused lectures that underscore content synthesis of books of the Bible -Assessment of assigned textbooks in each course taught by this department	-2025 ABHE Exam Results -2024 Graduate Survey Report -2023 Alumni Survey Report	None currently

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
	2025 ABHE Bible Exam (specifically the theology portion)	-Calvary University graduates had significantly higher percentages than the compared averages			

Biblical Counseling

Biblical Counseling Department: The Biblical Counseling Department exists to train Counseling majors and other students to be able to serve as lay counselors or staff counselorsin their church or in other counseling ministries according to a consistently biblical worldview. The department also exists to enhance the training of pastoral, youth ministry, children's ministry, and intercultural majors, as well as to prepare students for further studies in Biblical Counseling at the Seminary and graduate level.

Program Learning Outcomes: Upon completion of this program, the student will be able to:
1. Contrast different counseling theories and models to the biblical worldview.
2. Formulate a biblical philosophy of counseling.
3. Practice basic couseling skills necessary for advising and guiding counselees.
4. Apply the conisistent literal grammatical-historical method of the Bible to identify counselee's problems and evaluate solutions from a biblical worldview.
5. Integrate the biblical worldview with their counseling methodology and practice.
6. Employ APA style to prepare student for mastr's level coursework.

Program title: Biblical Counseling (Undergraduate)				Department Chair: Dr. Luther Smith		
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 4	Apply the consistent literal grammatical-historical method of the Bible to identify counselee's problems and evaluate solutions from a biblical worldview.	Participate in a project where they must examine a passage of Scripture using the Literal Grammatical-Historical Method. (CO244) Examine problems in counseling and	Assign a project in the class and instruct them in the Literal Grammatical-Historical Method. (CO244) Assign a section in the senior counseling project where the student assesses and	75% if the students enrolled and active in the class will reach achieve the standard category according to the rubric with a C or better on the project (CO244). 75% of the students enrolled	85% of the students enrolled and active in the class achieved the standard according to the rubric with a C or better on the project (CO244). All the students enrolled and	The students could be given various passages to examine with the Literal Grammatical Historical Method rather than one whole passage (i.e., Psalm 119). This will reinforce comprehension of the methodology.

Program title: Biblical Counseling (Undergraduate)				Department Chair: Dr. Luther Smith		
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
		detail their rationale for addressing them using the Literal Grammatical-Historical Method. (CO449)	examines a series of problems and uses the Literal Grammatical-Historical Method to guide and advise students on how to proceed. (CO449)	and active in the class answer 5 out of 10 counseling questions on the Senior Project assessing the counseling problem using the Literal Grammatical-Historical Method according to the rubric with a C or better (CO449)	active in the classed answered 5 out of the 10 counseling questions on the Senior Project assessing the counseling problem using the Literal Grammatical Historical Method according to the rubric with a C or better (CO499).	There will be a change or adjustment of the questions in the Senior project to include new presenting problems (e.g., transgenderism, victim of school violence, sexual abuse, etc.). To examine how they would use the Literal Grammatical Historical Method to assist those who these presenting problems.

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

The departmental strengths are evident by the students who report to the department chair by the SRI forms. The students generally gave positive feedback about the biblical worldview being taught and instructed in the course. The biblical worldview includes the specific method (Literal Grammatical Historical) establishes a proper biblical worldview. Additionally based up the Psalm 119 assignment, which is completed over the

course of the class and Senior class project it was observed by the rubric most students (85%) were able to demonstrate competency in the method.

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

    Not all of the students (15%) were able to complete the Psalm 119 project due to various factors: Some students did not complete the assignment as outlined in the syllabus, or they submitted an incomplete assignment. This may result in the potential risk of the students being unprepared for the courses in the program as the courses underscore the Literal Grammatical Historical method the classes throughout the program.

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

    The comments of the students in the Biblical Counseling Department in the SRI forms and the scores of masteries in this assessment demonstrate the department is meeting the current objectives at the above the minimum threshold and is achieving its stated goals and objectives as a department.

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

    In the Biblical Counseling department, the advancement and use of Artificial Intelligence (AI) concerning research and completion of assignments. It is addressed at institutional level, but there needs to be more conversation as to how AI can be used for academic research but additionally for biblical counseling in the local church.

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

    No changes will be made concerning budgetary, organizational plans, or personnel plans at this time.

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

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

Evaluation Chart
Closing the Loop

Outcome	Assessment Type (Tool)	Feedback/Results	Changes made as a result of assessment	Evidence to support the changes	Resources needed to support changes
Outcome #4: Apply the consistent literal grammatical-historical method of the Bible to identify counselee's problems and evaluate solutions from a biblical worldview.	Participate in a project where they must examine a passage of Scripture using the Literal Grammatical-Historical Method. (CO244) Examine problems in counseling and detail their rationale for addressing them using the Literal Grammatical-Historical Method. (CO449)	Assign a project in the class and instruct them in the Literal Grammatical-Historical Method. (CO244) Assign a section in the senior counseling project where the student assesses and examines a series of problems and uses the Literal Grammatical-Historical Method to guide and advise students on how to proceed. (CO449)	The Literal Historical Grammatical Method was discussed and demonstrated week two of the class (CO244). A video of the Literal Grammatical Historical Method can be made accessible on the LMS platform (Canvas), in addition to being highlighted in the syllabus. (CO499)	I expected 75% of the students enrolled and active in the class will reach achieve the standard category according to the rubric with a C or better on the project (CO244). I expected 75% of the students enrolled and active in the class answer 5 out of 10 counseling questions on the Senior Project assessing the counseling problem using the Literal Grammatical-Historical Method according to the rubric with a C or better (CO449)	No resources needed as the resources can be found in various places (i.e., the course module, school library resources, etc.). No resources needed as the resources can be found in various places (i.e., the course module, school library resources, etc.).

Business Administration

Business Administration Program Mission Statement. The Calvary University Business Administration Program (BA) promotes professional development and growth by preparing organizational leaders to manage with a Servant's heart in the church and in the world according to the biblical worldview.

Program Learning Outcomes (PLOs): Students will be able to:
1. Provide opportunities for students to comprehend crucial differences between biblical administration and other systems through a foundational knowledge of the Holy Scriptures.
2. Inspire a continual personal relationship with the living God by seeking and obeying His will and by applying business administration skills in the local church and in secular organizations.
3. Guide use of Calvary's doctrinal statement as a foundation for administrative strategies through practical application assignments.
4. Acquire and exercise managerial skills that make a strong impact on today's organizations.
5. Make use of experiential learning approach to incorporate management/leadership best practices.
6. Attain essential knowledge of strategic planning and strong decision-making skills to enhance an ethical business environment.

Program Title: Business Administration (Undergraduate)				Dr. Germaine Washington		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 1						
PLO 2						
PLO 3	Students will be able to Guide use of Calvary's doctrinal statement as a foundation for administrative strategies through practical application assignments	Rubric evaluated assignment in BU232 Marketing Principles	80%	80% of students will score a Satisfactory or higher on the Social Media Campaign Development Team assignment in BU232	100% score 80% or higher on the Social Media Campaign Development Team assignment in BU232 according to the grading rubric and all student's active participation and creativity in class.	I will continue to test this project when more students are enrolled in this course to see if the score will remain the same or higher.

Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
					This is a 20% increase.	
		Rubric evaluated assignment in BU332 Human Resource Management	85%	Student will develop a **sample organizational chart and a mock spreadsheet** containing 25+ active employees within their organization in BU332 with the following information: **Name** **Job title** **Email** **Department/unit** **Active Supervisor** **Hire date** **Birthdate**	95% of students developed a **sample organizational chart and a mock spreadsheet** containing 25+ active employees within their organization in BU332 with the following information: **Name** **Job title** **Email** **Department/unit** **Active Supervisor** **Hire date** **Birthdate.** This was a 10% increase.	I will continue to test this project along with adding mock HR forms such as sample Letter of Offer and Employee Grievance forms. I believe we would receive more robust information if there were more students enrolled in this class.
PLO 5	Make use of experiential learning approach to incorporate management/leadership best practices.	End-of-program comprehensive assessment (direct)	80%	80% of graduates will receive a score of 55% or higher in each of the 10 core business competencies on the comprehensive assessment	According to Calvary's Comprehensive Assessment (General Bible) Calvary-vs National, all scores were higher that 55% in which the mean was 76.4%. That is a 21.4% average increase.	No improvement recommended in this area
		Business Administration	90%	90% of students will score **Exemplary** in	According to the Practical Christian	No improvement

Program Title: Business Administration (Undergraduate)				Dr. Germaine Washington		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
		Internship Performance Evaluation form		the awareness and actions according to Calvary University's institution policies and practices	Ministry Reports concerning Calvary's University's institution policies and practices, the survey scored 90.48% overall. This is a .48% increase that was projected.	recommended in this area

Assessment Questions
1. What departmental strengths are evident in the results of surveys or other feedback mechanisms? The implementation of practical learning experience as students gravitate to this type of learning environment.
2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms? Low enrollment in the institution; therefore, low enrollment in classes.
3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose? Using multiple means of assessments works beautifully because it provides the whole story on how students are learning in your department. In order for the story to be more robust, our department's enrollment needs improvement.
4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures? Artificial intelligence (ChatGPT). Students will continue to believe that materials are repetitive if AI materials are not presented in practical applications.
5. What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below) Please see chart below
6. Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual? No changes at this time.

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
100% score 80% or higher on the Social Media Campaign Development Team assignment in BU232 according to the grading rubric and all student's active participation and creativity in class. This is a 20% increase.	Rubric evaluated assignment in BU232 Marketing Principles	Students love the practical experiences in business because most indicated they just do not want to write about it, they want hands on experiences	Continue making use of practical assignments such as the following project: survey assessments, more marketing campaigns, videos, and interviews	Students appeared more focused and heightened learning experience due to practical application according to student's feedback in class. They have mentioned that some of the practical learning is challenging but they obtain knowledge from it and can apply materials to the real world.	No budget required just innovative and strategic creativity.

Education

Department of Education Mission: The mission of the Education Department is to prepare highly effective teacher candidates who are capable of meeting the diverse learning needs of students in the 21st century classroom.

Undergraduate Educator Preparation Program (EPP) Learning Outcomes (PLOs): Students will be able to:

1. Compose a comprehensive Biblical philosophy of education.
2. Demonstrate mastery of content knowledge aligned with their certification area.
3. Create lesson plans and unit plans that implement curriculum development strategies and instructional approaches utilizing a variety of resources to encourage students' critical thinking, problem-solving, and performance skills while considering differentiated strategies to support all learners.
4. Participate in a variety of field experiences that promote the development and acquisition of pedagogical skills.
5. Articulate how various philosophies of individual and group motivation and behavior can be applied to create learning environments that encourage active engagement in learning, positive social interaction, and constructive self-management.
6. Demonstrate knowledge of effective formative and summative assessment strategies to evaluate learners' academic progress.
7. Complete all the appropriate requirements and assessments throughout the degree program.

Assessment Calendar

Academic Year	PLOs	Assessments
2021-2022	#1	
2022-2023	#4	
2023-2024	#5	5a and 5b
2024-2025	#3	

Program Title: Educator Preparation Program (EPP): Elementary, Middle School, Secondary, and Music Ed.			Dr. Mary Briggs				
Outcome	**PLO**	**Assessment Tool**	**Metric/Threshold**	**Standards**	**Data**	**Improvements**
PLO 3	Students will be able to create lesson plans and unit plans that implement curriculum development strategies	Rubrics for lesson plans ED342 ED343 ED344	80%	At least 80% of Education majors enrolled in one or more Education methods classes	During the 2024 – 2025 academic year, 92% of Education majors	

Program Title: Educator Preparation Program (EPP): Elementary, Middle School, Secondary, and Music Ed.				Dr. Mary Briggs		
Outcome	**PLO**	**Assessment Tool**	**Metric/Threshold**	**Standards**	**Data**	**Improvements**
	and instructional approaches utilizing a variety of resources to encourage students' critical thinking, problem-solving, and performance skills while considering differentiated strategies to support all learners.	ED448		achieve an average score of 83% or higher on their lesson plan assignments.	enrolled in one or more of the Education methods classes achieved an average score of 83% or higher on their lesson plan assignments.	
		Rubrics for unit plans ED340 ED344 ED448	80%	At least 80% of Education majors enrolled in one or more Education methods classes achieve an average score of 83% or higher on their unit plan assignments.	During the 2024 – 2025 academic year, 92% of Education majors enrolled in one or more of the Education methods classes achieved an average score of 83% or higher on their unit plan assignments.	

Assessment Questions

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

   The Education Department at Calvary University trains Education majors to create lesson plans and unit plans that implement curriculum development strategies and instructional approaches utilizing a variety of resources to encourage students' critical thinking, problem-solving, and performance skills while considering differentiated strategies to support all learners.

Cooperating teachers often express that our students have been fully prepared for Student Teaching.

Calvary Education Certification Exam Pass Rates for 2019 – 2024 document that 94% of Teacher Education students passed the state mandated exam in their content area.

Graduate Employment Outcomes for 2019 – 2023 indicate that 100% of Teacher Education graduates are employed and 86% of those Teacher Education graduates are employed in an education-related job.

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

Our Teacher Education program is not well-known.

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

During the 2024 – 2025 academic year, 92% of Education majors enrolled in one or more of the Education methods classes achieved an average score of 83% or higher on their lesson plan assignments. Additionally, During the 2024 – 2025 academic year, 92% of Education majors enrolled in one or more of the Education methods classes achieved an average score of 83% or higher on their unit plan assignments.

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

According to the Hanover Research Report titled 2025 Trends in K-12 Education, "Literacy Research and Mandates Continue to Take Hold across States." This is evident in the state of Missouri where the State Board of Education has ruled that as of July 1, 2025, any applicant for certification in Elementary Education, regardless of preparation route, must have passed the Praxis Elementary Education: Teaching Reading (7002) test. Calvary University's Education Department has been proactive in preparing for this focus on Literacy. Dr. Karen Hange completed LETRs Training and has incorporated LETRs knowledge, skills, and materials into our Elementary Education Literacy courses.

According to the Hanover Research Report titled 2025 Trends in Higher Education, universities are developing strategies to enroll a wider range of students. At Calvary University, we are receiving an increasing number of applications from prospective students who want to become teachers but do not quite meet the requirements for entrance into Calvary's Teacher Education program.

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

We have added a series of degree options titled Educational Studies. These options are part of the current Education programs with the exceptions that they do not include Student Teaching and do not lead to state certification. Our plan is to accept borderline students into the

Educational Studies option and encourage them to increase their content knowledge and skills to the point where they are able to meet the requirements for acceptance into the Education degree programs that lead to state certification.

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Result	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
#3	Rubrics	During the 2024 – 2025 academic year, 92% of Education majors enrolled in one or more of the Education methods classes achieved an average score of 83% or higher on their lesson plan assignments. During the 2024 – 2025 academic year, 92% of Education majors enrolled in one or more of the Education methods classes achieved an average score of 83% or higher on their unit plan assignments.	See above.		

English

English Department Mission: The mission of the English department is to train graduates who can write effectively, creatively, and persuasively and who reflect the image of God with sound thinking, artful expression, thoughtful literary analysis, and a commitment to the biblical worldview.

English Department Primary Learning Objectives:
1. Critically read and analyze a wide variety of literature considering historical and cultural context as well as authorial intent.
2. Design compositions tailored for various audiences and purposes utilizing an effective writing process.
3. Evaluate diverse literary and research perspectives according to the Biblical worldview.
4. Develop well-researched compositions that demonstrate strong critical thinking, maintain appropriate tone, and follow ethical practices.

ASSESSMENT CALENDAR

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

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

	Teaching Area (not a program): English			Department Chair: Dr. Tim Hange		
	PLO	Assessment Tool	Metric / Threshold	Standards	Data	Improvements
	Upon completion of this program, the students will be able to:	To demonstrate their ability to meet this outcome, students will:	To evaluate students' success with this outcome, faculty will:	Mastery of this outcome is achieved when:	Data collected for this assessment indicate that:	In response to the data, the following will occur:
Outcome 2	Design compositions tailored for various audiences and purposes utilizing an effective writing process	Produce essays, research projects, and presentations that compel audiences with sound logic, appropriate tone, and credible handling of data and narrative.	Apply a rubric that assesses for discourse and rhetorical competence. Students will need to score 73% for a minimal level of mastery.	80% of students score 73% or higher on the applied rubric. For: EN316: History of English Presentations. EN212: Creative project presentations designed to present story analysis to new audiences.	EN316 Presentations: 100% of Students scored an average of 73% or higher against presentation rubric (93% was the average). EN212 Presentations: 100% of students scored an average of 73% or higher (96% was the average) against presentation rubric. EN112* 83% scored higher than 73% on their combined essay portfolio in the	EN212: Students will submit video presentations in a style worthy of online posting to develop this important skill.

					fall, and 85% in the spring.	
Outcome 4	Develop well-researched compositions that demonstrate strong critical thinking, maintain appropriate tone, and follow ethical practices.	Demonstrate the ability to conduct research, produce annotated bibliographies, design outlines and thesis statements, and produce essays, research projects, and presentations.	Include rubrics that assess the stages of research and writing. Include a rubric that assesses a final research project on the basis of linguistic, discourse, and rhetorical competence. Students will need to score 73% for a minimal level of mastery.	80% of students score 73% or higher on the applied rubric..	EN112* 83% scored higher than 73% on their combined essay portfolio in the fall, and 85% in the spring. EN411 Persuasive Essays 83% of students scored 73% or higher. Average score of 90% against paper rubric. EN113 Research Papers 84% of students scored 73% or higher. Average score of 86% against paper rubric.	EN411 Students will submit two close readings to develop their analytical skills prior to the culminating paper. EN113 Students will submit 2 miniature research assignments to practice evaluating, integrating, and summarizing research sources in an unbiased tone. One of these assignments will in class, and one will include a CAC tutor research conference component.

*EN112 numbers factor out one mostly inactive student.

Assessment Questions

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms? According to surveys the content of our literature courses is engaging, and discussions are robust. This is leading to stronger engagement in reflections and therefore in presentations.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms? There are still some challenges with implementation of the blended model (online asynchronous, online synchronous, and in-class), these do have some impact in classes with creative presentations. Some students require additional research support, and this impacts their ability to meet rubric requirements.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
   Our rubrics are aligned with departmental objectives, and a greater than expected number perform to the standards on our rubrics. This is strong evidence that students are leaving our classes having made sufficient/significant progress in their written and rhetorical skills.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?
   Students continue to come from underserved educational backgrounds, less ready for college work than they should be. Our classes must serve a broad set of needs for those who enter with expected academic readiness to those needing remedial assistance.

5. What changes in your department (if any) have you made or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below)
   Though we are not recommending any changes that would involve significant budget, organizational, or personnel investments, some of our literature (EN212) will be experimenting more deeply with video as the delivery of written compositions. This is becoming an important skill in terms of content development, and is consistent with the goal of producing compositions for a wide variety of audiences. Additionally, EN113 will implement short research assignments to build student competency and familiarity with available research and database options.

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
Expand to video delivered compositions	Creative presentation rubric	Will be assessed in 2025/2026	Expanded rubric for creative presentation. Specific training in video as composition.	Upcoming rubric and classroom training slides.	None

General Studies

General Studies Department Mission. The General Studies Department develops students who think critically, who engage in the global society, and who communicate the biblical worldview effectively. General education builds a foundation for students to become life-long learners and well-rounded citizens who impact their communities with the truth of God's Word. These objectives are accomplished through completing required general education hours in Communications, Humanities, Natural Science-Mathematics, and Social-Behavioral Sciences.

Program Learning Outcomes

The General Studies program seeks to prepare students to:

1. Gather, analyze, synthesize, and present information through research projects and papers
2. Recognize, choose, and apply habits that promote healthy living
3. Develop, practice, and portray behaviors that exemplify godly character
4. Differentiate between truth and error, and, by so doing, clearly communicate the Biblical worldview

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2024-2025	#1	Alumni survey, SSI, graduating senior survey
2025-2026	#2	Constitution exam, EPP, information literacy test
2026-2027	#3	Reflection paper, Christian ministry evaluations
2027-2028	#4	Portfolio, research paper, final essay

Administrative Department: General Studies Department					Tiffany Smith	
Number	**PLO**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
1	**Gather, analyze, synthesize, and present information**	Utilize the Library and the Clark Academic Center for assistance with	Alumni Survey	The alumni will rate the Library and CAC a "4" or higher.	The library was rated 4.5/5 and the CAC 3.16/5.	The alumni rated the library significantly higher than the academic center.

Number	PLO	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
	through research projects and papers	their courses. (ILO 2,3)	Student Satisfaction Inventory	SSI rating will indicate higher level of satisfaction with the Library and CAC than the national mean.	The library was rated 0.15 and the CAC was rated 0.54 above the national four-year private institutions.	The students are more satisfied with the library and academic center than the national mean at four-year private institutions.
			Graduating Student Surveys	The graduating students will rate the Library and CAC a "4" or higher.	Graduating undergraduate students rated the library 4.41/5 and the Clark Academic Center 4.46/5. Graduating graduate/seminary students rated the library 4.63/5 and the Clark Academic Center 4.6/5.	The graduating students utilize and appreciate both the library and the academic center
2	**Recognize, choose, and apply habits that promote healthy living**	Show understanding of information through assessments. (ILO 1,2)	Constitution Exam	70% of students will receive a passing score (pass-fail test).		
			EPP General Education Exam	70% of graduating students score at or above the national mean in reading, writing, and critical thinking.		
			Information Literacy Test	70% of students will achieve a score of 70% or higher.		

Administrative Department: General Studies Department — Tiffany Smith

Administrative Department: General Studies Department					Tiffany Smith	
Number	**PLO**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
3	**Develop, practice, and portray behaviors that exemplify godly character**	Implement behaviors which exemplify godly character. (ILO 4,5)	GE101 Warrior Seminar Reflection Paper	70% of students will achieve a score of 70% or higher.		
			Practical Christian Ministry self-evaluation	70% of students will illuminate Christ through successful Christian ministry completion.		
			Practical Christian Ministry supervisor evaluation.	70% of students will illuminate Christ through successful Christian ministry completion.		
4	**Differentiate between truth and error, and, by so doing, clearly communicate the Biblical worldview**	Describe material from the biblical worldview in academic papers/projects. (ILO 1,2,3)	EN 112 Composition I Portfolio	70% of students will complete papers/research projects and receive a grade of "C" or better.		
			EN 113 Composition II Research Paper	70% of students will complete papers/research projects and receive a grade of "C" or better.		
			RP100 Final Essay	70% of students will complete papers/research projects and receive a grade of "C" or better.		

Assessment Questions

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

The students, especially alumni and those at the graduate level, greatly appreciated and used the library for their assignments.

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

    The academic center is much appreciated by current students but not remembered as positively by graduated students.

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

    The library and academic center are found to have adequate resources to support the assignments for courses

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

    Encouraging the library and academic center to serve as gathering places versus simply study locations

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

    Continue to promote both the library and academic center as places for community and study. COM110 and GE100 have been combined into a single course – GE101. We anticipate it will serve the students well as they begin their college education. The goal of the course is to provide the groundwork for a successful college experience, including planning and executing assignments. Utilization of the library and academic center will be emphasized.

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
Students will utilize the Library and the Clark Academic Center for assistance with their courses. (ILO 2,3)	Alumni survey, SSI, Graduating Student Surveys	Positive by the graduate level students; less positive by the undergraduate students	GE101 created	Library and CAC undervalued by undergraduate students	n/a; the two-credit GE101 course will replace the one-credit GE100 and COM110 courses

Ministry Studies

Ministry Studies Department Program Mission Statement. The Ministry Studies Department program and concentrations are designed to equip students with the essential academic, interpersonal, and practical skills to serve in local churches and parachurch organizations.

Ministry Studies Program Learning Outcomes (PLOs): Students will be able to:

1. Develop the ability to assess Christian character qualities essential for effective Christian ministry.
2. Develop biblical, historical, and cultural understanding of effective Christian ministry.
3. Develop effective communication, interpersonal, and leadership skills essential for effective Christian ministry.
4. Synthesize Christian character with understanding of ministry.
5. Synthesize ministry skills with Christian character.
6. Synthesize understanding of ministry with ministry skills.

ASSESSMENT CALENDAR

Academic Year	PLOs	Assessments
2024-2025	#4	1 and 2
2025-2026	#5, 6	1 and 2

PROGRAM LEARNING OUTCOMES ASSESSMENT CHART (updated 2022-2023)	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— 2021-2022	Develop the ability to assess Christian character qualities essential for effective Christian ministry (ILO 4,5)	1. Students in MS237 will utilize the "Becoming Established" tool to access personal character. 2. Students in MS340 will utilize "Life and Ministry" tool to assess personal character. 3. All internships will revisit "Becoming Established" tool to assess personal character growth. 4. All Ministry Studies majors in Senior Seminar courses will	1. Create assignments in MS237 to guide students through assessment tools. 2. Create assignments in MS340 to guide students through assessment tools. 3. Conduct a personal interview with students as part of internships discussing "Becoming Established" work. 4. Conduct a personal interview with students as part of Senior Seminars discussing "Life and Ministry" work.	1. 80% of MS students will achieve a grade of 90% or higher on the "Becoming Established" assignment. 2. 80% of MS students will achieve a grade of 90% or higher on the "Life and Ministry" assignment.	All students who completed these assessments received grades of 90% or better.	We will continue to use these tools as-is.

PROGRAM LEARNING OUTCOMES ASSESSMENT CHART (updated 2022-2023)	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:
		revisit "Life and Ministry" tool to assess personal character.				
Outcome 2—2022-2023	Develop biblical, historical, and cultural understanding of effective Christian ministry (ILO 1,2,3)	1. Develop a Discipleship Plan and Presentation in MS230. 2. Write a Biblical Foundations for Ministry Paper in MS340.	1. Create assignments in MS230 to guide students through the development of a Discipleship Plan. 2. Create assignments in MS340 to guide students through the creation of a Biblical Foundations for Ministry Paper.	1. 80% of MS students will achieve a grade of 90% or higher on the Discipleship Plan and Presentation. 2. 80% of MS students will achieve a grade of 90% or higher on the Biblical Foundations for Ministry Paper.	1. 60% of MS230 students in SP23 scored 90% or higher on the Discipleship Plan and Presentation. 2. Seven of nine (78%) MS340 students in FA22 achieved a grade of 90% or higher on the Biblical Foundations for Ministry Paper.	Both numbers are a little lower than the standard. 1. The four assignments required for the Discipleship Plan and Presentation will be reworked for clarity and to coincide with classroom instruction better. 2. The two students who scored lower than 90% were only one and three percentage points below, so no changes will be made at this time.
Outcome 3—	Develop	1. Complete	1. Reevaluate and	1. 80% of MS	1. 90% of	No improvements

PROGRAM LEARNING OUTCOMES ASSESSMENT CHART (updated 2022-2023)	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:
2023-2024	effective communication, interpersonal, and leadership skills essential for effective Christian ministry (ILO 4, 5)	two student teaching projects in MS237 (communication skills). Lead a Socratic Discussion (Assignment #5, Part 3) and Teach a Bible Lesson (Assignment #5, Part 4). 2. Complete the Internship Evaluations Assignment for MS453 including a student evaluation (interpersonal and leadership skills).	utilize student teaching projects (and rubrics) in MS237 to evaluate the communication effectiveness of students while providing individualized feedback for improvement. 2. Reevaluate and adjust the MS453 evaluation forms to help internship supervisors and students better evaluate interpersonal and leadership skills of students.	students will achieve a grade of 90% or higher on parts 3 and 4 (should have been 6) of Assignment #5 in MS237. 2. 80% of MS students will achieve a grade of 90% or higher on the Internship Evaluations Assignment.	MS237 students in SP23 scored 90% or higher on part 3 of Assignment #5; 100% of MS237 students scored 90% or higher on part 6 of Assignment #5. 2. 100% of MS students achieved a grade of 90% or higher on the Internship Evaluations Assignment (Note: one student was granted an extension	at this time. I was pleased with the results. I will continue to look for ways to improve on this PLO.

|---|---|---|---|---|---|---|
	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:
					and has not completed the assignment as of 5/22/2024).	
Outcome 4: 2024-2025	Synthesize Christian character with understanding of ministry. (ILO 1-5)	1. Develop a Character Assessment Project in MS330. 2. All Ministry Studies majors in MS459 Senior Seminar courses will revisit "Life and Ministry" tool to assess personal character, then compare results with the first use of the "Life and Ministry" tool in MS340.	1. Guide students to develop the Character Assessment Project while providing individualized feedback for clarity and completeness. 2. Reevaluate the "Life and Ministry" tool, then discuss results with each student individually, comparing with results from MS340.	1. 80% of MS students will achieve a grade of 90% or higher on the Character Assessment Project. 2. 80% of MS students will achieve a grade of 90% or higher on the "Life and Ministry" tool.	1. MS330 taught as Legacy; did not implement Character Assessment Project yet. I'll plan to include this assessment in 2025-2026 with Outcomes 5 & 6. 2. 100% of students achieved a grade of 90% or higher on "Life and Ministry"	1. Did not implement Character Assessment Project due to two factors: 1) small class size (2) and 2) I was still developing the assignment. However, I did an ungraded test run with the two legacy students. 2. Discussing the first (MS340; Outcome 1) and second (MS459) uses of this tool, the assessment is richer. 3. PCM data will continue to be

PROGRAM LEARNING OUTCOMES ASSESSMENT CHART (updated 2022-2023)	**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:
					assessment tool (only one student in MS459 in 2024-2025).	used as available.
Outcome 5: 2025-2026	Synthesize ministry skills with Christian character. (ILO 1-5)	1. All internships will revisit "Becoming Established" tool to assess personal character growth. 2. My Legacy, Strategy and Habits Project in MS459		1. 80% of MS students will achieve a grade of 90% or higher on the "Becoming Established" assignment. 2. 80% of MS students will achieve a grade of 90% or higher on the My Legacy, Strategy and Habits Assignments.		
Outcome 6: 2025-2026	Synthesize understanding of ministry with ministry skills. (ILO 1-5)	1. MS453 Internship. 2. My Story, Purpose and Abilities Project in MS459.		1. 80% of MS students will achieve a grade of 90% or higher on MS453 Internship.		

PROGRAM LEARNING OUTCOMES ASSESSMENT CHART (updated 2022-2023)	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:
				2. 80% of MS students will achieve a grade of 90% or higher on the My Story, Purpose and Abilities Assignments.		

Assessment Questions

1. **What departmental strengths are evident in the results of surveys or other feedback mechanisms?**
   Most feedback from SRIs is positive about the things we're most concerned with: teaching the biblical worldview, encouraging critical thinking and showing the real-world applicability of what is being learned.
   More administrative comments related to the mechanics of specific assignments, the reception of textbooks, the helpfulness of class presentations, etc. are generally positive and helpful as well.
   The Senior Seminars and Internships continue to provide a good sense of how well the department is doing, especially the Senior Seminars. I led fewer internships and seminars this year (2024-2025) but still found that our seniors are consistently excelling in ministry involvement and theological maturity.

2. **What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?**
   Various pragmatic issues are also brought up in SRIs and other feedback from students: lack of clarity in some assignments (though usually a minority of students; the majority understand and accomplish the assignments without trouble). Some students (again, a minority) complain about assignments not being graded quickly enough.
   I have created "Next Time" documents for all my classes so that each time I can incorporate suggestions from students, clarify assignments that confused one or more students and continually improve each course.
   Our department's PLO's are focused on measuring three essential areas: knowledge, character and skills. Our department, like most CU departments and many Bible colleges and seminaries, excels in knowledge. Character and skill is much harder to teach in the higher

education format.

3. **In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?**
The specific outcome addressed this year was to "Synthesize Christian character with understanding of ministry." This is a new outcome—at least the measuring of it as an official outcome. One of my hopes is that our department would equip students not only to assess their own character, but also develop the skill of helping others assess their character.
Progress toward this goal was slow due to low student enrollment in key classes, and just my own lack of resources and experience for accomplishing this outcome. But significant progress was made—specifically, the creation of the "Character Assessment Project" for MS330. I created this assignment largely from scratch, and since it took longer than expected to develop, and was a work in progress, I did not make it a graded assignment for this semester. I look forward to implementing it fully into MS330 next Spring.

4. **What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?**
The need for relationship and mentoring continues to be at the forefront of my concerns. Polling shows that the current generation of students (Generation Z) values relationship perhaps more than previous generations. However, this is a paradigmatic issue that has plagued Christian higher education for a long time. The biblical model for leadership development (the essence of Christian higher education) utilizes mentoring relationships—developing leaders holistically (knowledge, character, skills) in the context of local church ministry and a movement of church multiplication.
Culturally, this type of leadership development is not expected, so our organizational structure and operating procedures probably don't need to change in order to meet the expectations of Christian higher education. However, it would be truly innovative and impactful if we developed a church-based organizational structure and operating procedures.

5. **What changes in your department (if any) have you made or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.)**
Changes for this particular assessment will be relatively minor moving forward—more about clarifying assignments than major changes.
Dr. Paxton and I plan to explore the concept of competency-based theological education together and consider ways a competency-based approach would help us better prepare students as well as strengthen the department in general. Such an approach would definitely strengthen our ability to "Synthesize Christian character with understanding of ministry."

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

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
Synthesize Christian character with understanding of ministry. (ILO 1-5)	1. Develop a Character Assessment Project in MS330. 2. All Ministry Studies majors in MS459 Senior Seminar courses will revisit "Life and Ministry" tool to assess personal character, then compare results with the first use of the "Life and Ministry" tool in MS340.	1. MS330 taught as Legacy; did not implement Character Assessment Project yet. 2. 100% of students achieved a grade of 90% or higher on "Life and Ministry" assessment tool (only one student in MS459 in 2024-2025).	1. Clarified, fully-developed Character Assessment Project for use SP26. 2. None. I plan to continue to utilize the "Life and Ministry" assessment tool as-is in the future.	1. NA 2. NA	1. NA 2. NA

Music (Worship Arts)

The Music program seeks to prepare students to:

1. Translate the mission of Calvary University into an active practice of the principles of biblical truth, professionalism, and a commitment to scholarship through a music ministry.
2. Articulate a biblical philosophy of music applied to serve in the church and world.
3. Demonstrate competence as a musician, performer, and scholar to include: aural skills, knowledge and application of music theory and history, acceptable performance practices as soloists and ensemble members, and service in worship and teaching through a biblical lens.

Program Learning Outcomes *Students will be able to:*	Assessment Tools	Metrics and Thresholds
PLO 1: Translate the mission of Calvary University into an active practice of the principles of biblical truth, professionalism, and a commitment to scholarship through a music ministry.	General Recitals -Many Performances opportunities	90% of students will receive a "pass" grade (pass/fail course). **Target met.** 100% of students have passed. None failed.
	MU334/Basic Conducting -Final conducting Project: Hymns	80% of students will achieve and 80% or higher in the course. **Target met.** 80% of students have received a letter grade of B or higher.
	MU215/Worship Leading	80% of students will achieve and 80% or higher in the course. **Target met.** 80% of students have received a letter grade of B or higher.
	Ensemble performances -Praise Band -Chorale	90% of students will receive a rating of 80% or higher for ensemble performances. **Target met.** 100% of students have received a letter grade of B or higher.
	Senior Recital	90% of students will receive a "B" or higher for their senior recital.

Program Learning Outcomes *Students will be able to:*	Assessment Tools	Metrics and Thresholds
		Target met. 100% of students have received a letter grade of B or higher.
PLO 2: Articulate a biblical philosophy of music applied to service in the church and world.	MU311/Song Writing -Final Composition Project	80% of students will achieve and 80% or higher in the course. **Target met.** 80% of students have received a letter grade of B or higher.
	MU437/Chorale Literature -Creating a music concert program	80% of students will achieve and 80% or higher in the course. **Target met.** 80% of students have received a letter grade of B or higher.
	MU213/Music Technology	80% of students will achieve and 80% or higher in the course. **Target met.** 80% of students have received a letter grade of B or higher in the course.
PLO 3: Demonstrate competence as a musician, performer, and scholar to include: aural skills, knowledge and application of music theory and history, acceptable performance practices as soloists and ensemble members, and service in worship and teaching through a biblical lens.	Music jury for the Music Department faculty	90% of students will successfully perform a music jury for the Music Department faculty at the end of each semester that they are enrolled in applied lessons by earning a grade of B- or higher. **Target met.** 90% of students have received a letter grade of B- or higher.
	General Recitals	90% of students will receive a "pass" grade (pass/fail course). **Target met.** 100% of students have passed. None failed.
	Ensemble performances	90% of students will receive a rating of 80% or higher for ensemble performances. **Target met.** 100% of students have received a letter grade of B or higher.

Music Education

The Music Education program seeks to prepare students to:

1. Demonstrate the pedagogical knowledge and skills appropriate for the teaching of instrumental music, vocal/choral music, and general music, with specialized knowledge in one or more of these areas (ILO xxx).
2. Articulate a biblical philosophy of music applied to service in the church and world (ILO xxx).
3. Perform as soloists, ensemble members, and chamber musicians at appropriate levels for entering graduate music study, and for public school and studio teaching (ILO xxx).
4. Meet the standards articulated by the Missouri Department of Elementary and Secondary Education (DESE) for the purpose of attaining certification for public school teaching (ILO xxx).

Program Learning Outcomes *Students will be able to:*	Assessment Tools	Metrics and Thresholds
PLO 1: Demonstrate the pedagogical knowledge and skills appropriate for the teaching of instrumental music, vocal/choral music, and general music, with specialized knowledge in one or more of these areas (ILO xxx).	MU334/Basic Conducting -Final conducting project: Hymns	80% of students will achieve and 80% or higher in the course. **Target met.** 80% of students have received a letter grade of B or higher in the course.
	MU335/Advanced Choral Conducting -Final conducting project: chorale music	80% of students will achieve and 80% or higher in the course. **Target met.** 100% of students have received a letter grade of B or higher
	General Recitals -Many Performance Opportunities.	80% of students will receive a "pass" grade (pass/fail course). **Target met.** 100% of students have passed. None failed.

Program Learning Outcomes *Students will be able to:*	Assessment Tools	Metrics and Thresholds
	Ensemble performances -Praise band or Chorale	80% of students will receive a rating of 80% or higher for ensemble performances. **Target met.** 100% of students have received a letter grade of B or higher.
PLO 2: Articulate a biblical philosophy of music applied to service in the church and world (ILO xxx).	MU437/Chorale Literature -Creating a music concert program	80% of students will achieve and 80% or higher in the course. **Target met.** 100% of students have received a letter grade of B or higher.
	MU213/Music Technology	80% of students will achieve and 80% or higher in the course. **Target met.** 80% of students have received a letter grade of B or higher.
PLO 3: Perform as soloists, ensemble members, and chamber musicians at appropriate levels for entering graduate music study, and for public school and studio teaching (ILO xxx).	Music jury for the Music Department faculty	80% of students will successfully perform a music jury for the Music Department faculty at the end of each semester that they are enrolled in applied lessons by earning a grade of B- or higher. **Target met.** 80% of students have received a letter grade of B- or higher.
	General Recitals	80% of students will receive a "pass" grade (pass/fail course). **Target met.** 100% of students have passed. None failed.
	Ensemble performances	80% of students will receive a rating of 80% or higher for ensemble performances. **Target met.** 100% of students have received a letter grade of B or higher.
PLO 4: Meet the standards articulated by the Missouri Department of Elementary and Secondary Education (DESE) for the purpose of attaining	Obtain an ACT score of 20 or above OR earn passing scores on the Missouri General Education Assessment (MoGEA).	At least 80% of all Education majors complete the Calvary University Teacher Steps to Certification associated with their expected academic progress in their degree program.

Program Learning Outcomes *Students will be able to:*	Assessment Tools	Metrics and Thresholds
certification for public school teaching (ILO xxx).		N/A: 20023-24
	Obtain passing scores on the Missouri Content Assessment (MoCA) for their subject area	At least 80% of all Education majors complete the Calvary University Teacher Steps to Certification associated with their expected academic progress in their degree program. N/A: 2023-24

Professional Directed Studies

Professional Directed Studies Purpose and Mission: The PDS program enables academic learning in cooperation with partner institutions accredited by the US Department of Education and CHEA recognized accrediting agencies. Students can study at Calvary and integrate courses taken from another academic institution in order to major in an academic program not offered at Calvary.

Students will be able to:
6. Articulate how the biblical worldview informs their vocational competency, values, and attitudes in their chosen profession.
7. Demonstrate the ability to conduct research and dissemination knowledge within their chosen profession.
8. Develop and apply critical reading, thinking, and writing skills.
9. Fulfill the program learning outcomes for their respective academic programs at the partner institutions.

ASSESSMENT CALENDAR

Academic Year	PLOs	Assessments
2024-2025	#1	1a and 1b
2025-2026	#4	4a and 4b

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

Program Title: *Underwater Basket Weaving*				Dr. Jacque Cousteau		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 1	Articulate how the biblical worldview informs their vocational competency, values, and attitudes in their chosen profession.	End of program worldview paper.	80%	80% of graduating students will achieve a minimum of 80% on the worldview paper.	One student completed the program in 2025; the student submitted a thesis (which fulfills the worldview paper requirement)	
		Practical Christian Ministry Mentor Evaluation (contains 17 items assessing student's demonstrating living out a biblical worldview)	70%	70% of graduates will score attain of minimum of 80% 4 or 5 on all PCM mentor assessment items during their college career.	One student completed the program in 2025; the student attained 94% 4 or 5 on all PCM mentor assessments	
PLO 2	Demonstrate the ability to conduct research and dissemination knowledge within their chosen profession.	End of program portfolio assessment.		80% of graduates will score at least 80% on the research and communication portfolio rubric.		
		Outcomes from program courses which contain knowledge dissemination content.	80%	80% of students will score the equivalent of a 3.0 GPA or higher in one or more courses that contain program		

Program Title: *Underwater Basket Weaving*				Dr. Jacque Cousteau		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
				dissemination content.		
PLO 3	Develop and apply critical reading, thinking, and writing skills.	Sample senior level project within the portfolio.	80%	80% of students will obtain a minimum of 80% score on the sample senior project placed within the portfolio displaying reading, critical thinking and writing skills.		
		EPP exam results for reading, critical thinking, and writing skills.		80% of students will achieve or exceed the EPP national average for reading, critical thinking and writing skills.		
PLO 4	Fulfill the program learning outcomes for their respective academic programs at the partner institutions.	Successfully complete the academic program at the partner institution.	80%	80% of graduating students will achieve an program GPA of 3.0 or higher.		
		Senior exit interview	80%	Graduating students will conduct an exit interview with the department chair which will include a discussion program learning outcomes. 80% of		

Program Title: *Underwater Basket Weaving*				Dr. Jacque Cousteau		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
				graduates will score minimum of 80% on the PLO rubric utilized during the interview.		

Assessment Questions

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

- During summer and fall 2024, Calvary personnel visited UCM's main campus and the Lee's Summit campus to coordinate program support and to tour the campuses. The excellent relationship that exists between the two institutions greatly benefits Calvary students wishing to pursue a UCM program.

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

- The distance from CU to the UCM main campus is challenging and has resulted in students changing majors or transferring, although some students have been successful in completing programs.
- Close coordination and student tracking in the past (except for the Academic Advisor) has been spotty and needs improvement.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
- One student completed the program in spring 2025; this assessment indicated that she fulfilled rubrics associated with PLO #1.

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

- We have not detected emerging internal or external issues not already known as a result of this assessment.

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

- As indicated under weaknesses earlier, student engagement (apart from the Adademic Advisor) with PDS students has been rather spotty. We plan to improve engagement in fall 2025 by starting the semester with a PDS student meeting to discuss the program and issues and

obtain feedback, taking PDS students on a tour of the UCM Lees Summit campus, and meet with students individually at least twice a semester for a check-in.

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

No.

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
PLO 4	End of year survey	Data regarding program success; program retention.	Improve student engagement through group meetings, individual meetings, and UCM campus tour.	Need for change: student transfers and changing majors.	NA

Academic Units – Graduate School

Business (Graduate)

Organization Development Program Mission Statement. The Calvary University Graduate Organization Development (OD) Program promotes professional development and growth by preparing organizational leaders to manage with a Servant's heart in the church and in the world according to the biblical worldview.

Graduate Organization Development Program Learning Outcomes (PLOs): Students will be able to:

1. Exemplify and translate the mission of Calvary University into an active practice of the principles of biblical truth, professionalism, and a commitment to leadership development in all work and ministry opportunities.
2. Exhibit professional skills of assessment, problem solving, and implementation through critical thought and synthesis from a biblical and historical perspective.
3. Identify, explain, distinguish, and respond to organization issues from a variety of contexts in the church and in the workplace from a biblical perspective.
4. Recognize, vindicate, and affect the necessary change through biblical perspective and professional skill to improve the effectiveness of teams and organizations.
5. Describe distinctions of biblical leadership from other systems and continually develop a leadership plan that implements those differences.

ASSESSMENT CALENDAR

Academic Year	PLOs	Assessments
2023-2024	#2	End of Program Practicum Assessment
		Rubric Evaluated Assignment
2024-2025	#4	Rubric Evaluated Assignment

Program Title: Organization Development				Dr. Germaine Washington		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 4	Recognize, vindicate, and affect the necessary change through biblical perspective and professional skill to improve the effectiveness of teams and organizations.	Rubric Evaluated Assignment BU644	90%	90% of students will score Satisfactory or above on Creating a Code of ethics/Conduct Policy for an organization in its beginning stage of development	100% scored satisfactory above on Creating a Code of ethics/Conduct Policy for an organization in its beginning stage of development. This is a 10% increase.	
		Rubric Evaluated Assignment BU638	95%	95% of students will create a business proposal of a similar organization (not the same one you've been writing about) or an industry completely different from what you have written in this course. You will include the following	100% of students created a business proposal of a similar organization (not the same one they have been writing about) or an industry completely different from what you have written in this course. You will include the following	

Program Title: Organization Development				Dr. Germaine Washington		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
				operation components: -Name of organization -Mission Statement -Operation and competitiveness -Strategies -Forecasting -Products and or Service design methods -Facility Layout -Design of work systems -Location planning and analysis -Quality control procedures -Project Management -Management and employee relations -Scheduling -Inventory processes -MRP and ERP	operation components: -Name of organization -Mission Statement -Operation and competitiveness -Strategies -Forecasting -Products and or Service design methods -Facility Layout -Design of work systems -Location planning and analysis -Quality control procedures -Project Management -Management and employee relations -Scheduling -Inventory processes -MRP and ERP	

Assessment Questions

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms? Most students in this department are working adults and they have done this type of project at their process of employment or within the church setting.
2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms? Low enrollment in this department. Rich data would become evident if more were enrolled.
3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose? Implementing practical assignments within the courses *(hands on work)
4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures? Artificial Intelligence taking over. AI is indeed impacting job markets, potentially automating roles and creating new ones. While the long-term effects are still being debated, it's clear that AI is already disrupting various industries and requiring workers to adapt to a changing landscape. Some estimates suggest AI could replace a significant portion of tasks in certain jobs, like market research and sales, while also creating new roles in areas like AI development and data science.
5. What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below)
6. Is there any part of this assessment process that should be improved after going through this analysis? Do you wish to change / update your Departmental Manual? Professors need to research on what jobs are more susceptible of being replaced with AI in the near future.

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
In BU644, students will score Satisfactory or above on Creating a Code of ethics/Conduct Policy for an organization in its beginning stage of development	BU644 grading rubric	Students enjoyed this assignment because most indicated they have never developed a code of conduct/ethics policy manual	More students were enrolled in this particular that last time this was assessed (Thank God). Still need more students in this course to obtain richer data.	Higher score with more people enrolled in class.	No budget needed for this assignment project.

Education (Graduate)

Graduate Education Program Mission Statement: The Calvary University Graduate Education Program promotes professional development and advanced intellectual enrichment by preparing Christian teachers, educators, and school leaders to serve the church and the world, according to the biblical worldview

Graduate Education Program Learning Outcomes (PLOs): Students will be able to:

1. Exemplify and translate the mission of Calvary University and the Graduate Education Department into an active practice of the principles of biblical truth, professionalism, and a commitment to scholarship and life-long learning and ministry.
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.
3. Identify, explain, differentiate, and critique the roles, significance, and general importance of schools and school leadership in service to the church and to private, Christian, and public education.
4. Discriminate, justify, and apply the necessary biblical and professional skills for making informed educational leadership decisions and taking appropriate actions based on study, investigation, reflective analysis, and the utilization of relevant data.
5. Recognize, describe, and model the professional expectations, requirements, and standards of the *Professional Standards for Educational Leaders*.

Assessment Calendar

Academic Year	PLOs	Assessments
2021-2022	#2	
2022-2023	#1	
2023-2024	#4	4a and 4b
2024-2025	#2	

Program Title: Graduate Education				Dr. Mary Briggs		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 2	The student sill be able to exhibit the professional skills and personal	Rubric for ED622 Research paper	80%	At least 80% of graduate studentsrwho complete ED622	*The student who completed ED622 achieved a score of 91% on the	It might be a good idea to request graduate students to refrain from

Program Title: Graduate Education				Dr. Mary Briggs		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
	abilities related to thinking critically, discussing constructively, and writing synthetically regarding biblical, historical, philosophical, and contemporary educational issues in leadership, curriculum, and instruction.			achieve an average score of 88% or higher on their Research paper	ED622 Research paper	using software tools such as Grammarly.
		*Certain anomalies should be noted: 1. For the Research paper, the student used the contents of Annotated Bibliographies. However, when the professor checked, the contents of the student's Annotated Bibliographies did not entirely match the contents of the journal articles. The professor discovered that if ChatGPT was requested to write a summary and analysis of each journal article, the results were similar in content and formatting to the student's Annotated Bibliographies. The student stated that busyness was the reason for the mismatch between Annotated Bibliographies and journal articles. 2. It is likely that the student relied too heavily on Grammarly's free AI Writing Assistance to polish the Research paper.				
		Rubric for ED625 Mini-Research Proposal	80%	At least 80% of graduate students who complete ED625 achieve an average score of 88% or higher on their Mini-Research proposal assignment.	No graduate students were enrolled in ED625 during the 2024 – 2025 academic year.	

Assessment Questions

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

   One departmental strength is developing curriculum that matches the expectation of the Missouri Department of Elementary and Secondary Education (DESE). DESE is the state accreditation agency that allows Calvary to offer programs that lead to state certification. Accomplishments during the 2024 calendar year:
   - completed the comprehensive crosswalk of Calvary's courses with DESE's expected School Leader, K - 12 competencies resulting in a completed DESE matrix

- developed two new syllabi: ED696 School Leadership, K – 12 Internship I ED697 School Leadership, K – 12, Internship II
- submitted the Cover Page, School Leadership, K – 12 Matrix, and 15 syllabi to DESE to gain approval for our Master's Degree in Education with a focus on Educational Administration and Leadership to lead to state certification as a School Leader, K -12.
- received approval for the entire certification degree program with no changes requested
- facilitated CU's first School Leader, K-12 internships through ED696 & ED697 course development & implementation
- facilitated CU's first School Leadership, K-12 internships in an international school

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

We need financial resources to advertise our graduate programs.

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

Calvary University's Education Department now has their first graduate student who has been certified by the state of Missouri as a School Leader, K-12. This certification opens the door for the graduate student to be a principal in any K-12 educational setting where this state certification is recognized.

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

According to Ruffalo Noel Levitz' December 2024 information on trends in Graduate School Education, for three years in a row more online graduate students than in-person graduate students completed their degrees. In 2023, almost 125,000 more degrees were awarded to online graduate students as compared to in-person graduate students. Consequently, universities are encouraged to devote the same level of attention to marketing and recruitment for graduate programs as they do to marketing and recruitment for undergraduate programs.

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

- Perhaps we will request graduate students to refrain from using software tools such as Grammarly
- Increase efforts to work with Calvary's Marketing and Admissions Offices to recruit graduate students

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
#2	Rubric	*The student who completed ED622 achieved a score of 91% on the ED622 Research paper.	It might be a good idea to request graduate students to refrain from using software tools such as Grammarly.	Anomalies noted above	N/A

Academic Units - Seminary

Master of Arts in Bible and Theology

Master of Arts in Bible and Theology Program Mission Statement. The mission of the Master of Arts in Bible and Theology Program is to challenge graduate students at Calvary University to learn and practice the inductive method of Bible study, analyze and synthesize the 66 books of the Bible, define and defend the major doctrines of Christianity, evaluate critically different interpretive issues in Bible and Theology, and learn and live out the biblical worldview.

The Master of Arts in Bible and Theology Program Learning Outcomes (PLOs): Students will be able to:
1. Learn and practice the inductive method of Bible study
2. Analyze and synthesize the 66 books of the Bible
3. Define and defend the major doctrines of Christianity
4. Critically evaluate different interpretive issues in Bible and Theology
5. Learn and live out the biblical worldview

ASSESSMENT CALENDAR

Academic Year	PLOs	Assessments
2023-2024	#1	
2024-2025	#2	

Program Title: Master of Arts in Bible and Theology				Dr. Gary Gromacki		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 1	Students will learn and practice the inductive method of Bible Study (observation, interpretation, application, and correlation)	Do an inductive study of James in these assignments in BI607: (1) list 50 observations on James 1, (2) write a detailed outline of James, (3) do a word study on wisdom in James,	Observation step was measured in Assignment 1 in BI607 Interpretation step was measured in Assignments 2, 3, 4, and 5 in BI607	80% of students will achieve a grade of A or B on assignments 1, 2, 3, 4, 5, 6 and 7 in the course BI607	100% of the students received an A on the inductive study of James seen in assignments 1, 2, 3, 4, 5, 6 and 7 in the course BI607	I gave examples of how the assignments were to be done in the syllabus and in class. We discussed their answers to the questions. I needed to show

Program Title: Master of Arts in Bible and Theology				Dr. Gary Gromacki		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
		(4) write a commentary on one chapter of James (5) do character studies on Abraham, Rahab, Job and Elijah mentioned in James, and (6) write 30 applications for life from James	Application step was measured in Assignment 6 in BI607			them how to do outlining of a Bible text before they did outline on James.
		Assignment 7 in BI607 - Do a study of the chronological order of writing of the 66 books of the Bible	Correlation was measured in Assignment 7 in BI607	80% of the students would receive an A or B on assignment 7	Six out of 7 students received an A or B on assignment 7	Provide example in class and in syllabus of expectations on this assignment
PLO 2	Students will be able to analyze and synthesize the 66 books of the Bible	BI620 Assignment 4 – Write a book summary of each of the four gospels	Students will analyze and synthesize the 4 gospels in their book summaries	80% of the students would receive an A or B on assignment 4 in BI620	100% of the students received an A or B on assignment 4 in BI620	Very happy with the results
		BI621 Assignment 5 – Write a book summary for Acts	Students will analyze and synthesize Acts and the epistles of	80% of the students would receive an A or B	100% of the students received an A or B on	Very happy with the results

Program Title: Master of Arts in Bible and Theology				Dr. Gary Gromacki		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
		and the Epistles of Paul	Paul in their book summaries	on Assignment 5 in BI621	Assignment 5 in BI621	
PLO 3	Students will be able to define and defend the major doctrines of Christianity	Assignment 2 in TH612 – Answer questions in Discussions on Soteriology from the book Freely By His Grace	Students will be able to define and defend one the major doctrines (Soteriology) by doing this assignment	80% of the students will receive an A or B on these assignments		
		Assignment 4 in TH612 – Type a summary outline of these doctrines: Angelology, Ecclesiology and Eschatology	Students will be able to define and defend 3 doctrines in Systematic Theology	80% of the students will receive an A or B on these assignments		
PLO 4	Students will be able to critically evaluate different interpretive issues in Bible and Theology	Assignment 5 in TH612 – Write a research paper on God's Future Program for Israel or God's Future Program for the Church or Dispensationalism vs. Covenant Theology or	Students will be able to critically evaluate these issues in Bible and Theology by writing this research paper	80% of the students will receive an A or B on these assignments		

Program Title: Master of Arts in Bible and Theology				Dr. Gary Gromacki		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
		Premillennialism vs. Amillennialism on Revelation 20:1-11				
		Assignment 3 in TH613 Dispensational Premillennialism: Write a research paper critiquing one of these theological systems: covenant theology, amillennialism, new covenant theology, progressive covenantalism, progressive dispensationalism, covenant premillennialism, or postmillennialism				

2024-2025 MABT Assessment Questions

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

   MABT Faculty

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

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

   Revised MABT Mission and PLOs

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

   Possible new degree option at Calvary University – BA to MABT in 2025-2026

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

   Provide a detailed outline for the Systematic Theology courses

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

Master of Arts in Biblical Counseling

Master of Arts in Biblical Counseling Program Mission Statement. The Master of Arts in Biblical Counseling degree provides a graduate-level, biblically, theologically, and psychologically focused education for men and women who desire to enter into biblical counseling service. The training prepares men and women to engage as counselors in churches, para-church organizations, and various community settings. The program utilizes courses from three distinct and interconnected cores (Bible and Worldview, Theology, and Counseling) to provide students with the foundational knowledge and skills necessary for effective biblical counseling practice.

Master of Arts in Biblical Counseling Program Learning Outcomes (PLOs)

Students will be able to:

1. Utilize critical thinking to formulate a counseling theology, philosophy, methodology, and practice founded in Scripture and informed clinically.
2. Identify and explain how different counseling perspectives compliment and contrast Scripture and Common Grace.
3. Practice counseling skills.
4. Practice self-care.
5. Prepared for the National Counselors Exam and Missouri licensing procedures.

ASSESSMENT CALENDAR

Academic Year	PLOs	Assessments
2024-2025	#5	5a & 5b
2025-2026	#1	1a & 1b
2026-2027		
2027-2028		

Program Title: *Master of Arts in Biblical Counseling*				Dr. Jeffrey Cox		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 1	Utilize critical thinking to formulate a	Write a personal philosophy of counseling paper	Use a rubric detailing the necessary criteria	75% of students are able to articulate their beliefs around	75% of students score a 90% or higher on written assignments	None at this time

Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
	counseling theology, philosophy, methodology, and practice founded in Scripture and informed clinically	(Theological foundations class), as well as other written assignments		counseling in a manner that earns them a score of 90% or higher on assignments		
		Weekly personal interviews with counselors	Use a rubric detailing the necessary criteria	100% are able to articulate in supervision interviews	100% participation	None at this time
PLO 2	Identify and explain how different counseling perspectives compliment and contrast Scripture and Common Grace	Write a paper on different counseling methods/approaches in Counseling Theories	Use a rubric detailing the necessary criteria	75% of students are able to articulate different perspectives around counseling in a manner that earns them a score of 90% or higher on assignments		
		Participation in video training during supervision		90% complete 75% or more of the video training		
PLO 3	Practice counseling skills	Complete Biblical Counseling Dept.'s Practicum Program	Completion of compliance notes for sessions	80% complete 100% of their hours	100% participation	
		Complete Biblical Counseling Dept.'s Internship Program	Completion of compliance notes for sessions	80% complete 100% of their hours	100% Participation	
PLO 4	Practice Self-Care.	Exposure to a variety of self-care techniques through video training	Rubric that lays out an outline/plan for self-care	80% of students complete and demonstrate improvement		More structured implementation beginning in Fall 2025
		EQ Testing and evaluations	Periodic testing	80% show improvement		More structured implementation

Program Title: *Master of Arts in Biblical Counseling*   Dr. Jeffrey Cox

Program Title: *Master of Arts in Biblical Counseling*				Dr. Jeffrey Cox		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
						beginning in Fall 2025
PLO 5	Prepared for the National Counselors Exam and Missouri licensing procedures	Internship/Practicum Program	100%	100% of students will complete their internship/practicum hours to prepare them for Missouri licensing procedures	100% of students complete the hours required for their internship/practicum program	None at this time
		National Counselor's Exam (NCE)	75%	75% of program graduates will receive a passing score or higher on the NCE in Missouri after completing the program	75% of students who have completed the program went on to pass the NCE in Missouri	None at this time

Assessment Questions

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

   The quality and strength of the Biblical Counseling program are clear in the department's growth and its success in recruiting new students. Another strength is that the counseling department is training critical-thinking counselors, as shown by the high level of critical thinking in students' papers and other academic assessments.

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

   The Wellness survey still needs to be implemented and carried out for all residents.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
   Counselors who have graduated have also fulfilled licensure requirements, are under supervision, and are transitioning to new career opportunities. This assessment also indicates that the faculty is meeting the Program Learning Outcomes (PLOs).

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?
Moving forward, exploring the possibility of obtaining CACREP accreditation for the university may help with recruiting students, as well as affirming the university's counseling program and future stability.

5. What changes in your department (if any) have you made or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below)
Doug Geiger is set to earn his Doctoral degree in 2025, which will further strengthen the academic standards of the department. Additionally, we plan to improve communication between the Biblical Counseling and Biblical Theology departments.

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

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
PLO #1	Write a personal philosophy of counseling paper (Theological foundations class), as well as other written assignments	75%			

	Doug	100%			Professor Geiger is completing his doctorate to become a part-time professor. This will be an additional $15,000 (estimated) cost to the program.

Master of Divinity

Master of Divinity Program Mission Statement: The Master of Divinity program provides solid preparation for ministry in the local church, on the mission field, and in other ministry-related settings. Two tracks are available for equipping ministry leaders. The "Pastoral Ministry Track" is designed for equipping men for serving in Elder roles. The "General Ministry Track" is designed for equipping both men and women for a variety of ministry settings and positions.

Master of Divinity Program Learning Outcomes (PLOs): Students will be able to:

1. **assess** the spiritual maturity (of self and others) in order to influence spiritual growth. (ILOs 4, 5) (Character)
2. **defend** the biblical worldview through the application of sound research methods and the consistent literal grammatical-historical hermeneutic. (ILOs 1, 2, 3) (Knowledge)
3. **develop** a biblical philosophy and strategy for Christian ministry. (ILOs 1, 2, 3) (Knowledge)
4. **present** biblically accurate, culturally relevant, and personally applicable ministry communication (oral and written). (ILOs 1, 2, 3, 4, 5) (Skill)
5. **discover** the God-given spiritual gifts, abilities, and calling (or self and others) in order to lead effective Christian ministry. (ILOs 1, 2, 4, 5). (Skill)

ASSESSMENT CALENDAR

Academic Year	PLOs	Assessments
2023-2024	#2 & 4	2 & 4
2024-2025	#1, 3, & 5	1a & 1b, 3a & 3b, & 5a & 5b

Program Title: *Master of Divinity Degree*				Dr. Michel L. Dodds		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 1	The student will be able to -- **assess** the spiritual maturity (of self and others) in order to influence spiritual growth. (ILOs 4, 5) (Character)	PS633 Personal Eval assignment	Demonstrate awareness of personal spiritual strengths, limitations, & weaknesses / 86%	Using rubric, students will demonstrate awareness of spiritual maturity in self & others	The student scored 96% and showed great self-awareness of his current level of spiritual maturity.	Evaluate the effectiveness of this self-assessment assignment by using specific criteria.
		PS635 Final Interview	Verbally articulate self-awareness of	Using rubric, students will be	No students took PS635 this year.	N/A

Program Title: *Master of Divinity Degree*				Dr. Michel L. Dodds		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
			personal strengths & weaknesses / 86%	able to articulate evidence of their spiritual maturity		
PLO 2	The student will be able to -- **defend** the biblical worldview through the application of sound research methods and the consistent literal grammatical-historical hermeneutic. (ILOs 1, 2, 3) (Knowledge)	RT690 Thesis	Demonstrate graduate level scholarship / 86%	Using rubric, students will demonstrate graduate level written scholarship		
		Statement of Faith & Oral Exam	Demonstrate graduate level understanding of orthodox beliefs / 86%	Using rubric, students will demonstrate graduate level written & oral statements		
PLO 3	The student will be able to -- **develop** a biblical philosophy and strategy for Christian ministry. (ILOs 1, 2, 3) (Knowledge)	PS632 Philosophy of Preaching assignment	Demonstrate graduate level understanding of preaching / 86%	Using rubric, students will present a biblical & personal philosophy of preaching	All 3 students achieved over 96% and demonstrated biblical and practical wisdom and understanding necessary for this kind of ministry.	Continue to use this assessment tool.
		PS637 Philosophy & Strategy of ministry assignments	Demonstrate graduate level understanding of ministry and ministry strategy / 86%	Using rubric, students will present a biblical philosophy and strategy for a specific ministry	2 students achieved over 96% demonstrating the necessary ministry skills to develop and implement ministry philosophy & strategy.	Continue to use this assessment tool

Program Title: *Master of Divinity Degree*				Dr. Michel L. Dodds		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 4	The student will be able to -- **present** biblically accurate, culturally relevant, and personally applicable ministry communication (oral and written). (ILOs 1, 2, 3, 4, 5) (Skill)	PS632 Final sermon	Demonstrate graduate level ability in sermon preparation & presentation / 86%	Using rubric, students will demonstrate graduate level ability of sermon preparation & presentation		
		PS635 Assignments & Supervisor Evaluation	Demonstrate readiness for ministry through internship experience / 86%	Using rubric, students will demonstrate ability for doing and leading ministry		
PLO 5	The student will be able to -- **discover** the God-given spiritual gifts, abilities, and calling (or self and others) in order to lead effective Christian ministry. (ILOs 1, 2, 4, 5). (Skill)	PS633 Personal Evaluation assignment	Demonstrate self-awareness of personal sp. gifts, calling, maturity, & needs / 86%	Using rubric, students will demonstrate personal self-awareness of ministry preparedness	The 1 student achieved over 96% demonstrating a mature understanding of his current ministry strengths, weaknesses, & limitations.	Continue to use this assessment tool
		PS635 Final Interview	Verbally articulate self-awareness of personal ministry preparedness / 86%	Using rubric, students will be able to articulate evidence of their spiritual maturity	No student enrolled in this course this year.	N/A

Assessment Questions

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?
   -The class sizes allow great knowledge of the individual students and the time with each student to develop them as individuals. (See 2025 Graduate & Seminary Survey – "Availability of Instructors")

-The ministry experience of all the faculty in the degree program brings and breadth and depth of knowledge and experiences to the classroom interaction and to the interpersonal interaction with the instructor-student relationship. (See 2025 Graduate & Seminary Survey – "Attitude of faculty toward students *(Interactions)*")
-All courses in the degree are available in an online format provides a wide variety of times to engage with the course material and with others from around the world.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?
    -The smaller course enrollment size means a limited interaction with other students; plus the online nature of all the courses means that even fewer students will have the opportunity to interact with other students – and often directly with the instructor if the student's schedule prevents live streaming.
    -While the numbers of 5-yr BA-MDiv students in gradually increasing, the numbers of MDiv program students is decreasing.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
    -With the small population in the degree / course enrollment in the degree courses, the assessments are very personal, which is great for the student and for assessing the effectiveness of the instruction.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?
    -The decreased number of MDiv students (not to include the 5-yr BA-MDiv students) necessitates and evaluation of the marketing of the MDiv degree.
    -This decreased number of MDiv students also necessitates an evaluation of the MDiv program in light or market trends.

5. What changes in your department (if any) have you made, or will you be making, as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below)
    -In this past year, the Degree Mentor has increased visibility for the program through conference attendance and presentations, social media presence highlighting the Program offerings and benefits.
    -Consideration will be made for adding Adjunct faculty to increase the variety of instructors for the degree program.

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

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)

Doctor of Philosophy

The Doctor of Philosophy in Bible and Theology Program Mission Statement. The mission of the Ph.D. in Bible and Theology Program is to produce outstanding exegetes of the Bible in its original languages and theologians who can serve both the academy and the church as scholars who communicate their research in Biblical and theological studies.

The Doctor of Philosophy in Bible and Theology Program Learning Outcomes (PLOs): Students will:
1. Do exegetical research in the Hebrew Old Testament and the Greek New Testament
2. Synthesize the content and theology of each of the 66 books of the Bible
3. Explain and defend the Biblical worldview on various contemporary issues
4. Assess diverse theological views from a traditional dispensational perspective
5. Advance Biblical and theological research and education by writing a Ph.D. dissertation

ASSESSMENT CALENDAR

Academic Year	PLOs	Assessments
2024-2025	#5	#5
2025-2026		

Program Title: Doctor of Philosophy in Bible and Theology				Dr. Gary Gromacki		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 1	Students will do exegetical research in the Hebrew Old Testament and Greek New Testament	BT703 Exegesis in the Hebrew OT – Write an exegetical paper on a selected text from the Hebrew Old Testament	Rubric for PhD exegetical papers	80% of students will achieve a grade of A (94-100) or B (88-93)		

Program Title: Doctor of Philosophy in Bible and Theology				Dr. Gary Gromacki		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
		BT704 Exegesis in the Greek New Testament – Write an exegetical paper on a selected text from the Greek New Testament	Rubric for PhD exegetical papers	80% of the students would receive an A (94-100) or B (88-93)		
PLO 2	Students will synthesize the content and theology of each of the books of the Bible	BT708 – Advanced OT Synthesis II- Student will teach on a Hebrew OT text from the Torah using Powerpoint	Rubric for teaching Hebrew OT Text from Torah	80% of the students will receive an A or B on this assignment		
		BT710 – Advanced NT Synthesis II – Greek New Testament Comprehensive Exam – including a written Greek NT exam and an oral exam	Rubric for Greek NT Final Exam	80% of the students will receive an A or B on this assignment		

Program Title: Doctor of Philosophy in Bible and Theology				Dr. Gary Gromacki		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 3	Students will explain the defend the Biblical worldview on various contemporary issues	BT711 – Read the book The Evolution Controversy and answer questions 1-10 in Discussions	Rubric for Book Discussions	80% of the students will receive an A or B on this assignment		
		BT712 – Debate Calvinism vs. Arminianism in class	Rubric for Ph.D. Debate	80% of the students will receive an A or B on this Assignment		
PLO 4	Students will assess diverse theological views from a traditional dispensational perspective	BT713 -Advanced Theological Analysis II – student debate Calvinism vs. Arminianism	Rubric for Ph.D. debate	80% of the students will receive an A or B on Assignment 3		
		BT715 – Take the Systematic Theology Comprehensive Exam – written and oral exams	Rubric for Systematic Theology Comprehensive Exam	100% of the students will pass the Systematic Theology Comprehensive Exam		

Program Title: Doctor of Philosophy in Bible and Theology				Dr. Gary Gromacki		
Outcome	PLO	Assessment Tool	Metric/Threshold	Standards	Data	Improvements
PLO 5	Students will advance Biblical and theological research and education by writing a dissertation	BT702 – Principles of Dissertation Research - Students will write a Ph.D. dissertation proposal	Rubric for Ph.D. dissertation proposal	80% of students will have completed their dissertation proposals before Dissertation Research and Writing I course	Currently 100% - 17 out of 17 Ph.D. students have completed their Ph.D. dissertation proposals	Ph.D. students need to be reminded and challenged to continue to work on their Ph.D. research throughout the program
		Students will write a Ph.D. dissertation, present a lecture on it and defend it in BT720		80% of students who start the Ph.D. Dissertation Research and Writing courses will complete the Ph.D. dissertation by BT720	71% -Five out of seven cohort 1 Ph.D. dissertations completed their Ph.D. dissertations	Two Ph.D. candidates in Cohort 1 have not completed the first 75 pages of their dissertations because they changed their dissertation proposals

2024-2025 Ph.D. in Bible and Theology Assessment Questions

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

    Ph.D. Faculty – our major strength
    100% online course with no residency requirements
    Low cost-high quality Ph.D. education
    Library staff help with Ph.D. dissertations
    Interaction with Ph.D. profs and students in Microsoft Teams

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

    Some adjunct Ph.D. profs have not been available to Ph.D. students working on their dissertations or have not been meeting enough online with them

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

   2024-2025 was a great year as we had our first five Ph.D. graduates at Calvary University

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

   Need for more Ph.D. students to begin a new cohort in Fall 2025 Session 1
   The challenge of having international Ph.D. students – connections in Microsoft Teams

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

   Added Dr. Mark McGinniss in 2024-2025 as a new Ph.D. professor

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

Expansion of Answers to **Question 5 Above** – Changes Made from Assessment					
Outcome	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)

Administrative Units

Academic Office

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

Academic Office (including the Academic Curriculum Committee) Goals are:

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.
2. To maintain fiscal responsibility for all departments under the supervision of the Chief Academic Officer.
3. To develop and maintain a highly professional and committed faculty.
4. To provide a supportive learning environment, including facilities and technical operations, to scaffold learning and enhance accessibility for faculty and students.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	#3	Objectives 3A to 3D
2024-2025	#4	

Administrative Department: Academic Office					Dr. Bitner	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
1 - To develop and enhance academic programs and projects to prepare students to meet generally accepted	1A – The Academic Office and the ACC will ensure all new programs, including minors, are approved by	Maintain a process whereby academic departments prepare documentation, including program development	Track program change requests to verify internal processes and accreditation change requests are completed to standard with	100% of academic departments prepare documents acceptable at all levels when requresting		

Administrative Department: Academic Office					Dr. Bitner	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
professional knowledge and standards consistent with expectations by accrediting agencies and with the University's mission	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.	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	associated outcomes.	program changes.		
	1B The office will facilitate implementation of the first-year student experience with reference to academic experience.	Obtain first-year student perspectives and recommendations for improvement.	First year student survey to evaluate and make recommendations for improvement of the first-year process.	80% of first year students will complete a program improvement instrument.		
	1C The office will supervise academic programs which result in students acquiring	Program graduates will obtain employment or continue their education within	Track graduate employment rates and graduate school applications.	80% of program graduates will obtain employment or continue education		

Administrative Department: Academic Office					Dr. Bitner	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	marketable skills within their academic majors.	one year of graduation.		within one year of graduation.		
2 – To maintain fiscal responsibility for all departments under the supervision of the CAO.	2A Academic departments will coordinate course scheduling and assignments with the Registrar to ensure class size is academically and financially viable.	Academic departments will achieve minimum student load factor of 1.0 or higher.	Track faculty load factor and student load for each faculty member.	80% of academic departments will achieve a student load factor of 1.0 or higher.		
	2B Academic departments will generate tuition and fees in excess of department budgets.	Academic departments will generate tuition and fees in excess of department budgets.	Track tuition and fee generation over the academic year.	80% of academic departments will generate tuition and fee revenue in excess of their budget.		
	2C Academic departments will maintain budget controls so that department expenses	Academic departments will stay within the approved budget.	Monthly budget reviews and review of the year-end report prepared by the CFO.	80% of academic departments will be at or below budgeted expenses at the time the		

Administrative Department: Academic Office					Dr. Bitner	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	remain within budget.			assessment report is prepared.		
3 – To maintain a highly professional committed faculty.	3A Engage faculty in curricular decision-making processes.	The faculty, as a whole, review and approve proposed curricular changes.	Measure the amount of curricular proposals that arrive at the ACC for review and approval that have been reviewed by the Faculty Senate.	100% of curricular changes receive Faculty Senate review prior to ACC review.	Review of ACC minutes indicate that 100% of curricular changes presented to the ACC were approved by the Faculty Senate first (except summer months, where Faculty Senate voted to approve ACC action without Faculty Senate acting first). The objective is MET.	
	3B Further faculty pedagogical skills.	Faculty have opportunities to hone instructional, curricular, and research skills.	Track faculty attendance at workshops and similar institutional events.	80% of faculty attend workshops and in-service in person or online.	A review of workshop and in-service minutes indicates that overall, 69% of faculty attended faculty workshops in person or online. The objective was NOT MET.	
	3C Further skills within academic disciplines.	Faculty have opportunities to advance their own professional	Track faculty attendance at professional conferences,	80% of faculty attend at least one professional	A review of revised CV's and support forms submitted for annual review	

Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
	Administrative Department: Academic Office				**Dr. Bitner**	
		knowledge base to improve instructional capacity and recognized expertise.	webinars, and similar events as well as participating in and completing advanced degrees and conducting research.	conference (in person or online), or similar opportunities, pursue advanced degrees, or at publish least one papers or book per academic year.	indicate that 100% of full-time faculty met the threshold. The objective is MET.	
	3D Faculty engage in recruitment and department building.	Faculty are active in recruitment activities including aiding and coordinating with Admissions.	Track faculty presentations and representations at recruitment and department building oriented events.	80% of faculty contribute to a minimum of 12 representations or department building events per year (SEMP)	A review of faculty support forms indicate that 81% of the full time faculty engaged with the public in at least 28 separate events (including Calvary Conversations) during the academic year. The objective is MET.	
4- To provide a supportive learning environment, including facilities and technical operations, to	4A – To ensure that all physical learning facilities, including classrooms, library, CAC, the Science	Students are able to access all course materials, facilities, and learning opportunities.	Facilities audit, electronic platform audit	90% of classrooms, CAC, and key facilities meet ADA accessibility standards.	86% of classrooms, labs, library, CAC, chapel, theatre work areas, and music work areas are accessible. Inaccessible areas are practice rooms on the	The fact that we can provide practice room opportunities in classrooms on the first floor of the East Education building is sufficient for accessibility, but not

Note: The top row of the table header reads "Administrative Department: Academic Office" spanning the left columns and "Dr. Bitner" on the right.

Administrative Department: Academic Office					Dr. Bitner	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
scaffold learning and enhance accessibility for faculty and students.	Lab, and digital platforms are accessible to individuals with specialized needs, including those with disabilities.			100% of students have full access to electronic learning resources via Canvas and Populi.	second floor of east ed, however, two classrooms with pianos that are accessible can be utilized as practice rooms when necessary. 100% of students have full access to electronic learning resources via Canvas and Populi. <mark>The objective is MET with a caveat.</mark>	ideal. We should probably explore other solutions.
	4B – To ensure the institution provides consistent, quality internet access and is responsive to technical issues.	Students are able to access course materials and student information via electronic means in a timely fashion and receive responsive support when encountering technical problems.	Review of Student Satisfaction Inventory (SSI) and Graduating Student Survey (GSS) Results	70% of students rate online-related items at a 4 or 5 (1 to 5 Likert scale) on the GSS, and rate IT support above the national rankings on the SSI	SSI Results: Internet access rated at 0.20 (for item 15) and 0.39 (for item 22) above national average Undergraduate GSS: 29 out of 33 rated IT at 4 or 5 (88%) and 23 out of 28 rated internet service at 4 or 5 (82%). Graduate GSS: 10 out of 11 rated IT at 4 or 5 (91%) and 5 out of 6 (83%) rated internet service at a 4 or 5.	Survey results indicate students express satisfaction with electronic access. Note: New classroom computers were installed in the summer of 2024 throughout campus.

Administrative Department: Academic Office					Dr. Bitner	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
					The objective is MET.	

Assessment Questions

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

   - Students report that the quality of instruction they receive in most classes is excellent (2025 SSI)
   - There are sufficient courses within their program of study available to them each term (2025 SSI)
   - Tutoring services are readily available (2025 SSI)
   - Students indicate that the academic advisor is knowledgeable, understands program requirements, and is available when needed (2025 SSI)
   - Students indicate that most courses include a variety of teaching methods (2025 SSI)
   - Students state that they are able to register with few conflicts (2025 SSI)
   - Students rated Calvary highly on enabling them to learn to live according to a biblical worldview, evaluate different philosophies and cultures, to conduct biblical research, and to care for their own spiritual health (consistent with the University's mission) (2025 Graduating Student Survey)
   - Follow up from the 2024 assessment: Calvary adopted microcredentials as a result of last year's assessment. In Fall 2024, eight students pursued microcredentials classes and took 24 semester hours of classes. In spring 2025, five students took 18 semester hours and in fall 2025 (as of the time of this report), six students are registered for 24 semester hours.

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

   - Students indicate that timely faculty feedback is an issue (2025 SSI).
   - Students are concerned that they are unable to freely express their ideas on campus (2025 SSI).
   - Undergraduate students who graduated in spring 2025 rated the institution low in helping them understand and apply scientific principles and methods (2025 Graduating Student Survey)

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

Clearly, the fact that students reported in the Graduating Senior survey that the University is preparing them to live according to a biblical worldview indicates that the institution is fulfilling our mission, thus the department is achieving an important objective for the institution.

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

   Concerns continue about the level of student preparation for college, student work ethic, how to better engage online students, and the impact of the enrollment cliff are all concerns expressed and understood by faculty and administrators inside and outside of academic operations.

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

   - Investigation, development, and adoption of a house system in place of the academic class system which had become unmanageable over recent years. The system was a Faculty Senate initiative and will be developed by a Faculty Senate committee for implementation in fall 2025 (ACC Minutes, 5/6/2025)
   - Revise a portion of the First Year Student Experience curriculum to combine two classes into one. The purpose was to facility ongoing first year student support throughout the course of the first semester in a Warrior Seminar (ACC, 2/4/2025).
   - Establish a comprehensive student success improvement initiative entitled "RISE" (Reach, Inspire, Support, Excel) to assist students entering on Academic Monitoring to improve chances of retention and completion (documented in the 2025 SSIP and coordinated by the Academic Advisor, email 6/12/2025).

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

   None at this time.

Admissions Department

Admissions Department Mission. The Admissions Department seeks to serve the institution through the process of building up the student body. We are committed to recruiting students and guiding them through the college search and application processes. Our support ex tends through acceptance and registration, ensuring a smooth transition for incoming students.

Admission Department Goals:
1. Promote Calvary to prospective students by engaging with churches, schools, educational conferences, and fairs.
2. Foster relationships with prospective students to facilitate their application journey.
3. Invite prospective students to campus for tours and events such as Calvary Days.
4. Evaluate applications to make admissions decisions or refer candidates to the Admissions Committee for further review.
5. Assist accepted students in selecting courses and preparing for registration.

Assessment Calendar

Academic Year	Goal(s)	Objective(s)
2024-2025	4,5	
2025-2026	1,3	
2026-2027	2,4	

Administrative Department: Admissions/Enrollment Management				Brad Paxton		
Goals	Objectives	Intended Outcome	Means of Assessment	Metric/Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve Program
4. Evaluate applications to make admissions decisions or refer candidates to the Admissions Committee for further review.	Remove delays in application process through quicker decisions	Decrease in time it takes to complete admissions process to avoid withdrawn applicants	Fewer cancelled/withdrawn applications The number of accepted applications versus started applications increases.	Greater retention from application to student	Faster decisions have come about through having just the Counselor and Director assess applications without question marks. Also through letting the	Described below

Administrative Department: Admissions/Enrollment Management				Brad Paxton		
Goals	Objectives	Intended Outcome	Means of Assessment	Metric/Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve Program
					Admissions Committee know that if they do not comment within 48 hours, we will assume that they are giving their assent.	
Assist accepted students in selecting courses and preparing for registration.	Get students to register	Moving students from accepted to registered	Increase in new student registrations. Final satisfaction survey results are tracked and evaluated	Increase in registrations from accepted applications	Counselors help accepted students decide what classes to register for based on assistance from the Academic Advisor and the FYSE list of recommended classes.	Described below

Evaluation of Success/Summary of Collected Data

Fewer Cancelled/Withdrawn Applications

Academic Term	Number of Started Applications	Number of Withdrawn Applications	Percentage of Withdrawn Applications
Spring 24	226	189	84%
Spring 25	220	137	62%
Summer 24 (as of 3/6/24)	4	1	25%
Summer 25 (as of 3/2/25)	56	42	75%
Fall 24 (as of 3/6/24)	205	110	54%
Fall 25 (as of 3/2/25)	284	98	35%

The Number of Accepted Applications Versus Starts Applications Increases

Academic Term	Number of Started Applications	Number of Withdrawn Applications	Percentage of Withdrawn Applications
Spring 24	226	33	15%
Spring 25	220	25	11%
Summer 24 (as of 3/6/24)	4	1	25%
Summer 25 (as of 3/2/25)	56	2	4%
Fall 24 (as of 3/6/24)	205	110	54%
Fall 25 (as of 3/2/25)	284	34	12%

Evaluation: The Percentage of withdrawn applications has decreased except for SU25. The reason for this is our department went through all our active applications and withdrew applications that were scams, despondent, or if the applicant had not communicated with us i n over a few months. Overall, however, the percentage of withdrawn applications has decreased over 24 -25.

The percentage of accepted applications has fluctuated in comparison to the last academic year. For the Summer and Fall semesters we have seen a steep increase in our started applications and accepted applications which is encouraging. Overall, the application changes that were made during the SU24 semester have helped to reduce friction in our application process which has resulted in a larger number of applicants finishing their applications and getting accepted.

Use of Results to Improve the Program: The above results have encouraged that the changes we have made to our application process have been helpful in allowing students to finish their application and not withdraw it. With time we hope to see a continued increase in the percentage of accepted applications.

Increase in New Student Registrations

Academic Term	Number of Accepted Students	Number of New Registrations	Percentage of Positive Turnover
Spring 24	38	Not tracking at time of report	NA
Spring 25	25	20	80%
Summer 24 (as of 3/6/24)	1	0	0%
Summer 25 (as of 3/2/25)	2	2	100%
Fall 24 (as of 3/6/24)	19	2	10%
Fall 25 (as of 3/2/25)	34	9	26%

Evaluation: Overall, in the year 24-25, there has been an improvement in our reporting, and we have seen an increase in the number of accepted students that register to become new students. Also, with the addition of the satisfaction survey, we will be able to identify problem areas in our current process and procedures quickly and make the necessary adjustments as they are needed.

Use of Results to Improve the Program: Our department has greatly improved in our ability to convert accepted students to new registrations. We will continue to be efficient and thorough in our communication while registering accepted students. We will also be implementing the satisfaction survey which we hope will aid us in diagnosing problem areas in our process and allow for quick changes to be made to continue to improve our procedures.

Assessment Questions

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

   We have improved as a department in converting accepted applications to registered students and in decreasing the percentage of withdrawn applications. The changes that were made in our application have been overwhelmingly positive.

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

   Before this semester, the admissions department did not have goals or an assessment report of any kind in place. We also did not have a way to receive feedback from the individuals who go through our admissions process.

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

   Having specific goals and metrics to track them has been helpful in determining the direction of the department and will help us with reporting and assessing our department in the future.

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

   Three new people are starting in the department, so there may be some delay while they are learning the ropes.

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

We will be adding a satisfaction survey that will be sent to every newly registered student as a way to track what we are doing well and how we could improve as a department in our process and procedures based on the experiences of those students.

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

Our department created our own manual this year and used it to help define our goals and metrics for this assessment. This assessment process has been helpful and great to give narrower direction and specific goals for the Admissions department.

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
5.1	Final Satisfaction Survey Addition	There are no results at this time due to it being a brand-new addition to our procedures.	We are adding a final satisfaction survey to the end of our process with every new registered student to gain insight.	https://forms.office.com/r/yrbqtsXhJK	NA

Athletic Department

Athletic Department Mission: The Calvary Athletic Department teaches spiritual principles through Christ - centered athletic competition. We challenge our athletes to use their God given gifts to disciple others, and to become positive Christian role models. Our goal for each team is for them to perform at a high level of excellence in competition to the glory of God.

Athletic goals include:
1. Uphold academic standards while still maintaining a competitive athletic atmosphere.
2. Provide athletic equipment necessary to promote fitness for the student body, and strength and conditioning for athletes.
3. Provide a Christian led atmosphere through coaches and staff in the athletic department.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	#1	1a and 1b
2024-2025	#3	3a and 3b
2025-2026	#1	1a and 1b

Administrative Department: Athletic Department					Tressa Barnes	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Uphold academic standards while still maintaining a competitive athletic atmosphere.	1 – Uphold Academic Standards	Out of the 30 student athletes competing. Only 1 became academically ineligible.	Cataloging GPA for each student athlete. Faculty participate on updating grade forms.	97% of student athletes met the minimum requirements of 2.0 GPA. or higher.	29 out of 30 student athletes met the minimum requirements for a 2.0 GPA. Student athletes saw an increase in GPA from Fall to Spring Semester. With the mens bball team having the same average between both semesters of 3.04 and the Womens bball team having .08	We had a volunteer on the men's basketball team that helped tutor the players for the entire year. This resulted in increased stability and improvement of individual GPAs of the men's basketball team. Careful Academic advising to be sensitive to athletic schedules and class schedules.

Administrative Department: Athletic Department					Tressa Barnes	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
					percent increase GPA from a 3.87 to a 3.95.	
	2 – Competitive athletic atmosphere	1. The womens volleyball finished 3rd in the regional tournament. Womens basketball team placed 1st in the region and attended the national tournament for the NCCAA. 2. We forfeited the mens soccer season due to low numbers of players. We had a coach hired to recruit a team for the following season.	1. Outcomes were determined by competing in regional tournaments. 2. The mens soccer team did not have good numbers and had to forfeit the season.	1. 50% of our teams competed at the highest level in our region. 2. Our soccer program did not fulfill the requirements of competing.	3 out of the 4 teams competed in their seasons with 1 team attending the national tournament.	While the department achieved the goal of being a competitive athletic department having achieved a 2nd appearance for the womens basketball team for the 2nd time at the national tournament which hadn't been done before.
Provide athletic equipment necessary to promote fitness for the student body, and strength and	1. Engaging and encouraging the student body to participate in fitness initiatives.	25 percent of the on-campus student body are non-athletes and 50 percent of them attend an on-campus workout group at Calvary.	Attendance of those who participate in a student led or coach led strength training program.	50 percent of on-campus students who do not participate on any team are in the gym on a	85 percent combined athletic and non-athletic students who use the athletic facilities and equipment. Graduate survey indicates that on-campus students were	Improvements to the gym were created the previous year due to a generous gift. Because of increase in traffic to the gym, we are seeking to update a second room with equipment.

Administrative Department: Athletic Department					Tressa Barnes	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
conditioning for athletes.			Graduate survey indicated satisfaction with Athletic and recreation activities.	consistent basis.	satisfied with athletic and recreational activities.	We are adding a baseball team which will increase traffic in the gym as well.
	2. Provision of strength and conditioning coach and equipment for athletes and students.	75 percent of on-campus students participate in one of the 4 teams. We have two rooms with weight equipment to house multiple teams in the athletic facility.	Attendance of those who are on teams. Graduate survey indicated satisfaction with Athletic and recreation activities.	100 percent attendance for all teams are required to do workouts during season and post season.	Same as above.	Same as above.
Provide a Christian led atmosphere through Coaches and staff in the athletic department.	All coaches must be equipped to handle the Word of God. All coaches must be capable to lead devotions	Each coach is required to attend church. Each coach is to do devotions and encourage player led devotions for games and after practices. Each coach is active within their church.	Individual meetings with each coach. Staff meetings held once a week.	Continual assessment for each coach and staff meeting. Surveys collected from each team after the season.		

Administrative Department: Athletic Department					Tressa Barnes	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	Promote team Christian Ministry	Do team Christian ministry projects. Student athletes created "Play" a club dedicate to help student athletes find Christian ministries and to find service projects.	Coaches and teams vote for each project to do.	Achieve the results by participating in service projects.	Each team participates in their service project that is planned for on a certain day.	

Assessment Questions

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?
   - Our coaches are involved in their churches, community, and teams. They all have a deep desire to disciple and grow their athletes in their walk with God.
   - Each of our players on teams are "mission fit" students who desire to be mentored and listen to their coaches. They have a desire to do outreach within our community and overseas, and to encourage their opponents. Their ultimate goal is to uplift others around them and they are challenged by that concept every day.
   - Our coaches as professionals and competitors who know how to teach concepts to improve the players on their team. This was proven with two appearances to the national tournament and high rankings in the conference and in the region.
   - We have had more fitness related programs on our campus than we have had in many years.
   - We did a 3v3 men's basketball intermural that included members of the men's basketball team and non-members. This increased traffic in both the court and the weight room.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?
   - We are ranked with "Satisfaction" amongst the graduate Surveys. We need more equipment that helps our students reach their goals on-campus.

- We need to have better communication with the faculty as student athletes participate in their courses with the hopes of motivating each player to do well and maintain a satisfactory GPA.
- We need to have an official assessment completed each year for the student body who has not graduated yet.
- Our facilities need a new gym floor, a club house for baseball and soccer, and a new soccer field.
- We need to have a men's soccer team. We are in the process of getting a team right now as we have not had one in 2 years.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
   - It indicates that we are meeting most of our standards but there are areas of continued improvement. It seems like we are achieving desired outcomes, but the lack of funding prohibits us from maintaining quality in our facilities. Our soccer team should have had more than 11 players but because our coach was part-time and working to many hours at his full-time job he was away from the Calvary community. There wasn't a field for students to want to come and play on which creates a huge challenge when you are trying to recruit a team.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?
   - Our coaches need to somehow be on staff at Calvary full-time. Or they need to have another job that compliments and is flexible in order to meet the requirements to recruit a team and a retain a team. A collegiate coach has to dedicate a lot of time for discipleship, and maintaining their players, to encourage them academically, to retain them, and to help them grow in their skills.
   - Future prospects are looking at facilities when they are making decisions and ours needs a lot of help in improving the inside structure and better signage.
   - Having a financial aid and cashier department that is patient and helps students understand their bills and how to pay for them.

5. What changes in your department (if any) have you made or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and /or personnel implications.) (Please amplify in the chart below)
   -. We need a survey that should be taking place for the Athletic Department with both athletes and non-athletes.
   - Continue to find ways to make improvements for academics with the faculty, Clark academic center, and student athletes.
   - We will have on student-athlete who has a GPA of 3.5 or higher to be a paid tutor for their team on away trips. This was discovered as a good strategy with a volunteer this past season who devoted himself to helping his teammates improve in the classroom.

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
Creating a survey for feedback	Survey Monkey	N/A	N/A	Other departments have a survey that	Creation of the survey.

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	**Assessment Tool**	**Feedback/Results**	**Changes made from Assessment**	**Evidence to Support Changes**	**Resources needed to Support Change (Budget Items)**
				they complete every year.	
Academic Center Attendance	Attendance Sheet Paid tutor per team	N/A	N/A		Academic Center sends a weekly appointment sheet of attendance per team. Paying the tutor for hours worked.
Require faculty to fill out the academic athletic form.	Shared document form with all teaching faculty.	Send it out 2 times per cycle to keep track of students.	N/A	This can be helpful in motivating student athletes to increase effort in their academic rigor.	Shared document in Teams.
Improve Athletic Facilities.	Survey Monkey	N/A	N/A	Recruitment of athletes is very challenging when our facilities look worn and out-of-date. We have painted and improved the outside of the gym which looks better.	Increase fundraising initiatives towards Grant writing, chamber of commerce visits, and booster club or donors.
Hire Coaches who can be full-time.	Having lunches with students athletes each week.	Student athletes felt more cared for by their coaches when they would spend time with them out of practice time and games.	Hired a new mens soccer coach who is actively recruiting. (part-time) Hired a new AD/Mens basketball Coach Hired (full-time) a new Assistant AD/		A pairing of another job on-campus to increase salary. Athletic department budget of 20,000 and another job potential increase of 20,000.

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	**Assessment Tool**	**Feedback/Results**	**Changes made from Assessment**	**Evidence to Support Changes**	**Resources needed to Support Change (Budget Items)**
			Womens basketball coach (full-time) Hired a new Mens Baseball Coach (Part-time)		

Burnham Center

Burnham Center for Global Engagement Mission - The mission of the Burnham Center for Global Engagement is to mobilize cross-cultural servants of Christ for reaching all peoples with the Gospel.

Burnham Center goals include:
1. Equipping students to serve in cross-cultural ministries around the world.
2. Equipping local churches to have intentional pathways in place to raise up and send missionaries from their own congregations.
3. Providing multiple opportunities during the school year for students and local churches to engage in conversation with missions agencies.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	#1	All
2024-2025	#2	All
2025-2026	#3	All
2026-2027	#1	All
2027-2028	#2	All

Administrative Department: Burnham Center for Global Engagement					Dr. Paxton	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Students equipped to serve in cross-cultural ministries around the world.	1 – Calvary Graduates each year joining missions organizations involved in cross-cultural ministry.	3-4 Students per year graduating and moving on to cross-cultural ministry organizations.	Conversations with graduating students.	3-4		
	2 – Current Calvary students	8-10 students per year involved in	Students self-reporting ministry	8-10		

Administrative Department: Burnham Center for Global Engagement					Dr. Paxton	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
	serving in cross-cultural ministries during the school year or summer prior.	cross-cultural ministry.	involvement through the PCM office, or to MOST, or to the Burnham Center Director.			
Local churches having intentional pathways in place to raise up and send out missionaries from their own congregations.	Expanding new relationships with local churches.	New church relational connections.	Connections formed, e-mails, phone calls, visits, zoom meetings. Churches involved as a result of Burnham Events (CoGE, etc.)	3-4 Churches	I spoke at LeMars Bible Church for their missions conference in September. I have been consistently working with my home church Lee's Summit Community Church, which we just started attending in 2023, however progress has been very slow with them. I am currently scheduled to speak with the Men's group at Abiding Faith in August 2025.	Developing new local church relationships is proving difficult. The Burnham Center needs a consistent touch with Local Churches / Leaders in order to offer them a foothold into Calvary and Calvary into them. The Conference on Global Engagement is a great offering for this, however, I am frequently so busy at that time that I can not sit down to truly capitalize on new relationships. We need an event or ongoing offering to connect with new churches, as many churches in Calvary's constituency

Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
Administrative Department: Burnham Center for Global Engagement					**Dr. Paxton**	
						are doing well in missions.
	Strengthening and continuing existing local church relationships.	Speaking and sharing with local churches for the school year.	Actual number of local churches visited and spoken to.	2-3 Churches	Several pastors attended the Conference on Global Engagement. - Raintree Community Church - Abiding Faith Baptist Church - Shawnee Bible Church - Sherwood Bible Church - Lee's Summit Community Church	The Pastor's Think Tank during CoGE was well received. However, my own schedule in running the conference did not afford me the time to truly capitalize on it. Two things are needed 1) A different time to connect with local church leaders than CoGE. 2) A special event or ongoing offering (class) that can be worked into my regular schedule.
	Churches involved in coaching pathways for strengthening their missions programs.	Local churches involved in an intentional coaching process.	Number of local churches engaged in coaching	1-2 Churches	The current number 0. While conversations have happened with Sherwood and Shawnee nothing has materialized in a formal manner with either one yet.	Moving from conversation to coaching continues to be a struggle in dealing with conflicting schedules for both pastors and other church leaders / missions committee members.

Administrative Department: Burnham Center for Global Engagement					Dr. Paxton	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
					Lee's Summit Community remains an ongoing project. At the time of this report I am waiting for the Lead Pastor, Stan Rodda to speak with the rest of the leadership team so that we can move forward with forming a missions committee.

There is potential with Abiding Faith. Pastor Washington is very open to discussing how to grow in missions. The church has little capacity, but wants to do more. | There is an extensive waiting game with moving from conversation to actual progress and results. Pastors and busy with many activities and churches can be slow to change or welcome new ideas.

Another potential way forward is the development of a network of local churches. This has long been an unrealized aspect of the Burnham Center, previously termed The Mission HUB. This would bring local churches together for collaboration on sending their missionaries. |
| Opportunities for students to connect with and engage in | Agencies represented at Calvary's Conference on | 20-30 Missions Agencies registered for the conference. | Counting registrations | 20-30 Agencies | | |

Administrative Department: Burnham Center for Global Engagement					Dr. Paxton	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
conversation with mission agencies.	Global Engagement					
	Events co-hosted by the Burnham Center and Agency Partners throughout the year. Missions Reps on campus.	Students will have opportunities to connect with organizations throughout the school year. Students will have opportunities to build relationships with missions organizations through their reps visiting campus.	Number of extra contact events during the year Number of Reps visiting in a given school year, outside of the missions conference..	4-5 Events 25 or more reps visit campus.		

Assessment Questions
1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?
   a. The Burnham Center and myself are sought after, not just in this assessment window but I have received several invitations and opportunities to speak at missions conferences and on missions Sundays at local churches. So, there is a recognition among Calvary's constituency of who we are and what we do.
   b. The Conference on Global Engagement continues to be a good event for welcoming Local Churches onto campus with 10 churches attending in some capacity this past year.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?
    a. The Burnham Center needs a consistent program or offering for local churches to draw in both existing and new relationships. Some options…
        i.   A free course offered in person or online
        ii. A workshop type of event for local church leaders / missions committee members.
        iii. Continuing CoGE but considering ways to make it more "local church friendly" – perhaps some evening activities specifically aimed at local churches?
    b. The department is small with only person, and my time is split between the Burnham Center and other Faculty obligations. An assistant to help with reaching out to local churches would greatly improve efficiency.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
    a. The Burnham Center is providing activities and engagement for local churches and they are taking advantage of what is offered, primarily through CoGE.
    b. However, engagement remains small and surface level. There has not been a deeper level of missions coaching with any local churches.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?
    a. Calvary's on campus culture has undergone a massive transition and will continue to do so with the increased emphasis on athletics. While this is necessary for enrollment and the growth/survival of the school it represents a drastic shift in student interests. Calvary as a whole needs to consider how to intentionally guide these students into ministry and missions.
    b. I continue to have a heavier course load. I love to teach so this is fine, however, the heavier my course load the more difficult it is to accomplish things for the Burnham Center.

5. What changes in your department (if any) have you made, or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below)
    a. Budgetary none as there isn't room for expansion of the budget without more donor support or institutional investment.
    b. Changes in Burnham Center offerings include developing a workshop for Local Churches for the Fall and offering an online version of Introduction to Missions for free to constituents.
    c. The Center could still use a Part-Time Assistant to help with events and local church outreach.

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
The Intentional Church Workshop	Attendance and feedback from local churches.				
Intro to Missions Free Community Course	Attendance and feedback from participants.				

Calvary University Press

CU Press Mission. The mission of Calvary University Press is to create and disseminate the highest quality academic and educational resources. We share the University's uncompromising commitment to Biblical truth as the essential core of transformational education.

CU Press goals include:
1. To publish academic and ministry-related books and projects of current and past CU faculty and alumni.
2. To publish a high-quality, academic journal that espouses the biblical worldview toward subjects represented by the disciplines of CU.
3. To assist in the publication of in-house vehicles for CU students, faculty, and staff to disseminate their works for the CU family.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	#1	1a and 1b
2024-2025	#2	2a & 2b
2025-2026	#3	3a

Administrative Department: CU Press					Dr. Michel L. Dodds	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metic / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
1 – To publish academic and ministry-related books and projects of current and past CU faculty and alumni.	a – To publish only books which reflect the theological understanding and commitments of CU.	All book proposals pass editorial review before acceptance.	All proposals passed by the CU Press Director and the CAO.	100% of accepted proposals approved by CU Press Director and CAO.		
	b – To publish books in a timely manner.	All books published following an agreed timeline with the author, Marketing, and	Book Publishing Checklist	100% of published books follow the agreed Checklist deadlines.		

					Dr. Michel L. Dodds	
Administrative Department: CU Press						
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metic / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
		the CU Press Director				
2 – To publish a high-quality, academic journal that espouses the biblical worldview toward subjects represented by the disciplines of CU	a – To accept only articles which reflect the theological understanding and commitments of CU.	All articles pass internal editorial review by the *IJOBA* Editorial Board.	*IJOBA* Editorial Board member approval.	100% of published articles approved by an *IJOBA* Editorial Board member.	Only 30% of the submitted articles were reviewed by Editorial Board Members for the 1 edition of IJOBA published in this assessment period.	The editorial review process must be revised and adapted for efficiency and timeliness.
	b – To publish each edition of *IJOBA* in a timely manner.	Each edition published following the checklist timeline	*IJOBA* Publication checklist.	100% of all *IJOBA* editions published on time.	The 1st edition this year had to be delayed due to lack of article submissions. The 2nd had an adjusted publication date.	A new publication cycle had to be developed to better work with the media department. And a better solicitation process has to be developed.
3 – To assist in the publication of in-house vehicles for CU students, faculty, and staff to disseminate their works for the CU family	a – To be of timely assistance for the publication of *The Warrior's Pen*.	Review all requested materials for TWP in a timely manner.	1 week turn-around / review of materials	100% of materials requested for review completed in 1 week.	The Warriror's Pen is no longer to be published for distribution outside of Calvary.	This Goal is not needed until other internal publications are developed by other departments who desire CU Press to publish them.

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

- The doctrinal position for the consideration of articles to publish in IJOBA and books to publish by CU Press is clear and well-defined, giving clarity to the manuscript review process.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?
   - Being a small department, the numbers of manuscripts (books and articles) which can be published in limited.
   - Not being well-known, limits the numbers and kinds of manuscripts CU Press receives for consideration.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
   - While the commitment to publish only materials provides great clarity for evaluating manuscripts and the size of the department limits the numbers of manuscripts that can be considered and published, it is obvious that focused work needs to be done as to the solicitation of manuscripts.
   - Being a fairly new department, some of the assumed best practices /procedures at the beginning of the operation of CU Press need to be evaluated in light of production issues during this and previous assessment periods.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?
   - The role of CU Press and its publications needs to be evaluated and reaffirmed or refocused in light of the organization's Strategic Plans.
   - The role and target audience of IJOBA needs to be evaluated and reaffirmed or refocused in light of the department activities over this and previous assessment periods.

5. What changes in your department (if any) have you made, or will you be making, as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below)
   - Evaluation of the purpose for the Department in light of the organizational Strategic Plan needs to be conducted.
   - Evaluation of the purpose and focus for IJOBA needs to be conducted.
   - Evaluation of the article review and approval process for IJOBA articles.

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
2b	*IJOBA* Publication checklist	Lack of timely and broad-based article approval.	Evaluate article approval process and procedures for IJOBA submitted article manuscripts.	Publication Checklist dates.	Volunteer Editorial Board members and CU Press Director scheduled time.

Finance Department

Finance Department Mission: The Calvary University Finance Department is committed to supporting Calvary's mission by (a) providing the university community with consistently outstanding service and (b) following sound financial policies that promote long-term stability and effective stewardship of the institution's assets.

Finance Department goals include:
1. Produce and distribute reliable data for the month-end reports in a timely fashion. (Relates to Institutional Goal #2.5)
2. Develop employees to enhance retention. (Relates to Institutional Goal #4.1)
3. Facilitate timely data entry in all Department offices. (Relates to Institutional Goals #2 and #5)

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2024-2025	2	
2025-2026	1	
2026-2027	3	

Administrative Department: Finance Department					Tasha L. Young	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Goal #1 Produce and distribute reliable financial reports in a timely fashion. (Relates to Institutional Goal #2.5)	1.1 The CFO will distribute financial reports by the 15th business day of every month.	1.1 Up-to-date financial data will be provided so all stakeholders are able to make decisions based on current data.	1.1 Monitor the dates completed against goal.	1.1 Report dates are listed and can be tracked.	I was able to look back through the files to see when reports were sent out. During this fiscal year, only four of the ten months processed to date have been submitted on time.	Having one full year of duties under her belt, the CFO will adjust workload to help speed up the process moving forward.
	1.2 A/P will post payments made	1.2 Posted payments allow the CFO to	1.2 CFO will monitor and	1.2 Monitor the dates	Between July-April there were 1,144 payments made. The	This result met expectations. We will

Administrative Department: Finance Department					Tasha L. Young	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
	through the bank, or reoccurring payments, in Sage within two business days 95% of the time.	reconcile the banks on a weekly basis to speed up month-end reporting.	track payments missing in Sage when reconciling the banks.	completed against goal.	CFO found between 1 and 5 missing ACH payments each month. If we count the highest number of 5 for every month, the percentage is 4%	strive to continue and improve these numbers.
	1.3 Populi data will be imported to Sage daily 95% of the time.	1.3 Posted receivables allow the CFO to reconcile the banks on a weekly basis to speed up month-end reporting.	1.3 CFO will monitor and track missing receivables missing in Sage when reconciling with the banks.	1.3 Monitor the dates completed against goal.	Cashier completed daily imports	This result met expectations. We will strive to continue these results.
	1.4 Banks will be reconciled by the 15th business day of the month 85% of the time.	1.4 The goal is to reconcile as much as possible on a weekly basis to reduce month-end reporting hours.	1.4 Monitor the dates completed against goal.	1.4 Report dates are listed and can be tracked.	During this fiscal year, only four of the ten months processed to date have been completed on time. This ends up being 40%.	Having one full year of duties under her belt, the CFO will adjust workload to help speed up the process moving forward.

Administrative Department: Finance Department					Tasha L. Young	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Goal #2 Develop employees to enhance retention. (Relates to Institutional Goal #4.1)	2.1 The Financial Aid Director will continue to learn the job, become efficient, and work independently 95% of the time.	2.1.1 Financial Aid will be 90% updated in Populi and Regent prior to the middle of session 1 in semester.	2.1.1 List of students missing documents will be utilized and tracking will be maintained on students who still need to complete task.	2.1.1 Compare the list from one week prior to classes starting to the same list four weeks after classes started to track progress.		
	2.2 The Cashier will maintain the outstanding balances (Aging Report) and work on decreasing it by 20%.	2.2.1 Payment Plans will be in place and properly followed with 90% accuracy. 2.2.2 Aging reports will be monitored. The total amount will be tracked monthly. Collection letters will be mailed out within two months of	2.2.1 Populi reports can be run to track students without a payment plan. Monthly checking to see if they are current on plan. 2.2.2 Running Aging Report and keeping Excel document with dates letters are sent	2.2.1 Populi reports and Excel worksheets. 2.2.2 Aging report and excel worksheets can be utilized to track the amount.		

					Administrative Department: Finance Department			Tasha L. Young	

Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
		semester ending. Accounts without payments will be sent to collections within three months of the semester ending.	Tracking when students are sent to collections and amount written off.			
	2.3 Accounts Payable will assume full responsibility of the position and work independently.	2.3.1 By January 31, 2025, Dir. of HR will train A/P on procedure to process 1099s and instructions will be written by A/P clerk. 2.3.2 By March 31, 2025, training will begin on tracking, coding, and processing	2.3.1 With the help of the former AP Clerk, the new AP Clerk will use the notes written during training to practice running 1099 reports for June 30, 2025. 2.3.2 With the help of the former AP Clerk, the new	2.3.1 AP Clerk will process a 1099 test run prior to May 15, 2025, and inform the CFO of the result. 2.3.2 AP Clerk will take over	This objective lacked measurable means to assess if the objective was met.	This objective was not measured or tracked due to turnover in the CFO office.

					Administrative Department: Finance Department	Tasha L. Young

Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
		the payments of CU credit cards.	AP Clerk will use the notes written during training to practice tracking, coding, and paying the credit cards.			
		By December 31, will be able to work independently and accurately in at least 75% of her tasks.	Certificates from trainings.	Printed certificates	The previous Director of Financial Aid quit one month after this objective was created. The current CFO completed the training instead. The new Director of Financial Aid has not started all her training.	While the goal was achieved by the CFO, it has not yet been achieved by the new employee. We plan to work together to meet this goal in the upcoming year.
Goal #3 Facilitate cross-training to ensure timely data entry in all Department offices. (Relates to Institutional Goals #2 and #5)	Each Department Member will have a complete and updated Procedures Manual for their office by October 1, 2025.	Complete Manuals will be emailed to the Asst to the CFO by the due date.	Procedures documents will be Shared with all department members and documents will be reviewed periodically for update history.	Procedure manuals will be received by the CFO.		
	A "Game Plan" for cross-training between Staff	A workable schedule for cross-training will be written.	Completed Game Plan will be emailed to	"Game Plan" will or won't be		

Administrative Department: Finance Department					Tasha L. Young	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
	Accountant, Cashier, Accounts Payable, and HR will be formulated by December 15, 2025.		the CFO by the due date.	emailed to the CFO.		
	Cross Training will begin on January 15, 2026 according to the Game Plan.	By April 30, 2026, each employee will have learned at least one important duty from another division.	Using updated written Procedures, a fellow employee will be asked to complete important duties in another division.	Procedure manuals have been received and the fellow employees have attempted to follow them.		

Assessment Questions:

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms? The strength that the department has shown is adaptability due to the changes in personnel.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms? Leadership was weak and resulted in the employees not prioritizing the plans in place to meet the objectives.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose? The assessment demonstrated that the department could maintain the status quo throughout the employee turnover and various other changes.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures? The veteran employees in the department are overworked and one is close to retirement. The newer employees lack the training/comprehension to complete their duties without supervision. Additional training time is needed, procedure manuals are urgently needed, and additional help is needed.

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

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
Goal 3: a-c Complete procedure manuals and cross train employees	Manuals should be written in a way that a person with zero experience can step in and complete the duties.	We often hire people without accounting experience due to low salaries. We need a fool-proof way of training that will allow success.	Understanding has been gained on the importance of completing this goal and objective.	Evidence was not turned in.	Overtime pay will be needed to complete the goals and objectives.
Goal 2:3 The Financial Aid Director will complete necessary training	Training is provided online for the VA and Air Force training.	Certificates were provided.	New employee will need to participate in the training.	https://calvarybiblecollegeseminary-my.sharepoint.com/personal/tasha_young_calvary_edu/Documents/Documents/FinancialAid%20-%20Tasha's%20Files/VA%20SCO	

| for her office. | | | | | |

Hilda Kroeker Library

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

Library goals include:
1. To promote information literacy
2. To meet the research and casual reading needs of students
3. To provide in-house materials with various sides of issues presented
4. To encourage use of library materials

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	#5	
2024-2025	#2	Graduating student surveys, SSI
2025-2026	#1	GE101 assignment, Info Lit test
2026-2027	#3	Purchased/donated materials
2027-2028	#4	Courier/OCLC/Mobius/database stats

Administrative Department: Hilda Kroeker Library					Tiffany Smith	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
To meet the research and casual reading needs of students	Utilize Calvary's collection, Mobius, and OCLC to obtain materials	Students are satisfied with the materials that they are able to obtain	Graduating Student Surveys	The library will score at least a "C" on the survey	Graduating undergraduate students rated the library a B+ at 4.41/5. Graduating graduate/seminary students rated the library an A at 4.63/5.	The library decreased 0.01 on the undergraduate survey and increased 0.13 on the graduate/seminary level survey. The library will continue to offer and promote the Research Assistance program; which was heavily utilized by the seminary students, particularly the PhD students.

Administrative Department: Hilda Kroeker Library					Tiffany Smith	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
	Students understand information literacy	Students understand how to apply information literacy	SSI	SSI rating will indicate higher level of satisfaction with the Library than the national mean.	The library scored 0.15 above the mean of national four-year private institutions.	The library performs slightly better than the mean of four-year private institutions nationally.

Assessment Questions

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

   The graduate level students, especially those in the PhD program, greatly value the library.

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

   Many of the undergraduate students need further encouragement to utilize the building and the physical resources available to them.

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

   This year, the library met both of the assessment metrics pertaining to the goal: To meet the research and casual reading needs of students. We had 1,085 checkouts and 307 of those were items brought in from another library; 282 items were renewed for additional time.

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

   The purchase of more current physical materials would be helpful. Students have inquired about sources we do not have; and they did not have sufficient time available to place a Mobius request.

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

The library computer lab was converted to a more coffeehouse feel. We also purchased a new printer which can print color as well as from personal devices. Students have reacted positively to the new printer and front area. In November 2023, we began the Resource Gathering Assistance program and have seen great results; it was utilized particularly heavy at the PhD level. We will continue to brainstorm how to encourage students to utilize the library building more – perhaps things like contests, prizes, free food; if the budget allows.

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

N/A

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	Assessment Tool	Feedback/Results	Changes made from Assessment	Evidence to Support Changes	Resources needed to Support Change (Budget Items)
To meet the research and casual reading needs of students	SSI, Graduating student surveys	Positive scores on the SSI and the graduating student surveys	Further promote undergraduate utilization of the library	The graduating undergraduate students were not as positive about the library as the graduate level students	Snacks, prizes, etc. may be good incentives

Information Technology Department

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

Information Technology Dept goals include:

1. Provide the technology needed by faculty and staff to accomplish their goals and objectives.
2. Provide technical support to faculty, staff, and students so they complete their tasks and accomplish their goals and objectives.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	#1, #2	1.1, 1.2, 1.3, 1.4; 2.1, 2.2
2024-2025	#1, #2	1.1, 1.2, 1.3, 1.4; 2.1, 2.2

Administrative Department: Information Technology					Aaron Heath	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
#1 Provide the technology needed by faculty and staff to accomplish their goals	Provide desktop or laptop computers	Provide to every qualified faculty and staff member that requires a computer and related equipment for their responsibilities a reliable desktop or laptop computer of adequate speed and	Presence of computers	100% of qualified faculty and staff who need a computer will be provided a Calvary	Objective met—all qualified faculty and staff are equipped with a computer and related equipment; Scored an A- on the Faculty and Staff Survey 2025 for	We have purchased new desktop computers to replace outdated computers and are in the process of installing them in the appropriate offices.

Administrative Department: Information Technology					Aaron Heath	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
and objectives.		storage to aid in completing their work		laptop or desktop	satisfaction with equipment.	
	Provide classroom & lab computers and related equipment	Equip classrooms and lab with computers, software, and related equipment necessary for on-campus and distance classes	Presence of computers	100% of classrooms and labs to be equipped with computers	Objective met—all locations are equipped with a computer and related equipment; Scored an A- on the Faculty and Staff Survey 2025 for satisfaction with equipment.	We have purchased new desktop computers to replace outdated computers and have installed them.
	Provide an internet connection for the campus	Maintain an internet connection of adequate speed to meet the peak demands of faculty, staff, and students	Presence of stable connection	Uptime of greater than 99%	Objective met—in the last five years we had one occurrence where the battery backup for the modem failed. We replaced the battery and no failures since; Scored an A- on the Faculty and Staff Survey 2025 for satisfaction with equipment.	
	Provide phone service	Each faculty and staff office is equipped with a desk phone as needed	Presence of phones	100% of offices equipped with a desk phone	Objective met—100% of faculty and staff offices are equipped with a desk phone; Scored an A- on the Faculty and Staff	

Administrative Department: Information Technology					Aaron Heath	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
					Survey 2025 for satisfaction with equipment.	
	Click or tap here to enter text.					
#2 Provide technical support to faculty, staff, and students so they complete their tasks and accomplish their goals and objectives	Timely completion of ongoing or repetitive work	Timely completion/meeting of due dates for repetitive work such as setup and communication of new student accounts, Populi for new term, maintenance of classroom equipment and lab computers; maintaining data integrity in databases, completion of annual cybersecurity risk assessment, installing server and Smoothwall updates, network maintenance/installation, replace or upgrade	Undergraduate Survey 2024; Graduate Survey 2024; Microsoft Forms survey of faculty and staff	B- (80%)	Scored a B+ on Undergraduate Survey 2025; Scored an A- on Graduate/Seminary Survey 2025; Scored an A- on the Faculty and Staff Survey 2025 for satisfaction with equipment.	

Administrative Department: Information Technology					Aaron Heath	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
		desktops/laptops and other office tech, department budgeting, chapel, tech for special events, etc.				
	Effective and efficient response to helpdesk/ work ticket requests	As requests are submitted, assist or troubleshoot reported work request. These work requests can be related to software or hardware.	Undergraduate Survey 2024; Graduate Survey 2024; Microsoft Forms survey of faculty and staff	B- (80%)	Threshhold met: Scored a B+ on Undergraduate Survey 2025; Scored an A- on Graduate/Seminary Survey 2025; Scored an A+ on the Faculty and Staff Survey 2025.	

Assessment Questions

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms?
   * The IT Dept scored very well in effectiveness with students: a B+ with undergrad students and an A- with graduate/seminary students. Faculty and staff gave a rating of A+ for the question "Does the IT Department adequately answer your questions and provide the technical support you need?" and gave a rating of A- for the question "Does the equipment adequately meet your needs?". It is good to know equipment and support are meeting student, faculty, and staff needs.

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?
   *While our up-time for internet access is extremely high, undergrad students gave a satisfaction rating for internet access of B- with no comments. Conversations with students do not reveal actual problems with internet access. The dissatisfaction probably is because we have content filtering in place, which includes some limitations.

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose?
   *Minimum thresholds were exceeded in terms of rating of effectiveness from undergraduate and graduate/seminary students. The assessment also demonstrates that the IT Dept has the met goals and objectives for providing technology and support for faculty and staff.

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures?
   *No issues are emerging that require a change in organizational structure or procedures.

5. What changes in your department (if any) have you made or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below)
   *No changes are planned.

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

Maintenance Department

Maintenance Department Mission:
The Maintenance Department will honor God in our work, serve with humility, walk with integrity, respecting all people to whom we come in contact with.

The Calvary University Maintenance Department and its sub-departments; Facilities, Mechanical, Housekeeping and Groundskeeping will collaborate to maintain the basic functioning and good stewardship of the campus buildings and grounds that Calvary University has acquired to allow:

1) A safe work environment for staff to administrate the responsibilities of the University.

2) To enable the faculty an opportunity to effectively teach God's Word and invest in the lives of Calvary University students.

3) An avenue for all students the opportunity to learn God's Word that they in turn can fulfill the mission statement of Calvary University.

Maintenance Department Outcomes:

1. To maintain and improve the campus facilities, vehicles, and campus grounds to a higher standard.

2. To provide a clean and environmentally safe experience for all Faculty, Staff, Students and guests while on campus.

3. To implement a more efficient work order request system that will allow real time processing and follow up until requests are completed.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2024-2025	#1	1a

Administrative Department: Maintenance/facilities					David A. Vande Berg	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
Hire a part/full time employee	Lessen the workload on the current staff	Complete the small projects we don't have time to accomplish.	"To Do" list has nothing on it.	Number of Preventive maintenance projects awaiting completion in that month.	Unsuccessful	Maint program not seemingly affected. God keeps things working.

Assessment Questions

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

    No noted instances of non-primary work being affected.

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

    None

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

    Assessment shows we are striving to make CU faculty/staff/students as comfortable as possible.

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

    None

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

    None

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

No

SWOT Analysis

Strengths:	Weaknesses:
- Great department communication - Work orders completed - Excel in Emergency response - Competent Personnel - Using Outside Contractors when needed	- Understaffed - Minimal Budget for size of Campus
Opportunities:	Threats:
- Timely & better communication from other departments when Maintenance Team services are needed. - Training in fields of HVAC, Electrical, Mechanical and Preventive Maintenance	Making short cuts in repairs because of budget restrictions

Marketing and Communications

Marketing and Communications Department Mission. The mission of the Marketing and Communications Department is to work with various university departments and officers to create, deploy, track, and measure marketing strategies for degree programs, advancement efforts, and other institutional initiatives for Calvary University.

Marketing and Communication Department goals include:

1. Enhancing the university's social media presence and click through rates.
2. Maintaining and updating the university website.
3. Supporting, various media and outlets, the development goals of the university (emails, videos, etc.)
4. Providing staff for campus events for media purposes.
5. Ensuring printed documents are current and reflect current university positions, policies, and offerings.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	1, 2, 4, 5, 6	All this year
2024-2025	1, 3, 4, 5, 6	All this year

Administrative Department: Marketing and Communications					Ron Sharp/Adam Weeks	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Report to the stakeholder audience the success and goals of the strategic plan.	Publish and annual report. Produce a president's report and documents the successes and challenges of the strategic plan.	Report created on time with clear, concise message. Enhance regular communication with alumni of Calvary University.	Printed copies of reports have been presented to a focus group of stakeholders. Alumni periodical has been distributed to	Printed copy has been produced and distributed to various constituencies in multiple venues.	Printed reports have disseminated information, and that information has been well received. However, there is no objective measure in place to document this.	Distribution of the printed material needs to be coupled with a call to action (donation). The information presented must also contain a call to action.

Administrative Department: Marketing and Communications					Ron Sharp/Adam Weeks	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	Launch an alumni periodical in FY 25.		alumni in electronic format	Was the alumni periodical produced?	The alumni periodical was not produced. Rather than have development lead this effort, this needs to be delegated to the alumni association and its officers. Marketing and Communication can supplement and package what is presented for publication and distribution.	Once the information is received, then Marketing and Communications can create and distribute the product.
Clarify and enhance CU brand recognition.	Complete and distribute and implement branding guidelines.	All departments convert to and utilize unified branding.	Email signature template established and installed. Branding guidelines reviewed and approved by the Cabinet and Board of Trustees. Branding guidelines established, introduced to the university,	Email signatures have been standardized, and a branding guideline has been adopted.	While the email signatures have been standardized, a branding guideline has yet to be adopted. Once that is done, more continuity will exist throughout the university community. Recent publications by Marketing and Communications produced for various departments within the university do reflect a common	Create and implement a branding guideline by the end of FY 2025-26.

Administrative Department: Marketing and Communications					Ron Sharp/Adam Weeks	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
			and installed for use. Undergraduate marketing campaigns align with brand identity. Graduate marketing campaigns align with brand identity. Seminary marketing campaign aligns with brand identity.		look, while not specifically having a branding guideline as the standard.	
Expand institutional voice through expanded platforms resulting in increased viewership and response rates.	Expand and increase traffic to and through the Calvary.edu website. Facebook, Instagram, and LinkedIn have increasing followers and engagements year over year. Manage strategic messaging	Expanded response exhibiting through page hits and time spent on the website. Brand exposure that drives traffic to Calvary specific calls to action. Materials are produced in a	Using Google analytics reporting. Printed materials are available across the university for various departments.	Social media posts experience a wider audience and greater engagement. Printed materials have been produced.	Google analytics reflects that the threshold is being met. But audience and engagement need to expand broader.	Analytics is providing information on response rates and audience engagement, so that will allow Marketing and Communications to tailor marketing campaigns to increase impact.

Administrative Department: Marketing and Communications					Ron Sharp/Adam Weeks	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	calendar with a less the 10% rate of not meeting deadlines	timely fashion that leads to consistent and cohesive voice across all platforms.				
Support enrollment management through synchronized recruiting and enrollment campaigns.	Provide support for effective advertising that produces desired response rates. Provide support for specific marketing campaigns	Month over month increases in response rates to enrollment specific advertising and marketing. Stronger response to events by an audience that is more closely aligned to our smallest viable audience concepts.	Google analytics, SM platform reports, enrollment contact data reports. Attendance reviews and evaluations. Survey instruments.	Printed materials have been produced to support admissions and recruiting efforts. Also, the admissions process has been adapted to include an athletic area, so coaches are notified of those prospective students who indicate athletic interests.	Does increased visibility result in increased applications? This is relatively new, so data is not existent. However, in April 2025 a scholarship was offered to those students who applied based upon their attendance and participation in the Midwest Christian Festival.	Messaging will continue to focus on biblical values and affordability. Admissions and Marketing and Communications may explore a parent event addressing the affordability/funding question.
Support Institutional departments with individualized event and campaign materials and promotions.	Promote events such as COGE, Business Leadership Roundtable, and Apologetics	Growing audience and attendance on a year-to-year basis of at least 10%. Heighten	Promotional click-throughs. Attendance and survey instruments.	Printed materials have been produced to support admissions and recruiting efforts.	Data is not gathered on what prompted the response. This needs to be implemented throughout the coming year.	Once a data set is gathered and evaluated, then adjustments may be made to generate more engagement.

Administrative Department: Marketing and Communications					Ron Sharp/Adam Weeks	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	conference. Promote institutional events to grow brand awareness.	awareness of ResLife, Academic Life, and Community Life through specific promotional campaigns.				

Registrar

Registrar's Office Mission. The mission of the Registrar's office is to model excellence, to promote accountability, and to serve its constituents in a timely manner. *1. To model excellence by being accurate, efficient, and effective in handling academic records and procedures. 2. To promote accountability by being consistent and fair in the application of academic policies. 3. To serve students, alumni, parents, faculty, and staff by providing timely documents and services.*

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2024-2025	#1	1a and 1b
2025-2026	#4	

Administrative Department: Registrar's Office					Gary Rogers	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Goal #1 – To model excellence by being accurate, efficient, and effective in handling academic records and procedures	The list of class offerings will be readily available to students and the public in a timely fashion based on Missouri DOE requirements.	Fall Schedules are to be by January for entry into Populi on February 1st. Spring Schedules are to be finalized by August for entry into Populi by Sept. 1st.	Classes are finalized and published in Populi and syllabi are posted on the website before registration begins. Spring Registration begins Sept. 20 for Seniors/ Graduate students; Oct. 1st for Juniors; Oct. 15 for Sophomores;	100% of syllabi are posted by the time registration begins.	FA-25 Registration info placed in weekly Calvary Newsletter 2/26/25 for the next 8 weeks. FA-25 Registration email sent to all students 2/17/25. Individual emails and reminders sent during the Registration period. Academic Office monitors the posting of syllabi. If syllabi are late, registration is held until syllabi has been posted.	Only 2-3 syllabi were not posted on time. These classes were locked until syllabi was posted. Academic office ensured professors provided these. We need to continue to stress that syllabi must be posted by the Registration period.

Administrative Department: Registrar's Office					Gary Rogers	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
			and Oct. 30th for Freshmen. Fall Registration begins Feb. 20 for Seniors / Graduate students; March 1 for Juniors; March 15 for Sophomores; and March 30 for Freshmen.			
	Work closely with the academic advisor 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	Graduating student degree audits will be performed during the first Session of their final semester and students notified of the results.	Graduates have been informed of their degree audit status and cleared for graduation.	100% of graduating students have been informed of their status and have returned their applications for graduation.	Degree Audits in Populi are checked by the Academic Advisor and students notified of what classes are needed during their final year of classes. The Registrar then doublechecks these audits manually to ensure all requirements are completed. Students are notified of their requirements during the Registration period each Semester.	Degree Audits in Populi are in continual need of upgrading due to the numerous electives and students being able to register themselves. We continue to monitor this and always do manual audits.

Administrative Department: Registrar's Office					Gary Rogers	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
	degree programs.				All students met their requirements or are completing them over the summer. Administration allows those that complete their degrees over the summer to "walk" during Commencement.	
					Each summer students no longer attending are removed from the files and scanned and placed in the archives files.	This process takes place over the summer as we know which students have graduated and are not returning.

Assessment Questions

1. What departmental strengths are evident in the results of surveys or other feedback mechanisms? *The Registrar's Office has to pay close attention to details based on importance of record keeping. The Associate Registrar has a wonderful relationship with students and is a valuable asset.*
   - The Undergraduate Survey results give the Registrar's Office consistent rankings of B to B+ yearly, Academic Advising B+ or A- yearly, and the general Registration process a B or B+ yearly.
   - The Graduate Survey results for 2025 give the Registrar's Office a 94% (A) rating, Academic Advising 90% (A-) rating, and the general Registration process a 94% (A).

2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms? *Lack of an Assistant Registrar to help with details. The Registrar and Associate Registrar have much on their plates.*

3. In what way does this assessment demonstrate that the department is achieving stated goals and objectives or purpose? *This assessment shows that we are meeting our goals and objectives for the department.*

4. What new issues are emerging regarding current trends that we should address in our organizational structure or operating procedures? *There is always new software available for various tasks within our office. Money has restricted our incorporating some of these, such as catalog and schedule production.*

5. What changes in your department (if any) have you made or will you be making as a result of this assessment? (The answer to this question should include budget, organizational, and / or personnel implications.) (Please amplify in the chart below) *There is always a need for an administrative assistant or Assistant Registrar. This would help with production. This could start as a part-time position, but would impact the budget by about $20,000.*

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

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	**Assessment Tool**	**Feedback/Results**	**Changes made from Assessment**	**Evidence to Support Changes**	**Resources needed to Support Change (Budget Items)**
Hire an Assistant		Need to train someone on the details of the office if I plan on retiring next year.			Approx $20,000

Security Department

Calvary Security Department Mission. Protect lives and property, maintaining a safe and secure environment for the students, staff, faculty and visitors to our campus.

Calvary Security Department goals include:
1. Increase department staffing to further meet the department's mission.
2. Increase passive security presence (cameras, locks, motion detection, and other passive equipment).
3. Continue training security staff.
4. Continue training students, faculty, and staff.
5. Prepare Guards to better assist with on campus events.
6. Maintain legal requirements of the DOT and other various departmental requirements.

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	#1	1a and 1b
2024-2025	#4	4a and 4b
2025-2026	#2 #3 #5	

Administrative Department: Security Department					Jacob O'Dwyer	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Continue training students, faculty, and staff.	Meet our Emergency Drill Requirements	Students Faculty and Staff will have confidence and an accurate understanding of to react in various emergency scenarios.	Students, Faculty, and Staff will participate in the following: Fire Drill, Tornado Drill, Active Shooter Drill; per each semester	Run Three emergency drills per semester and have participation from students, faculty, and staff in each.	We were able to run three emergency drills (one of each) this semester (Spring 25) and received participation from students, faculty, and staff during each.	These drills better prepared the campus for potential emergency scenarios. We will maintain this regimen (three drills per semester) for the future to guarantee campuswide readiness

Administrative Department: Security Department					Jacob O'Dwyer	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
	Provide CPR/AED training to Faculty/Staff members <u>outside</u> the security staff	Increase the number of people at Calvary to assist in an emergency scenario	The number of people who receive emergency response training	5 new Faculty/Staff members should be trained this year	No new Faculty/Staff members were trained in CPR/AED certification.	Though we were not able to increase the number of people on campus who were trained to assist in a medical emergency we know better to prioritize this kind of training.

Assessment Questions:

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

   Our response time and availability were found to be satisfactory for the campus community. Additionally, we received good feedback from visiting guests who were served by security personnel
2. What departmental weaknesses are evident in the results of surveys or other feedback mechanisms?

   The seriousness and depth of our guard preparation and emergency response training were a point of complaint for a portion of the Calvary community.

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

   We were able to meet our emergency drill goals; this is a step in the right direction for better preparing the campus body for handling emergency situations.

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

   Due to an inconsistent running of the department (due mostly to an extended period of time with out the direct supervision of a full-time manager) we have not been able to equip our guards to fully handle all emergency scenarios that could come up. The training and preparation they have received is entirely satisfactory and the work of the previous interim manager was superb, the manager job is simply one that requires a full time position. We have addressed this concern as we now have a person in the full time position.

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

The biggest concern that we have received is due to the level of training we have given to our part-time student guards as well as the scope of their focus. Additionally, we need to refocus our attention on to training the campus body in general (students, faculty, and staff) and seek to equip them the best we can.

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

I do not wish to change our Departmental Manual at this time.

Expansion of Answers to Question 5 Above – Changes Made from Assessment					
Goal & Objective	**Assessment Tool**	**Feedback/Results**	**Changes made from Assessment**	**Evidence to Support Changes**	**Resources needed to Support Change (Budget Items)**
The better prepare and equip guards in emergency response as well as standardize our practices.	The number of hours we devote to practical training for the guards, specifically during the summer months.	This will result in a group of guards better equipped to handle emergency situations on campus (i.e.. Intruder/active shooters, compromised buildings, fire, tornado, etc.).	Institute a monthly training session for the entire body of guards.	Our level of training has been down in recent years and has resulted negatively in a less prepared guard force.	$535 -This reflects a total of 12 hours of training for each of the current three guards, as well as the cost of materials for some of the training (specifically training with the Byrna).
Better prepare Campus personnel to handle medical emergencies on campus.	The number of Staff/Faculty trained to assist if need be in a medical emergency.	It is the security department's mission to prepare the campus for emergencies.	Seek to get 5 Faculty/Staff members certified in CPR/AED training	More Staff/Faculty trained to assist with on campus emergencies will	$250 – This is the cost of certifying five individuals in CPR/AED training.

Student Affairs

Student Development Department Mission. The Student Development Department of Calvary University believes it is God's desire for the department to teach and train students to be responsible in crucial relationships with God, His Word, and others in order to demonstrate Christ's righteousness to the world.

Student Development objectives include:
1. Train Students to live biblically and with excellence in their spiritual, academic, and personal lives.
2. Develop Discipleship relationships with students that model the Christian Life, demonstrate personal excellence, and train them to do likewise.
3. Provide Students with opportunities to apply what they have learned in order to prepare them to effectively "live and serve in the church and the world."

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2023-2024	#1, 2, 3	Both this year.
2024-2025	#1, 2, 3	Both this year.

Administrative Department: Student Development					Ron Sharp	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Recruit and train a ResLife Team which understands the lives of students and who ministers to the students' needs.	2 – The ResLife Team has the opportunity to build close relationships due to their frequency of contact with the students on	Each member of the student community will develop close discipling relationships and friendships with their ResLife Team member and	Students will complete an evaluation at the end of each semester.	At least 90% of students will respond that they have close relationships with members of the ResLife Team and also their small group leader.	Data will be collected at the end of the fall semester. The latest date will be December 13, 2024. *Data was not collected at the end of the Fall Semester. We will collect the information at the*	Regardless of the outcome, the assessment will be used to strengthen those areas in which scores were high, and to improve those areas in which the scores did not reach the desired outcome.

Administrative Department: Student Development					Ron Sharp	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
their respective halls.	also with their small group leader.			Both individuals need to be assessed highly.	*end of the Spring Semester. Rather than a formal survey, this information will be gathered through informal interviews.*	*There seemed to be some mental health challenges communicated to the ResLife Staff this spring due to winter. Staff directed students to various resources to improve their individual mental health. This was possible because of the strength of interpersonal relationships.*
	3 – Opportunities to lead small groups.	Provide students an opportunity to grow in their leadership skills through leading a small group.	RDDs and Student Deans will observe individual small group leaders leading their respective groups at least once during the fall and spring semester. RDDs were tasked with observation for the Fall Semester. The RDDs will	RDDs and Small group leaders will assess their effectiveness as small group leaders, and also the students whom they lead will likewise assess their effectiveness. The goal is that at least 80% or more small group leaders	A questionnaire will be developed for both small group leaders and small group members to establish an objective basis from which conclusions may be drawn on the effectiveness of the small group experience.	Responses will determine how small group leaders are trained. As of this writing, there is no specific training offered for small group leaders. This will change for Fall 2025 (at the latest). RDLs will train their respective small group leaders. The training will be provided to the RDLs through their respective RDDs.

Administrative Department: Student Development					Ron Sharp	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
			report their observations to the Deans.	and students believe the small group experience was an effective discipleship tool.		*The Dean will write a brief training protocol for the new Small Group Leaders. This will be a valuable resource for the incoming ResLife team for 2025-26. This is a particularly vital piece since there will be a large group of first-time students on campus for the Fall 2025 Semester.*
Help each student to know their value	1 – Connect biblical teaching to personal life. The threefold emphasis will be something to know, something to do, and something to feel.	Students will recognize their value, resulting in fewer students indicating mental health issues. This will lead to increased engagement, participation, and retention.	Students will complete feedback surveys at the end of the fall semester and the end of the spring semester.	Recent surveys indicate 40+ % of Gen Z struggles with hopelessness. We desire a response rate that is below this norm.	We will need to secure a survey that measures mental health, along with other categories for a comprehensive view of student well-being.	Students' well-being will need to be incorporated into various aspects of student life including retreats, chapels, and guest speakers. *The Deans will develop a more comprehensive list of resources for our students to use for counseling and mental health purposes. Part of these additional resources include the addition of Shawnee Bible Church for*

Administrative Department: Student Development					Ron Sharp	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
						counseling, and the addition of The Green Bandana Project and Stop Hazing training for the Fall 2025 Semester. A long term goal is the implementation of TimelyCare so medical care may be provided to the students.
Meet theological and practical needs	1 Academic and interpersonal success.	Student success will have identified and overcome educational challenges.	Students will complete an end of year student satisfaction report	70% of students will have identified specific educational challenges in which there has been noticeable improvement over the academic year.	The CSI has been used to identify risks within the upcoming freshman class.	The collection of information from the CSI allows the Student Deans to develop monitoring and intervention procedures to improve student outcomes and to increase retention. Student Deans will also pursue various offerings within the Clark Academic Center to assist students in meeting educational challenges.

Administrative Department: Student Development					Ron Sharp	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
						The Deans were actively involved in discipleship relationships with students throughout the academic year and also mentored students in cooperation with the Practical Christian Ministries Office.
	2 – Establishing, building, and strengthening relationships with adults on campus engendering emotional maturity	Increasing emotional maturity within our student body as they respond to various challenges in a Christ-honoring way.	Students will take an end of semester and end of year student feedback survey.	80% or more of students will communicate a real connection with at least one adult on campus.	Data on this point may be collected through the mentors provided through Practical Christian Ministries.	The data gathered will allow the Deans' office and Practical Christian Ministries to discern if there is a need for the ongoing recruitment of mentors/adults to accomplish the stated goal.

Assessment Questions

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

   ResLife Applications for open positions exceed the number of open positions we have available. Students are engaging with each other in increasing frequency at sporting events, concerts, church gatherings, meals on campus, and at The Warrior Cafe.

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

There is an increasing need for both physical care for our students and mental health for our students. Many students are discovering that health care providers around campus are out-of-network, and either self-treat, or go untreated. Mental health services are needed as students are indicating anxiety, depression, and a general sense of being overwhelmed. Student Affairs is updating our resource list for mental health, and is exploring TimelyCare as a way to take care of the physical health of our students. Implementing The Green Bandana Project will assist students' mental health.

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

   Relationships are being strengthened with residential students through enhanced community builders. These include highland games, Jordan's jerk chicken event, Zakk's karaoke nights, spontaneous student-led nights of worship, student engagement with President's Dinner and Feast & Fund, and student senate community outreach. The Warrior Cafe expanded hours on Thursday evening to accommodate student interactions.

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

   The greatest need is providing physical health services and mental health services for the students in our care.

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

   The Cabinet will be asked to approve funding for The Green Bandana Project, which will allow Student Affairs to present mental health training opportunities to students, faculty, and staff. A core group of students will obtain certification in this and will provide assistance to students. Training for ResLife team members will become more focused and ongoing. Previously, it had lacked focus and depth. Implementation of TimelyCare will be postponed until the 2026-27 academic year with approved funding.

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

   While ResLife training at the beginning of the academic year covers many topics, the training needs to be incorporated into our weekly ResLife team meetings. This time is not being effectively utilized currently. A ResLife Team Assessment tool needs to be created for use at the end of the Fall 2025 semester to indicate strengths and weaknesses with our current approach. A small group leader application or reference form needs to be created for use beginning Spring 2025 or Fall 2026. A training manual will also be written for the small group leaders.

Warrior Café

Student Development Department Mission. The Student Development Department of Calvary University believes it is God's desire for the department to teach and train students to be responsible in crucial relationships with God, His Word, and others in order to demonstrate Christ's righteousness to the world. Student Development objectives include:

1. Train Students to live biblically and with excellence in their spiritual, academic, and personal lives.
2. Develop Discipleship relationships with students that model the Christian Life, demonstrate personal excellence, and train them to do likewise.
3. Provide Students with opportunities to apply what they have learned in order to prepare them to effectively "live and serve in the church and the world."

ASSESSMENT CALENDAR

Academic Year	Department Goals	Assessments
2024-25	All Goals	Second Time this assessment has been completed.

Administrative Department: Student Development – The Warrior Cafe					Ron Sharp	
Goals	**Objectives**	**Intended Outcome**	**Means of Assessment**	**Metric / Threshold**	**Evaluation of Success/Summary of Collected Data**	**Use of Results to Improve the Program**
Recruit and train The Warrior Café Staff to create a hospitable environment to all patrons – students, faculty, staff, guests.	The Warrior Café staff has the opportunity to engage with various constituencies within the university community to enhance the campus experience.	Each member of The Warrior Café Staff will exhibit excellent customer service through completing orders accurately, engaging in conversation,	Patrons of The Warrior Café will have the opportunity to complete guest satisfaction surveys.	At least 90% of patrons will respond that they had a positive experience in The Warrior Café.	Data will be collected through a QR code displayed at the cash register, tables, and the counter area in The Warrior Café.	*Data gathered resulted in menu item additions and a shift of hours from Saturday to Thursday evening. This change was received positively. During the Spring Semester, various constituencies served included Cultivate, the Midwest Christian*

Administrative Department: Student Development – The Warrior Cafe					Ron Sharp	
Goals	Objectives	Intended Outcome	Means of Assessment	Metric / Threshold	Evaluation of Success/Summary of Collected Data	Use of Results to Improve the Program
		and maintaining an appealing aesthetic within The Warrior Café.				*School Festival, Board of Trustees meeting, and the IFCA Regional Meeting (all of which were held on campus).*
	Opportunities will be maximized for study, conversation, and meetings for all patrons of The Warrior Café.	Provide all patrons with an environment that is conducive to study, conversation, and meetings through hours that serve them well. Lighting and furnishings will also enhance customer experience.	Patrons of The Warrior Café will have the opportunity to complete guest satisfaction surveys.	At least 90% of patrons will respond that they had a positive experience in The Warrior Café.	Data will be collected through a QR code displayed at the cash register, tables, and the counter area in The Warrior Café.	Results will be used to provide areas where the aesthetic of The Warrior Café may be improved. *Aesthetic changes will be realized through the generosity of the Class of 2025 and their senior gift. This gift will provide for furniture and flooring.*