



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Business 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The mission of the Business Administration program is to prepare students for the challenges of public service and leadership in business organizations. This is accomplished by developing professional skills and promoting the values associated with the Judeo-Christian and Civic-Republican traditions.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1a. Improve academic rigor within the Business Administration major through the content of the major curriculum.	1a. Curriculum: The Department Faculty will review the curriculum regularly. At departmental meetings the faculty will discuss the modification of, and proposals for, the curriculum.	The major curriculum was strengthened by the approval of an operations management course (BUSN 326, Operations Management and Logistics) which will be taught in Block 4, 2008. This removes a significant weakness in the curriculum and should lead to higher scores for the quantitative and management sections of the ETS Major Field Test.	Objective was accomplished within dept budget

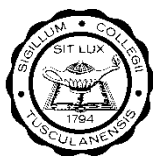
Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1b. Improve academic rigor within the Business Administration major through the preparation of graduates for graduate school and jobs	<p>1b. Preparation: The faculty will review the major test scores of students to ensure the appropriate course content. The review days from Accounting, Economics, Statistics, and Information Systems in BUSN 449: Policy, Ethics and Strategy will continue in the coming year. Also, the business faculty will continue to give comprehensive finals in all business courses. Finally, the Department will continue to give a cumulative comprehensive review in Accounting II for Accounting I and II, Economics II for Economics I and II, and in Organizational Behavior for Principles of Management and Organizational Behavior.</p> <p>Preparation: The Department Chair will review all course syllabi to ensure continued competency integration into courses through both the statement of the course competency or competencies and their related assignments and grading scales.</p>	<p>1b. Professor Wright has been hired to teach finance and other quantitatively based courses. His addition to our faculty should have an immediate impact on the finance scores on the ETS Major Field Test as well as affecting the management and accounting scores on that test.</p> <p>The faculty continued to lead review days for the major courses in the Policy, Ethics, and Strategy course as well as the comprehensive reviews given in Accounting II and Organizational Behavior courses. Course syllabi were reviewed for content, learning outcomes, and consistency.</p>	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1c. Improve academic rigor within the Business Administration major through the quality of teaching	<p>1c. Quality of teaching: The Department faculty will continue to examine their pedagogy and ensure that they are reinforcing selected texts and objectives effectively while achieving a balance of lectures, projects, and other learning opportunities. The Department faculty will also implement strategies to ensure students are reading their assigned material and are better prepared for classes through pop quizzes, exercises due at the beginning of class, etc.</p> <p>1c. Quality of teaching: The Department faculty will continue to work closely with adjuncts. Department faculty will hold a luncheon for adjuncts to develop relationships, discuss department standards and expectations in the classroom. The Department Chair will provide adjuncts with appropriate course and orientation materials. Department faculty will mentor adjuncts during the year and visit their classes at least one time during the block that their respective adjunct is teaching. The Department faculty will serve as a contact and supporter for the adjuncts in a more meaningful way.</p> <p>1c. Quality of teaching: The Department Chair will encourage business faculty to take advantage of faculty development opportunities.</p> <p>1c. Quality of teaching: The Department faculty will continue to perform peer evaluations once per year instead of the required once every other year and evaluators used will rotate. The peer evaluations will help to gain insight into our teaching and means of improvement.</p> <p>1c. Quality of teaching: The Department will review the grade distributions as provided by the Provost and discuss them at the summer 2009 Department meeting.</p> <p>1c. Quality of teaching: The Department will review Noel-Levitz and End of Program surveys on student opinion of instructional quality within the major. The Department will also review a compilation of 300 and 400 level student evaluations on instruction and work on improving indicated items of weakness.</p>	c. The quality of teaching will be positively influenced by adding Professor Wright (MBA Yale, BS Industrial Management, Georgia Institute of Technology, Doctorate in Finance, Swiss Management Center (ACBSP) expected 12/08). The increase in the faculty will dilute the committee and service workload on all departmental professors thus allowing more time to improve the quality of teaching. Self review of pedagogy, class time use, and texts was ongoing. The Department Chair provided an orientation, syllabus review and classroom oversight to all adjuncts hired for the year. Dr. McFarland attended the Salzburg Seminar session on the “The Dynamic Economies of India and China” and other faculty were involved in discipline related development.	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	<p><i>2a. Strengthen the use of the competency program within the curriculum by:</i></p> <p>a. Emphasizing at least one competency in each course.</p>	<p>2a. Competency emphasis: The specific competencies for each course will be reviewed during the Departmental meetings of Spring 2009 to assure their relevance and incorporation into the course content.</p>	<p>2a. Each business course has been assigned one or more learning outcomes and the instructor develops the course content and grading criteria to emphasize those outcomes</p>	<p>Objective was accomplished within dept budget</p>
Academic Integrity, Quality, Accountability, and Distinction	<p><i>2b. Strengthen the use of the competency program within the curriculum by:</i></p> <p>Focusing on critical analysis as a departmental competency emphasis.</p>	<p>2b. Competency focus: The Department will link course competencies to student learning, to testing student progress, and to explore ways of enhancing the competency program in Business Administration courses.</p>	<p>2b. Each business course has been assigned one or more learning outcomes and the instructor develops the course content and grading criteria to emphasize those outcomes</p>	<p>Objective was accomplished within dept budget</p>
Academic Integrity, Quality, Accountability, and Distinction	<p><i>2c. Strengthen the use of the competency program within the curriculum by:</i></p> <p>Using the competency program to create student learning synergy.</p>	<p>2c. Learning synergy: The competency program will be used to create synergy in the courses offered by the Department and to reinforce general education learning outcomes across all subjects taught. By coordinating the competencies within the core curriculum and by linking courses in lectures, activities, and exercises enhanced student learning should result in increased test scores.</p>	<p>2c. The Department distributed the learning outcomes among the courses offered to achieve the desired progress of students toward these general education outcomes. The faculty discussed ways to coordinate course content and learning outcomes to create learning synergy for our students.</p>	<p>Objective was accomplished within dept budget</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>Financial Stability and Security</p>	<p>3. <i>Improve student retention by :</i></p> <p>a. Increasing academic rigor and the challenge in the classroom,</p> <p>b. Engagement in extra-curriculum activities: Tusculum College Business Club, Business Advisory Board, guest speakers, and the Arts and Lecture series.</p>	<p>3a. Academic rigor: See goal 1, above. To confirm the hypothesis that good students leave because learning opportunities and challenges are not matched with student expectations. We will establish a baseline of who is leaving the major and why.</p> <p>3b. Engagement--The Tusculum College Business Club: The TCBC will be supported in their program and recruitment efforts. This club will serve as a means to allow professors and students to mingle outside of the classroom and increase the quality of relationships and networking opportunities among students within the major.</p> <p>3b. Engagement--The Business Advisory Board: Members of the Business Advisory Board, industry leaders and others from the community will be asked to speak to the club members.</p> <p>3b. Engagement--Guest speakers: The Department faculty will keep each other informed of guest speakers attending their classes and the Business Club and present these as opportunities for students to gain Arts and Lecture series credits.</p>	<p>a. Available data was not sufficient to create a baseline for Business Administration but the College is taking steps to make withdrawal information available and we should be able to create a baseline during the upcoming year.</p> <p>b. Faculty support for the TC Business Club continued. The Advisory Board luncheon suffered from low attendance but useful suggestions about the program and courses were offered. Due to scheduling conflicts and the time demands of the faculty search process, no high school visits were made. The Admissions staff has become more active in this area and any future visits will be upon a request for assistance from Admissions.</p>	<p>Objective was accomplished within dept budget</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	<p>4. <i>Enhance student satisfaction with advising and its process by determining if:</i></p> <ul style="list-style-type: none"> a. Students are satisfied with the process, b. Faculty is up to date on procedures and using current forms. 	<p>4a. Student satisfaction: The Department Chair will review the below items from the Noel-Levitz survey to ensure that faculty know how they are performing concerning these advising items. "My academic advisor is approachable" (Item 6). "My academic advisor is concerned about my success as an individual" (Item 14). "My academic advisor helps me set goals to work toward" (Item 19) and "My academic advisor is knowledgeable about requirements in my field" (Item 33).</p> <p>4b. Faculty: Will be notified of advising review sessions and provided with the latest forms and instructions.</p>	<p>a. Student response for selected items from Noel-Levitz Student Satisfaction Inventory met our goals (see goal 4 of the Student Learning Outcomes – Business Administration 2007-08 report) of at least 85% positive. The effort to respond to students will continue at its high level.</p> <p>b. With the leadership and support of assistance and Academic Resource Center and a new Advising Handbook in May the faculty has remained up to date on advising procedures and forms.</p>	Objective was accomplished within dept budget
An Engaged Community	<p>5. <i>Increase the visibility and awareness of the business administration faculty and students in the community by active involvement with:</i></p> <ul style="list-style-type: none"> a. The Business Advisory Board b. Greene County Partnership, c. Professional associations and conferences d. Intern sponsors e. Internet presence. 	<p>5a. The Business Advisory Board: The Department will host luncheons with the BAB to discuss Departmental goals and to gather insights from the BAB members. The advisory board will also be invited to the business banquet at the end of the academic year.</p> <p>5b. Greene County Partnership: Faculty members will interact with community leaders while attending Greene County Partnership meetings.</p> <p>5c. Professional associations and conferences: Faculty members will be asked to network with industry leaders at professional conferences and to participate in professional associations and meetings.</p> <p>5d. Intern sponsors: Industry leaders who have given our students internships will be invited as guests to our end-of-year banquet to meet interact will all of our students.</p> <p>5e. Internet presence: The Department Faculty will reply to all hits on the page. Also, business faculty will assist in recruiting by calling and mailing or e-mailing students as requested by the Admissions office.</p>	<p>5. Increase the visibility and awareness of the business administration faculty and students in the community by active involvement.</p> <ul style="list-style-type: none"> a. The fall off of interest by members of the Business Advisory Board was a major disappointment and effort will be made to reignite the Board during the next academic year. b. / c. Faculty members attended Greene County Partnership breakfasts during the year, as well as various professional meetings. d. The department faculty oversaw an active student intern effort and Dr. Freeman continued to respond to every internal information request received. 	Objective was accomplished within dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operational Plan – Organizational Mgmt. 2007-2008

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
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Unit Mission Statement

The mission of the Bachelor of Science in Organizational Management is to provide students the background needed for a variety of professional careers and to extend the range and nature of available careers. Further, the bachelor program will develop the qualities of civic virtue necessary for effective citizenship in local, national, and global communities.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. Improve student performance and knowledge retention as evidenced by standardized assessment tools.	1.a. Update the internal diagnostic exam to include 20 questions from each discipline (increase each section by 5 questions). <i>Spring 2008 (Lead Instructors)</i>	The internal diagnostic exam was updated to include 20 questions per discipline. A total of 117 students were tested in Spring 2008. The results are summarized in the 07-08 ISO 1.4b.	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction		1.b. Design and pilot a standardized, self guided on-line comprehensive review (game format) <i>Spring 2008</i>	The self-guided on-line comprehensive review was piloted using the SAKAI platform with BS497 in Spring 2008 (see Exhibit D). BS497 scored significantly higher on its internal diagnostic exam than other cohort without the review (see 07-08 ISO 1.4b.). The pilot will continue into Fall 2009 (see 08-09 AOP 1.b.).	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction		1.c. Review and revise SOSC 211 and 215 – realign focus to business/management context and ensure consistency in research/citation and application tools. <i>Spring 2008 (Sam Evans)</i>	The organizational management faculty met in Spring 2008 regarding the revision of SOSC 211/215 (see Exhibit F). The department requested a re-prefixing of the course at the March 2008 meeting of the Programs and Policies Committee. The re-prefixing (to a management prefix) was approved, but will require further reworking due to the inability of the College's computerized transcript system to accommodate this type of change in prefix (see Exhibit F). The Registrar will notify the department as soon as a feasible plan of action for the re-prefixing is adopted. Final course revisions for the new 211/215 are slated for presentation to the Programs and Policies Committee for Fall 2008. The delay in approval stems from the possible addition of a statistics prerequisite for the BSOM program, which would impact the coverage of 215. Additionally, a joint project between the organizational management department and the library will also impact course coverage in 211/215 (see Exhibit G and 08-09 AOP and ISO (information literacy pretest and posttest)).	Objective accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>An Engaged Community</p>		<p>1.d. Review and revise MGMT 232, MGMT 302, MGMT 350 in response to student feedback of overlap and inconsistent topical coverage across the discipline <i>Spring 2008 (Theran Mugleston)</i></p>	<p>The lead instructor for management, Dr. Mugleston, reviewed course materials, text selection, and the standardized syllabi for each of the three courses (232, 350, and 302). He compared the Goals and Objectives for each course and identified what appeared to be possible duplication. Findings were shared and discussed among the faculty that teach 302 in the NE, as well as discussions with students having recently completed the three course sequence. After completing the review and identifying the possible duplications, and discussing the review with faculty and students, it was determined that the potential for duplication in these three courses is insignificant. Any duplication may be regarded as reinforcement rather than needless coverage. Given the improvement in management scores in both assessment tools (ACAT and ID, see 07-08 ISO 1.5a and 1.5b), the new three course approach seems to positively impact the student learning outcomes. It is recommended as a result of this review that no changes be made.</p>	<p>Objective accomplished within dept budget</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p>		<p>1.e. Review and revise MGMT 440 given new course requirements to ensure consistency, feasibility of workload, and appropriate match between course goals/new course requirements. <i>Spring 2008 (Stella Schramm)</i></p>	<p>The course revisions for Mgmt. 440 received approval at the March Programs and Policies Committee meeting (see Exhibit H). The lead instructor has further developed standardized materials for use in the new 440 format (see Exhibit B)</p>	<p>Objective accomplished within dept budget</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p>		<p>1.f. Review and revise all course syllabi for <u>measurable</u> course objectives appropriate to the discipline. <i>Spring 2008 (Lead Instructors)</i></p>	<p>Final course templates were forwarded to the OM Chair for upload to the TC website.</p>	<p>Objective accomplished within dept budget</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction		1.g. Develop and pilot standardized final exam (20% of final grade) in Management 302 – Principles of Management and MGMT 340 – Accounting Concepts for Managers. <i>Spring 2008 (Theran Mugleston, Cheri Jones and Rhonda Fawbush Smith)</i>	<p>The Accounting discipline was chosen as the pilot course for a new knowledge retention assessment for Spring 2008 (see Exhibit A). The accounting questions from the internal diagnostic test were given as a comprehensive final exam in 7 Accounting courses (n = 108 students) beginning in March 2008. The results are summarized in the 07-08 ISO 1.4c. These results will be compared to the cohorts' ending scores on the ID exam, which will be administered in the capstone course (MGMT 440) approximately 4 months later. The accounting faculty will now work on a separate comprehensive final to be used by cohorts that are not a part of the knowledge retention assessment pilot.</p> <p>The Economics discipline will also be involved in the knowledge retention plan (see 08-09 AOP 1.b.ii.). The management faculty created a separate comprehensive final (with questions differing from the ID test) and began administration of that exam in Spring 2008 as a mandatory component of all Mgmt. 302 courses.</p>	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		1.h. Contact custom comparison schools for more in-depth comparative analysis <i>Spring 2008 (Rhonda Fawbush Smith)</i>	Comparison schools have been identified, with sharing of syllabi, goals and objectives in progress with one school. Rhonda Fawbush Smith will continue to work with the Provost's Office regarding contact with other institutions regarding sharing of assessment information.	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	2. Evaluate the instructional practices of the OM faculty (both full-time and adjunct) and seek means to maintain appropriate levels of rigor.	2.a. Develop sample course materials for adjunct use <i>Spring 2008 (Lead Instructors)</i>	Two courses have completed SAKAI sites with sample course materials for by adjunct and full-time faculty (Accounting and Marketing). Two more courses, Business Law and Strategy, plan to have similar SAKAI sites up and running by Fall 2008. All disciplines are encouraged to have SAKAI sites up and running during the by Spring 2009 (see 08-09 AOP 2.a.).	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		2. b. Plan and implement an annual faculty retreat (full-time only) which would include training in measurement standards. <i>Spring 2008 (Cheri Jones)</i>	The annual faculty retreat was held on Saturday, February 2, 2008 in Knoxville. Organizational Management faculty received training in measurement standards, as well as a personality profile and teaching style assessment (see Exhibit I). The retreat was well received, and two retreats (one Fall, one Spring) are planned for 2008-2009 (see 08-09 AOP 2.b.).	Objective accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		2.c. Request and justify funds for two new faculty hires in organizational management with major emphasis on management/marketing credentials in the northeast and management credentials with experience in online course development and instruction in the southeast. <i>Fall 2007 (Cheri Jones)</i>	The department was approved for two new hires (see Exhibit J). Dr. Cheri Jones, Dr. Dick Ross and Dr. George Darko served on the search committee. One new hire was accomplished for 2008-2009 (Dr. Kathryn Jones). The department will continue with the hiring process in 2008-2009. Dr. Stella Schramm will replace the retiring Dr. Ross for 2008-2009.	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	3. Implement innovative practices in teaching.	3.a. Increase utilization of SAKAI platform for distribution of course materials <i>Spring 2008 (Lead Instructors)</i>	Use of Sakai varies widely. See also Objective 7.a.	Objective accomplished within dept budget
A Place for Student, Faculty, and Staff success An Engaged Community		3.b. Assess the feasibility of providing entering BSOM students with wireless laptops appropriately equipped with standardized software for use in classroom <i>Spring 2008 (Lynn Reeves)</i>	After careful consideration, it was determined that College issued laptops are not feasible at this time given significant infrastructure issues (see Exhibit K).	Not accomplished – no funds expended
Academic Integrity, Quality, Accountability, and Distinction	4. Increase critical thinking and writing skills in BSOM students.	4. a. Design standardized writing assignment with standardized rubric gauging students' discipline specific writing skills for implementation into the Global Business Course. <i>Spring 2008 (George Darko)</i>	A draft of the writing rubric is complete (Exhibit L). George Darko will forward the assignment and rubric to adjunct faculty who teach the global course on or before 5/1. He will train adjuncts on the use of this assignment during the course luncheon. Expected implementation date is Fall 2008 (see 08-09 ISO 2.a.).	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		4.b. Offer training to each faculty member in use of the course writing rubric <i>Spring 2008 (George Darko)</i>	Notations regarding Objective 4.b. See above	Objective accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community	5. Increase the applicability of the knowledge provided to the students	5.a. Revise and implement the employer survey with focus on appropriate market skill set for OM graduates <i>Spring 2008 (Geir Bergvin)</i>	Geir Bergvin and Michael Curry will work to identify the appropriate contact at graduates' employer for more accurate information and increased survey response rate.	Objective accomplished within dept budget
An Engaged Community		5.b. Pilot the civic arts experience survey to gauge student perceptions/reflections of project benefits <i>Spring 2008 (Lynn Reeves)</i>	Notations regarding Objective 5.b. The survey has been prepared. The date of implementation will coincide with the new process for collection of verification of civic service forms in Business Law (beginning in Fall 2008). The survey will be posted on web with verification of civic service. Results will be forwarded to the OM assessment coordinator for inclusion in the 2008-2009 ISO (see 08-09 ISO 3.b.).	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction		5.c. Develop more elective course offerings in management and/or related disciplines. <i>Spring 2008 (OM faculty)</i>	After careful consideration of the economic impact and potential cannibalization of our existing gateway course offerings, three new elective courses were approved for implementation in Fall 2008 (see Exhibit M). These three new courses are Community Development, Career Development course and Alternative Dispute Resolution. A rough draft of a fourth elective, Executive in Residence, was introduced for faculty review at the March faculty meeting (see Exhibit N).	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success An Engaged Community		5.d. Design an Introduction to Academic Arts course for the BSOM program; course coverage should include effective study skills for life-long learning, career development, and personal assessment; potential on-line course with faculty mentor facilitation (see 07-08 AOP Goal 6, 3 year objective). <i>Spring 2008 (George Darko)</i>	After discussion at the faculty retreat, the OM faculty decided to include these objectives via other coursework. The new elective from the 07-08 AOP 5.c. (Career Development) will address student needs with respect to career development. Focus group feedback has often suggested student interest in more career development tools (see Exhibit O). George Darko will work with Michael Curry (see 07-08 AOP 8.a.) and Ryan Otto regarding diagnostic testing and remediation.	Objective accomplished within dept budget
Financial Stability and Security		5.e. Explore the feasibility of reintroducing the MAOM curriculum. <i>Spring 2008 (George Darko)</i>	At the request of the administration, the department's original three year goal to revisit the MAOM was expedited to Spring 2008. A summary of the initial discussions and needs assessment for potential MAOM restart is summarized in Exhibit X. The faculty will continue with the MAOM reintroduction discussions throughout Summer and Fall 2008 with a target restart date in Spring 2009.	Objective accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
A Place for Student, Faculty, and Staff success An Engaged Community	6. Improve communication between faculty advisors and cohort groups, between faculty members, with administrative positions, and with marketplace.	6.a. Pilot a Spring social activities with emphasis on team building between new students/faculty (both adjunct and full-time) <i>Spring 2008 (Lynn Reeves)</i>	The organizational management department piloted a student/faculty social activity for April 26, 2008 (see Exhibit P). Due to low student interest in the particular event, the activity was cancelled. Students were surveyed and suggested alternatives for social interaction will be piloted in Fall 2008 and Spring 2009.	Objective accomplished within dept budget
An Engaged Community		6.b. Develop comprehensive faculty mentoring system for faculty/student including on-line student mentoring contact requirements via SAKAI <i>Spring 2008 (Cheri Jones)</i>	OM faculty members now have the capability to log mentoring experiences into the TCNet system. The faculty is expected to begin use on or before 4/1/08.	Objective accomplished within dept budget
An Engaged Community A Place for Student, Faculty, and Staff success		6.c. Design faculty/student introduction packet to enhance faculty/student familiarity <i>Spring 2008 (Stella Schramm)</i>	A faculty representative worked closely with the academic advising team for development of faculty orientation materials for the student. Additionally, progress was made toward supplying faculty with basic student information via TCNet.	Objective accomplished within dept budget
An Engaged Community	7. Increase support services offered to adjunct faculty.	7.a. Survey the adjunct faculty for input regarding grade distributions and other course specific issues. <i>Spring 2008 (Cheri Jones)</i>	Notations regarding Objective 7.a. The adjunct survey was completed, with a written report distributed at the May OM faculty meeting (see Exhibit Q).	Objective accomplished within dept budget
An Engaged Community A Place for Student, Faculty, and Staff success		7.b. Provide adjunct faculty with training in web platform <i>Spring 2008(Cheri Jones)</i>	Transitions in the IT support staff resulted in less formal training opportunities in lieu of one-on-one sessions. An auto email is delivered to all faculty prior to class-start reminding the instructor to contact IT for any instructional needs including equipment training.	Objective accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
An Engaged Community A Place for Student, Faculty, and Staff success		7.c. Continue Outstanding Adjunct Faculty Awards in northeast and southeast with focus on increased recognition for exceptional quality service. <i>Spring 2008 (Theran Mugleston)</i>	Remi Joyeuse received the Outstanding Adjunct Award for the Southeast, while Paul Woodbine received the Outstanding Adjunct Award for the Northeast. Rhonda Fawbush Smith received the Teaching Excellence and Campus Leadership Award. Michael Curry received the Life Long Learner Educator of the Year award from the East Tennessee College Alliance. Student Awards are listed in Exhibit C. Faculty Development is highlighted in Exhibit W.	Objective accomplished within dept budget
An Engaged Community		7.d. Pilot the on-line adjunct faculty orientation session (SAKAI platform) <i>Fall 2007 (Cheri Jones)</i>	The on-line orientation session was completed by randomly selected adjuncts. Issues with our present infrastructure make mandatory implementation infeasible at this time. The department will continue use as able.	Objective accomplished within dept budget
An Engaged Community A Place for Student, Faculty, and Staff success		7.e. Develop an adjunct faculty human resource manual <i>Spring 2008 (Dick Ross)</i>	Notations regarding Objective 7.e. A draft proposal was submitted (see Exhibit R). However, procedures for addressing GPS adjunct faculty will also be addressed by the Provost in a separate forum. The status of this objective is on hold.	Objective not accomplished – no funds expended
An Engaged Community A Place for Student, Faculty, and Staff success		7.f. Develop a comprehensive system (including a checklist) for faculty mentoring of adjuncts <i>Spring 2008 (Dick Ross)</i>	A draft proposal was circulated to OM faculty at the April OM meeting (see Exhibit S). The OM faculty made significant headway in the completion of adjunct observations during the 2007-2008 academic year (see Exhibit T).	Objective accomplished within dept budget
An Engaged Community A Place for Student, Faculty, and Staff success		7.g. Provide discipline specific adjunct training and mentoring through mandatory “lunch and learn” workshops hosted by lead instructors <i>Fall 2007 & Spring 2008 (Lead Instructors)</i>	Lunch and learn workshops were held by several of the discipline areas of the OM program (see Exhibit U).	Objective accomplished within dept budget
An Engaged Community A Place for Student, Faculty, and Staff success	8. Utilize faculty to connect students to available academic support services.	8.a. Implement procedures for at risk students to obtain tutoring and other remedial assistance from academic support services <i>Spring 2008 (Michael Curry)</i>	Michael Curry has met with Ryan Otto of the Access Center and the development of a more effective remediation system is in process. A remediation assessment was piloted for baseline data in Spring 2008 (see Exhibit V for assessment results). The department plans to continue working with the Access Center for 2008-2009.	Objective accomplished within dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan - Biology 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

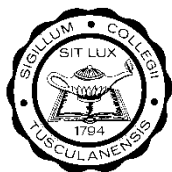
Unit Mission Statement

Within the broader mission of Tusculum College, we, the Biology Department, seek to provide the professional assistance needed to prepare students for graduate studies, for professional schools in the medical and allied health fields, and to develop insight into biological research. We share a common commitment both to biology as a scientific discipline and to the importance of biology in broader social and cultural contexts. We would like our students to become competent at biological investigation, collection and analysis of data, critical thinking, oral and written expression, and to understand ethical issues within the discipline – many of the same goals as the College itself.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results	Budget Implications
An Engaged Community	1. Make advising more efficient and relevant to students.	Meet with Jill Jones and the Registrar to explore the option of having each professor advising biology majors to take one or two areas and advise students interested in this area. For example, one advisor would handle the pre-pharmacy students, another the med-tech, etc.	The topic was discussed at a Divisional meeting and it was generally agreed upon to be a good idea. I also discussed this goal with Jill Jones, who also thought it was a good idea.	This goal was not accomplished as many biology majors are advised by persons outside this field.	None.
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	2. Have students learn anatomy with a hands-on approach using models instead of handouts.	Purchase anatomical models and plasticized organs.	A plasticized heart, a circulatory system model, a lower torso model, an intestinal model, a pancreatic model, an eye model (which is also used by physics), and a plasticized kidney.	These models are being utilized in a number of courses, especially human physiology, general biology II, and histology.	Departmental resources were used to obtain these models and specimens.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	3. Make sure students have access to instrumentation expected of a college-level biology program.	Continue to acquire / upgrade needed scientific equipment.	Three binocular microscopes, a peristaltic pump, several micropipettes, a high speed centrifuge, and a hot-plate stirrer were acquired.	These equipments are being used in hands-on activities in many of our classes.	Departmental resources and donations were used to obtain this equipment.
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	4. Perform preventative maintenance on some equipment.	Ask in our budget for monies for preventive maintenance.	No budget proposals were requested this year.	None.	None.
A Place for Student, Faculty, and Staff success	5. Approve the appearance of our facilities to make it more attractive to prospective and current students.	Labs will be painted, ceiling tiles replaced, leaks fixed, and laboratory chairs purchased. We will also try to purchase some posters.	I purchased paint to match the paint in room 23 and painted it and spray painted ceiling tiles to help hide the water damage. We also purchased posters and frames for the hallway and a volunteer created a “women of science” area outside the women’s restroom. We also purchased and had hung a poster strip and bought some posters for room 24. Through a fundraising effort and with additional College funds, we were able to procure chairs for one laboratory.	Still doesn’t look great, but it’s an improvement.	Departmental resources and donations were used to accomplish these goals.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results	Budget Implications
Financial Stability and Security	6. Determine if a Bachelor of Science in Nursing program could be offered without significant capital requirements.	Look at the number of majors at local schools that offer this program (i.e., Milligan College), compare our existing curriculum to those of schools with accredited programs, and examine interest in partnerships with local health care establishments.	We determined that a nursing program is not currently feasible. This is due to staffing and the clinical component concern.	None.	None.
A Place for Student, Faculty, and Staff success	7. Alleviate complaints from students about wasted class time waiting for access to staining stations.	Purchase or construct more staining stations and staining containers.	Six additional staining stations were acquired.	This has greatly enhanced workflow in courses that have staining needs.	Departmental resources were used to obtain these staining stations.
A Place for Student, Faculty, and Staff success	8. Offer a course in medical terminology that is needed as a pre-requisite to several professional programs our students are interested in.	Design a Medical Terminology course and get the course approved.	A course in Medical Terminology was developed and approved by the Programs & Policies committee.	This course was offered this spring with a final enrollment of eight students.	Added one-quarter course per year to the curriculum.
A Place for Student, Faculty, and Staff success	9. Design a method where Biology majors can participate in the honor's program.	Biology majors will be able to participate in the honor's program without having	An honor's component was approved by the Honor's Committee and offered to Biology majors in the Genetics course that substitutes for the Great Idea in Science course.	Several Biology majors have used this option so that they could stay in the honor's program.	None.



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan - English 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

Through literature, writing, and English language courses taught by well-qualified professors, the English Program provides students with knowledge of American, British, and World literature, creative writing, and journalism. It develops students' ability to actively engage with texts in relation to civic society. The English Program also provides all students with core courses in composition in order to build college-level writing skills. The program offers a major in English with four concentrations—literature, writing, English education, and journalism—as well as minors in English, English education, writing, and journalism.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
A Place for Student, Faculty, and Staff success An Engaged Community	1. Improve faculty support for the paper through contact hours and assistance. Improve student products through technology access.	A second faculty member will be providing additional advising and support to the Pioneer. New equipment will be added, due to a completed fundraising project last spring, so students will work on improving the paper's quality due to this new equipment. The paper will also be trying a new magazine format.	Amy Colombo, a new composition faculty member, worked as a second advisor to the paper, helping students through her skills as a visual artist (MFA photography) in graphics and layout. She also did the layout for the Oracle, an additional newspaper publication in block 7 for student creative work. Her help allowed Wayne Thomas to spend more time with students on other aspects of the paper (including training a new editor in the second semester). The newspaper staff did switch to a magazine format.	Use of grant money for purchase of equipment.
A Place for Student, Faculty, and Staff success An Engaged Community	2. Increase opportunities for creative writing students in interacting with a variety of professional writers.	Students will have access to three faculty members in writing this year; good coordination will be a necessity. A speaker can be brought in using current funding resources. Faculty will also request lecture series money from the President, investigate ACA funding, and participate in the "arts and lecture series" committee meetings. All events that we offer are advertised to the whole student body as valid for the arts and lecture series requirement.	A new hire (Amy Colombo) was not able to teach creative writing this year. However, she participated in our two English publications. Two professional writers visited campus to read to students (who received arts and lectures credit) and community members. Other funding sources were not investigated.	Use of endowment money for the Humanities Series speakers.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	3. Literature course sequence and descriptions improved for an emphasis on analytical reading and writing skills in the major. Bring literature to more non-majors through adjustments in texts taught in courses and through attendance in literature Commons courses.	Literature courses will be revised, descriptions rewritten, and requirements for students adjusted, so that they are required to take a maximum number of courses. Establishing a theory course is key. Also, several 110 instructors are exploring the use of literature in this course; we will review results in the spring. There will be a 10% increase in non-majors in 200 level literature courses.	<p>A new checklist for literature majors was approved by Programs and Policies in October 2007. This checklist is “streamlined” so that students take more required courses and have some choice in 200 and 300 level electives. A theory course was not established. Three 110 courses used “readers” in their courses. There was a 5% increase in students in literature courses who were non-majors.</p> <p>Most students at Tusculum are not exposed to literature in any systematic way. The Humanities requirement includes “analytical reading” but does not mandate an exposure to literature.</p>	None
<p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	4. Increase the use of tutorial services for composition students and monitor developmental students more closely through implementing a tracking system.	Faculty this year will work with the new tutoring center director and implement a system for monitoring student progress. Keeping the cap on developmental classes is crucial to success.	The tutoring director resigned mid-year, so plans made in the fall for more tutor training were not enacted. Richard Greenfield initiated an idea for a writing center, which was established through Student Support Services in Virginia Hall in block 6. English Faculty volunteered time in the Center in blocks 6-8 (we had 100% participation by Residential English faculty).	Funding provided by SSS.
<p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	5. Implement an Honors program at the departmental level for literature and English Education majors.	Plans for an Honors thesis in English will be implemented by spring and current students given this option.	New honors course descriptions for Honors Reading and Honors Thesis were approved by Programs and Policies committee. Neither course was offered this year.	None



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Environ Science & Field Guide 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The goal of the Environmental Science Program is to enhance student's understanding of the biological, ecological, and chemical factors that govern the relationships between organisms and their environment.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. Identify any scheduling conflicts within the field guide/naturalist and environmental science programs.	Last year's review indicated there may be some scheduling conflicts within the Field Guide Naturalist program. The master course schedule will be used to determine if there are conflicts. If time allows, corrections to these conflicts will be initiated.	<p>After reviewing both programs, it appears that the Field Guide Naturalist Program has some scheduling conflicts with Block 1 courses when entering on an odd year. Although not a requirement to the major, BIOL 101, BIOL 102, and MATH 215 are all pre-requisites of courses in the major and therefore add an extra 12 hours to the major. There did not appear to be any scheduling problems with the EVSC major at this time.</p> <p>After reviewing the major requirements for both programs, it was decided that the department (in addition to correcting the scheduling difficulties) really needs to modify some of its courses to better reflect some of the changes in our field in the last couple of years. It is our goal to approach P&P by Block 2 in the 2009-2010 academic year with our "new" program and to have it approved by the end of the 2009-2010 academic year, so that the new course requirements would be in place for the 2010-2011 academic year.</p>	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	2. Review competencies addressed in both the Field Guide/Naturalist program and Environmental Science program.	Descriptions in the course catalog for each course requirement will be reviewed to ensure that all courses have a competency associated with it. In addition, each program will be reviewed to ensure that it addresses all of the competencies.	<p>There were a few courses identified that had no competencies (learning outcomes) associated with them. GEOL 101 was one of those courses. Since it satisfies the natural science requirement of the Commons program, critical thinking was inserted as the learning outcome for the course. In addition, EVSC 421 (Industrial Hygiene) also has no competency associated with it. To support our goal of strengthening the writing component of our program, we plan to insert writing as the learning outcome for that course (by Block 4 of 2008).</p> <p>After identifying which courses had no competency associated with it, we reviewed which competencies we were actually covering in our majors. As expected in a science field, both majors had critical thinking or analytical reading listed for several courses. There were no courses identified in the EVSC program and only a couple of courses in the FGNP that had writing listed as the learning outcome. We definitely feel this is a weakness for the program and plan to insert writing into the program (see ISO 2008-2009).</p>	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	3. Create an insert to include in the End-of-Program surveys for seniors to collect specific information regarding weaknesses in the program.	Results from last year's EOP survey indicate that some students did not feel that the program did a good job of preparing them for immediate employment. However, the reasons for this are not known. The department will create a few questions to include in the End-of-Program survey that will allow specific weaknesses to be addressed.	Unfortunately, we did not complete this task. The department will work on this during the Fall 2008 semester.	Not Accomplished - No funds expended

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	4. Develop a list of educational objectives and goals for each program.	Discussions will continue from last year to determine what specific skills and knowledge we want our graduates to possess. Using information from these discussions, the department will develop a list of educational objectives and goals which will be the focus of assessment in Fall 2007.	The department has identified some key expectations of our graduates. One of those is to communicate (both orally and in written form) effectively to various audiences. Again, we see a discrepancy between our own expectations and what we have offered our students. We do not offer much opportunity for scientific writing in our program, yet expect our students to be able to do so when they graduate. We will be focusing on writing during the next academic year and have plans to add a senior level seminar course to the major where the students will be required to participate in an internship or research and then communicate that experience in both forms to their peers. It is planned that this course will be developed when we restructure the majors (see objective 1)	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	5. Develop an internal test for assessment purposes in the EVSC program.	Utilizing the list of objectives, the department will create an internal test for EVSC graduates. It is anticipated that this test would be ready for the 2008-2009 academic year.	Unfortunately, this task was not completed. Determining our expectations of our graduates took longer than anticipated, so we did not develop the actual test. However, the department will continue its work on this goal in the 2008-2009 academic year.	Not Accomplished - No funds expended



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Film & Broadcasting 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The mission of the Mass Media Program is to provide the campus community with experience and knowledge of Mass Media, their operations and relationships to society, while offering professional preparation to those desiring to make a contribution to their communities through employment in mass media.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. Submit departmental name change to Film and Broadcasting, curricular modifications, and competency changes for approval by P&P. Implement the new curriculum with two minor specializations: Broadcast News and Sports Broadcasting.	The curriculum will be modified through the following areas: <ol style="list-style-type: none"> a. The name of the department will change from Mass Media to Film and Broadcasting to both reflect the curriculum and to align the department with what is occurring at other institutions. b. The department will prepare the newly designed Film and Broadcasting curriculum for submission to P&P. The curriculum will have one flexible field of study and two minor specializations: Broadcast News and Sports Broadcasting. c. The Department will make competency changes in order to adjust them to the actual content of the courses, d. The department will begin implementing the new curriculum. 	In October 2007, the curriculum was presented to P&P and the following changes were instituted: <ol style="list-style-type: none"> a. The name of the department changed from Mass Media to Film and Broadcasting to both reflect the curriculum and to align the department with what is occurring at other institutions. b. The department submitted the following changes to the new Film and Broadcasting curriculum to P&P: <ol style="list-style-type: none"> 1. In October 2008, the curriculum has streamlined to one flexible field of study and two minor specializations: Broadcast News and Sports Broadcasting. 2. An additional submission was made to P&P in April to further refine the curriculum. At that time, two additional specialized minors were presented: a Sports Broadcasting Minor specifically for Sports Management majors and a Broadcast News Minor specifically for Journalism c. The competency of all courses were evaluated and changes were submitted to P&P to adjust them to the actual content of the courses, d. The department will begin implementing the new curriculum starting with the 2008-2009 school year. 	The curriculum changes should make the department more attractive toward prospective students. These changes should affect both recruiting efforts and student retention.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
A Place for Student, Faculty, and Staff success	2. Improve student satisfaction through advising and the advising process.	<p>The department will improve student satisfaction through advising and the advising process by using the following:</p> <ul style="list-style-type: none"> a. All department majors will complete MASS 221, Career Options in Film and Broadcasting. b. Upon completion of the course, the majors will formulate both a career plan and a four-year curriculum plan. c. Students will be required to meet periodically with their advisors to discuss performance in the classroom and changes in their career plans. d. The department chair will supervise both freshman advisors and advisors outside of the department to ensure consistency with the department's policies. e. The department chair will lobby for another faculty position for the 2008-2009 school year in order to provide another advising point of view. 	<p>The department has made advising a top priority and the following has been achieved:</p> <ul style="list-style-type: none"> a. Most department majors have completed MASS 221, Career Options in Film and Broadcasting. Those students who have not completed the class will not be able to register for classes above the 200-level till they have completed the course. b. Majors who have completed the course have all formulated both a career plan and a four-year curriculum plan. c. Students are required to meet periodically with their advisors to discuss performance in the classroom and changes in their career plans. Meetings with students are being tracked. d. The department chair has discussed with Jill Jones, a way to more effectively advise freshmen. He has also had discussions with freshman advisors and advisors outside of the department concerning consistency with the department's policies. e. A search was conducted for another faculty position for the 2008-2009 school year, yet an appropriate candidate was not identified. 	Improving advising will result in greater student retention.
Financial Stability and Security	3. Recruit majors for the new curriculum	<p>The department will continue to recruit majors for the new curriculum by doing the following:</p> <ul style="list-style-type: none"> a. The department chair will meet with the Admission's Department and the Webmaster to update literature, websites and brochures for the new curriculum. b. The department chair will continue to attend recruiting events with representation from current majors to answer questions. c. The department chair will meet with the Admission's Department to develop a special Film and Broadcasting Recruiting Event. 	<p>The department continued to recruit majors for the department and the new curriculum by doing the following:</p> <ul style="list-style-type: none"> a. The department chair delegated the creation of a new website and has made an appointment with the Webmaster concerning uploading those websites to the server. b. The department chair has met with the Admission's Department to update literature and brochures for the new curriculum. This also includes finishing the video completed for Admissions. c. The department chair attended and participated in all major recruiting events. The department also had representation from current majors at these events to answer questions. d. The department chair met with the Admission's Department regarding a special Film and Broadcasting Recruiting Event, but unfortunately the budget did not allow for such an event. 	Improved literature about the department that reflects the actual learning goals for the department will attract more students to the department and will retain more students.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	4. Increase the academic rigor within the Film and Broadcasting major, with special emphasis on civility and critical thinking	<p>The department will increase the academic rigor within the Film and Broadcasting major by the following:</p> <ol style="list-style-type: none"> The department chair will evaluate current students against the criteria approved by P&P, and will send notices to those students not performing up to standard or who are at academic risk. The department chair will prepare the entrance exam that students would have to complete to major in Mass Media. With the Arts and Sciences School Director, the department chair will evaluate the feasibility of initiating the entry requirement for the major and make a plan regarding implementation. The department will form a Tusculum College chapter of Lambda Pi Eta, honorary communications fraternity. The department chair will create a rubric to measure how students are developing civility and critical thinking skills and will utilize the rubric in spring semester classes. 	<p>The department continued to increase the academic rigor within the Film and Broadcasting major by the following:</p> <ol style="list-style-type: none"> The department chair evaluated current students against the criteria approved by P&P, and scheduled meetings with those students not performing up to standard, or those who are at academic risk. The department chair began preparing the entrance exam for students entering the Film and Broadcasting major. He has spoken with Ron McCallister, Arts and Sciences School Director about initiating the entry requirement for the major and developing a plan regarding implementation. The department chair investigated the formation of a Tusculum College chapter of Lambda Pi Eta, honorary communications fraternity, but has decided to wait till another faculty member has been identified before starting the organization. The department chair created a professional-based rubric to measure how students are developing civility and critical thinking skills and tested the rubric in spring semester classes. 	Improving the rigor of the department would help retain those students who are seeking more challenging course work.
A Place for Student, Faculty, and Staff success	5. Develop a capital budget to reflect the conversion of the studio from analogue to digital and seek out funding opportunities to meet that budget.	<p>The department will address pedagogical equipment needs by the following:</p> <ol style="list-style-type: none"> The department chair will develop a capital budget to reflect the conversion of the studios from analogue to digital. The department chair will meet with the Provost and the Chief Financial Officer to create a strategic plan to begin addressing the equipment needs reflected in the capital budget proposal. The department chair will work with the Vice President of Academic Entitlement to seek out other funding opportunities to meet that budget. 	<p>The department chair has addressed pedagogical equipment needs in the following manner:</p> <ol style="list-style-type: none"> The department chair submitted a capital budget, which would update equipment needs as well as convert the studios from analogue to digital. The department chair has discussed pedagogical needs with the Provost, the Chief Financial Officer, and with the Arts and Science school director. The department chair has created a strategic plan to begin addressing the equipment needs utilizing the present budget. . The department chair has spoken with the Vice President of Academic Entitlement regarding other funding opportunities, but time constraints have prevented further work towards creating a plan of action. 	This is a major budgeting priority because the expenditure for updated equipment will result in attracting a better student and retaining the students we now have.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Financial Stability and Security	6. Increase the visibility and awareness of the Film and Broadcasting major to both high school students in the region for recruiting purposes and to the local film and broadcasting industry to increase internship and post-graduate job opportunities for students.	<p>The department will increase the visibility and awareness of the Film and Broadcasting major by utilizing the following:</p> <ul style="list-style-type: none"> a. Working with the Admissions Department, the department will create a plan to attract high school students in the region to the Tusculum College Film and Broadcasting program. b. With the help of the Public Relations Department of the college, the department will visit local film and broadcasting businesses and industries to increase internship and post-graduate job opportunities for students. 	The department chair was not able to address these items during the 2007-2008 school year but has committed to prioritizing this for 2008-2009.	This effects both the recruiting and the retention of students,
A Place for Student, Faculty, and Staff success	7. The department will have a greater presence in the Commons Curriculum by introducing one course into the Commons and seeking Arts and Lecture opportunities.	<p>The department will have a greater presence in the Commons Curriculum by the following:</p> <ul style="list-style-type: none"> a. MASS 221, Introduction to Mass Media, will be introduced as a Humanities elective. b. The department chair will propose that MASS 101, Film and Broadcasting Studio Practicum, be substituted for one Arts and Lecture requirement. c. The department chair will assemble a committee of students to identify speakers for the Arts and Lecture series. 	The department chair decided against petitioning for MASS 221, Introduction to Mass Media as a Commons Class until another faculty member or qualified adjunct could be added to the department. He has discussed the possibility of including Practicum Classes as substitutes for Arts and Lecture credit.	This effects both the recruiting and the retention of students,



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

**Annual Operating Plan – History
2007-08**

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The History Program contributes to the mission of Tusculum College by providing students with knowledge of American, Western, and World history, the foundation of responsible citizenship. The program's main purpose is to train students to think critically and knowledgeably about the historical process and to regard history as a concept of the totality and interconnected nature of human life.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Financial Stability and Security	1. Increase the number of students in upper-division history courses.	1. Increase efforts to attract majors and minors to the program by recruiting students in history survey classes and Sociology 251. Advertise around campus potentially popular history courses to attract students from outside the major. See goal three below: "Improve efforts to recruit students from area high schools."	1. Drs. David Key and Angela Keaton have used their survey courses and their Tusculum Experience class to introduce their students to the opportunities that a major or minor in history offers. Both Drs. Key and Keaton report that students have committed to a history major or minor as a result of those conversations.	Objective was accomplished within dept budget
An Engaged Community	2. Develop relationships between the history department and a network of Tusculum alumni who majored in history.	2. Begin to publish our newsletter on a bi-annual basis and continue to feature sections that highlight alumni achievements and encourage interaction between alumni and the college. Bring history department alumni to campus to share their knowledge and experience with the college and local community	2. On March 1, 2008 the History Department brought to campus Tusculum College alumnus and history major Joe Romano to show and comment on the John Ford/John Wayne film, <i>The Searchers</i> . The event was attended by alumni, students, faculty, and community members. The event provided an opportunity for an alumnus to give back to and reconnect with the college and the department, while modeling an attitude of life-long learning to the students in attendance. We have published an account of the event in the history department newsletter to underscore that we value and promote the contribution that alumni can make to the life of the department. The success of this experiment will lead us to plan another alumni event for 2008-2009.	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Financial Stability and Security	3. Improve efforts to recruit students from area high schools.	3. Work with Jacqui Elliott and the Admissions staff to join them on recruitment trips to area high schools. Meet with students and make contact with high school history teachers to attract potential history majors, and students generally, to Tusculum.	3. In November, 2007 Dr. Keaton visited high schools in Sevier county and Gatlinburg where she guest lectured in upper-class history courses. With attention grabbing lectures like <i>Barbie and G.I. Joe: The All-American Couple</i> , and small-group discussions about primary source texts, she introduced area students to the educational approach of the department of history and of Tusculum College generally. The history teachers especially seemed interested in conversing with Dr. Keaton about how to prepare students for college-level work. Our goal for 2008-2009 is to return to those schools and visit more area schools to introduce ourselves to students and establish rapport with history teachers so that they will feel comfortable recommending Tusculum College to their students.	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	4. Develop a common set of standards and expectations for the teaching of all history survey courses at Tusculum (HIST. 101, 102, 201, 202).	4. Convene a department meeting early in the fall to compare assignments and expectations in history survey courses taught on the residential campus. Out of that discussion derive a series of guidelines and standards regarding, assignment length, writing assignments, the use of primary sources, and grading.	4. In fall, 2007 the history department met to establish a common set of guidelines for skill development in history survey courses taught at Tusculum. We shared syllabi and compared assigned reading load of both primary and secondary sources, the number of pages of assigned formal writing based on an analysis of primary source texts, the percentage of test and quiz grades derived from essay/short answer versus multiple choice/fill in the blank, and the percentage of the final grade assigned to those tasks. From that we developed a survey standard document that ensures all students taking history survey courses receive adequate practice in reading and interpreting primary source and secondary source material through both out-of-class formal writing and in-class informal writing assignments. All history department faculty agree to abide by those standards and document adherence to those standards in their syllabi	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	5. Work with the school director to integrate into the history department adjunct instructors teaching history courses in the GPS program.	5. Accept the opportunity offered to department chairs to manage and prioritize the list of adjunct instructors teaching history courses in the Gateway program. Convene a meeting in the fall of adjunct history instructors, together with full-time residential history faculty to solicit from them suggestions on how we can support them in their teaching and to communicate our guidelines and standards for teaching history survey courses at Tusculum, whether in GPS or on the residential campus.	5. On October 26 and November 9, 2007 full-time history department faculty attended meetings with Gateway adjunct instructors teaching history courses in Knoxville and Greeneville, respectively. There we communicated to them our new survey standards (see 4 above) and solicited their input. After discussion, minor modifications were made and it was agreed that the standards would go into effect February 1, 2008. As it became clear that many adjunct instructors were not using primary source texts, a primary source reader was ordered for all survey courses taught through Gateway to facilitate integration of primary source analysis into the curriculum. As of February 1, all syllabi have had to document adherence to the survey standards before the department chair grants approval of the syllabus. As a result, students encounter a more rigorous skill-develop regimen in those survey courses whose assignments had previously fallen below the current survey-standard guidelines.	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
A Place for Student, Faculty, and Staff success	6. Use survey results of graduating history majors and of Tusculum alumni who majored in history to improve the department's efforts to equip its students to succeed.	6. Use the End of Program Survey, the responses of history alumni to the 2007 alumni survey conducted by the Office of Institutional Research, and responses to surveys enclosed in our most recent newsletter sent to history alumni to assess strengths and weaknesses of the department. Develop a summary of significant points gleaned from those surveys. Write up an assessment of the extent to which our AOP is or needs to take advantage of our strengths and addresses areas for improvement.	6. The department reviewed the end of program surveys for history and history education majors and the 2007 survey of Tusculum College alumni who graduated with a major in history between 1995 and 2006. The most striking deficiency noted in each of those surveys was the relatively few number of students that had applied to graduate school. Even the alumni survey, whose respondents had been out of college for up to ten years, records that only one of the six alumni had applied to graduate school. We will consider strategies to address this issue in 2008-2009.	Objective was accomplished within dept budget
A Place for Student, Faculty, and Staff success	7. Amend the catalogue course offerings in the history department to reflect the teaching strengths of current faculty.	7. Submit a proposal to the Programs and Policies committee to eliminate course offerings that are no longer being taught, and to change some course titles to more accurately reflect the course content.	7. In Fall, 2007 the history department submitted a proposal to the Programs and Policies committee to update the course catalogue to reflect the strengths of the current faculty and changes in the field. As such, History 335, formerly Native American History, became, North American Frontiers. History 311, Modern East Asia, became, Modern Asia. History 337, formerly American Labor and Working Class History, became, Progressive America. A new course, History 339, Gender History, was added. Finally the course, History 302, The History of the Modern South, was eliminated from the catalogue. All changes were approved by the committee.	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	8. Ensure that all history majors graduating in 2007-2008 take the ACAT.	8. Identify graduating seniors and have them take the ACAT during their final history course at Tusculum.	8. The two history majors who had history courses during their final year at Tusculum took their ACAT test in conjunction with a history course. This system worked to ensure that busy, distracted seniors took the test. For those two students who had already completed their major coursework, we had to rely on the honor system. One took the exam, the other, despite multiple requests from me, and multiple assurances from him, did not.	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community	9. Provide students with opportunities for learning and research outside the classroom	9. Whereas, history majors who matriculate at Tusculum beginning in the 07-08 academic year will have to complete a 15 page research paper in two upper-division courses before being admitted to historiography (HIST 302), develop a protocol for clearly informing students of this requirement, and recording and monitoring their progress towards the fulfillment of the requirement. Continue to expand the use of field trips in history courses to improve student learning.	9. In Fall, 2007 the history department produced forms, guidelines, and a protocol to support the new requirement that history majors produce fifteen-page research papers in two upper-division history courses. The proposal was submitted to the Programs and Policies committee and was approved.	Objective was accomplished within dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan - Mathematics 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The Mathematics Department prepares our students for graduate study, Mathematics related employment, and teaching at the secondary level.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	Increase student achievement in the calculus sequence.	<p>Freshmen and sophomore Mathematics and Math Education majors with weak high school math background or less than A work in Math 102 or low achievement the first two days of Calculus I will be advised to complete Math 103 and Math 109 prior to taking calculus.</p> <p>Students with one or more of these weaknesses who follow our advice to take math 103 and/or math 109 will be better prepared for calculus and consequently increase overall student performance in Math 104.</p>	<p>In 2008 we convinced 14 majors to take Math 109, double the seven who signed up in 2007. And the GPA increased from 2.00 in 2006 to 2.42 in 2008</p> <p>An indication that weaker students are taking heed to our exhortations to begin the study of calculus better prepared was a 27% drop [from 15% to 11%] in the percent of Calculus I students earning a D or F from last year to this year.</p>	None. The enrollment in Math 109 has grown from seven to 14 students from the first to second year. Since this trend is likely to continue, the overall student/faculty ratio should not be affected.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	Math and math education majors will master the content of the basic mathematics curriculum.	A departmental exam will be developed to be administered annually in the Math 300 class (differential equations) or the Math 304 class (calculus III). The exam will cover concepts at the basic, calculus, and advanced levels. The test will be designed to be diagnostic for the basic math curriculum as well as diagnostic for the student who will be advised of any content area deficiencies.	<p>An End of Program Math Assessment Test EOPMAT was created and administered to the Math 300 class during Block 3. Scoring was mixed, and because the EOPMAT was being given for the first time, there was no basis for comparison to previous classes. Nevertheless, the EOPMAT was constructed so carefully, there is no need for revision. In retrospect there were so many difficult problems, a grading scale had to be established to reflect this. Fundamentally the EOPMAT is a fine instrument for year-to-year analysis of graduates and will be given every year to the seniors taking Math 300, or Math 304, or by special arrangement.</p> <p>Future EOPMAT year-to-year comparisons will make it possible to identify areas for curriculum improvement as well as to better counsel math education majors about the need for additional coursework or review prior to taking the Praxis II Mathematics Exam.</p>	Minor increase in administrative time and supplies.



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Museums 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching Goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The Museum Studies Program seeks to provide high quality theoretical and practical instruction in museum studies courses that contributes to the intellectual development of students as lifelong learners, and prepares them for internships, entrance into graduate programs, and the workforce. The students' educational experience will also prepare them to be functioning members of their respective communities and provide for lifelong learning of their museum audiences. And, to preserve the history of the college, using the archives and artifacts (including the Doak House Museum and President Andrew Johnson Museum & Library) as teaching / learning resources for students, and the community at-large.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	1. To insure that seniors complete a paper that meets college and museum studies standards.	1. Seniors completing their required internship will complete a paper detailing their internship experience and draw relationship to previous learning experiences. Paper will receive at least an overall rating of 3 using the college writing rubric. Papers will be evaluated by a member of the English faculty, an outside museum professional and the director of the department.	1. Two required papers were received on time, were organized and professional in appearance. The reviewer from the English department gave the papers a 5 and 4 rating. An evaluation by the department of museum studies director independently gave the same evaluation. The program director was unable to locate an outside museum professional who could read and evaluate the papers in the required time-line.	1. The process will be embedded in on-going program requirements. The deadline for submission will be shortened by one week in order to give an outside reviewer time to evaluate. The deadline for submissions will have to take into account the number of papers to be reviewed.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	2. To insure that Seniors demonstrate competency and professionalism during their internship.	2. Internship supervisors will evaluate students using a rubric at a minimum level of 3 on a 5 point scale.	2. Seniors received a 4.5 and 5 respectively with no suggestion from reviewers to improving the process..	2. Process will be established as a requirement for all internships with consideration to be given to raising the minimum point requirement.
	3. Students in 300 and 400 level courses will write professional, effectively, and correctly using accepted formatting, grammar, and style.	3. Required papers will be evaluated using the college writing rubric and receive an average 3 on a 5 point scale.	3. An average of 3 for each student was achieved. Deficiencies noted included improper grammar, inadequate summary, and insufficient non-web citations.	3. A class devoted to an overview of writing papers is to be planned.
	4. Graduating students will have compiled a portfolio of work, learning experiences, and professional accomplishments.	4. Using a scoring rubric, evaluators will review completed portfolios. Students will achieve at least a score of 3 on a 5 point scale.	4. Initial planning was undertaken but process was not implemented.	4. Requirement will be instituted in 2008-2009.
	5. All graduating Museum Studies majors will complete the End-of Program Survey.	5. Eighty percent of all students taking survey will agree or strongly agree with survey items; (A) Courses in my major prepared me for immediate employment and (B) Courses in my major have prepared me for graduate school.	5. All required students took the survey with 100% strongly agreeing with statement (A) and 50% agreeing and 50% strongly agreeing with statement (B). Note: Two seniors were involved in the survey.	5. Monitoring of results will continue in 2008-2009 in order to obtain additional data and broader evaluation base.
	6. Museum Studies majors will participate in the Noel-Levitz Student Satisfaction Survey.	6. Eighty percent of all students taking survey will indicate they are Somewhat or Very Satisfied with survey items; (A) The content of the courses in my major is valuable, (B) The quality of instruction in my major courses is excellent, (C) My academic advisor is knowledgeable about requirements in my major, and (D) My academic advisor is approachable, and (E) My academic advisor is concerned about my success as an individual.	6. Of the two students taking the survey, both indicated Very Satisfied to items (A) (C) & (E). One indicated Very Satisfied to items (B) and (D). One student indicated Somewhat Satisfied to items (B) and (D).	6. Monitoring of results will continue in 2008-2009 in order to obtain additional data and broader evaluation base.



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Political Science 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The Political Science program contributes to the mission of Tusculum College by providing the course of study that most specifically educates for citizenship. Our mission is to acquaint our students with governments interact with their citizens and with each other to teach them how to evaluate contemporary political decisions in light of the civic republican and Judeo-Christian traditions.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
<ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	Recruit students to the Political Science major.	Consult with Vice-President for Admissions as to how the department can support the efforts of her and her staff to recruit students for the Political Science major. This consultation should take place before the end of Block 1.	Consultations with Vice-President for Admissions did not take place due to the fact that the department chair was on sabbatical for the 2007-08 year. This objective will be continued for the 2008-09 year. The only departmental representative was a one year visiting professorship. This objective will be continued for the 2008-09 year	No funds were expended for this objective.
<ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	Provide more career options for students interested in Political Science and government studies.	Consult with the Chair of the Department of History concerning that department's interest in developing a joint secondary licensure program in History and Government aimed at giving our students more options and, potentially, making the programs of both departments more attractive to our student body. Pending interest from History (which was not forthcoming in the Fall of 2007), consultations should take place with Professor Gregg as to State of Tennessee requirements and process. Discernment of interest or lack thereof should take place by the end of Block 1 and, pending interest, preliminary consultations should take place by the end of Block2.	These discussions did not take place due to the fact that the department chair was on sabbatical for the 2007-08 year. The only departmental representative was a one year visiting professorship. This objective will be continued for the 2008-09 year	No funds were expended for this objective.



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan - Psychology 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The Psychology Program contributes to the mission of Tusculum College by providing students with knowledge of individual and social functioning, a cornerstone of responsible citizenship. The program's main purpose is to enable students to think knowledgeably and scientifically about human behavior and mental processes. The program also prepares students to pursue a variety of postgraduate alternatives, including employment and graduate or professional education, through which they will practice and refine this approach to civic participation.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. Retain Residential College full-time faculty position vacated by Davis Mertz.	Hire replacement and facilitate his/her adjustment to the college and Block system. Apply to College Council for replacement position. If new hire's peer and student evaluations are positive, petition College Council in Spring 2008 for continuation as full-time non-visiting for 2008-2009. Do a national search if continuation is not possible.	Dr. Scott Hooper was hired in Block 2 and terminated in Block 6. A national search was conducted and Dr. Bill Garriss was hired in May 2008.	The salary line for a third full-time member of the Psychology Department was retained.
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community	2. Integrate Gateway courses and instructors with Residential College Psychology program.	2a. 100% of Residential College and Gateway instructors will be using the same texts for PSYC 101 (Essentials of Psychology), PSYC 200 (Developmental Psychology), PSYC 205 (Theories of Personality), PSYC 221 (Social Psychology), and PSYC 305 (Educational Psychology).	Book orders were made for PSYC 101, PSYC 200, and PSYC 305 and the new texts will be phased-in during the 2008 fall semester. Since BSOM students now have more Gateway electives to choose from, no Gateway instructor should be teaching PSYC 205 or PSYC 221.	No impact on departmental budget.
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		2b. 100% of Residential College and Gateway instructors will cover the same objectives and competencies (e.g. course syllabi will be standardized for PSYC 101, 200, 205, and 305.	This goal was not accomplished in 2007-2008. Department Chair will get release time in 2008-2009 to accomplish this objective.	No impact on departmental budget.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		2c. Conduct peer-evaluations of 100% of Residential College and Gateway faculty.	This was accomplished for Residential faculty but no Gateway instructors were evaluated. Department Chair will get release time in 2008-2009 to accomplish this objective.	No impact on departmental budget.
An Engaged Community		2d. Set up Sakai site to facilitate departmental communication across the Residential and Gateway programs.	This was accomplished. Use of the site by Gateway instructors was minimal at best. This will be strongly emphasized in 2008-2009.	No impact on departmental budget.
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		2e. 100% of Residential College and Gateway instructors will web-enhance every Psychology course using the Sakai online course platform.	100% of Residential faculty did use Sakai. Less than 100% of Gateway instructors used Sakai. Department Chair will create course templates for PSYC 101, 200, and 305 and give them to Gateway Instructors teaching these courses in 2008-2009.	No impact on departmental budget.
Academic Integrity, Quality, Accountability, and Distinction	3. Expand information technology available to the Residential College and Gateway programs.	3a. Obtain departmental access to a useable on-line survey tool.	The college obtained a free "University-Wide" license for the QuestionPro survey tool. To date, 40+ surveys have been entered and the department has useable research data from over 20 surveys.	Will cost the department \$15.00/mo if the University-Wide QuestionPro license is not renewed.
Academic Integrity, Quality, Accountability, and Distinction		3b. Obtain MediaLab Psychological testing software. This will allow us to add a cognitive (response duration, latency to respond, etc.) dimension to many of the surveys we're currently using in our research program.	This was not accomplished in 2007-2008. The Department Chair applied for discretionary capital expenditure funds in 2008 to cover the cost of the software.	This will cost the department between \$1000 - \$1500 for the software and site licenses.
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		3c. 100% of instructors in Residential and Gateway will utilize the PsycInfo and PsycArticles library databases as resources for student research papers.	This was largely accomplished. 100% of the Residential instructors used the databases. Thorough evaluation of Gateway instructors in 2008-2009 will reveal the extent to which these databases are being utilized.	The Psychology Department portion of the Social Science Division Library budget goes to defray the cost of PsycInfo.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	4. Maintain overall departmental quality in terms of curriculum and student instruction.	4a. Integrate Critical Analysis Assessment into Gateway PSYC 101 courses.	This was not accomplished in 2007-2008. A syllabus template for PSYC 101 that includes all relevant critical analysis assessment materials will be distributed to Gateway instructors in 2008-2009.	
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success An Engaged Community	5. Promote faculty development and the production of scholarly activity by Residential College and Gateway faculty.	5a. 100% of Residential College faculty will engage in some form of scholarly research to be presented at a national/regional conference or submitted for publication in a scholarly journal.	This was accomplished in 2007-2008. Dr. Harlow and Dr. Pope presented research at the 2008 Southeastern Psychological Association Convention. Dr. Pope also presented at the 2008 Society for the Psychological Study of Social Issues Convention. Dr. Garriss and the Gateway instructors will be given opportunity and encouragement to engage in research in 2008-2009.	Department pays for some organization memberships up to \$600 for all department members.
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success An Engaged Community		5b. 25% of Gateway faculty will engage in some form of scholarly research to be presented at a national/regional conference or submitted for publication in a scholarly journal	This was not accomplished in 2007-2008. Gateway instructors will be given opportunity and encouragement to engage in research in 2008-2009.	



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Visual Arts 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The mission of the Visual Arts Program is to graduate students who are professional, well-grounded artists having a command of knowledge in historical and contemporary art philosophies, art issues, artists, and artwork, and who demonstrate a high level of competency in the medium of their choice.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
The institutional goal addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	Improve program assessment to maximize their usefulness for improving the quality and standards of the program.	Convene program meetings in spring 2007 to assess ISO's and to evaluate the current assessment plan. Draft and finalize any revisions by May 15, 2007.	The 2008-09 ISO and APO was delayed for a variety of reasons, and was not completed by the target date. The ISO report is now receiving the highest priority of the Department of Art & Design and will be completed before the beginning of the 2008-09 academic year.	Item was accomplished within department budget.
The institutional goal addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	Hire 1 Assistant professor with a 2-D concentration, preferably with expertise in other areas as well.	Draft job descriptions in summer 2007 for a permanent replacement positions in 2-D assistantship level; post for search; hire replacements by early summer 2007.	The search for a 2-D assistant professor was carried out over the summer of 2007 and Deborah Bryan was hired as a full-time faculty member in April, 2008, with the responsibilities of teaching: 2-D design, painting, drawing, printmaking, and art history.	Item was accomplished within department budget.
The institutional goal addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	Acquire a new or renovated building for graphic design, sculpture, ceramics, as well as a new gallery	In consultation with the Provost, Chief Financial Officer, and Facilities Manager, a suitable building would be chosen to house the expanded facilities in support of expanding class sizes and departmental needs. Success would be achieved with the choice and renovation of an appropriate building.	In 2007, the indicated individuals approved the assigning of the Rankin House to the Department of Art & Design. In addition, funds and work was directed towards renovating and upgrading the building. The Rankin House now serves as a classroom and studio space for graphic design, ceramics, and sculpture. Furthermore, the Allison Gallery was relocated from the Thomas J. Garland Library to the Rankin House, resulting in a much larger exhibition space to accommodate student and visiting artists' exhibitions.	Item was accomplished within department budget.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
The institutional goal addressed by this objective: A Place for Student, Faculty, and Staff success	Improve the variety of course offerings available to students.	Starting new courses in foundry casting and beginning blacksmithing, with an cumulative goal of a class in figurative sculpture, three new courses would be offered in the near future. Success is achieved through sufficient funding, sufficient student attendance, and recognition that expansion of available courses strengthens the art program.	In 2008, a special topics course was taught within which foundry techniques and blacksmithing skills were taught, with a focus of introducing basic proficiencies to the students and indicating further advanced techniques. The focus of this class was on the production of figurative sculptural work, with examples of finished art being displayed on the grounds of the Rankin House. Nine students took this class, and every student indicated that they would enthusiastically look forward to continue developing this specialized skill set. As a result of the students' response, the skill sets will be incorporated into the sculpture classes during the 2008-09 year, and the special topic class will be taught again in 2009-10. Given further funding of material and equipment, it is anticipated that these techniques and classes focusing on these techniques will increasingly become part of the rubric for the art major's academic progress at Tusculum.	Item was accomplished within department budget.
The institutional goal addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	Review art curriculum and faculty in consideration of BFA status	Through a review of similar institutions that currently offer a BFA degree, it would be possible to compare the current needs and projected growth of the art program. Through such comparison, the possibility of offering a BFA degree in the future can be determined.	Over the course of 2007-08 a feasibility study took place, conducted by the chair, with additional input provided by faculty member Deborah Bryan and adjunct instructor Becky Mallory, as to the possibility of initiating a BFA program at Tusculum College. The results of this study showed that such a program would be feasible within five to eight years, given the proper condition, as follows: increased numbers of full-time faculty, increased facilities, and increased numbers of students declaring art as a major. Given the current increases in student number, through which further increases become both viable and possibly necessary, a BFA program appears to be a distinct possibility.	Item was accomplished within department budget.
The institutional goal addresses by this objective: 2. A Place for Student, Faculty, and Staff success	Continue towards the goal of hot glass blowing being a yearly class taught at Tusculum College	Options and opportunities whereby a hot glass blowing program will be initiated within the Department of Art & Design will be assessed.	Such opportunities have been assessed and it has been determined to be unfeasible within the near future- specifically the next three academic years- due to current and anticipated budget and staff constraints.	Item was accomplished within department budget.



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan - Athletic Training 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The Athletic Training Education Program, (ATEP), at Tusculum College provides the educational and clinical foundation to prepare students to successfully challenge the Board of Certification examination and serve as active leaders in the athletic training profession.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Objective addresses College strategic Plan goal 2. Academic Integrity, Quality, Accountability, and Distinction	1. ATEP department will obtain professional accreditation.	1. ATEP program, in its effort to obtain reaccreditation by CAATE in 2009 will submit the required self-study report to JRC-AT by summer, 2008 in anticipation of the site visit in fall 2008.	ATEP completed and submitted the Self-Study document and Appendices to CAATE by June 1, 2008. ATEP anticipates a site visit in Fall, 2008. Results indicate that there is need to revise some components of the clinical education portion of the Program so that ATEP better controls documentation of student clinical hours and completed student clinical skills activities.	
Objective addresses College strategic Plan goal 2. Academic Integrity, Quality, Accountability, and Distinction and College strategic Plan goal 4. An Engaged Community	2. ATEP department will develop professional training resources for ATEP instructors to increase the consistency and quality of instruction.	2a. The ACAT dept will complete the development of an instruction manual for use by program ACI's/CI's for assisting students with the application of didactic knowledge in clinical settings Manual will be completed and distributed by March 2008. ACI's/CI's will report that the manual provided for more consistent and higher quality instruction.	The ATEP ACI/CI instructional manual for its clinical instructors was not completed and distributed as anticipated. The delay in the work on this manual was due to three reasons: 1.) demanding teaching load responsibilities in Fall, 2007, 2.) the need to devote available time to the completion of the Self-Study and Appendices for Program re-accreditation with CAATE during Spring, 2008, and 3.) increased time required to complete College committee work during the Spring, 2008. There is still a need to update the current manual and provide additional instructional materials for the Program's ACI's/CI's. This will need to be done and distributed by August, 2008 in order to have this part of the Program's ACI/CI education completed prior to the Fall, 2008 CAATE site visit.	ATEP will need to photocopy and distribute the updated manual to its on- and off-campus ACI's/CI's. The cost of photocopying and mailing/delivering via car will have to be covered via Dept. budget.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
		<p>2b. The ATEP dept will provide training for off-campus personnel who serve as Approved Clinical Instructors (ACI's). Four training sessions will be conducted in 2007-08.</p> <p>ACI's/ will report that the training sessions increased their ability to provide for more consistent and higher quality instruction.</p>	<p>ATEP anticipated providing one or two ACI workshops to certify Approved Clinical Instructors, (ACI's) for its Program during 2007-08. One ACI workshop was held in December, 2007. Three individuals attended the meeting. Other people, (Rehab Group of Morristown personnel) who indicated an interest in attending, could not attend at that time.</p> <p>ATEP attempted to schedule another ACI workshop during the Spring, 2008 semester but could not find an agreeable time in which instructors and participants could meet.</p> <p>ATEP anticipates holding another ACI workshop during the Summer of 2008 to recertify those persons who could not attend the December, 2007 ACI workshop.</p> <p>ATEP did not collect info from workshop participants at the December meeting to indicate if they thought that completion of the workshop had increased their ability to provided for a more consistent and higher quality instruction. ATEP will attempt to survey the participants in the Summer, 2008 workshop to see if this is true.</p> <p>Summer 2008 workshop survey (45 attendees, 17 responded to survey)</p> <ol style="list-style-type: none"> 1. Overall experience was rated high to very high by 94% of attendees 2. 65% indicated that speakers did not have enough time to cover their topics 3. 100% indicated they would recommend the workshop to a friend. 	<p>If the workshop is held on the residential campus, there will be no budget implications for the workshop. If the workshop is held in Morristown, the workshop instructor will incur costs for round-trip travel.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Objective addresses College strategic Plan goal 2. Academic Integrity, Quality, Accountability, and Distinction		3. At least three physician / allied health care professionals will be scheduled as guest speakers in didactic/clinical courses in 2007-08.	<p>ATEP provided its students with four physicians, two chiropractors, and 11 allied health professionals as guest speakers within its didactic courses during 2007-08.</p> <p>Ten of eleven students, (91%), agreed or strongly agreed that interaction with these professionals increased their knowledge of the role and responsibilities of these medical practitioners in providing health care to physically active people.</p> <p>ATEP is mandated by CAATE regulations to include a minimum of two MD's/DO's, (of differing specialty areas), and a minimum of two allied health professionals, (also of differing specialty fields), as guest speakers within our didactic Program each year. ATEP faculty will continue to use these medical and allied health professionals within our Program to enhance the education of our students.</p>	Minimal: the cost of sending a thank you letter to each participant. Three guest speakers received a small gift whose cost per unit was less than \$5. The other speakers provided the service gratis.
Objective addresses College strategic Plan goal 4. An Engaged Community	4. ATEP department will provide opportunities for students to address their responsibilities for civic involvement and the civic arts mission of the College.	4. The ATEP department will secure community service opportunities for students and at least one community service activity related to the allied health profession will be scheduled each semester in 2007-08.	<p>ATEP provided two community service projects for its students: Fall Health Fair, November 1, 2007 at Tusculum College and the first annual Save-a-Life weekend, (with the Greene County chapter of the American Red Cross), March 29-30, 2008 at Tusculum College.</p> <p>Eight of eleven ATEP students, (73%), agreed or strongly agreed that participation in each event was beneficial to their professional development.</p> <p>ATEP will continue to offer its student opportunities to engage in ATEP-sponsored community service events.</p>	None. Because it was a community service event, there was no charge to use the facilities in Niswonger Commons. Tusculum's Advancement Office was able to secure a donor who underwrote the cost for advertisement. The Greene County Chapter of the American Red Cross assisted with books, manikins, instructors, and other support efforts in this weekend.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Objective addresses College strategic Plan goal 1. Financial Stability and Security	5. Promote interest in the ATEP career field among future local college students as a means to increase enrollment in the major.	5. A summer camp for high school athletic training students and coaches will be conducted in summer 2008. Students enrolled in the camp will be administered a survey at the conclusion of the camp and will indicate that as a result of their camp experience they have an increased interest in the profession and attending college as an athletic training major.	<p>ATEP will hold the first annual Summer camp for Athletic Training students July 20-22, 2008. We will also host a one-day Coaches' camp on July 21, 2008.</p> <p>A survey was conducted and the results are as follows:</p> <ol style="list-style-type: none"> 1. Rate your overall experience (1-5, 5 = highest) 83% rated their experience as a 4 or 5 2. List the most interesting topic discussed Blood borne pathogens, back injuries, knee anatomy, and hands-on taping were listed as the most interesting topics 3. Did you think that there was enough lecture and practice time? Yes (77%), No (23%) 4. What topic would you like to see discussed next year? Topics listed included prevention of injuries, diseases, taping, rehabilitation topics 5. Would you recommend this camp to a friend? Yes (100%) 	



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Teacher Education 2007-08

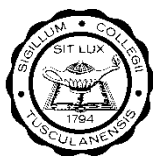
Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The mission of the professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College's focus on civic and intellectual development of the students, while fostering skills, knowledge, and habits of character vital to those involved in the education of the nations' next generation of citizens.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. Ensure that all courses contain Competency descriptions as well as an emphasis on Writing and Critical Thinking skills.	1. BAED Faculty members will be trained in the Competency requirements. BAED Coordinators will assess syllabi for Competency requirements and stated outcomes. All faculty members will assess students in their courses on the stated competency requirements for the courses with extra emphasis on Writing and Critical Thinking.	1. All BAED faculty members are being trained in the Competency requirements. The Academic Coordinator has been empowered to assess all syllabi and ensure that faculty members are assessing required competencies.	1. Salary of Academic Coordinator.
A Place for Student, Faculty, and Staff success An Engaged Community	2. Continue to honor and add partnerships with the local school systems. Continue to provide work-study students to area schools.	2. The department will continue supervising and placing qualified students as Work-Study students in area schools as well as presenting other opportunities for work in other programs after school.	2. All education majors who requested Work Study placements were placed in area schools or other area opportunities.	2. Salaries come from Federal monies.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	3. Continue to provide training sessions for students on the elements included in the Praxis II tests in the weeks prior to each testing session. Special emphasis will be given to the areas of Critical Thinking Skills and Writing skills as tested on the Praxis II Principles of Learning and Teaching and Reading Across the Curriculum tests which measure those skills and compare our students on the ETS national test	3. The department will schedule training sessions for Praxis II tests during the weeks before the scheduled dates.	3. Study sessions were scheduled for all of the Praxis II tests on campus, and residential students have better overall scores. Ryan Otto will be scheduling the same type of sessions in the Knoxville area in the future. The Content area is weak in Knoxville, and the study sessions should help students pass.	3. Personnel already on staff are providing the training.
Academic Integrity, Quality, Accountability, and Distinction	4. Continue to offer writing sessions as needed to improve the writing skills of education students	4. The department will schedule review sessions for writing skills.	4. No review sessions were needed on campus. Ryan Otto has begun scheduling review sessions as needed in Knoxville.	4. Personnel already on staff are providing the training.
Financial Stability and Security	5. Add the Certification Program in Health and Wellness as soon as the state has given approval to our program.	5. As soon as the State approves the Health and Wellness licensure proposal, it will be offered on campus.	5. As of June 10, 2008 no word has been received from the State as to the Health and Wellness program. The licensure doesn't become effective until Sept. 1, 2009.	5. NA
Financial Stability and Security	6. Complete the Certification Program for Earth Science as taught by our Environmental Science major and submit it to the state for approval.	6. As soon as the Science Department has completed the requirements for the Earth Science Matrix, the Proposal will be submitted to P & P and then to the state.	6. As of June 10, 2008 no proposal has been received from the Science Department.	6. NA
Financial Stability and Security	7. Study the process of the Chemistry Certification to determine the possibility of adding that Certification.	7. The Education Department will meet with the Provost to determine the feasibility of adding a Chemistry Certification.	7. The study has not been pursued as of June 10, 2008.	7. NA
Financial Stability and Security	8. Develop a Summer Institute and Schedule for offering courses for Add-on in Early Childhood, ESL, and Special Education, as well as courses for Alternative Licensure teachers.	8. The Schedule for a Summer Institute will be developed to meet the needs of area students in Adding on Certification in Early Childhood, ESL, Special Education, and Alternative License courses.	8. The Summer Institute is presently being conducted to add Certification in Early Childhood, Special Education, and Alternative Licensure. Two ESL courses are being offered, but the approval of the State has not been received to officially offer the program.	8. Adjunct and residential faculty are teaching the courses.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
<p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>9. Work on communication and training for faculty members in the BAED Program to build a higher quality program as rated by the students in the BAED Program on End-of-Course and Noel-Levitz surveys.</p>	<p>9. The BAED handbook for students and faculty will be completed and distributed to assist everyone in understanding the BAED Program and assisting faculty members to better prepare students for the classroom.</p>	<p>9. The BAED staff members are preparing a handbook for all students.</p>	<p>Personnel already on staff are providing the labor. Dept is covering materials within budget.</p>



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Physical Education 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	Unit Mission Statement The mission of the physical education program is to prepare students qualified to seek employment in teaching physical education, coaching sports, recreational leadership, sports management, or wellness and fitness enhancing fields.
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. Seek adequate faculty staffing for the department. We will seek a one-year Visiting Professor to temporarily fill the vacancy created with the departure of Dr. Karyn Spencer	Resubmit requests for additional faculty positions. Justification for positions will be based on the number of majors in the four departmental degree programs.	Ms. Leslie Hanneken was hired as a one year Visiting Professor to temporarily fill the vacancy created with the departure of Dr. Karyn Spencer. The Department has successfully petitioned to make the one year Visiting Professor appointment of Ms. Leslie Hanneken a permanent position	Objective was accomplished within dept budget
A Place for Student, Faculty, and Staff success	2. Obtain a full time administrative assistant (secretary) for the department.	Submit request for a full time administrative assistant (secretary). Justification for the position has been submitted previously. Acknowledgement concerning the need for a full time administrative assistant was given by prior Provost.	Due to budget restrictions, an administrative assistant for the physical education department was not hired.	Objective not accomplished – initiative did not use any dept funds
Academic Integrity, Quality, Accountability, and Distinction	3. Update department technology: Needed equipment includes LCD projectors, activity equipment, and fax machine for the department.	Dr. Dale Gibson submitted a request to equip rooms 312 and 313 in the Niswonger Building with ceiling mounted LCD projectors and laptop computers. The request included a second departmental portable cart with an LCD projector with laptop computer.	Due to budget restraints, no new technological equipment was secured by the physical education department in 2007-08. The Department submitted a comprehensive request for 2008-09. Technological equipment including laptop computers, LCD projectors, and a FAX machine; CPR mannequins, and activity course equipment were requested.	Objective not accomplished – initiative did not use any dept funds

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	4. Increase course offerings.	Increase the number of theory and activity course offerings and adjunct faculty to accommodate student course requirements to graduate.	The number of course offerings in physical education was reduced as well as the number of adjunct faculty.	Objective not accomplished – initiative did not use any dept funds
A Place for Student, Faculty, and Staff success An Engaged Community	5. Develop additional internship sites for Sport Mgmt majors.	The department will develop five new internship opportunities for Sport Management majors.	Nine new internship sites for the placement of sport management majors were added in 0708.	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	6. Department will review all course syllabi for consistency in meeting the format requirements of the department.	Dr. Bow will meet with departmental faculty on an individual basis to discuss teaching schedules, goals, objectives, performance appraisal, and academic well-being. Physical education course syllabi will be submitted to the Chair for review.	Dr. David Bow, Department Chair, met with physical education faculty individually and reviewed goals, schedules, and syllabi. The syllabus review process was revised. Faculty posted syllabi on Sakai in the fall 07 semesters. Syllabi were submitted to Ms. Bette Dowd in the Education department in the spring 08 semester for posting on Sakai. Syllabi were accessed on Sakai by the Department Chair for evaluation and approval.	Objective was accomplished within dept budget
A Place for Student, Faculty, and Staff success An Engaged Community	7. Promote membership and activity in state and national organizations for both faculty and students.	The department will make students aware of opportunities and the benefits of membership in various state and national organizations which will allow easier access, through networking, into the job market. At least one student group will attend a national conference.	Twelve students, under the leadership of Dr. Kirpal Mahal, attended the American Alliance for Health, Physical Education, Recreation and Dance national convention in Fort Worth, Texas in the spring of 2008.	Objective was accomplished with College funds
A Place for Student, Faculty, and Staff success An Engaged Community	8. Change the name of the department to better reflect the departmental mission.	Department will submit a request to change the name of the department to “Department of Physical Education and Sport Studies”	A proposal to change the name from the “Department of Physical Education” to the “Department of Physical Education and Sport Studies” was approved by the Policies and Procedures Committee. The addition of “Sport Studies” to the Department name is intended to recognize the Sport Management and Sports Science majors within the Department. “Physical Education” in the title will represent the teacher preparation degrees in K-12 Physical Education and K-12 Health and Wellness.	Objective was accomplished within dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Masters of Education HRD/OTE Concentrations 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals

1. Financial Stability and Security
2. Academic Integrity, Quality, Accountability, and Distinction
3. A Place for Student, Faculty, and Staff success
4. An Engaged Community

Unit Mission Statement

The Graduate and Professional Studies Program, implemented in 1984, focuses on the special needs of working adults in the East Tennessee area. The program emphasizes competence in the area of critical thinking, data analysis/interpretation, problem solving, ethical decision making, and synthesis of information. Graduates of the HRD and OT&E concentrations will acquire professional skills to make a value-added contribution to organizational learning and development needs.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. The HRD and OTE Coordinator, with participation of adjunct faculty, will continue to evaluate curriculum design, and make adjustments as required.	1a. At least three courses per year will be evaluated for content, goals, objectives and learning experiences.	<p><i>1a. The goals and objectives of the following courses were reviewed and revised as described below:</i></p> <ul style="list-style-type: none"> ◆ <i>HRDE 501 now includes the completion of the DiSC Personality Profile to initiate the inclusion of personal and organizational behavior study in the parallel curriculum that uses DiSC in six courses.</i> ◆ <i>HRDE 510 which includes a new textbook, now includes some of the post-modern learning theories. The new textbook includes a more enhanced review of the most recent research about the adult as a learner.</i> ◆ <i>HRDE 511 has deleted two textbooks for classroom discussion. This was necessary to permit more time for case study of best practices in organizational development and change management which students reported as the most useful aspect of our study.</i> ◆ <i>HRDE 509 has an added component to study the concept of Performance Management as this practice is a very visible and valuable concept and management practice in progressive organizations. To include this topic, the subject of Performance Appraisal has been deleted.</i> 	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>		<p>1b. Students will be invited to offer ideas to enhance their learning experience in at least two courses per year.</p>	<p><i>1b. Students offered several suggestions that were implemented. These include:</i></p> <ul style="list-style-type: none"> ◆ <i>Provision of more time and credit for the HRD project series: HRDE 511 and 512. Beginning with MH 12, these two courses increased classroom time to eight weeks and now provide four credits. To accommodate this increase, the Organizational Behavior course HRDE 505 was deleted. However, organizational behavior is studied with the use of the DiSC Personality profile project as a parallel curriculum in six courses.</i> ◆ <i>Students are guided to review and critique HRD project courses earlier in the curriculum to enable them to tie current course work to their consultant project at the end of the curriculum. Students stated that this earlier review of other examples of projects gave them a sense of meaningfulness in their course work and plans for the own projects.</i> 	<p>Objective was accomplished within dept budget</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>		<p>1c. The DiSC Personality Profile System will be piloted and integrated into at least five courses in the existing curriculum to enhance learning and personal insights in the area of human and organizational behavior.</p>	<p><i>1c. The DISC personality profile was introduced with MH 10 with great success, and there is a DiSC – related assignment in six courses. Separate evaluations distributed to faculty and to students in DiSC courses indicate that students value this exercise as a valuable component of their graduate education, they report interest in future use of the instrument in other courses. Faculty is reporting satisfaction with the use of this instrument. Eight faculty have taken the DiSC instrument themselves to help them prepare for their assignments and classroom discussions.</i></p>	<p>Objective was accomplished within dept budget</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p>		<p>1d. The Electronic Portfolio pilot will be initiated beginning with MH 09 and MA 22; and will be evaluated for documentation of assignments in syllabi.</p>	<p><i>1d. The Electronic Portfolio pilot was not successful and will be discontinued. Students are diligent in keeping electronic portfolio of assignments for their own records, but state that they will prepare something to submit when asked at the end of the program. They are not seeing the designated portfolio assignment in the syllabus. The Portfolio will be discontinued because it is not a requirement. An electronic or printed copy of the graduate major project is retained by the college as a record of student accomplishment. The idea of an electronic portfolio will be recommended to students for their own records, but will not be documented in syllabi nor collected and evaluated at the end of the program.</i></p>	<p>Not accomplished – no budget requirement</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	2. HRD/OTE Coordinator will help identify and select additional highly qualified adjunct faculty to enable Tusculum College to deliver these programs in East Tennessee locations.	2a. Through the use of professional networking and referrals, the faculty pool will be increased by two additional highly qualified members to support cohort groups.	<i>2a. Three highly qualified members of the adjunct faculty were identified and added to the faculty pool: Dr. Theron Hillman, Dr. Evelyn Roach, and Dr. Raymond Husband.</i>	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		2b. The HRD/OT&E Coordinator will continue to expand exposure to the HRD and OT&E programs through professional organization activities by participating in at least one or more area and/or state organizations.	<i>2b. Dr. Solomon is a member and participant in the Smoky Mountain chapter of the American Society for Training and Development and attended seven meetings this past year. This participation is vital to providing exposure of Tusculum College programs to the community, to meet potential adjunct faculty, and to provide referrals to students and graduates for employment opportunities.</i> <i>In addition, Dr. Solomon presented in the November, 2008 Conference of the Tennessee Alliance for Continuing and Higher Education (TACHE), and presented her curriculum model for inclusion of the DiSC instrument as a parallel curriculum.</i>	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	3. Resources to support the curriculum will be developed.	3a. Textbooks for at least three courses will be evaluated; and will either be retained for use for additional three years; or will be replaced with a choice recommended by faculty.	<i>3a. New textbooks were selected for HRDE 510 and 508. The faculty who teach HRDE 507 did a formal review of this text; they agreed that their text was excellent and they could not identify one they preferred more. This text was retained.</i>	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction		3b. At least five additional references will be added to the Tusculum College library in support of HRD and OT&E curriculum.	<i>3b. Fourteen new resources were submitted by the program coordinator in addition to selections made by the library staff. Further, the HRDE 501 and EDUC 501 courses now include one evening of library orientation, followed by a substantial library assignment in the use of the library's electronic databases. Other courses require library use based upon this orientation and library use exercise to ensure use of professional and credible sources of information in the completion of graduate assignments.</i>	Objective was accomplished within dept budget
A Place for Student, Faculty, and Staff success An Engaged Community		3c. Opportunities to use professional organizations and relationships will be developed to enhance learning and professional exposure for students, as evidenced by at least three resources for students as project mentors, class speakers, or employment references.	<i>3c. Students in HRDE 501 each select or are assigned a professional mentor to learn about their professional practice; this is a structured assignment cited in the syllabus for HRDE 501. A Panel of Experts is now planned and conducted in the HRDE 501 course. Students in the EDUC 526 course attend a "field trip" planned by the instructor to visit and learn from an organizational training professional at their place of employment.</i>	Objective was accomplished within dept budget
Financial Stability and Security	4. There will be continued and sustained enrollment of students in cohort groups, with anticipated growth of enrollment relevant to the availability of faculty to support groups.	4. With a very high turnover of Admissions staff, there is a renewed need to conduct a briefing on the HRD and OT&E concentrations to enable staff to represent these two options. The HRD/OT&E Coordinator will provide current career and curriculum information to Admissions counselors through updated printed materials and one session to refresh the program details to Admissions staff.	<i>4. The Program Coordinator has initiated and conducted several actions to assist Admissions personnel in the representation of both HRD and OT&E Concentrations. These include:</i> <ul style="list-style-type: none"> ◆ <i>The development of a tri-fold brochure for each concentration that highlights the program, curriculum, employment opportunities, and special features of the program.</i> ◆ <i>The development of a career guidance tool to engage potential students in the discovery of career interests in HRD, OT&E and management.</i> ◆ <i>An orientation of the use of these instruments for the enrollment management staff in Knoxville and in Morristown.</i> ◆ <i>The Program Coordinator met with marketing representatives selected by the Director of Admissions to identify effective methods and materials for marketing of HRD and OT&E concentrations.</i> 	Objective was accomplished within dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Master of Arts in Education K-12 2007-08

Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the ideal of its civic arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working-adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and Master's levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.

<u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u>		<u>Unit Mission Statement</u>		
<ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 		The Graduate Education Department of Tusculum College is committed to providing its students with a dynamic, research-based curriculum to enhance the critical thinking, analytical skills, and ethically based practices for problem solving and delivery of services to developing learners.		
Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. Increase the rigor of the program.	1a. Revise the Faculty End-of-Course Survey (questionnaire currently being completed by instructors after each course) to include grade justification, grade distribution, and more specific feedback items. Survey will be revised and implemented by 01/31/2008.	1a. The College has revised the survey and the reporting has been streamlined and less paperwork is required. As such, departmental revision of forms is no longer necessary.	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction An Engaged Community		1b. An adjunct faculty training and monitoring plan will be in place by the end of the 2007-08 academic year.	1b. The training and monitoring plan was completed by the end of 2007-08. Beginning in the 2008-09 academic year, all full time MAED faculty will be involved in observing classes taught by adjunct faculty (using current peer observation form used for full time faculty). Each adjunct will be observed at least once during the academic year.	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction		1c. An evaluation format for measuring degree candidate reading, writing and research abilities will be developed.	1c. Comprehensive exams and electronic portfolios are now required of all MAED candidates.	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction Financial Stability and Security		1d. Initiate process for qualification for National Board Certification for the MAED in Curriculum and Instruction.	1d. The MAED in curriculum and instruction is not recognized as a certifiable area of study - recognition for certification has been put off pending further study.	Objective was accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	2. Reduce grade inflation.	2. “A” grades represented 84% of the 2006-07 distribution. The 2007-08 target is a reduction of “A” grades to no more than 80% of grades awarded.	2. Grade distribution for 2007-08 reflects “A” grades representing 82.8 percent which, though not meeting criterion, represents a significant drop in grade inflation and suggests an increase in the program rigor over the past year.	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	3. Review course content materials to strengthen curriculum.	3a. At each MAED faculty meeting at least one course will be evaluated for content, suitability of required text book and/or readings, and other course materials related to student learning. Minutes of the faculty meetings will record the outcomes of these reviews.	3a. Two courses were reviewed for content EDUC517 (Re-teaching Strategies) and EDUC525 (Classroom Management). Review found EDUC525 was redundant with EDUC533 (Developmental Behavioral Analysis). As a result EDUC525 was replaced with a new curriculum related course EDUC535 (Comparative International Pedagogy). EDUC517 was replaced by EDUC536 (Advanced Language Arts Concepts) which more specifically addressed skills in teaching reading and language at all levels. In addition, texts were replaced in Special Needs (EDUC532), Leadership (EDUC532), and Curriculum and Instruction (EDUC505).	Objective was accomplished within dept budget
Financial Stability and Security		3b. By the end of the 2007-08 academic year a post-baccalaureate program designed for secondary teacher certification will be added to the graduate offerings.	3b. The curriculum for the post-baccalaureate has been developed. It awaits direction from the administration on the necessary proposal format before it can go forward	Objective was accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction Financial Stability and Security	4. Enhance program marketing	4a. Program name change from MAED K-12 to MAED in Curriculum and Instruction will be adopted.	4a. The program name has been officially changed from MAED K-12 to MAED in Curriculum and Instruction. The program has been redesigned to reflect this change, and courses have been reordered to a new “developmental” sequence.	
Academic Integrity, Quality, Accountability, and Distinction Financial Stability and Security An Engaged Community		4b. New descriptive brochures and program descriptions to be developed for the MAED program. New marketing brochure will be distributed to prospective students and will be available on the MAED website by end of 2007-08 academic year.	4b. A new descriptive brochure was developed in conjunction with the admissions department. Publication date is expected for Fall 2008.	