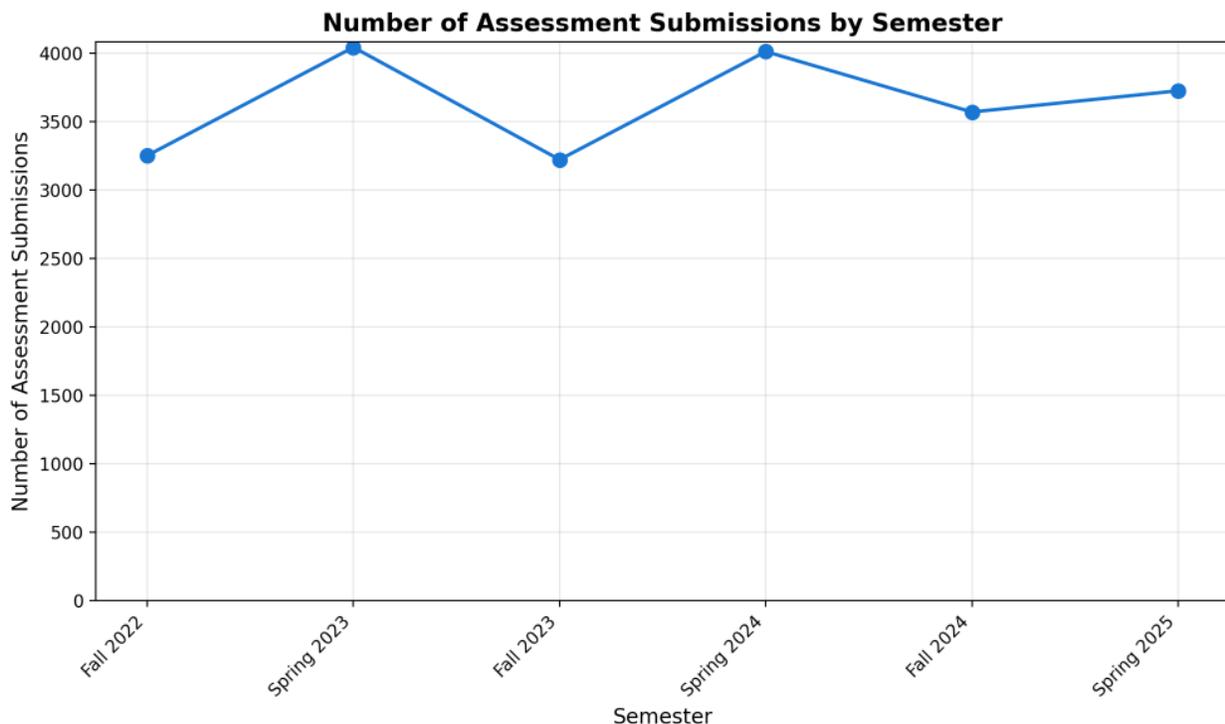


Assessment Data Report (Fall 2022 - Fall 2025)

Assessment Report Overview

This overview summarizes undergraduate assessment activity from Fall 2022 through Spring 2025, highlighting submission volumes and achievement levels across academic programs. The data indicate consistent participation with clear seasonal patterns (higher activity in spring) and strong performance concentration in the Proficient and Advanced bands for several high-volume programs. This is a high-level snapshot; programs engage in deeper analysis and action planning during our Assessment Summits, where results inform curricular and pedagogical improvements. For a fuller description of how assessment evidence is gathered, reviewed, and used to improve student learning, please see Tabor College's accreditation and assessment process: <https://tabor.edu/about/accreditation-assessment/>.

Number of Assessment Submissions by Semester



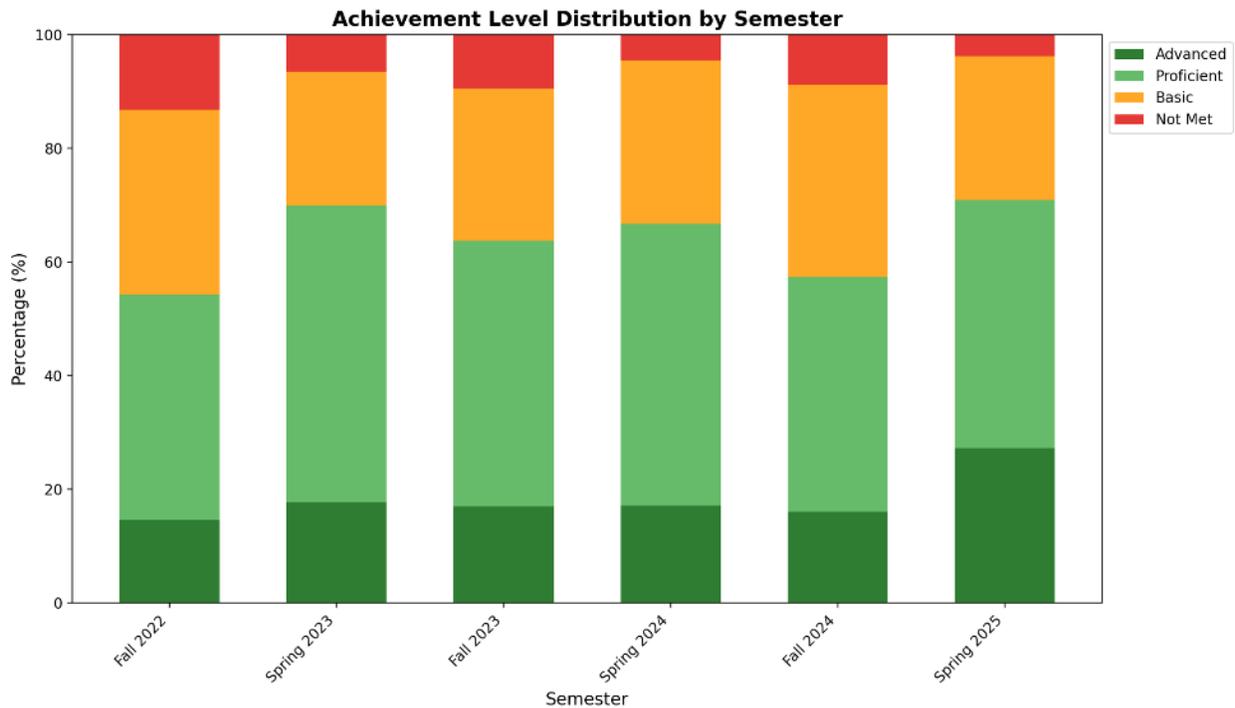
shows the total number of assessment submissions per semester:

- Fall 2022: 3,254 submissions
- Spring 2023: 4,045 submissions (highest)
- Fall 2023: 3,224 submissions
- Spring 2024: 4,014 submissions
- Fall 2024: 3,572 submissions
- Spring 2025: 3,727 submissions

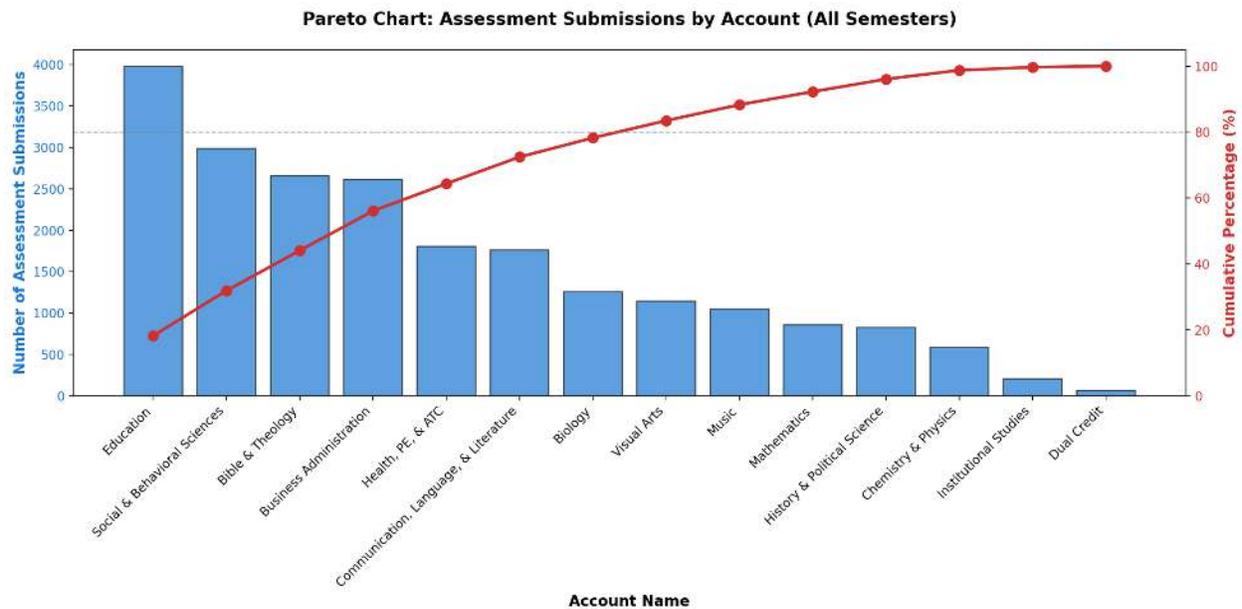
Total Assessment Submissions 21,836 from Fall 2022 - Fall 2025

Achievement Level Distribution

The second graph remains the same, showing the percentage breakdown of achievement levels (Advanced, Proficient, Basic, Not Met) across all semesters. The percentages are already calculated based on all submissions, so this visualization accurately reflects the achievement distribution by submission count.



Assessment Submissions By Account Name



The 80/20 Rule in Action:

The top 6 accounts (Education, Social & Behavioral Sciences, Bible & Theology, Business Administration, Health PE & ATC, and Communication Language & Literature) account for approximately 80% of all assessment submissions

Education alone represents 18.2% of all assessments (3,982 submissions)

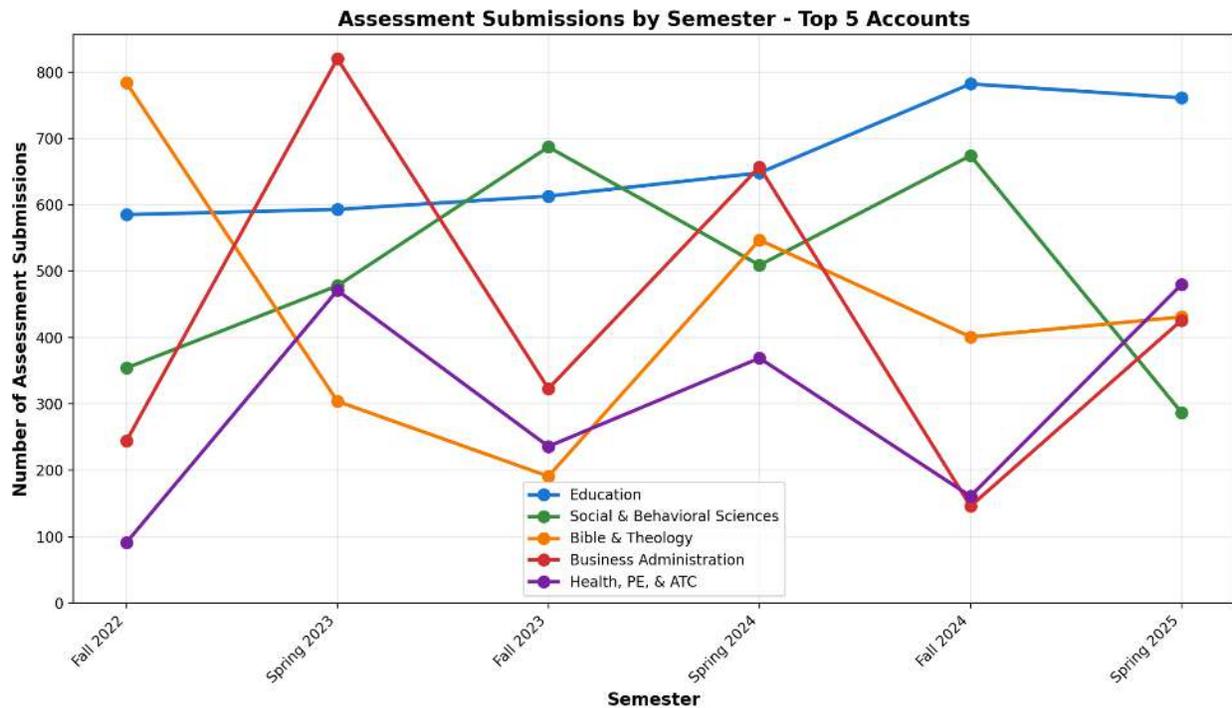
The top 3 accounts make up over 43% of total submissions

Long Tail:

The remaining 8 accounts contribute the final 20% of submissions

Dual Credit has the fewest submissions with only 70 across all semesters

Top 5 Accounts Analysis



Assessment Submissions Over Time

The first graph shows how the top 5 accounts have performed across all semesters:

Education (blue) maintains the highest and most consistent submission levels, ranging from 585 to 782 per semester

Social & Behavioral Sciences (green) shows moderate variation, with a notable peak in Fall 2024

Bible & Theology (orange) had its highest submissions in Fall 2022 (784) and has generally declined since

Business Administration (red) shows significant volatility, with a major spike in Spring 2023 (820 submissions)

Health, PE, & ATC (purple) has grown substantially, with strong increases in Spring 2023 and Spring 2025

Spring vs Fall separation

These graphs make patterns clearer, as there are courses that will only be scheduled during one of these semesters.

Education stays highest in both terms, while Business Administration spikes in Spring 2023. Bible & Theology is strongest in Fall 2022, then moderates in later terms. Health, PE, & ATC and Social & Behavioral Sciences show steadier trends with some growth in recent springs.

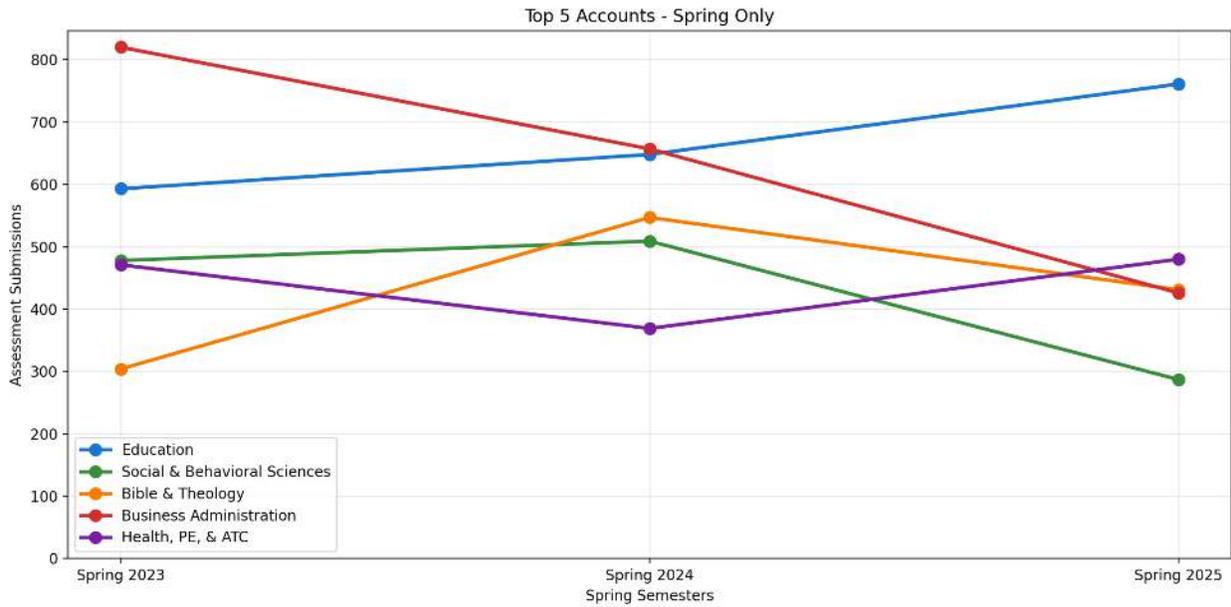


chart shows only Spring semesters for the top 5 accounts. Each line is an account across Spring 2023, Spring 2024, and Spring 2025.

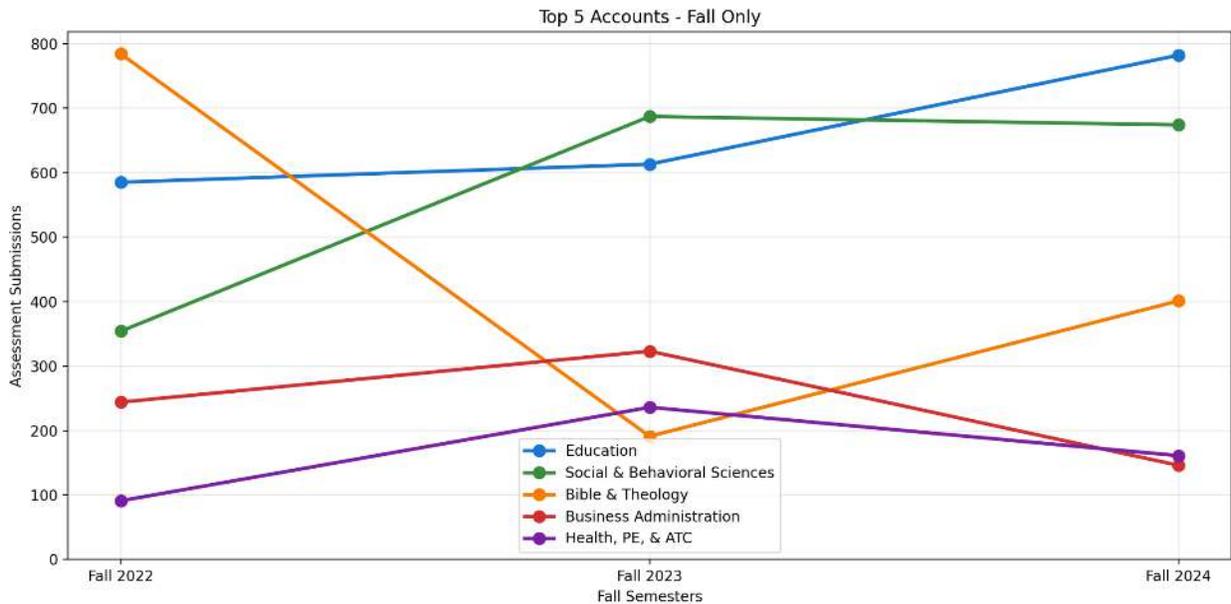
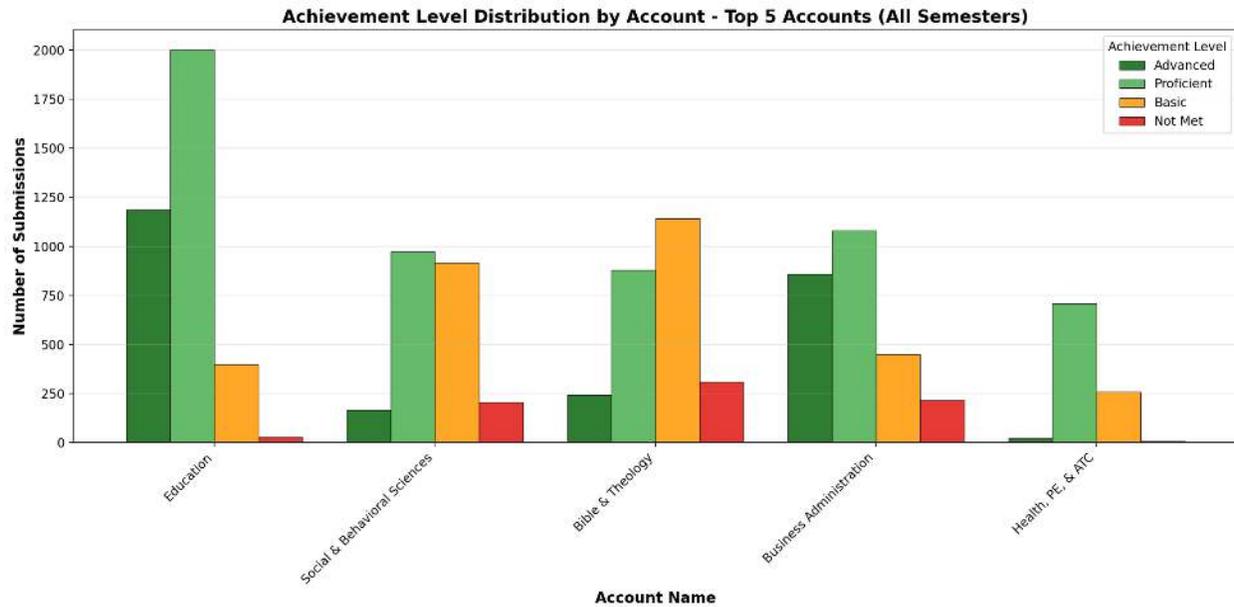


chart shows only Fall semesters for the top 5 accounts. Each line is an account across Fall 2022, Fall 2023, and Fall 2024.



Achievement Level Distribution

The second graph breaks down the achievement levels across all semesters for each of the top 5 accounts:

Standout Patterns:

Education has the strongest performance with 1,185 Advanced and 2,003 Proficient submissions, and very few Not Met (only 27)

Business Administration shows high Advanced performance (858) with relatively balanced Proficient and Basic levels

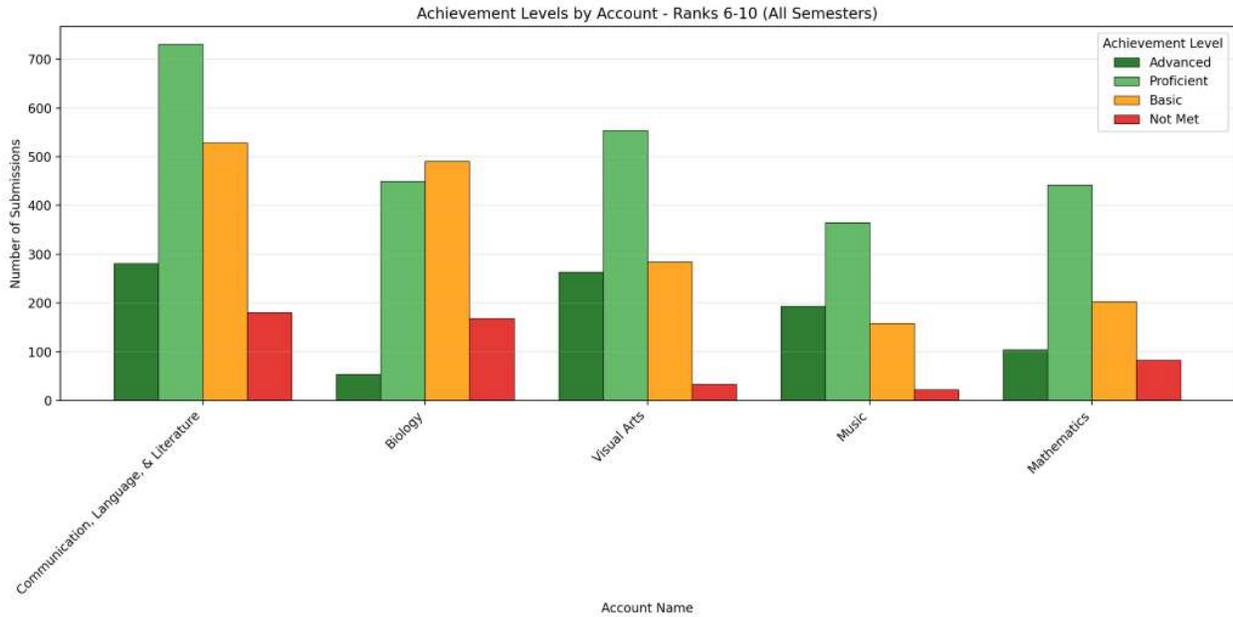
Bible & Theology has the most submissions in the Basic category (1,142) and the highest Not Met count (308)

Health, PE, & ATC is heavily concentrated in Proficient (709) with minimal Not Met submissions (8)

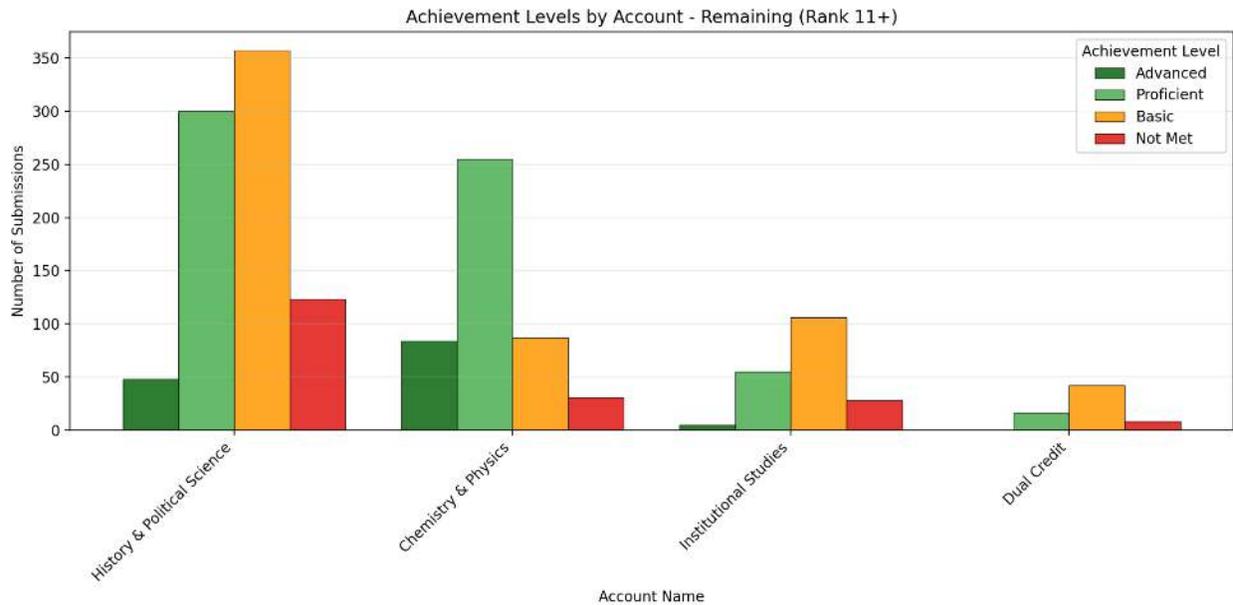
Social & Behavioral Sciences shows a fairly even distribution between Proficient and Basic levels

Grouped bar chart showing total submissions by achievement level

(Advanced, Proficient, Basic, Not Met) for accounts ranked 6–10 across all semesters.



Grouped bar chart showing total submissions by achievement level (Advanced, Proficient, Basic, Not Met) for the remaining accounts (rank 11+) across all semesters.



Conclusion

Across Fall 2022 to Spring 2025, assessment activity shows consistent engagement with clear seasonal dynamics: Spring terms generally outpace Fall in total submissions, and separating Spring vs. Fall clarifies program-level patterns where the same courses recur by term. A Pareto view reveals that roughly the top six programs drive about 80% of all submissions, led by

Education, Social & Behavioral Sciences, Bible & Theology, Business Administration, and Health, PE, & ATC. Performance distributions differ meaningfully by program: Education and Health, PE, & ATC cluster strongly in Proficient/Advanced with very low Not Met, while Bible & Theology and Social & Behavioral Sciences carry larger Basic shares. Mid-tier programs (Communication, Language, & Literature; Visual Arts; Biology; Music; Mathematics) show mixed profiles, with Visual Arts and Music having comparatively higher Advanced and lower Not Met. Lower-volume programs (History & Political Science; Chemistry & Physics; Institutional Studies; Dual Credit) contribute a smaller portion of activity but still display actionable patterns, such as stronger Proficient shares in Chemistry & Physics and Basic-heavy distributions in Institutional Studies and Dual Credit.

Taken together, this overview suggests three practical takeaways. First, term-aware comparisons (Spring vs. Fall) are essential for fair interpretation and trend detection. Second, programs with higher Basic and Not Met proportions present opportunities for targeted support (assignment alignment, rubric calibration, and instructional scaffolding). Third, high-performing programs can share effective practices to elevate consistency across the portfolio. While this is a high-level synthesis of results, the most meaningful improvements occur when programs leverage these findings during Assessment Summits to refine curricula, align outcomes and measures, and close the loop on interventions. For details on how evidence is gathered, reviewed, and applied to improve student learning, see the accreditation and assessment process: <https://tabor.edu/about/accreditation-assessment/>.