Disaggregated Outcomes Data Tables, 2025–2026

Office of Institutional Effectiveness and Institutional Research

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Part I. Method and Reading Notes

Purpose and scope

This exhibit publishes the complete disaggregated outcomes tables underlying Section 1.3 of the 2026 Accreditation Response Report. The narrative states each finding and cites the part of this exhibit that carries the evidence. Nothing in this exhibit is additional to the report's argument, and no figure here differs from the figure the narrative reports; the tables are presented in full so that every group, headcount and mean behind a summarized statement can be inspected directly.

Table numbering follows the Response Report. Tables 1 through 24 and Table 27 are reproduced here in narrative order. Table 25, the unified scoring rubric, is published in the Outcomes Assessment Implementation Guide, 2026–2029 (Exhibit 1.4), the document faculty work from; Table 26, the multi-cycle implementation roadmap, remains in the narrative at Section 1.3.20 as part of the improvement plan.

Unit of analysis

The unit of analysis throughout is the student, by headcount. Each of the 306 distinct students enrolled in 2025–2026 is counted once. Emmaus identified a single key ("signature") assessment in each of 249 course sections — the major summative task in that course — and the student's final score on that assessment is the outcome measure. Where a student has more than one signature-assessment score, those scores are averaged into a single student-level score before any group is computed.

Two thresholds, which should not be conflated

The achievement threshold is a bar on an individual student's score: a student meets the outcome when the student-level mean is ≥ 70% of points possible (C-level achievement). It is held constant across cycles. **The program target** is a bar on the share of students in a reported group who clear that threshold. It is set at 70% for the 2025–2026 baseline and rises on a published schedule to 75% (2026–2027) and 80% (2028–2029). In short, 70% always refers to a student's score, whereas the 70 → 80% figures refer to the percentage of students meeting it.

In every table below, the column headed "% of Students Meeting" reports the share of the group clearing the achievement threshold, and "Target Met?" compares that share against the program target in force for the baseline year. "Review" marks a group below that target.

Disaggregation and privacy

The primary disaggregation is by term specialization. Secondary, missionally relevant cuts are degree, region (in-state, out-of-state, international), enrollment status (full-time versus part-time/unspecified), and class standing. To protect student privacy and prevent re-identification, specializations with fewer than ten students are reported in aggregate as "Other (small-enrollment specializations)," and any result resting on fewer than five records is suppressed and flagged rather than printed.

Beginning in the 2026–2027 cycle the institution adds modality (residential versus Emmaus Global Campus/distance), gender, and race/ethnicity as standard cuts, each reported under the same small-n aggregation rule. The full inventory of committed dimensions and the rationale for each is documented in the Outcomes Disaggregated Report on Programs (Exhibit 1.3, Part VI).

Three cautions in reading these tables

Groups overlap. Students who declare multiple specializations are counted within each declared specialization. Specialization totals therefore overlap and must not be summed; only the institutional totals (n = 306 students, 286 with a Bible/Theology signature assessment, 265 with a general-education signature assessment) are additive.

Denominators are partly inferred. The current export from the student information system does not carry points-possible for every assignment, so for those records the denominator is inferred from the assessment's stated weight. The disaggregation patterns are robust to that refinement, but a small number of stored scores exceed 100 and affect only the top band of the four-band distribution in Table 22. Section 1.3.16 of the narrative sets out the remedy.

One signature assessment per course. The baseline methodology uses a single signature assessment in each course. It supports course-, program-, core- and institution-level reporting, but not per-individual-objective reporting, which requires the course-to-objective curriculum map completed since this analysis was prepared and supplied as Exhibits 1.1a and 1.1b.

Specialization codes

The codes used throughout this exhibit resolve to the following catalog programs. Mappings marked in Table 10 as requiring institutional verification are shown here under their draft catalog names.

Code	Catalog program
BSBT	Biblical Studies (BS) — Bible & Theology
CTBS	Certificate in Biblical Studies
CPSY	Counseling Psychology (BS)
BSEB	Bible/Theology emphasis (BS)
BSAD	Business Administration (BS)
ELED	Elementary Education (BS)
EMML	Educational Ministries: Ministry Leadership Track (BS)
BSMN	Ministry/Music emphasis (BS)
MABM	Master of Arts in Bible & Ministry (draft — code not resolvable from catalog)
ASBS	Biblical Studies (AA)
INCS	Intercultural Studies (BS)
ASNU	Associate, Nursing/health cooperative
Other	Other (small-enrollment specializations) — all programs with fewer than ten students, pooled
Undeclared	No specialization declared at the time of the extract

Part II. Institutional Disaggregation

The five dimensions available in the 2025–2026 data, each reported across all students. Every dimension clears the 70% program target; the spread that matters sits in enrollment status and class standing.

Table 1. Student achievement by specialization (headcount), 2025–2026.

Specialization	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %	Target Met?
BSBT	102	99	97.1%	90.1	Yes
CTBS	97	95	97.9%	91.4	Yes
CPSY	32	30	93.8%	88.7	Yes
BSEB	20	19	95.0%	91.7	Yes
BSAD	19	19	100.0%	86.7	Yes
ELED	18	17	94.4%	92.1	Yes
EMML	17	16	94.1%	88.2	Yes
BSMN	15	15	100.0%	89.8	Yes
MABM	14	13	92.9%	89.1	Yes
ASBS	12	11	91.7%	92.5	Yes
INCS	12	11	91.7%	86.1	Yes
ASNU	10	9	90.0%	89.2	Yes
Other (small-enrollment specializations)	154	150	97.4%	91.3	Yes
Undeclared	13	13	100.0%	93.9	Yes

“Other (small-enrollment specializations)” pools all programs with fewer than ten students to prevent re-identification. Group totals overlap and must not be summed.

Table 2. Student achievement by degree (students counted in each degree pursued).

Group	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %	Target Met?
BS	226	216	95.6%	90.0	Yes
AA	27	26	96.3%	91.0	Yes
CERT	106	103	97.2%	90.1	Yes
MA	13	12	92.3%	88.3	Yes
Non-degree/Unspecified	27	23	85.2%	81.0	Yes

Table 3. Student achievement by region.

Group	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %	Target Met?
In State	109	103	94.5%	90.8	Yes
Out of State	165	158	95.8%	89.7	Yes
International	12	12	100.0%	88.4	Yes
Unknown	20	16	80.0%	75.8	Yes

Table 4. Student achievement by enrollment status.

Group	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %	Target Met?
Full-time	238	231	97.1%	90.2	Yes
Part-time/Unspecified	68	58	85.3%	85.3	Yes

Table 5. Student achievement by class standing.

Group	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %	Target Met?
Freshman	25	19	76.0%	83.2	Yes
Sophomore	86	85	98.8%	91.1	Yes
Junior	79	76	96.2%	90.9	Yes
Senior	82	80	97.6%	90.3	Yes
Unknown	34	29	85.3%	81.7	Yes

Tables 1–5 correspond to Figures 1–3 in the narrative at Sections 1.3.4 and 1.3.5.

Part III. Common Core Outcomes

Every student completes both a Bible/theology core and a general studies core regardless of major, so the two cores act as institution-wide common assessments. Reporting them across all students and disaggregated by specialization and degree shows directly whether the institution supports all students in attaining its most broadly shared intended outcomes.

Bible/Theology core

Among all students with a Bible/Theology signature assessment, 246 of 286 (86.0%) met the ≥70% threshold, with a mean of 88.9. Every specialization and every degree met the program target.

Table 6. Bible/Theology core attainment by specialization (headcount).

Group	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Score %	Target Met?
BSBT	99	87	87.9%	91.5	Yes
CTBS	96	93	96.9%	97.4	Yes
CPSY	30	26	86.7%	87.4	Yes
BSEB	19	17	89.5%	94.1	Yes
BSAD	19	14	73.7%	83.0	Yes
ELED	17	17	100.0%	94.5	Yes
EMML	17	13	76.5%	81.0	Yes
BSMN	15	14	93.3%	92.9	Yes
MABM	14	13	92.9%	85.2	Yes
ASBS	11	10	90.9%	90.8	Yes
INCS	12	10	83.3%	83.6	Yes
ASNU	7	6	85.7%	93.3	Yes
Other (small-enrollment specializations)	146	127	87.0%	92.3	Yes
Undeclared	12	12	100.0%	93.9	Yes

Table 7. Bible/Theology core attainment by degree.

Group	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Score %	Target Met?
BS	214	182	85.0%	89.7	Yes
AA	25	22	88.0%	89.9	Yes
CERT	105	99	94.3%	96.3	Yes
MA	13	12	92.3%	84.1	Yes
Non-degree/Unspecified	21	17	81.0%	78.7	Yes

General-Education core

The general-education core comprises the General Studies distribution subjects (COM, ECN, ENG, FL, FND, GEO, HIS, HUM, MAT, PHI, SCI). It is the institution's most discriminating measure: 199 of 265 students (75.1%) met the threshold, with a mean of 82.7, and four groups fall below the 70% floor itself.

Table 8. General-education core attainment by specialization (headcount).

Group	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Score %	Target Met?
BSBT	94	67	71.3%	79.4	Yes
CTBS	95	55	57.9%	72.4	Review
CPSY	26	14	53.8%	69.3	Review
BSEB	19	16	84.2%	85.2	Yes
BSAD	18	12	66.7%	85.2	Review
ELED	18	15	83.3%	97.0	Yes
EMML	16	14	87.5%	86.7	Yes
BSMN	14	10	71.4%	76.3	Yes
MABM	14	13	92.9%	96.9	Yes
ASBS	9	8	88.9%	84.3	Yes
INCS	11	9	81.8%	84.7	Yes
ASNU	8	4	50.0%	77.2	Review
Other (small-enrollment specializations)	138	103	74.6%	80.9	Yes
Undeclared	10	10	100.0%	96.6	Yes

Table 9. General-education core attainment by degree.

Group	Students (n)	Students Meeting (n)	% of Students Meeting	Mean Score %	Target Met?
BS	201	146	72.6%	81.0	Yes
AA	23	19	82.6%	83.3	Yes
CERT	105	60	57.1%	71.1	Review
MA	13	12	92.3%	96.7	Yes
Non-degree/Unspecified	14	13	92.9%	93.6	Yes

Part IV. Program Objectives and Learning Outcomes

Each program's objectives were drawn verbatim from the Emmaus University 2026–2027 Academic Catalog. A program's signature assessments, distributed across its required courses, constitute the multiple measures that evidence its program learning outcomes. Table 10 reports attainment by headcount for the twelve largest specializations; Tables 11–18 pair that attainment with the catalog objectives for each program with an established code mapping.

Table 10. Program objective attainment (headcount) for the twelve largest specializations.

Code	Catalog Program (draft mapping)	Conf.	Program Objectives	Students (n)	% Students Meeting	Mean %
BSBT	Biblical Studies (BS) — Bible & Theology	High	12	102	97.1%	90.1
CTBS	Certificate in Biblical Studies	High	4	97	99.0%	91.4
CPSY	Counseling Psychology (BS)	High	10	32	93.8%	88.7
BSEB	Bible/Theology emphasis (BS)	Low	12	20	95.0%	91.7
BSAD	Business Administration (BS)	High	5	19	100.0%	86.7
ELED	Elementary Education (BS)	High	10	18	94.4%	92.1
EMML	Educational Ministries: Ministry Leadership Track (BS)	High	5	17	94.1%	88.2
BSMN	Ministry/Music emphasis (BS) — confirm	Low	pending	15	100.0%	89.8
MABM	Program — confirm (code not resolvable from catalog)	Low	pending	14	92.9%	89.1
ASBS	Biblical Studies (AA)	Medium	3	12	91.7%	92.5
INCS	Intercultural Studies (BS)	High	3	12	91.7%	86.1
ASNU	Associate, Nursing/health cooperative — confirm	Low	pending	10	90.0%	89.2

Every program meets the 70% target. Mappings shown as "confirm" require institutional verification before submission; "pending" objective counts follow from those unresolved mappings. Per-individual-objective percentages are not reported for the baseline because the catalog did not contain a course-to-objective curriculum map; that map has since been completed and is supplied as Exhibits 1.1a and 1.1b.

Table 11. BSBT — Biblical Studies (BS) — Bible & Theology

Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %
102	99	97.1%	90.1

Program learning outcomes (reproduced verbatim from the 2026–2027 Academic Catalog):

1. Knowledge of the content of the Bible.
2. A detailed understanding of Christian theology.
3. Ability to defend biblical truth and the Christian faith.
4. Practice of proper methodology for interpreting and applying the English Bible.
5. Skill in communicating the teaching and application of a biblical passage.
6. Commitment to growth in Christian character and lifestyle.
7. English Bible: In-depth knowledge of specific areas of Bible and Christian theology
8. Theology: Thorough knowledge of aspects of Christian theology

9. Ministry: Understanding of issues in Christian ministry; and skill in communicating biblical teaching
10. Old Testament: In-depth understanding of the Old Testament with ability to interpret the Old Testament starting from the Hebrew original text
11. New Testament: In-depth understanding of the New Testament with ability to interpret the New Testament starting from the Greek original text
12. Biblical Exegesis: Ability to interpret the Bible starting from the Hebrew and Greek original texts

Table 12. CPSY — Counseling Psychology (BS)

Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %
32	30	93.8%	88.7

Program learning outcomes (reproduced verbatim from the 2026–2027 Academic Catalog):

1. Distinctively Christian Integration Develop the skills necessary to integrate a comprehensive knowledge of the Bible and major theological concepts with skills in psychological theory, methodology and technique.
2. Knowledge of Theories Be conversant with the major secular and Christian psychological theories and practices and be able to evaluate them from a sound Biblical and theological point of view.
3. Knowledge of Problems and Delivery of Care Be able to identify the issues and problems that people, groups, and communities face in life, for the purpose of treating and bringing help to those problems.
4. Development of Counseling Skills Develop competent counseling skills within a thoroughly-Biblical framework, including interviewing skills and communication skills in one-on-one and small group situations.
5. Appreciation of Diversity in Counseling Demonstrate awareness of multicultural, gender, and racial concerns in counseling relationships and how diverse populations respond differently to counseling.
6. Knowledge of Abnormal Psychology Demonstrate a basic understanding of psychopathology and the various treatments available.
7. Professional Development Understand the legal, ethical, ministerial, and professional issues in contemporary counseling ministry and/or practice.
8. Personal Growth Reflect on his or her own mental, spiritual, emotional, and relational growth to help strengthen his or her Christian character and develop a deep level of dedication to people, and to a ministry of helping them with their lives in a way that is honoring to God.
9. Ministry and Vocational Opportunities Be prepared for ministry or career roles within a variety of church, para-church, private, and governmental social services that require effective personal, emotional, and relational abilities.
10. Preparation for Graduate Studies Complete core courses in Counseling Psychology to pursue graduate work in mental health services or a related academic/professional field leading toward certification or licensure.

Table 13. ELED — Elementary Education (BS)

Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %
18	17	94.4%	92.1

Program learning outcomes (reproduced verbatim from the 2026–2027 Academic Catalog):

1. Learner Development — understands how learners grow and develop and designs developmentally appropriate, challenging learning experiences.

2. Learning Differences — uses understanding of individual differences and diverse cultures/communities to ensure inclusive learning environments.
3. Learning Environments — creates environments supporting individual and collaborative learning, positive social interaction, engagement, and self-motivation.
4. Content Knowledge — understands the central concepts, tools of inquiry, and structures of the discipline(s) taught.
5. Application of Content — connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.
6. Assessment — understands and uses multiple methods of assessment to engage learners and guide decision making.
7. Planning for Instruction — plans instruction that supports every student in meeting rigorous learning goals.
8. Instructional Strategies — uses a variety of instructional strategies to develop deep understanding and skill application.
9. Professional Learning and Ethical Practice — engages in ongoing professional learning and uses evidence to evaluate practice.
10. Leadership and Collaboration — seeks leadership roles and collaborates with families, colleagues, and community to ensure learner growth.

Table 14. BSAD — Business Administration (BS)

Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %
19	19	100.0%	86.7

Program learning outcomes (reproduced verbatim from the 2026–2027 Academic Catalog):

1. Demonstrate foundational knowledge in functional areas of business.
2. Demonstrate ability to work effectively in a team situation.
3. Demonstrate communication skills in a professional context.
4. Demonstrate use of critical thinking skills in a business and organizational context.
5. Demonstrate an ability to integrate biblical concepts with business knowledge and practice.

Table 15. EMML — Educational Ministries: Ministry Leadership Track (BS)

Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %
17	16	94.1%	88.2

Program learning outcomes (reproduced verbatim from the 2026–2027 Academic Catalog):

1. Model: Modeling of Gospel transformation through personal devotion, obedience and life-style reflecting Kingdom living.
2. Equip: Equipping students for ministry in various contexts to different demographics and culture groups.
3. Nurture: Nurturing faith ownership and service through evangelism and discipleship by intentional relationships and informed pastoral counseling.
4. Construct: Constructing ministry (Christian Education) opportunities, programs and activities that promote faith development and spiritual formation in others.
5. Lead: Influencing and empowering others through servant leadership to encourage Christ-likeness and mobilization for ministry.

Table 16. INCS — Intercultural Studies (BS)

Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %
12	11	91.7%	86.1

Program learning outcomes (reproduced verbatim from the 2026–2027 Academic Catalog):

1. Cross-cultural Adjustment: Students will demonstrate: the ability to adjust successfully to a foreign culture by: overcoming culture shock, making measurable progress in language-learning, bonding with foreign nationals, and adjusting to life and ministry abroad.
2. Cross-cultural Communication: Students will demonstrate: the ability to effectively communicate the Gospel cross-culturally by: o understanding cultural and religious contexts, performing ethnographic cultural research, synthesizing ethnographic research into a worldview, evangelizing and discipling cross-culturally, and producing a contextualized Gospel message.
3. Cross-cultural Leadership: Students will demonstrate the ability to lead cross-culturally by: applying New Testament Church principles to Christian communities, evaluating controversial missiological issues and formulating their personal stance, demonstrating servant leadership and solving problems inherent in cross-cultural situations.

Table 17. CTBS — Certificate in Biblical Studies

Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %
97	96	99.0%	91.4

Program learning outcomes (reproduced verbatim from the 2026–2027 Academic Catalog):

1. Basic knowledge of biblical content and Christian theology.
2. Essentials of a proper methodology to interpret and apply the English Bible.
3. Commitment to growth in Christian character and lifestyle.
4. Writing skills that effectively communicate the intended message.

Table 18. ASBS — Biblical Studies (AA)

Students (n)	Students Meeting (n)	% of Students Meeting	Mean Student Score %
12	11	91.7%	92.5

Program learning outcomes (reproduced verbatim from the 2026–2027 Academic Catalog):

1. Knowledge of biblical content and Christian theology.
2. The essentials of a proper methodology to interpret and apply the English Bible.
3. Commitment to growth in Christian character and lifestyle.

Part V. Graduate Program Disaggregation

Emmaus offers a single graduate program (MABM, delivered through the Global Campus), so it cannot be disaggregated across programs. It is instead disaggregated within the program by course and signature assessment, by term, and by region — the appropriate approach for any single program, and more diagnostic than a single program-level number. Overall, 14 master's students met at 92.9% (mean 89.1%, across 60 signature assessments).

Table 19. Master's program (MABM) achievement by course/signature assessment (results level).

Course	Results (n)	Results Meeting (n)	% Meeting (≥70%)	Mean Score %	Flag
BT 503-4a	12	12	100.0%	98.8	
BT 531-4b	10	1	10.0%	63.2	Below target
BT 501-4a	9	9	100.0%	98.9	
BT 502-4b	9	8	88.9%	78.5	
FND 500-4a	9	8	88.9%	95.2	
PD 101	5	5	100.0%	97.8	
FND 500-4a (1)	5	5	100.0%	100.0	
BT 151-4f	1	1	100.0%	95.1	Small n (<5)

Table 20. Master's program (MABM) achievement by term (results level).

Term	Results (n)	% Meeting	Mean Score %
Fall 2025	33	93.9%	92.1
Spring 2026	27	66.7%	85.8

Region: among master's students the in-state and out-of-state groups are reported in the companion workbook (Exhibit 1.2); the "Unknown" region (1 student) is suppressed under the small-n rule (n < 5) to prevent re-identification. Per-objective attainment for the master's program will populate once its curriculum map is supplied.

Part VI. Diagnostic Views

Every degree and specialization meets the 70% program target, which establishes a sound baseline but cannot on its own indicate where the institution should direct its commitment to the success of all students. The same student-level results are therefore examined three further ways. Each view uses the identical de-identified dataset; no additional data collection is required.

Re-scored against the institution's escalating targets

Table 21. Degree by general education, re-scored against the program target schedule.

Specialization	Students (n)	% Meeting (≥70%)	Mean %	Meets 70%	Meets 75% (2026-27)	Meets 80% (2028-29)
ASNU	8	50.0%	77.2	No	No	No
CPSY	26	53.8%	69.3	No	No	No
CTBS	95	57.9%	72.4	No	No	No
BSAD	18	66.7%	85.2	No	No	No
BSBT	94	71.3%	79.4	Yes	No	No
BSMN	14	71.4%	76.3	Yes	No	No
Other (small-enrollment)	138	74.6%	80.9	Yes	No	No
INCS	11	81.8%	84.7	Yes	Yes	Yes
ELED	18	83.3%	97.0	Yes	Yes	Yes
BSEB	19	84.2%	85.2	Yes	Yes	Yes
EMML	16	87.5%	86.7	Yes	Yes	Yes
ASBS	9	88.9%	84.3	Yes	Yes	Yes
MABM	14	92.9%	96.9	Yes	Yes	Yes
Undeclared	10	100.0%	96.6	Yes	Yes	Yes

Source: Table 8 (general-education core by specialization), re-scored against the Table 24 program target schedule.

Distribution of achievement, not only the pass rate

Table 22. Four-band distribution of general-studies core achievement.

Specialization	Students (n)	Below <70	Developing 70-79	Proficient 80-89	Exemplary ≥90	% in lower two bands
CPSY	26	12	4	3	7	62%
CTBS	95	40	18	19	18	61%
BSAD	18	6	3	0	9	50%
ASNU	8	4	0	2	2	50%
BSMN	14	4	2	2	6	43%
Other (small- enrollment)	138	35	21	29	53	41%
BSBT	94	27	11	20	36	40%
ELED	18	3	2	3	10	28%
INCS	11	2	1	3	5	27%

Specialization	Students (n)	Below <70	Developing 70-79	Proficient 80-89	Exemplary ≥90	% in lower two bands
BSEB	19	3	2	3	11	26%
EMML	16	2	2	2	10	25%
ASBS	9	1	0	4	4	11%
Undeclared	10	0	1	1	8	10%
MABM	14	1	0	0	13	7%

Source: student-level general-education core scores (companion workbook, Exhibit 1.2). Bands are computed on stored scores; the small number of scores above 100 reflects the inferred points-possible noted above and affects only the top band.

The within-student general-education gap

Table 23. Comparative Analysis: Bible-Theology vs. General Studies

Specialization	Bible/Theology core % meeting	General Studies core % meeting	Gap (pts)
CTBS	96.9%	57.9%	+39.0
ASNU	85.7%	50.0%	+35.7
CPSY	86.7%	53.8%	+32.9
BSMN	93.3%	71.4%	+21.9
ELED	100.0%	83.3%	+16.7
BSBT	87.9%	71.3%	+16.6
Other (small-enrollment)	87.0%	74.6%	+12.4
BSAD	73.7%	66.7%	+7.0
BSEB	89.5%	84.2%	+5.3
ASBS	90.9%	88.9%	+2.0
INCS	83.3%	81.8%	+1.5
MABM	92.9%	92.9%	+0.0
Undeclared	100.0%	100.0%	+0.0
EMML	76.5%	87.5%	-11.0

Source: Tables 6 and 8. A positive gap means the general-education core trails the Bible/Theology core for the same students.

Part VII. Unified Program Targets

A single institutional program target — the share of students meeting the ≥70% achievement threshold — applies to every degree program and to each core. Baselines are 2025–2026; the target rises to ≥75.0% by 2026–2027 and ≥80.0% by 2028–2029, with no subgroup left below the floor.

Table 24. Unified program targets by degree program and core.

Degree Program / Core	Baseline 2025–26	Target 2026–27	Target 2028–29	Status
BSBT — Biblical Studies (BS) — Bible & Theology	97.1%	75.0%	80.0%	On/above 2028-29 target
CTBS — Certificate in Biblical Studies	99.0%	75.0%	80.0%	On/above 2028-29 target
CPSY — Counseling Psychology (BS)	93.8%	75.0%	80.0%	On/above 2028-29 target
BSEB — Bible/Theology emphasis (BS) — confirm exact track/major	95.0%	75.0%	80.0%	On/above 2028-29 target
BSAD — Business Administration (BS)	100.0%	75.0%	80.0%	On/above 2028-29 target
ELED — Elementary Education (BS)	94.4%	75.0%	80.0%	On/above 2028-29 target
EMML — Educational Ministries: Ministry Leadership Track (BS)	94.1%	75.0%	80.0%	On/above 2028-29 target
BSMN — Ministry/Music emphasis (BS) — confirm	100.0%	75.0%	80.0%	On/above 2028-29 target
MABM — Program — confirm (code not resolvable from catalog)	92.9%	75.0%	80.0%	On/above 2028-29 target
ASBS — Biblical Studies (AA)	91.7%	75.0%	80.0%	On/above 2028-29 target
INCS — Intercultural Studies (BS)	91.7%	75.0%	80.0%	On/above 2028-29 target
ASNU — Associate, Nursing/health cooperative — confirm	90.0%	75.0%	80.0%	On/above 2028-29 target
Bible/Theology Core (all students)	86.0%	75.0%	80.0%	On/above 2028-29 target
General-Education Core (all students)	75.1%	75.0%	80.0%	Meets 2026- 27 target

Every degree program stands at or above the 2028–2029 target. The General-Education core, at 75.1%, meets the 2026–2027 target only and is the single institutional measure with distance still to travel.

Part VIII. Multi-Year Trend by Degree Program

Disaggregation is not a single-year exercise at Emmaus. The institution's assessment system of record permits attainment to be disaggregated by degree program across multiple reporting years, and the three-year view demonstrates that the same discipline applied to the 2025–2026 student-level data has governed program-level assessment since 2022–2023. Institution-wide, the share of assessed targets Met or Exceeded rose from 83% (2022–2023) to 84% (2023–2024) to 85% (2024–2025), while the number of targets actually assessed grew from 87 to 93 — attainment improved even as measurement coverage expanded.

Table 27. Three-year outcome attainment by degree program (% Met/Exceeded of assessed), 2022–2025.

Degree Program	2022–2023	2023–2024	2024–2025	Net
Business Administration	100% (9/11)	100% (9/11)	100% (12/12)	+0
Computer Studies	100% (9/13)	100% (9/13)	100% (10/13)	+0
Intercultural Studies	100% (6/6)	100% (5/7)	100% (5/7)	+0
Teacher Education Department	100% (14/20)	100% (20/20)	94% (16/21)	-6
Music Department	67% (9/11)	70% (10/11)	89% (9/11)	+22
Counseling Psychology	50% (8/10)	57% (7/10)	88% (8/11)	+38
Applied Mathematics	71% (7/8)	71% (7/8)	83% (6/8)	+12
Bible/Theology Major or Core	83% (6/12)	73% (11/12)	82% (11/12)	-1
General Education	88% (8/8)	60% (5/8)	71% (7/8)	-17
Health Sciences	86% (7/10)	67% (3/10)	67% (3/10)	-19
Educational Ministries	25% (4/6)	n/a	17% (6/6)	-8

Corresponds to Figure 4 in the narrative at Section 1.3.22. Program-level analysis is developed in the Outcomes Disaggregated Report on Programs (Exhibit 1.3).