

Public Information 250911

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Performance Facts Sheet

Academic Year: 2024-2025

Enrollment/Retention/Graduation Information

	BA Religion	BA Music	BA Early Childhood Ed	BA Business	BA Info Tech	MA Religion	M.Div.	MA Music	MBA	D.Min	All
1. Headcount (total number of students)	15	5	23	125	28	4	11	2	36	3	252
2. Percent of full-time students (full-time students divided by total number of students)	33.3%	80%	91%	91%	93%	50%	73%	0%	78%	33.3%	62.26%
3. Tuition (cost per credit)	\$235	\$290	\$290	\$290	\$290	\$280	\$280	\$350	\$350	\$320	\$297.5
4. Percent of students receiving financial assistance (e.g., scholarships, work-study)	93.3%	60%	82.6%	69.6%	53.6%	75%	72.7%	50%	33.3%	0%	59%
5. Retention Rate (returning students divided by number of potential returning students)	NA					100%	66.7%			NA	
6. Percent of students who completed their program within 150% of full-time studies (e.g., for bachelor students, the number of graduates from six years ago divided by the number of	NA					0%	50%			NA	

Placement of Alumni One to Three Years after Graduating (from most recent alumni survey)

<p>7. After graduating from Bethesda University, what percent of alumni entered a new masters or doctoral program at an accredited graduate school?</p>	<p>Of the survey respondents who graduated between 2020 and 2022, 11% enrolled in a graduate program.</p>
<p>8. What percent of alumni have become employed in their field of study?</p>	<p>Of the survey respondents who graduated between 2020 and 2022, 44% are working in the field in which they studied.</p>
<p>9. What percent of alumni have found volunteer opportunities in their field of study?</p>	<p>Of the survey respondents who graduated between 2020 and 2022, 22% are volunteering in the field in which they studied. This is especially true for students in the theology programs.</p>
<p>10. What percent of BAR alumni became licensed for ministry since entering Bethesda University?</p>	<p>Of the survey respondents who graduated between 2020 and 2022, 22% have been licensed for ministry since entering Bethesda.</p>
<p>11. What percent of alumni became involved or more involved as a volunteer in their church or other ministry since entering Bethesda University?</p>	<p>Of the survey respondents who graduated between 2020 and 2022, 22% became more involved, 11% became less involved, and 67% remained about as much involved as before attending Bethesda.</p>

INTRODUCTION TO 2025 OUTCOMES ASSESSMENT

This report is an executive summary of what is found in the more complete Expanded Assessment Report.

Assessment is like mining for precious minerals. One goes through a lot of dirt to find the little bit that is precious. We do not want to burden the entire team with all the data and reports in the Expanded Assessment Report. That report has two uses. It is a tool that the team discusses and begins conceiving of improvements based on data. It is also useful as a resource for anyone having interest in a particular area we assessed. They can find that particular report in this Expanded Assessment Report (e.g., it serves as a reference resource). From this expanded report, we produce a shorter report that deletes the less significant material. Both reports are submitted to the entire team.

The following pages begin with a summary of our Program Objectives Tables. For each program's table, the first column contains a component of our mission statement, followed by two columns that correspond to the mission statement component:

- The Institutional Objectives Column for objectives that must be met in all programs (ILOs)
- The Program Objectives Column for objectives specific to that program (PLOs)

Thus, the first two columns for mission statement and institutional goals are the same in all programs. There is careful correlation between mission, ILOs and PLOs. Thus, assessing how well we achieve a program's PLOs also tells us how well we are meeting our ILOs and mission. Thus, the next three columns give details on how we conduct the assessment. The final column is a record of when we do or do not achieve an objective.

After the Program Objectives Tables are the Outcomes Assessment Reports. These are the individual reports on the outcomes data used to complete the Program Objectives Tables. It is in this section that we generate suggestions, a number of which end up on the tactics tables of our Strategic Plan. Highlights of this section of the Expanded Assessment Report are in this document.

The final section is for the Institutional Effectiveness Reports. Suggestions are also often generated from these reports. Highlights of this section of the Expanded Assessment Report are in this document.

I. PROGRAM OBJECTIVES TABLE

This year, we administered five instruments for assessing achievement of our program objectives. We found all objectives were met from the Information Literacy Rubric, Mission & Institutional Objectives Survey, and the Spiritual Disciplines Survey. The fourth survey was our Alumni Survey. The data was encouraging, but there were not enough respondents from each program for us to mark whether objectives were achieved for particular program. However, The Performance Facts Sheet showed we failed to meet the objective of the BA in Religion program. (See Performance Facts Sheet below.)

II. OUTCOMES ASSESSMENT REPORTS

Performance Facts Sheet

Our objective for the BA in Religion is to have 75% of our three-year alumni serving. We were disappointed to see that of the 9 respondents, 3 were paid ministers, one an unpaid minister, and none volunteering. This differs from our previous two cycles of alumni assessment where 100% were serving as paid ministers or regular volunteers in their churches. Being the first time we failed to meet this objective, and considering our small sample size, this may not be completely significant, but bears discussing and watching.

Mission and ILO Survey

The consensus is that we are stronger in imparting the spiritual values referred to in our mission statement, and in the institutional learning objectives relating to them. Additionally, the faculty and board indicate high confidence that we are achieving our mission. However, we are seen as weaker in imparting the academic knowledge referred to in our mission statement, and in the institutional learning objectives relating to it.

Information Literacy Report

Objectives were achieved. The following suggestions were generated:

Suggestion 2024 AR 1

Schedule a faculty meeting on the use the information literacy rubric. (Difference between grading rubric and class average form, averages and averaging averages, one decimal point). The meeting should include the director of institutional effectiveness, librarian, and faculty members who teach the following courses.

- BA: GC 140 Academic Research & Writing

- MBA: 612 Management Communication
- MA Music: 611 Music History & Listening
- MA/MDiv: GBIB 522 Principles of Exegesis
- D.Min. BCDM 840 Research Design and Project Proposal

Agree Disagree I want to discuss this

Comments:

Suggestion 2024 AR 2

Use the librarian to teach information literacy as a guest lecture when assignments are given for which the information literacy rubric will be used. (She would also be qualified to teach GC 140)

- BA: GC 140 Academic Research & Writing
- MBA: 612 Management Communication
- MA Music: 611 Music History & Listening
- MA/MDiv: GBIB 522 Principles of Exegesis
- D.Min. BCDM 840 Research Design and Project Proposal

Agree Disagree I want to discuss this

Comments:

Suggestion 2024 AR 3

On the last column of the Information Literacy Class Average Form (and all rubrics), replace the word “Total” with “Average of the above items.”

Agree Disagree I want to discuss this

Comments:

Result: Implemented

Spiritual Disciplines Survey

To assess how well our students “Show lives characterized by Biblical values and consistent spiritual disciplines,” this is one of our instruments. Objectives were met in all degree programs for which we had enough response (i.e., only two of our nine programs)

Suggestion 2025 AR 4

Schedule faculty meeting time for the assessment director to discuss failure to determine whether we achieved objectives for certain programs due to lack of survey responses. (Also discuss with member of academic department who distributes instruments.) See note in Spiritual Disciplines Survey.

Agree Disagree I want to discuss this

Comments:

For Faculty Meeting Discussion

Note the respondent information: . The largest group are **BAECE** students (i.e., 7 students, 39%) and **M.Div.** students (i.e., 6 students, 33%). The remaining 28% marked BAR (1 student), MBA (1 student), and Other (2 students).

This means we can use the data to see if objectives were met in the BAECE and M.Div. programs. We cannot assess whether objectives were met in the following programs.

- BAR, MAR, DMin, BA Music, MA Music, BABA, BABA (Sports), MBA

What should we do?

As required by accrediting agencies, we compare segments of our population to see if any programs are achieving objectives and which are falling behind. One of our accreditation requirements is to compare the outcomes of online versus on-campus students, hopefully finding them comparable. This year we found that the online and on-campus students were similar in how often they attend religious meetings or serve weekly at church. Online students were significantly more likely to have personal devotions every day, but the difference is less significant for those who have personal devotions four through seven days per week. This is interesting because 71% of our online students are in the M.Div. program. Only one on-campus student was in a theological degree program (i.e., BAR). Not surprisingly, online students who are more likely to be engaged in theological studies, are more likely to be engaged in evangelism. At least among those who responded, we can see that our students maintain strong spiritual lives.

Alumni Survey Report: Graduates from 2020-2022

There is a great deal of data from this survey. Overall, the data shows the following key findings:

- **Strong Christian identity:** Nearly all graduates continue to identify as Christians and stay connected to church life.
- **Professional outcomes:** An unusually high portion of graduates (especially online) report **employment in fields related to their studies** — more than is typical for many small Christian colleges.
- **Further education & training:** Online graduates are significantly more likely to pursue **graduate study or additional training workshops**, showing continued academic and professional engagement.
- **Ministry pathways:** On-campus graduates are more likely to serve in **formal ministry roles** (staff pastors, licensed ministers), aligning with traditional expectations for a Christian university.

- **Distinctive mix:** The data suggests BU is preparing students for a **dual pathway** — traditional ministry leadership **and** professional career