



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – Business Administration 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 A Place for Student, Faculty, and Staff success	1. Students completing the baccalaureate program in Business Administration will demonstrate proficiency in the program content areas.	1. The ETS Major Field Test will be administered to all final semester students in the major. The target Mean Percent Correct (MPC) is indicated below and represents a 10% increase from the 3 year average from 0304 to 0506.				1. 2007-08 MFAT results				Objective was accomplished within dept budget
		Topic	Three year average MPC (form K3YMF)	07-08 Target MPC (form 4CMFC)	08-09 Target MPC (form 4CMFC)	Topic	MPC (Form 4CMFC)	Two year average MPC (form 4CMFC)	Nat'l Percentile (07-08)	
		Accounting	37.7	41.5	59	Accounting	53	53.5	60 th	
		Economics	39.8	43.8	61	Economics	61	55	95 th	
		Management	61.0	67.0	62	Management	53	54	35 th	
		Quantitative	54.1	59.5	50	Quantitative	36	42	5 th	
		Finance	34.2	37.6	55	Finance	43	45.5	5 th	
		Marketing	43.2	47.5	62	Marketing	52	53.5	40 th	
		Legal	49.6	54.5	50	Legal	40	42	7 th	
		Int'l	41.5	47.5	65	Int'l	59	59	65 th	
		Info Systems		63.8*	64	Info Systems	53	55.5	10 th	
		* Goal from 0607 4CMFC results and represent s a 10% increase.				Special attention will be given to quantitative, finance, legal, and information systems topics in our curriculum.				
		Goal from 07-08 2 year average of 4CMFC results and represents a 10% increase in those topics where the achievement exceeded the national 50 th percentile, a 15% increase in topics with national percentiles between the 25 th and 50 th and a 20% increase in those topics less than the 25 th percentile nationally.								

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	2. Business Administration students will demonstrate proficiency in writing, public speaking, and critical analysis.	2. All final semester students will be administered the departmental writing and critical analysis assessments in BUSN449 which is the Business program capstone course. The writing assessment will be scored using the College’s writing rubric and the critical analysis assessment will be scored using the Business department’s internal critical analysis rubric. Each student will make a formal presentation in this same course which will be assessed using the College’s public speaking rubric. Each rubric defines 5 levels of proficiency. All student’s will score at least a 4 (on the 5 point scale) on each rubric.	<table><tr><td>Competency</td><td>Competency Element</td><td>Proficiency level</td></tr><tr><td rowspan="3">Writing</td><td>Purpose & Coherence</td><td>4.1</td></tr><tr><td>Content</td><td>4.3</td></tr><tr><td>Grammar/Style</td><td>3.6</td></tr><tr><td rowspan="5">Critical Analysis</td><td>Inquiry</td><td>3.7</td></tr><tr><td>Knowledge</td><td>4</td></tr><tr><td>Argument</td><td>3.6</td></tr><tr><td>Analysis</td><td>3.6</td></tr><tr><td>Interpretation</td><td>3.6</td></tr><tr><td>Public Speaking</td><td></td><td>Problem</td></tr></table>	Competency	Competency Element	Proficiency level	Writing	Purpose & Coherence	4.1	Content	4.3	Grammar/Style	3.6	Critical Analysis	Inquiry	3.7	Knowledge	4	Argument	3.6	Analysis	3.6	Interpretation	3.6	Public Speaking		Problem	Objective was accomplished within dept budget
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	Interpretation	3.6																										
Public Speaking		Problem																										
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	3. Business Administration program seniors will indicate that they are satisfied with the quality of instruction, program content, and departmental program administration.	3a. The Noel-Levitz Student Satisfaction Inventory will be administered to all students in the program in spring 2008. Eighty-five percent of Business Administration seniors will indicate that they are somewhat to very satisfied in response to the following survey items: 1. The content of course within my major is valuable 2. The quality of instruction I received in my majors courses is excellent. 3. Major requirements are clear and reasonable. The faculty will strive to improve student understanding of our major requirements.	3a. Ninety-five percent of seniors indicated they were somewhat to very satisfied in response to the item “The content of course within my major is valuable” One hundred percent of seniors indicated they were somewhat to very satisfied in response to the item “The quality of instruction I received in my majors courses is excellent.” Eighty-one percent of seniors indicated they were somewhat to very satisfied in response to the item “Major requirements are clear and reasonable.”	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>3b. The End-Of-Program (EOP) survey will be administered to all final semester students in the Business Program in 2007-08. Eighty-five percent of final semester Business Administration seniors will indicate that they Agree or Strongly Agree with each of the following instructional effectiveness survey items.</p> <p>1. Innovative instructional materials were utilized by professors in my program of study</p> <p>2. Instruction included a balance between lectures, projects, and other learning opportunities.</p> <p>3. Appropriate and timely feedback on my progress was provided throughout my program of study</p> <p>4. Instructors in my major program were knowledgeable and current in the field</p> <p>5. Instructors provided a relationship between acquired knowledge and practical applications</p>	<p>The following percentage of students (n=24) Agreed or Strongly Agreed with the indicated survey statement.</p> <p>1. 88%</p> <p>2. 75%</p> <p>3. 75%</p> <p>4. 96%</p> <p>5. 83%</p> <p>The faculty will review their instructional and feedback methods.</p>	<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>3c. Student 2007-08 course evaluations for all 300 and 400 level Business courses will indicate that 85% of students Agreed or Strongly Agreed with all statements related to the effectiveness of academic instruction.</p> <p>2007-08 course evaluation items (see attachment) related to academic instruction include all survey items with the exception of items 4, 7, 19, and 20.</p> <p>Improvement in this area will focus on mentoring of adjuncts by full time faculty, clarification of standards of instruction and expectations, and integrating adjuncts into the College.</p>	<p>At least 81% of students Agreed or Strongly Agreed with all items on the course evaluation survey related to academic instruction with the exception of Items 6, 8, 13, 16, and 18.</p> <p>(6) The instructor is able to explain course subject matter clearly (81%)</p> <p>(8) The instructor displays enthusiasm when teaching (83%)</p> <p>(13) The instructor regularly provides feedback on my progress (83%)</p> <p>(16) The instructor's grading is a fair assessment of the work I did in this course (81%)</p> <p>(18) This course encourages the expression and understanding of various points of view (83%)</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	4. Business Administration program juniors and seniors will be satisfied with their in-major advising	<p>4. The Noel-Levitz Student Satisfaction Inventory will be administered to program juniors and seniors in spring 2008. Eighty-five percent of junior and senior respondents will indicate that they are Somewhat Satisfied to Very Satisfied with the following survey items:</p> <ol style="list-style-type: none"> 1. My academic advisor is approachable 2. My academic advisor is concerned about my success as an individual 3. My academic advisor helps me set goals to work toward 4. My academic advisor is knowledgeable about requirements in my field 	<p>Results of the survey indicated that at least 89% of the juniors and seniors were Satisfied to Very Satisfied with the advising items on the survey.</p> <p>Individual item results indicate:</p> <ol style="list-style-type: none"> 1. My academic advisor is approachable (89% SW to Very Satisfied) 2. My academic advisor is concerned about my success as an individual (89% SW to Very Satisfied) 3. My academic advisor helps me set goals to work toward (90% SW to Very Satisfied) 4. My academic advisor is knowledgeable about requirements in my field (95% SW to Very Satisfied) 	Objective was accomplished within dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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

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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. Students completing the baccalaureate program in Organizational Management will demonstrate proficiency in the knowledge base in the discipline of management.	<p>1. A. The ACAT Business exam in four discipline areas (Management, Organizational Behavior, Business Law and Economics) will be administered to a sample population during the last course of the BSOM program.</p> <p>The students taking the ACAT will receive a 50%ile or better in each of the four covered disciplines.</p> <table><tr><td></td><td>06-07 pct</td><td>07-08 Target pct</td></tr><tr><td>Business Law</td><td>50</td><td>50</td></tr><tr><td>Economics</td><td>46</td><td>50</td></tr><tr><td>Management</td><td>49</td><td>50</td></tr><tr><td>Org. Behavior</td><td>45</td><td>50</td></tr></table>		06-07 pct	07-08 Target pct	Business Law	50	50	Economics	46	50	Management	49	50	Org. Behavior	45	50	<p>1. A. 2007-08 ACAT results</p> <p>The ACAT Business exam was administered to a sample population (n = 78) during the last course of the BSOM program.</p> <p>Twenty-six students were awarded certificates for exemplary performance on the Area Concentration Achievement Test in Business (see Exhibit C). This number is up significantly from last year, with only seven students receiving ACAT certificates for 2006-2007.</p> <table><tr><td></td><td>07-08 pct</td><td>Met Criterion?</td></tr><tr><td>Business Law</td><td>65</td><td>Yes</td></tr><tr><td>Economics</td><td>45</td><td>No</td></tr><tr><td>Management</td><td>56</td><td>Yes</td></tr><tr><td>Org. Behavior</td><td>54</td><td>Yes</td></tr></table> <p>These results provide positive reinforcement as to the success of two significant program changes that occurred in 2006. First, the testing population consisted of cohorts that were a part of the newly reorganized pre-professional core, which is a sequence of classes leading into the organizational management major. During</p>		07-08 pct	Met Criterion?	Business Law	65	Yes	Economics	45	No	Management	56	Yes	Org. Behavior	54	Yes	Objective accomplished within dept budget
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			<p>the reorganization process, a new course, Mgmt. 232 - Foundation in Mgmt. Skills was added into the curriculum. This new class enhances the management skill set. When compared to last year's results, which were below the 50th percentile target and the lowest of the four areas tested, the management discipline has much to be proud of. The second change involves the timing and environment of the test administration. With the test now embedded in the capstone course, the department is pleased to see an increase in scoring due to a more positive and controlled testing environment. The department plans to continue its focus on improving the management core, with a significant reworking of the capstone course (Management 440) already underway (see Exhibit B).</p> <p>Business Law did well again this year, surpassing the target and last year's results. Economics also had a respectable finish just slightly below the target and even with last year's results. The department will focus improving economics scores with plans to incorporate a standardized comprehensive final for 08-09 (see 08-09 Annual Operating Plan 1.b.ii.).</p>	
	<p>1. Students completing the baccalaureate program in Organizational Management will demonstrate proficiency in the knowledge base in the discipline of management.</p>	<p>1. B. The BSOM internal assessment exam will be administered to a sample population during the last course of the BSOM program. This internally developed test is designed to gauge fundamental knowledge from core disciplines within the BSOM program.</p> <p>The students taking the diagnostic tests will average a passing grade of 70% in each of the core course areas of the exam.</p>	<p>1. B. 2007-2008 Internal assessment results The BSOM internal assessment exam was administered to a sample population (n = 117) during the last course of the BSOM program. The population was divided into two testing groups. Population one (n = 60) tested in the areas of management, leadership, global, accounting and business law. Population two (n = 57) tested in the areas of management, leadership, human resources, economics, and marketing.</p> <p>Twelve students were awarded with certificates for exemplary performance on the Internal Diagnostic Exam (see Exhibit C). Four students scored 80% or higher on the exam, which is slightly more than in the previous year.</p>	<p>Objective accomplished within dept budget</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications																																																						
		<div>1b. Continued</div> <table><tr><td></td><td>06-07 Results</td><td>07-08 Target</td></tr><tr><td>Principals of Mgmt.</td><td>68.7</td><td>70</td></tr><tr><td>Leadership</td><td>52.7</td><td>70</td></tr><tr><td>Global</td><td>75.6</td><td>70</td></tr><tr><td>Accounting</td><td>65.8</td><td>70</td></tr><tr><td>Business Law</td><td>77.6</td><td>70</td></tr><tr><td>Human Resource</td><td>63.2</td><td>70</td></tr><tr><td>Economics</td><td>53.4</td><td>70</td></tr><tr><td>Marketing</td><td>55.4</td><td>70</td></tr></table>		06-07 Results	07-08 Target	Principals of Mgmt.	68.7	70	Leadership	52.7	70	Global	75.6	70	Accounting	65.8	70	Business Law	77.6	70	Human Resource	63.2	70	Economics	53.4	70	Marketing	55.4	70	<div>1b. Continued</div> <table><tr><td></td><td>06-07 Results</td><td>Met Criterion ?</td></tr><tr><td>Principals of Mgmt.</td><td>67.47</td><td>No</td></tr><tr><td>Leadership</td><td>51.96</td><td>No</td></tr><tr><td>Global</td><td>75.58</td><td>Yes</td></tr><tr><td>Accounting</td><td>60.08</td><td>No</td></tr><tr><td>Business Law</td><td>61.67</td><td>No</td></tr><tr><td>Human Resource</td><td>71.49</td><td>Yes</td></tr><tr><td>Economics</td><td>57.54</td><td>No</td></tr><tr><td>Marketing</td><td>57.81</td><td>No</td></tr></table> <p>Global Business and Human Resource Management both met the overall criterion, with Management also coming very close in meeting the overall 70% passing rate. Three discipline areas (Human Resource Management, Economics, and Marketing) outperformed 2006-2007 results, with Human Resource Management showing almost a full 10% increase in average score. The management discipline will continue with departmental plans to further expand the knowledge base of organizational graduates (see discussion in 1.a. above).</p> <p>As knowledge <u>retention</u> is of particular concern to quantitative courses like accounting and economics, the department has also adopted a plan for assessing knowledge retention across the curriculum, using accounting as the pilot course (see 1.c. below).</p> <p>Of particular interest in this year’s results is the success of one particular cohort (BS497). This cohort met the criterion in three of the five testing areas, with a narrow miss in marketing. These results are particularly enlightening, as this cohort was asked to participate in a voluntary comprehensive review game (SAKAI platform) during the two weeks prior to the Assessment test (see Exhibit D).</p>		06-07 Results	Met Criterion ?	Principals of Mgmt.	67.47	No	Leadership	51.96	No	Global	75.58	Yes	Accounting	60.08	No	Business Law	61.67	No	Human Resource	71.49	Yes	Economics	57.54	No	Marketing	57.81	No	
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
			<p>1b. Continued</p> <p>The review game refreshed the students' knowledge via ten sample questions relating to each particular subject area of the ID test format. Thirteen out of the fifteen students tested from this cohort voluntarily participated in the review game. The department plans to expand the pilot phase of the review game in Fall 2008 (see 08-09 AOP 1.a.).</p>	
	<p>1. Students completing the baccalaureate program in Organizational Management will demonstrate proficiency in the knowledge base in the discipline of management</p>	<p>1. C. In an effort to gauge student knowledge retention <u>across the curriculum</u>, student performance on a comprehensive course final will be correlated to student performance on the same comprehensive questions administered in the last course of the BSOM program. Select cohorts will be administered a standardized, comprehensive final exam in Mgmt. 340 course (Accounting Concepts for Managers) . These cohorts will then be retested during the final capstone course for comparison information regarding knowledge retention. As this is a pilot process that will span across two assessment cycles, the collection of baseline data is the main criterion for success for the current assessment cycle.</p> <p>A passing score on the test is equivalent to 70% correct.</p>	<p>1. C. 2007-2008 Comp. Accounting results</p> <p>Seven cohorts representing a population of n = 108 were selected for testing with a focus on knowledge <u>retention</u> in the discipline of accounting.</p> <p>Population avg. = 72.55% Met the criterion</p> <p>Five out of seven cohorts also individually met the criterion for success.</p> <p>The department will compare this baseline data with data collected from the same students upon program completion. Retention results will be reported as a part of next year's ISO. Additionally, the retention testing will be expanded in 2008-2009 to encompass the economics discipline (see 08-09 AOP 1.b.ii.).</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	2. a. Students in the program will demonstrate the ability to write effectively in the business discipline.	<p>2. a. Randomly selected BSOM cohorts will take the CAAP essay.</p> <p>Seventy five percent (75%) of students taking the CAAP essay will score at or above the 50th percentile nationally.</p>	Approximately fifty-eight percent (57.75%) of the students tested (n = 71) achieved at or above the 50 th percentile nationally. Did not meet the criterion.	Objective accomplished within dept budget
	2.b. Students completing the program will indicate that the BSOM program contributed to their ability to write effectively within the business discipline	<p>2. b. Question 7 in Section B of the End of Program Survey will assess the satisfaction level of graduating BSOM students in the contributions of the program to their abilities to express themselves clearly in writing.</p> <p>Seventy percent (70%) of the students surveyed will agree or strongly agree that the program has contributed to their ability to write effectively.</p>	<p>Approximately eighty-three percent (83.4%) of the students surveyed (n = 224) agreed or strongly agreed that the program has contributed to their ability to write effectively. Met the criterion.</p> <p>This is the first year for departmental focus on the CAAP essay results. As a part of the departmental cyclical plan enacted last year, we will continue working toward improvement in both <u>general</u> and <u>discipline specific</u> writing skills. The department has designed a discipline specific writing assignment for use in the 2008-2009 academic year in the Global Business course (see Exhibit L and 08-09 AOP 3.a., 08-09 ISO 2.a.). The department is also currently working with the Access Center in assessment for math and writing deficiencies within the early stages of the BSOM program (see 07-08 AOP 8.a. and Exhibit V).</p>	Objective accomplished within dept budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
An Engaged Community	3.a. Students will demonstrate civic awareness through participation in community efforts for the underprivileged	<p>3. a. Within learning teams, students will choose a civic project during Management 232 – Foundations in Management Skills. Student will complete the chosen project by the conclusion of Management 440 – Strategy. A Verification of Civic Service form will be submitted by the learning team and forwarded to the assessment office.</p> <p>One hundred percent (100%) of students will participate in a civic service project as evidenced by the Verification of Civic Service forms.</p>	The goal of 100% participation was not met despite a significant increase in student efforts.	Objective accomplished within dept budget
	3. b. Students will indicate that the program has fostered civic awareness and enhanced civic participation.	<p>3. b. i. Question 2 of the Survey of Civic Arts Experience will assess if the service activity was personally fulfilling.</p> <p>Seventy percent (70%) of the students surveyed will strongly agree or agree that the service activity was personally fulfilling.</p> <p>3. b. ii. Question 5 of the Survey of Civic Arts Experience will assess if the service activity enhanced the student's awareness of the need for civic engagement.</p> <p>Seventy percent (70%) of the students surveyed will strongly agree or agree that the service activity enhanced the student's awareness of the need for civic engagement.</p>	<p>3. b. i. No data available; survey was not administered.</p> <p>3. b. ii. No data available; survey was not administered.</p> <p>During 2007-2008, our department had 219 student participants with almost 1300 hours of community service to various organizations across East Tennessee. These numbers represent a significant increase over 2006-2007 in both number of participants and number of hours volunteered (see Exhibit E – Summary of Civic Arts Experience). While this is still not 100% participation, the department is still working to improve tracking procedures, including a shift in the time/place for project completion (moved to BUSN 403). The faculty renews its goal of 100% participation for 2008-2009 (see 08-09 ISO 3.a.). BUSN 403 was chosen as the new home for this project, as the project coincides with the competency for the course (Civility). Students will be required to submit the completed verification of service, as well as the civic arts experience survey in law classes beginning in Fall 2008. The department will continue its efforts to foster civic engagement for the students, including exploration of faculty/student collaboration in service events (see 08-09 AOP 6.a.) and discipline specific service requirements.</p>	

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
A Place for Student, Faculty, and Staff success	4.a. Students completing the BSOM program will indicate that they are prepared for employment in the field.	<p>4.a. Question 13 in Section B of the End of Program Survey will assess whether the students completing the program feel prepared for employment in the field of management.</p> <p>Seventy percent (70%) of the students surveyed will agree or strongly agree that the program prepared them for employment in their field</p>	<p>Roughly seventy-five percent (75.5%) of the students surveyed (n= 224) agreed or strongly agreed that the program prepared them for immediate employment in their field.</p> <p>Met the criterion.</p>	Objective accomplished within dept budget
	4.b. Employers of students completing the BSOM program will indicate that students are prepared for employment in the field.	<p>4.b. Employer survey under revision. Details ASAP.</p> <p>Seventy percent (70%) of the students surveyed will agree or strongly agree that the program prepared them for employment in their field.</p> <p>The employer survey was not updated during 2007-2008; therefore, no criterion for success was established.</p>	<p>No data available. The survey was not administered, as the sample population of employers had to be updated. The School Director is working to revise the survey participant list to ensure that it contains current Tusculum graduates and the appropriate supervisory agent will receive the requisite survey. Once the survey population is established, the survey will be administered during 2008-2009 (see 08-09 AOP 5.a., 08-09 ISO 4.b.).</p>	



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes - 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, the Biology Department seeks 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
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	Students will be knowledgeable in the field.	The following sections of the ACAT (end-of-program) will be administered. <ol style="list-style-type: none"> 1. Genetics 2. Bacteriology 3. Physiology 4. Cellular Biology On average, students earning an A in Genetics, Microbiology, Human Physiology, or Biochemistry & Cellular Biology at Tusculum College will score at the sixth stanine or above on the appropriate section of the ACAT. Students earning a B will score at the fifth stanine or better, and students earning a C at the fourth stanine or better.	Students with As in Genetics scored on average at 5.0, Bs at 4.3, and Cs at 4.0 stanines on the Genetics section of the ACAT. Students with As in Microbiology scored on average at 3.3, Bs at 3.9, and Cs at 4.0 stanines. Students with As in Human Physiology scored on average at 4.4, Bs at 3.8, and Cs at 7.0 stanines. Students with As in Biochemistry & Cellular Biology scored on average at 5.7, Bs at 5.7, and Cs at 4.8 stanines. (Note: Data was from 2006 – 2007.)	Our students have traditionally done poorly in Cellular Biology. Therefore, we have been stressing this in many classes, including microbiology and human physiology, at the expense of the specific course content of these classes. Therefore, we will propose to Programs & Policies, a new course in cellular biology, so we can spend more time in microbiology and human physiology on specific course content. The goal is to increase the ACAT score in bacteriology.	Adds one-half course per year to the department. Equipment and supplies for cellular and molecular biology will need to be acquired.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual 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>Biology majors will demonstrate proficiency in critical thinking skills</p>	<p>Students will take the CAAP critical thinking test during their senior year as part of CMNS 480 (senior seminar). Students who indicated tried my best (TMB) or gave moderate effort (GME) and with a G.P.A. in the major of 3.5 or above will score an average at the 60th percentile or better, students with a G.P.A. between 3.0 and 3.5 will score an average at the 50th percentile or better, and students with a G.P.A. between 2.5 and 3.0 will average at the 40th percentile or better.</p>	<p>Students with a G.P.A. in the major above 3.5 had an average score at the 76th percentile. Students with a G.P.A. between 3.0 and 3.5 had an average score at the 50th percentile.</p>	<p>As our objective was met, we will increase the rigor of this goal by five percentiles for each group next year.</p>	<p>None.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>Biology majors will demonstrate proficiency in writing skills</p>	<p>Students will take the CAAP Essay test during their senior year as part of CMNS 480 (senior seminar). Students who indicated TMB or GME and with a G.P.A. in the major of 3.5 or above will score an average at the 60th percentile or better, students with a G.P.A. between 3.0 and 3.5 will score an average at the 50th percentile or better, and students with a G.P.A. between 2.0 and 3.0 will average at the 40th percentile or better.</p>	<p>Students with a G.P.A. in the major above 3.5 had an average score at the 66th percentile. Students with a G.P.A. between 2.0 and 3.0 scored at the 52nd percentile.</p>	<p>This area will continue to be monitored. As our objective was met, we will increase the rigor of this goal to the 65th percentile next year, 55th percentile, and 45th percentile for the various groups. To help increase this goal, MCAT like writing assignments will be added to immunology.</p>	<p>None.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>Students will indicate that as a result of their major coursework they have acquired analysis and problem solving skills.</p>	<p>All senior Biology majors will complete the College's End-Of-Program survey and 70% will Agree or Strongly Agree with the following survey items:</p> <ol style="list-style-type: none"> 1. My major program contributed significantly to my ability to analyze and synthesize ideas, information, and data. 2. My major program contributed to my ability to think critically. 3. The program of study provided the necessary skills to problem solve effectively in areas related to my major. 	<p>75% of surveyed Biology majors agreed or strongly agreed with these survey items.</p>	<p>As this goal has been consistently met the last several years, we will remove this goal for next year.</p>	<p>None.</p>

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results	Budget Implications
A Place for Student, Faculty, and Staff success	Students will indicate that as a result of their major coursework they are prepared for obtaining immediate employment in the field and are prepared for attending graduate school in the field of biology.	All senior Biology majors will complete the College's End-Of-Program survey and 70% will Agree or Strongly Agree with the survey item "Courses in my major have prepared me for graduate school".	86% of surveyed senior Biology majors agreed with this survey item.	As this goal has been consistently met the last several years, we will remove this goal for next year.	None.
A Place for Student, Faculty, and Staff success	Biology-Education majors will be prepared for their profession.	Biology-Education majors will pass the Biology Praxis exam on their first try.	All Biology-Education majors passed the Biology Praxis exam on their first try.	This area will continue to be monitored, but since our objective was met, no changes are suggested at this time.	None.
A Place for Student, Faculty, and Staff success	Have our students exposed to various career options.	Invite outside speakers to talk about their area of expertise.	Four outside speakers came to talk to our students, with good attendance (>20) at each.	Two students are now pursuing opportunities they learned about at these talks.	This goal was accomplished with departmental funds.



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes - 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
Academic Integrity, Quality, Accountability, and Distinction	1. Students in all concentrations completing the baccalaureate program in English will compare favorably with students in similar programs in demonstrating a sound undergraduate knowledge base.	1a. The ACAT literature test was not given this year. Students will score at the 50th percentile or above. This assessment will be given in senior seminar in literature.	1a. No students took the ACAT this year.	
Academic Integrity, Quality, Accountability, and Distinction		1b. The Praxis II will be administered by the Education Program to all English Education majors. Students will score at the 50th percentile or above.	1b. No students completed the Praxis this year.	
Academic Integrity, Quality, Accountability, and Distinction		1c. Seniors in the Creative Writing and Journalism Concentrations will complete a writing portfolio to be evaluated within the department and by a qualified outside evaluator using the department's portfolio scoring rubric. Students will be assessed as completing a "successful" or "excellent" portfolio.	1c. No portfolios in Journalism.	

Academic Integrity, Quality, Accountability, and Distinction		1d. Outside evaluators overseeing seniors in their Professional Writing Internships will report on student performance. 75% of evaluators of senior internships will recommend students for hiring	1d. No internships this year.	
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	2. Students in all concentrations will be well prepared through course and program content for their first position in their field or entry into graduate school.	2a. The EPS (End of Program Survey) will be administered to seniors in the English program and Journalism minor. 85% of those surveyed will feel that they were well prepared for their careers or graduate school. This assessment will be given during Senior Seminar in Literature and Creative Writing and Journalism.	2a. 75% of the students who responded to the survey (N=4) agreed or strongly agreed with the survey item "Courses in my major have prepared me for immediate employment in my field." 100% of the students who responded to the survey (N=4) agreed or strongly agreed with the survey item "Courses in my major have prepared me for graduate school."	
Academic Integrity, Quality, Accountability, and Distinction		2b. Seniors will complete the Noel-Levitz survey. 85% of those surveyed will feel that they are somewhat to very satisfied that the content in their majors is valuable and that the instruction in their field is excellent. This assessment will be given during the Senior Seminars in Literature and Creative Writing and Journalism.	2b. The Noel-Levitz was not administered in 2007-08	
Academic Integrity, Quality, Accountability, and Distinction	3. Students in all concentrations will demonstrate the ability to write effectively in the discipline of English.	3a. The CAAP writing test will be administered to all senior Literature majors in the senior seminar. Students will score 50% correct or above.	3a. The CAAP Writing Test was not administered. Instead the CAAP Critical Thinking Tests was administered to 4 graduating seniors. Their ranking within the group of national seniors was 83 rd , 4 th , 57 th , and 70 th .	
Academic Integrity, Quality, Accountability, and Distinction		3b. Junior-Senior research papers (in the Senior seminar and 300 level courses) and portfolios will be collected and evaluated by English department faculty, using the writing rubric to assess purpose, coherence, balance between general and specific, and mechanics and style. 100% of seniors in the major will have an essay or significant piece of writing (for writing concentration majors) to place in their portfolio. 85% will have achieved a good or excellent researched paper.	3b. Papers may not have been collected...in part due to Sheila leaving for home.	
Academic Integrity, Quality, Accountability, and Distinction	4. Students in all concentrations will demonstrate the ability to speak effectively in the discipline of English.	4. 50% of students will score 4 of 5 on the Public Speaking Rubric. This assessment will be given in Senior Seminar in Literature and in the public presentation by senior creative writing students.	4. No data from literature students. 90% of creative writing students scored a 4 or 5 in the presentation in February, 2008.	



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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

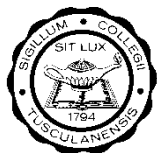
Unit Mission Statement

The goal of the Environmental Science Program is to enhance student's understanding of the biological, ecological, and chemical factors that govern the relationship 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. Graduating seniors in the Environmental Science and Field Guide/Naturalist majors will demonstrate mastery of the subject matter in their program areas.	<p>The department will administer the Biology ACAT (Area Concentration Achievement Test) again in 07-08. This test, with its flexible content option is felt to offer the best alternative for diagnosing program weaknesses. The ACAT selected for administration contains the following content areas: Animal & Plant Physiology, Ecology, Forestry & Wildlife, Invertebrate & Vertebrate Zoology, and Vascular & Non-Vascular Botany.</p> <p>Results of the ACAT test will indicate that students scored at or above the mean number of correct answers of the national comparison group in each of the above content areas.</p>	<p>Two seniors (1 in each program) took the test. There was no comparison to the national group due to only two students taking the test.</p> <p>A couple of comparisons can be made between this year and last year's group. This year, the Ecology section was the worst (although it was the best last year). The Vascular & Non-vascular section was one of the worst last year and did show improvement this year. The section on Forestry and Wildlife remains problematic.</p> <p>Based on the low numbers of students we have taking the test and the fact that the test is centered for biology majors, this test really is not a great "fit" for our program. It is not believed to be one that we should implement every year. The department needs to develop its own test to be given to seniors. It is anticipated that such a test will be ready to administer during the 2009-2010 academic year. The department will continue to administer the ACAT until its internal test is ready.</p>	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>2. Environmental Science and Field Guide Naturalist majors will indicate that their respective program has prepared them for graduate study and for obtaining employment in the field.</p>	<p>The End-of-Program Survey will be administered to all seniors.</p> <p>All students will “Agree” or “Strongly Agree” (5 point Likert Scale) with the statement: <u>Courses in my major have prepared me for graduate school</u>, and the statement: <u>Courses in my major have prepared me for immediate employment in my field</u>.</p>	<p>There was only one EVSC major to complete the survey and she strongly agreed to both statements. She is also currently employed in her field of study.</p> <p>Four FGNP majors completed the survey and 75% felt prepared for employment and graduate school. One remained neutral in both areas.</p> <p>It was noted that a couple students who completed the survey felt that the program needed to strengthen its writing component. There were also comments about offering a better variety of courses within the major and having better facilities and equipment.</p> <p>Although the department is not able to significantly update its facilities or equipment, we were able to find funds to purchase some new pH meters (which we were in desperate need of). The new meters will give students the opportunity to collect and analyze their own data, rather than relying on data just being given to them.</p> <p>The department can also focus on offering more opportunities for writing in its curriculum. After reviewing the course descriptions in the catalog, it was noted that none of our courses include writing as a learning outcome. The department has decided to add writing as a learning outcome in CHEM 102, EVSC 302, and EVSC 421. These courses offered during the 2008-2009 academic year will include a writing assignment that will be assessed using the rubric developed by the commons program. The department will also approach P&P by Block 4 to have writing officially added as a learning outcome to the course description.</p> <p>The department has also begun discussion on redesigning the major to include more current topics. We feel this will benefit those students who are looking for more variety as well. We plan on reviewing what we currently offer and modifying the current course requirements to better reflect the changes in the environmental field in the past 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>	<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	3. Environmental Science and Field Guide/Naturalist majors will be satisfied with program instruction, course content and advising.	<p>The Noel-Levitz Student Satisfaction Survey will be administered to all juniors and seniors in the Environmental Science and Field Guide/Naturalist majors in spring 2008.</p> <p>Responses to the following survey items will be collected: The content of the courses within my major is valuable. My academic advisor is concerned about my success as an individual. The instruction in my major field is excellent. My academic advisor is knowledgeable about requirements in my major. Major requirements are clear and reasonable.</p> <p>Eighty percent of students will indicate that they were “somewhat satisfied” to “very satisfied” in response to the indicated items from the Noel-Levitz Student Satisfaction Survey.</p>	<p>There were two FGNP majors who completed the survey (1 junior and 1 senior). There was 100% satisfaction with the areas of interest.</p> <p>There were eight EVSC majors who completed the survey. Of the eight, 3 were seniors, 2 were juniors and 3 were sophomores (which we feel may have skewed the results some since they have not completed most of their coursework at this time). All but the last area scored above 80%. There was a 75% satisfaction with the last area of interest.</p> <p>It appears most of our students seem satisfied with instruction, course content and advising.</p>	Objective was accomplished within dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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

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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. The student will demonstrate knowledge of production processes in radio, sports broadcasting or television as appropriate to the chosen concentration.	Capstone media production projects both live and pre-recorded will be required of all seniors in the major. All students will score at least 2.0 (on a scale of 3) in all media skills on the scoring rubric for the capstone media skills project.	All students who completed the capstone option toward graduation scored at least 2.0 (on a scale of 3) in all media skills on the scoring rubric for the capstone media skills project, as determined by their committee. In addition, all students had to present a defense of their learning and critical analysis of their work both orally and in writing and they scored at least 2.0 (on a scale of 3) for those elements on the scoring rubric as determined by their committee.	By demonstrating employable skills, this ultimately, could result in alumni that are more successful.
Academic Integrity, Quality, Accountability, and Distinction	2. Selected graduates will complete an internship in a specialized field of mass media where they will demonstrate the application of learned skills.	Internship performance will be evaluated by the internship supervisor. 100% of students selected for a Media Internship will receive at least a score of 3 (on a 5 point scale) in all areas on the department's evaluation rubric for external supervisors.	All students who completed the internship option toward graduation scored at least 3.0 (on a scale of 5)) in all areas on the department's evaluation rubric for external supervisors. In addition, all students had to present a defense of their learning and critical analysis of their work both orally and in writing and they scored at least 2.0 (on a scale of 3) for those elements on the scoring rubric as determined by their committee.	Internships result in more employable skills, which ultimately could result in alumni that are more successful.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	3. Mass Media majors will be satisfied with their advisor.	Noel-Levitz Student Satisfaction Survey will be administered to all Mass Media students. 80% of Mass Media students will be 'Satisfied' to 'Very Satisfied' with their advisor as measured by their response to the survey questions "My academic advisor is approachable" and "My academic advisor is knowledgeable about the requirements in my field of study".	According to the Noel-Levitz Student Satisfaction Survey administered to all Mass Media students, 100% of Mass Media students responded 'Very Satisfied' with their advisor as measured by their response to the survey questions "My academic advisor is approachable" and "My academic advisor is knowledgeable about the requirements in my field of study".	According to research, satisfied students will be more likely to be retained.
Academic Integrity, Quality, Accountability, and Distinction	4. Mass Media majors will be satisfied with their preparation for employment in Mass Media.	The End-Of-Program Survey will be administered to all graduating Mass Media majors. 80% of graduates will 'Agree' or 'Strongly Agree' that the courses in the major prepared them for immediate employment in the field of Mass Media.	According to the End-Of-Program Survey administered to graduating Mass Media majors, 50% of graduates 'Agree' or 'Strongly Agree' that the courses in the major prepared them for immediate employment in the field of Mass Media.	This question needs a qualifier to understand why the students taking the EOP are saying rather contradictory that they do not feel prepared. The department chair suspects that budget issues (i.e. equipment shortages, not up-to-date software, etc.) could be many of the reasons for their feeling of not being prepared.
Academic Integrity, Quality, Accountability, and Distinction	5. Mass Media Majors will be satisfied with their preparation for graduate school.	The End-Of-Program Survey will be administered to all graduating Mass Media majors. 80% of graduates will 'Agree' or 'Strongly Agree' that they are prepared for graduate study in the field of Mass Media.	According to the End-Of-Program Survey administered to graduating Mass Media majors, 25% of graduates 'Agree' or 'Strongly Agree' that they are prepared for graduate study in the field of Mass Media.	This question needs a qualifier to understand why the students taking the EOP are saying rather contradictory that they do not feel prepared. The department chair suspects that budget issues (i.e. equipment shortages, not up-to-date software, etc.) could be many of the reasons for their feeling of not being prepared.



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes - 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

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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
Academic Integrity, Quality, Accountability, and Distinction	Students will demonstrate an appropriate mastery of the undergraduate knowledge base in American, European, and non-western history.	Students completing the major in history will complete the Area Concentration Achievement Test (ACAT) before graduating from the college. As a group, students will score at the 50 th percentile when compared to the national group of students taking the History ACAT.	Overall, our students scored in the 87 th percentile on the ACAT. The individual results were widely divergent this year, with two students whose major GPAs are both in the 3.1-3.5 range scoring at opposite ends of the scale (11 th percentile and 100 th percentile). Neither such extreme was expected given the solid, but unexceptional performance of those students in class. Our third student, whose major GPA was in the 3.6-4.0 range, did well, as expected (97 th percentile). The only content area in which students scored collectively under 50 th percentile was Early Modern Europe (49 th percentile), a course which none of the students taking the ACAT happen to have taken during their time at Tusculum. (The first time it was offered was Block 7 of 2008.) The test suggests that our students are acquiring historical knowledge more successfully than the majority of history majors taking the ACAT around the country. Last year, the first year we used the ACAT, the one student who took it scored in the 84 th percentile. The sample size is still quite small, though, and we need to monitor the scores carefully over the next few years before we can declare there to be a clear pattern. Regarding the student who underperformed (11 th percentile), we will emphasize in the future that it is important to the department that students take the test seriously, and that it reflects poorly on the student when woefully low test scores come back.	Objective accomplished within department budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	Students will demonstrate mastery of the components of historical mindedness.	A historical mindedness assessment tool has been administered in the history department since 2006. Student papers from upper-division history courses are assessed by history faculty according to three criteria: historical accuracy, awareness of antecedents and consequences, and understanding of historical significance. History faculty will review and evaluate the results in spring 2008. Students will, on average, score at least a 3.0 on a five point scale in historical mindedness using the department's scoring rubric.	<p>Average score for: Historical Accuracy: 4.1 (4.5) Antecedents and Consequences: 3.7 (3.3) Historical Significance: 3.3 (3.1) Total average score for Historical Mindedness: 3.8 (3.7) (2006-2007 scores in parentheses)</p> <p>As expected, students scored the highest marks on the most basic skill, Historical Accuracy. Scores have risen in the more complex tasks of identifying Antecedents and Consequences and Historical Significance, indicating that efforts to emphasize those skills in upper-division courses have borne some fruit. There has been some slippage, however, in the more basic task of getting the facts precise. Next year we will again emphasize the essential importance of complete accuracy in the presentation of factual background and evidence.</p>	Objective accomplished within department budget
Academic Integrity, Quality, Accountability, and Distinction	Students will demonstrate the ability to critically analyze ideas and texts in the discipline of history.	A critical analysis assessment tool has been administered in the history department since 2006. Student papers from upper-division history courses are assessed by history faculty according to three criteria: knowledge base, analysis, and evaluation. History faculty will review and evaluate results in spring, 2008. Students will, on average, score at least a 3.0 on a five point scale in critical analysis using the department's scoring rubric.	<p>Average score for: Knowledge Base 3.9 (4.1) Analysis 3.5 (3.8) Evaluation 3.5 (3.5) Total average score for Critical Analysis 3.6 (3.8) (2006-2007 scores in parentheses)</p> <p>Student scores declined this year in relation to last year, producing scores that were more in line with the results of the Historical Mindedness assessment. This might indicate that the results of the critical analysis assessment were a bit inflated last year and that this was a natural corrective. We will focus next year on bringing up the Knowledge Base score, since factual precision is a precondition for any high-order analysis.</p>	Objective accomplished within department budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	History education majors will demonstrate a level of historical understanding sufficient to teach history at the secondary level.	<p>Students completing a history education major and seeking to become licensed to teach grades 7-12 will take the Praxis II content exam, World and U.S. History.</p> <p>100% of history education majors will pass the Praxis II exam on the first attempt.</p>	<p>Two history education majors took the Praxis II exam for history this year. Both passed easily, with scores of 161 and 163. (135 is a passing score.)</p> <p>History education majors are passing their Praxis II exams with scores substantially exceeding the minimum requirements. The department will continue to encourage history education majors to take courses covering a wide geographical and chronological range in order to maximize the likelihood that they will be familiar with the questions that will appear on the exam.</p>	Objective accomplished within department budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes - Mathematics 2007-08

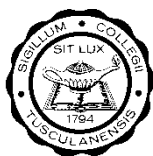
Mission of Tusculum College: Tusculum College remains true to its origins as a church-related institution of higher learning in the civic republican tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College 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.

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 Mathematics Department prepares our students for graduate study, Mathematics related employment, and teaching at the secondary level.
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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	<p>Mathematics courses will be considered to be sufficiently rigorous by mathematics majors.</p> <p>Students will indicate that their math courses were challenging and contributed to the development of their critical thinking skills</p>	<p>The EOP [End of Program] survey will be administered to senior level mathematics majors in spring 2008.</p> <p>Mathematics majors' responses to the following EOP survey items on the level of rigor of courses in the major will be collected</p> <ol style="list-style-type: none"> 1. The courses in my major were challenging. 2. The depth of analysis through advanced course work built upon earlier learning in my major. 3. My major program contributed significant to my ability to analyze and synthesize ideas, information, and data. <p>Eighty-five percent of mathematics majors will report that they “strongly agree” or “agree” with each of the survey items.</p>	<p>More than 85% of both mathematics majors and mathematics education majors reported that they “strongly agree” or “agree” that</p> <ol style="list-style-type: none"> 1. The courses in my major were challenging. <p>and</p> <ol style="list-style-type: none"> 3. My major program contributed significant to my ability to analyze and synthesize ideas, information, and data. <p>Less than 85% of mathematics majors reported that they “strongly agree” or “agree” that</p> <ol style="list-style-type: none"> 2. The depth of analysis through advanced course work built upon earlier learning in my major. <p>The survey response choices conformed to a standard Likert scale.</p> <p>In the upper level courses in future years, additional emphasis will be placed on ideas and procedures that are extensions of earlier learning in the major. Furthermore these connections will be pointed out to students as they occur.</p>	Minor increase in administrative time and supplies.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	Students will demonstrate proficiency in their understanding and use of mathematical concepts.	<p>The PRAXIS II Mathematics Content Knowledge Test (Test 0061) will be administered to graduating Math Education majors as a part of their professional credentialing process. This test will also be strongly encouraged for all mathematics majors as an additional means of evaluating their content knowledge.</p> <p>All math and math education majors who take the PRAXIS II content area test will equal or exceed the minimum requirements set by the State of Tennessee on their first attempt.</p>	<p>All Majors who took the PRAXIS II content area test exceeded the minimum requirement of 136 set by the State of Tennessee. Scores were 176; 155, 147; and 143.</p> <p>With results this good, there is little incentive to change anything. However the student who made the lowest, but still passing, score of 143 is actually one of the best mathematics majors. This is because he took almost all his major courses during his freshman and sophomore year. This alerts us to council weaker students that they avoid taking too many mathematics courses too early in their college career.</p>	Minor increase in administrative time, but no increase in supplies
Academic Integrity, Quality, Accountability, and Distinction	Students will demonstrate a proficiency in calculus, algebra, and applied mathematical concepts.	<p>The departmental exam will be administered to all math and math education students who have completed the second course in calculus.</p> <p>All students will achieve a minimum score of 60% correct for all test content areas combined.</p> <p>Mathematics majors will achieve a score of 70 percent correct in the applied math/differential equations subscale.</p>	<p>Twelve mathematics majors [an unusually large number] took the End-Of-Program Test, and three of the four Criteria For Success were satisfied:</p> <p>100% achieved at least 60 percent in Part 1: Algebra, Geometry, and Trigonometry, 67% achieved at least 60 percent in Part 2: Calculus, and 42% achieved at least 70 percent in Part 3: Applied Mathematical Concepts.</p> <p>Overall 100% achieved a minimum of 70 percent in the applied mathematics subscale.</p> <p>Careful analysis indicates that the combination of problem difficulty and scoring rubric were too ambitious on Part 3 and too generous on Part 1. Even though the Criterion For Success for Part 2 was met, scrutiny of student responses showed a low level of retention of basic ideas from calculus.</p> <p>The low passing rate on Part 3 was more a measure of the difficulty of that part of the End-Of-Program Test than student deficiency. The weak student retention of basic ideas from calculus is the main real concern. We will make more effort to revisit the basic ideas from calculus in courses that have calculus as a prerequisite, and stress the importance of these fundamental ideas more strongly in Calculus I itself.</p>	Objective accomplished within dept budget

			<p>The obvious remedy for the overly-ambitious Part 3 and under-ambitious Part 1 is to make substantial modifications in each. But that would delay for at least a year the establishment of a benchmark for comparing successive classes. Therefore it was determined to administer the identical End-Of-Program Test next year [2009], and to score it in the same way, but to establish Criteria For Success based on improvements over results for 2008.</p>	
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TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – Museum Studies 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.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	Seniors will complete a paper related to their internships that will meet college and museum studies standards/rubric.	<p>As part of the Museum Studies internship requirement, students will complete a paper detailing their internship including their practical learning experiences, work accomplished, and observations relating their class work and work experience. The paper will be read and evaluated by a member of the English department, an outside museum professional, and the director of Museum Studies.</p> <p>Papers will be completed on time, be neat, organized, and professional in appearance. Papers will also include a bibliography using acceptable formatting following Turabian/Chicago Manual of Style. Using the college writing rubric, papers will receive at least a score of 3 on a 5 point scale. A rubric will be developed for the outside museum professional to use in assessing content.</p>	<p>The required two internship senior papers were received on time, were organized and professional in appearance. Both papers were independently reviewed by the chair of the English Department. Using the college writing rubric, the reviewer graded the papers as an A and B (on a 5 point scale a 4 and 5). An independent review by the program director graded the papers the same. The program director was unable to locate an outside museum professional who could read and evaluate the two papers in the time-line required.</p> <p>The process will be implemented forward as a standard requirement of all senior internship papers. The dead-line for submissions will be shortened by one week in order to give an identified outside museum professional adequate time to review and evaluate the papers. The deadline for submission will have to take into consideration the number of papers being submitted.</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	Students in Level 300 and 400 courses will demonstrate the ability to write effectively and correctly in the discipline of Museum Studies.	<p>All students completing assigned papers in any of the required courses in the major will do so using proper grammar and citation style. In addition, the college's writing rubric will be used as an evaluation tool.</p> <p>Required papers in each course will be at least of the assigned length and include a bibliography. Resources used must be cited using Turabian/Chicago Manual of Style for acceptable formatting. Papers will receive at least a 3.5 on the 5 point college writing rubric.</p>	<p>Papers reviewed received an average 3 points using the college writing rubric. Deficiencies noted included improper grammar and/or sentence construction, inadequate summary, and insufficient non-web citations.</p> <p>Effort will continue to raise the level of effective writing. Goal will be for papers to receive an average of 4 on the 5 point college writing rubric. Areas of deficiencies noted in 2.4 will be addressed in classes with consideration being to have a guest instructor from the English department lead a discussion on the noted topics.</p>	Objective was accomplished within dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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
Academic Integrity, Quality, Accountability, and Distinction	Students will demonstrate proficiency in reflective judgment, with respect to the subject matter of Political Science.	Usage of production-task and recognition-task instruments for these selected major courses, offered during the 08-09 academic year: POLS 203 – American Government; POLS 209 – World Politics; and POLS 325 – Constitutional Interpretation. An average proficiency level of ‘Stage 4 Reasoning’ will be achieved by students completing the above courses.	Currently retroactively evaluating appropriate written assignments and exam components on file from POLS209 and POLS325. POLS203 was taught by a one-time adjunct; so this class will be excluded from this assessment method for this academic year.	Did not incur budgetary expenditures.
Academic Integrity, Quality, Accountability, and Distinction	Students will demonstrate an appropriate mastery of the undergraduate knowledge base of Political Science, including appropriate levels of understanding of the theory and practice of both domestic and global politics.	Students completing the major in Political Science will take the Area Concentration Achievement Test (ACAT) before graduating. As a group, students will score at the 50 th percentile on the ACAT in a comparison to their national peers	Did not administer the test to the two graduating seniors.	Did not incur budgetary expenditures.

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>Students preparing to graduate with majors in Political Science will judge themselves prepared for their future endeavors.</p>	<p>All prospective graduates will be administered the Tusculum College End of Program Survey during the semester prior to their anticipated graduation.</p> <p>70% of those completing this survey will agree (or strongly agree) with the following statements:</p> <ul style="list-style-type: none"> • Courses in my major have prepared me for immediate employment in my field or courses in my major have prepared me for graduate school or further graduate work. • Instructors in my major program were knowledgeable and current in the field. • Overall, my program of study was of high quality. 	<p>Did not administer the survey to the two graduating seniors.</p>	<p>Did not incur budgetary expenditures.</p>



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes - 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
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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. Students will demonstrate their understanding of the undergraduate knowledge base in the discipline of psychology.	1a. Students completing the major in psychology will take the ACAT in Psychology. This test will cover the following areas: Abnormal, Developmental, Experimental Design, History & Systems, Human Learning/Cognition, Personality, Physiological, and Social. As a group, students will score at the 60 th percentile of the ACAT in Psychology for the current ACAT comparison group.	Five students took the ACAT exam. The average raw score for all areas was at the 25 th percentile. The best explanation is that this cohort of graduating students is not as talented or as motivated as those in previous years. Scores in no area were at the 60 th percentile. The two strongest areas were Physiological (52 nd percentile) and Abnormal (43 rd percentile). The weakest area was Experimental Design (15 th percentile). One student scored at the 1 st percentile overall. This is a MOTIVATION problem since this same student was able to secure admission to a graduate program in Counseling Psychology. Obviously students are not taking the ACAT as seriously as they should. The program chair will focus on making sure students take the 2008-2009 ACAT seriously so that ACAT scores are a true reflection of their understanding of the undergraduate knowledge base in Psychology.	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	2. Students will demonstrate critical analysis ability (reading and understanding a journal article) in the discipline.	2a. Critical Analysis is the embedded competency for PSYC 101 (Essentials of Psychology). Psychology students in PSYC 101 will be assessed with a departmental critical analysis pretest/posttest. The pretest and posttest will be administered at the beginning and end of all PSYC 101 courses. Students in PSYC 101 will demonstrate statistically significant ($p < .05$) improvement in their scores on the critical analysis assessment as assessed by a matched-pairs t-test.	Pope and Harlow selected a random matched sample of completed Critical Analysis Pretests and Posttests (Residential only). The inter-rater correlation for Pretests was .92 ($p < .001$) and the inter-rater correlation for Posttests was .87 ($p < .001$). Gain in Critical analysis skills was significant for Pope [$t(11) = -3.843$, $p = .003$] and Harlow [$t(11) = -3.386$, $p = .006$]. This is a significant gain in Critical Analysis skills for Residential students. In 2008-2009, the Critical Analysis assessment will be phased-in for PSYC 101 courses in the Gateway program.	No impact on departmental budget.
Academic Integrity, Quality, Accountability, and Distinction		2b. The CAAP Critical Thinking Test will be administered to all Psychology students taking CMNS 480 (Commons Senior Seminar). Psychology students taking the CAAP will score at the 60th percentile as a group.	Two Psychology majors took the CAAP in 2007-2008. One student scored at the 70 th percentile and the other scored at the 7 th percentile. Both students were not eligible for graduation in 2007-2008 although the one scoring at the 70 th percentile likely became ineligible for graduation some time after taking the CAAP (due to a grade of “incomplete” on an internship project). The CAAP scores provided no useful information to the Psychology program in 2007-2008. The program chair will exercise greater vigilance in 2008-2009 to ensure that we have a larger sample of eligible graduates taking the CAAP.	No impact on departmental budget.
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	3. Psychology students will report that they are satisfied with their preparation for employment and/or graduate school.	3a. Senior Psychology students will complete the Tusculum College End-of-Program (EOP) survey. 75% of students will report that they “strongly agree” or “agree” with the following survey statements: 1. Courses in my major have prepared me for immediate employment in my field. 2. Courses in my major have prepared me for graduate school.	56% responded with “agree” or “strongly agree” for statement 1. 89% responded with “agree” or “strongly agree” for statement 2. The average response over the two statements is 73%. Additionally, three of the 2007-2008 respondents did not complete the Psychology program of study and should not have responded to the EOP survey. Overall, this is close to the departmental goal of 75%. The program chair will work with the Director of Testing to ensure that all students taking the EOP survey are eligible to graduate.	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	4. Psychology students will report that they are satisfied with the academic advising in the Psychology Program.	<p>4a. The responses of Psychology majors to the four advising items on the Noel-Levitz Student Satisfaction Inventory will be analyzed. 75% of the students will report that they are “satisfied” to “very satisfied” in response to the following items:</p> <ol style="list-style-type: none"> 1. My academic advisor is approachable. 2. My academic advisor is concerned about my success as an individual. 3. My academic advisor helps me set goals to work toward. 4. My academic advisor is knowledgeable about requirements in my major. 	<p>The percentage of respondents reporting “satisfied” or “very satisfied” is as follows:</p> <p>Item 1: 80.9 Item 2: 81 Item 3: 71.5 Item 4: 71.4</p> <p>The overall percentage for these items is 76.2</p> <p>This goal was met – but just barely. One problem with advising is that some students fail to change their advisor to a Psychology professor after they have declared a Psychology major. This is usually due to students neglecting to turn in their “change of advisor” forms.</p>	Academic Integrity, Quality, Accountability, and Distinction
Academic Integrity, Quality, Accountability, and Distinction	5. Psychology students will report that they are satisfied with instruction in the Psychology Program.	<p>5a. The responses of senior Psychology majors to the six instruction quality items on the EOP survey will be analyzed. 75% of students will report that they “agree” or “strongly agree” with the following survey statements:</p> <ol style="list-style-type: none"> 1. Innovative instructional methods were utilized by professors in my program of study. 2. Instruction included a balance between lectures, projects, and other learning opportunities.. 3. Appropriate and timely feedback on my progress was provided throughout my program of study. 4. Instructors in my major program were knowledgeable and current in the field. 5. Instructors provided a relationship between acquired knowledge and practical applications. 6. Overall, my program of study was of high quality. 	<p>The percentage of respondents reporting “agree” or “strongly agree” is as follows:</p> <p>Item 1: 88.8 Item 2: 77.7 Item 3: 88.9 Item 4: 77.7 Item 5: 88.9 Item 6: 88.9</p> <p>The overall percentage for these items is 85.2</p> <p>This goal was met. Overall, students are satisfied with the quality of instruction in the Psychology program.</p>	Academic Integrity, Quality, Accountability, and Distinction



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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
1. Institutional goals addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	1. Students will demonstrate an appropriate mastery of the undergraduate knowledge base in the Fine Arts.	1. Students completing the major in Graphic Design, Studio Arts or Art Education will have successfully passed an outside critical evaluation of their student exhibition.	1. Two students graduated with a major in Graphic Design during the Fall of 2007-2008 academic year. Both students were evaluated by an outside adviser (Dr. Scott Koterbay) and given scores of 92 and 81 as categorized in the Portfolio and Exhibition Rubric. Two more students will graduate in the spring undergoing the same process. Their Scores were 77 and 91	1. Item was accomplished with department funds.
2. Institutional goals addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	2. Students will demonstrate advanced understanding and critical skills in their chosen discipline.	2. Through critiques, students shall be judged in three areas, Craftsmanship, Content, and Presentation.	2. An assessment of critiques during the 2007-08 academic year has shown an increasing variety and breadth in the introduction of techniques in all studio classes. In every instance, a successful effort has been made to develop a richer understanding in students of the importance of craftsmanship, how content conceptualization provides a basis leading towards fuller creativity, and how presentation guarantees a greater appreciation of a professional approach to artistic production. The result of this has been that current and graduated students have expressed increasing confidence in their ability to work as artists in anticipation of and following graduation from the program.	2. Item was accomplished within department budget.

<p>3. Institutional goals addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.</p>	<p>3. Students will demonstrate the ability to critically analyze concepts of both past and current art trends.</p>	<p>3. Assessment of students' understanding of concepts, trends, and the importance of historical periods can be made through the pervasiveness of these topics being repeated in both the art history and studio class context.</p>	<p>3. Comprehensive and critical understanding of trends in art was achieved through two efforts. First, Deborah Bryan has been teaching Art History: Baroque through Modern in a manner which has introduced current trends in art historical discourse and invigorated discussions amongst students as to the various approaches to art history, with a particular emphasis on such approaches' applicability to current studio practice. Second, in studio classes, a continuing comprehensive effort has been made to situate an awareness of the relationship between art history and current studio practice. The demonstrable effect has been an increasing inclusion in art historical references within group critiques, conceptual realizations, and productive practices in all studio classes.</p>	<p>3. Item was accomplished within department budget.</p>
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TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes - 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			Unit Mission Statement	
<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>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.</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	1. ATEP will administer to each major and observation student, a written and practical comprehensive examination based on models used by the BOC for certification of entry-level athletic trainers.	1. Sixty percent all ATEP students will score 70% or better on the comprehensive written and practical examination. One hundred percent of all ATEP students will score 70% or better on clinical competency performance sheets.	<p>Ninety-one point six, (91.6%), percent of the ATEP majors and observation students scored better than 70% on the annual comprehensive written examination.</p> <p>Seventy-five, (75%), percent of the ATEP majors and observation students scored better than 70% on the annual comprehensive practical examination.</p> <p>One hundred, (100%), percent of the ATEP majors scored 70% or better on the clinical performance sheets.</p> <p>This is the best overall report on the comprehensive examination results from ATEP students in three years. A major reason for improved test scores was the effective use of student mentorship within the Program. Those who were mentored showed improved test results. Those who mentored showed improved test scores.</p>	More students practiced clinical skills prior to the comprehensive exam. There was an increase in the amount of taping supplies used during this time. Best estimates on costs were approximately \$100-150.

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	2. ATEP majors will attend the Student SEATA meeting in Atlanta, GA in February, 2008.	2. Seventy-five percent of ATEP majors will attend the Student SEATA meeting in Atlanta, GA in February, 2008. At least one student will submit a case study to SEATA for possible selection at the February meeting.	<p>One hundred, (100%), percent of the ATEP students attended student SEATA in Atlanta, GA in February, 2008.</p> <p>None of these students, (0%), submitted a case student to SEATA for possible selection at this meeting.</p> <p>Eighty, (80%), percent, (4/5), students agreed or strongly agreed that attending student SEATA increased their identification with the profession and their roles as future practitioners.</p> <p>Students enjoy this annual professional trip. It offers each student the opportunity to interact with national leaders in Athletic Training, meet students from many of NATA's ten districts, and receive didactic instruction and hands on clinical skills laboratory work. ATEP will continue to offer this educational opportunity for its students in future years.</p>	ATEP majors fund raise with a silent auction held homecoming weekend to support this event. ATEP was able to secure travel money from the College to support this event.
Objective addresses College strategic Plan goal 2. Academic Integrity, Quality, Accountability, and Distinction	3. ATEP graduates will sit for the BOC certification examination	3. 100% of ATEP graduates will sit for the BOC certification examination and will report passing at least one of the three parts of the exam within one year of graduation.	<p>The one, (100%), graduating ATEP senior for 2008-09 successfully passed all sections of the BOC exam in April, 2008 and became a certified athletic trainer upon graduation in May, 2008.</p> <p>This graduate serves as a role model for the remaining ATEP majors and observation students. At the closing ATEP meeting, she spoke to the majors and observation students about how she prepared for the BOC examination.</p>	

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Objective addresses College strategic Plan goal 3. A place for Student, Faculty, and Staff Success.	4. ATEP graduates will be successful in graduate school applications and pursuing employment in the field	4. 100% of graduates choosing to apply to allied health graduate/professional programs will be successful within one year of graduation. 100% of graduates seeking employment in an allied health care profession will be successful within 6 months of graduation. A departmental survey of graduates will measure these outcomes.	<p>One hundred, (100%), percent of the graduating seniors, (one person for 2007-08), was successful in securing a one-year fellowship at the New Hampshire Musculoskeletal Institute.</p> <p>The alumni survey of this graduate will not be completed until Spring, 2009.</p> <p>Results of alumni success are useful as role models for current students and observation students. Returned alumni surveys help ATEP faculty to assess perceived strengths and weaknesses of the current educational program.</p> <p>Results are also used to answer questions from perspective students and families re: effectiveness of the educational program.</p>	Cost of producing the three page survey, mailing, and return mail postage: approximately \$1/alumni.
Objective addresses College strategic Plan goal 2. Academic Integrity, Quality, Accountability, and Distinction	5. ATEP majors will take the CAAP critical thinking test during their senior year as part of CMNS 480 (senior seminar)	5. All ATEP students will at score at the 50 th percentile or better when compared to the CAAP four year college senior comparison group.	<p>The result on the testing of critical thinking ability by the one ATEP graduating senior demonstrated that she ranked in the 97th percentile when compared to the four-year senior comparison group.</p> <p>ATEP will continue to embed a variety of critical thinking exercises in its didactic and clinical curriculum.</p>	
Objective addresses College strategic Plan goal 4. An Engaged Community	6. ATEP students will perform community service in the area of allied health.	6. ATEP students will participate in at least one allied health related community service project during the year. Eighty percent of students will agree to strongly agree that the experience was beneficial to the community participants and beneficial to their professional development.	<p>ATEP offered students two opportunities to engage in Program-sponsored community service projects during 2007-08. The first was at the Tusculum College Health Fair on November 1, 2007. The second was during the first annual Save-a-Life weekend held in conjunction with the Greene County Chapter of the American Red Cross on March 29-30, 2008.</p> <p>Eight of eleven ATEP students, (73%), agreed or strongly agreed that participation in these ATEP-sponsored community service events was beneficial to their educational progress.</p> <p>ATEP will continue to offered Program-sponsored community service events in which our students may participate. This will be done to promote the Civic engagement mission of Tusculum College and the National Athletic Trainers' Association.</p>	Most of these activities involve minimal or no additional cost to the Program.



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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.

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

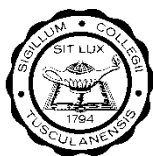
Unit Mission Statement

The mission of the 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.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	1. Teacher Education students will demonstrate knowledge and skills necessary to obtain a specific endorsement in a discipline of their choice.	<p>1. The Praxis II specific licensure in the areas of: EC PreK-4; Elementary K-6; Middle School 4-8; Biology 7-12; Business 7-12; English 7-12; Government 7-12; History 7-12; Math 7-12; Psychology 9-12; Physical Education K-12; SPED Mod/Comp K-12; SPED EC PreK-3; Visual Arts K-12.</p> <p>The students will meet the cut-off scores established by the Tennessee Department of Education on first or second testing attempt. The State Department requires that College of Teacher Education have 80% of their students to complete the tests successfully.</p>	<p>1. Residential students had a 100% pass rate with the exception of one PE student. The GPS K-6 students had a 92% pass rate. GPS personnel are now offering study sessions for students to strengthen their math and other content area skills to improve the passing rate of GPS K-6 students. Students entering TC after July 1, 2008 will be required to pass the PPST before they may enter the Education Program. See Appendix A for numbers in each program.</p>	

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	2. Students will demonstrate mastery of the foundations of principles of learning and teaching as measured by the Praxis II.	<p>2. The Praxis II Principles of Learning and Teaching test evaluates all pre-service teachers on Competencies of Tusculum College and requires Analytical Reading of scenarios about classroom principles and practices and Critical Thinking skills to solve complex problems associated with the scenarios. It also requires the students to be able to write out their answers quickly and thoroughly to satisfy the rubric developed to assess their ability to perform adequately in the classroom.</p> <p>Even though the State is satisfied with 80% of the students passing this test, Tusculum students have been successful in the past with this process. Students will achieve a 90% or better pass rate on the Principles of Learning and Teaching section of the Praxis II.</p>	2. Residential students had a 100% pass rate except for the PE students where the percentage fell below the 90% (71%) pass rate. The GPS K-6 students had a 92% pass rate. The PE department will be encouraged to work with their student to improve the PST scores in the future. See Appendix B.	
Academic Integrity, Quality, Accountability, and Distinction	3. Elementary Education students will demonstrate knowledge of Curriculum, Instruction, and Assessment as measured by the Praxis II.	<p>3. The Praxis II Elementary Education Curriculum, Instruction, and Assessment section.</p> <p>Students will achieve an 80% pass rate on the Elementary Education Curriculum, Instruction, and Assessment section of the Praxis II.</p>	3. The residential students had a 90% pass rate, and the GPS students had an 89% pass rate. These scores are above the 80%, but Tusculum students need a better record in order to be certified. See Appendix C.	
Academic Integrity, Quality, Accountability, and Distinction	4. Students will demonstrate knowledge of effective reading methods.	<p>4. The Praxis Reading Across the Curriculum test.</p> <p>Students will achieve an 80% pass rate on the Reading Across the Curriculum test.</p>	4. The residential students had a 100% pass rate, and the GPS students had a 96% pass rate. The departments will continue to work to maintain these good scoring rates. See Appendix D.	
Academic Integrity, Quality, Accountability, and Distinction	5. Students will demonstrate satisfaction with the quality of instruction and opportunity for the development of teaching skills.	<p>5. The Undergraduate Teacher Education End of Program Survey.</p> <p>Eighty percent of the students will rate their satisfaction with the quality of preparation on the End of Program Education Survey with responses of <i>Agree</i> or <i>Strongly Agree</i>.</p>	5. The residential students rated their satisfaction level at 87.8%. The GPS students did not rate their satisfaction at the 80% level on 16 of the 20 questions. Their average was 65.8%. Changes in the staffing and adding an Academic Coordinator should improve satisfaction levels in the GPS students. See Appendix E.	

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>6. Students will demonstrate satisfaction with Faculty, Advising, Environment, Academic Excellence, and Personal Value.</p>	<p>6. The Noel-Levitz Satisfaction Survey.</p> <p>Eighty percent of the students will rate Faculty, Advising, Environment, Academic Excellence, and Personal Value indicators as <i>Somewhat Satisfied</i> to <i>Very Satisfied</i>.</p>	<p>6. The Noel-Levitz questions did not allow for all the categories and was only administered to 83 residential students. Those evaluated were Admissions/Financial Aid/Environment (64%), Advising (73.8%), and Academic Excellence (81.1%). The overall satisfaction level was 73.1%. The Education Department requested in January to have all the education students advised by education department members who are aware of the requirements and can more adequately advise the education majors. This procedure will be put into effect from now on for all sophomores and freshmen after they have declared their major. See Appendix F.</p>	



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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 A Place for Student, Faculty, and Staff success	1. Students will develop knowledge and skills sufficient for entry-level jobs in teaching physical education.	1. One hundred percent of the students will achieve minimum cut off scores established by the Tennessee Department of Education for teacher licensure on the Praxis II Major Field Exam on the first and second attempt. Sport Science and Sport Management students will complete a departmentally prepared Exit Exam. Note: This exam is not a graduation requirement at this time. Results will be used to develop standards.	1. Eighty-three percent of the students in the teacher preparation major in physical education who took the Praxis II Major Field Exam achieved minimum cut off scores established by the Tennessee Department of Education for teacher licensure on the first or second attempt. Sport Science and Sport Management students completed a Departmentally prepared Exit Exam. Note: This exam was not a graduation requirement at this time. Results will be used to develop standards.	Objective was accomplished with dept budget
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	2. Students will develop knowledge and skills sufficient for entry to graduate school in various physical education fields.	2. Of the students who apply to graduate school in physical education related fields, eighty percent will be accepted.	2. Of the students who applied to graduate school in physical education related fields, one-hundred percent were accepted.	Objective was accomplished with 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>3. Students will develop knowledge and skills sufficient for entry-level jobs in sport science and related recreation fields.</p>	<p>3. Sports Science Major: An End of Program Survey and the Noel-Levitz Satisfaction Inventory will be administered to students assessing their preparation for immediate employment in their field.</p> <p>3. Sports Science majors will rate their level of satisfaction with instruction they received to be a minimum of 3.0 on a 5.0 Likert scale (End of Program Survey) and a minimum of 70% rating on the following questions from the Noel-Levitz Survey:</p> <p>Satisfaction:</p> <p>(1.) The content of the course is valuable.</p> <p>(2.) The instruction in my major field is excellent.</p> <p>(3.) The quality of instruction I receive in most of my classes is excellent.</p> <p>(4.) Nearly all the faculty are knowledgeable in their field.</p>	<p>3. Sports Science majors rated their level of satisfaction with instruction they received to be a minimum of 3.0 on a 5.0 Likert scale (End of Program Survey) and a minimum of 70% rating on the following questions from the Noel-Levitz Survey:</p> <p>Satisfaction:</p> <p>(1.) The content of the course is valuable. On the Noel-Levitz Survey, 29% were very satisfied and 21% were somewhat satisfied with the content of courses in their major. (2.) The instruction in my major field is excellent. On the End of Program Survey, twenty-five percent of the sport science students rated the quality of their program a 5, fifty-four percent a 4, and twelve percent a 3 on a 5 point Likert scale. (3.) The quality of instruction I receive in most of my classes is excellent. On the Noel-Levitz Survey, 48.1% were very satisfied and 44.4% were somewhat satisfied with the quality of instruction in their major courses. 4.) Nearly all the faculty are knowledgeable in their field. On the End of Program Survey, fifty percent of sport science students rated the faculty in their field a 5, twenty-five percent rated them a 4, and twenty five percent rated them a 3 on a 5 point Likert scale.</p>	<p>Objective was accomplished with dept budget</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>4. Students will develop knowledge and skills sufficient for entry-level jobs in the field of sport management.</p>	<p>4. Sport Management Major: An End of Program Survey and the Noel-Levitz Satisfaction Inventory will be administered to Sport Management majors assessing their satisfaction with the instruction they received in the program.</p> <p>Sport Management majors will rate their level of satisfaction with instruction they received to be a minimum of 3.0 on a 5.0 Likert scale (End of Program Survey) and a minimum of 70% rating on the following questions from the Noel-Levitz Survey:</p> <p>Satisfaction:</p> <p>(1.) The content of the course is valuable.</p> <p>(2.) The instruction in my major field is excellent.</p> <p>(3.) The quality of instruction I receive in most of my classes is excellent.</p> <p>(4.) Nearly all the faculty are knowledgeable in their field.</p>	<p>4. Sport Management majors rated their level of satisfaction with instruction they received to be a minimum of 3.0 on a 5.0 Likert scale (End of Program Survey) and a minimum of 70% rating on the following questions from the Noel-Levitz Survey: Satisfaction:</p> <p>(1.) The content of the course is valuable. On the Noel-Levitz Survey, 29% were very satisfied and 21% were somewhat satisfied with the content of courses in their major. (2.) The instruction in my major field is excellent. On the End of Program Survey, forty-five percent of sport management students rated the instruction in their field a 5 and fifty-five percent rated them a 4 on a 5 point Likert scale. (3.) The quality of instruction I receive in most of my classes is excellent. On the Noel-Levitz Survey, 48.1% were very satisfied and 44.4% were somewhat satisfied with the quality of instruction in their major courses. (4.) Nearly all the faculty are knowledgeable in their field. On the End of Program Survey, forty-five percent of sport management students rated the faculty as knowledgeable in their field a 5 and fifty-five percent rated them a 4 on a 5 point Likert scale.</p>	<p>Objective was accomplished with 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	5. Physical education majors will be provided opportunities to develop public speaking skills.	5 (a). Physical education majors will be provided opportunities to develop public speaking skills during their student teaching seminar. (b). Sport Management and Sport Science majors will be provided opportunities to develop public speaking skills. Sport Management students will be provided opportunities in PHED 313, Communication in Sport. Sport Science majors will be provided opportunities in PHED 210, Recreational Leadership.	5 (a). Physical education majors were provided opportunities to develop public speaking skills during their student teaching seminar. (b). Sport Management and Sport Science majors were provided opportunities to develop public speaking skills. Sport Management students were provided opportunities to develop public speaking in PHED 313, Communication in Sport. Sport Science majors were provided opportunities to develop public speaking in PHED 210, Recreational Leadership. Students in Sport Management and Sport Science were evaluated by their instructors in PHED 313 and PHED 210; however, they did not receive an evaluation by an outside evaluator in these courses. In the case of PHED 313, the faculty member left the College for a position at another institution shortly after teaching the course leaving few details of the public speaking evaluations.	Objective was accomplished with dept budget



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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. Increase student skills and knowledge by increasing critical thinking and analysis skills.	<p>1. Master of Arts in Education End-of-Program Surveys will be administered to students completing the program during the 2007-2008 year.</p> <p>Eighty-seven percent (87%) of students will <i>agree</i> or <i>strongly agree</i> with the survey statement: <u>Overall, the curriculum has enhanced my ability to think more critically and use analytical tools and methods.</u></p>	<p>1. For both the HRD and OT&E Concentrations, 100% of students reported that they agree or strongly agree with the survey statement <u>Overall, the curriculum has enhanced my ability to think more critically and use analytical tools and methods.</u></p> <p>Report of this finding will be presented to Adjunct Faculty at the Fall Faculty meeting to reinforce their teaching of analytical practices; and to encourage their continued use of inclusion of analytical exercise in course. In particular, the HRDE/EDUC 502 course shall include analysis instruments, models and practices. This discussion will include a sharing among the faculty of the types of exercises and instruction relative to the development of analytical tools, methods, and concepts.</p>	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	2. Increase student skills and knowledge by increasing information literacy skills. Upon exiting the program, students will indicate that the program has improved their ability to locate credible information and apply it in professional work.	2. Students will submit a major graduate project for faculty evaluation (e.g., the HRD Consultant Project report or the formal research paper for OT&E students) that includes a requirement to locate and present credible information from professional sources. The evidence of this information literacy will be the presentation of a well-written literature review in the graduate project report, with a minimum of ten professional, credible resources related to the topic of their graduate project.	<p>Syllabi for five courses in both the HRD and OT&E curriculums cite specific requirements for students to obtain and use credible references using library materials and resources to support course goals.</p> <p>The use of the library databases is cited in nine of the 13 HRD courses, and in 10 of the OT&E courses. These assignments are evaluated for use of professional source. The major assessment of this objective is through the evaluation of the end-of program major project: The HRD Project and the OT&E Research Report. In both projects, students are evaluated for collecting and reporting a literature review using only credible sources. Each of these courses includes a grading rubric supplied by the instructor that evaluates use of credible, professional sources as a requirement to earn credit and meet graduation requirements.</p> <p>The grading rubric is shared with other adjunct instructors at the Fall Faculty meeting as an example of ways to evaluate use of credible, professional sources of information.</p>	Objective accomplished within dept budget
Academic Integrity, Quality, Accountability, and Distinction	3. Students will indicate that the program increased their ability to relate more effectively with diverse personalities.	<p>3. The end-of-course DiSC evaluation will be administered to all courses where the DiSC assignment is planned.</p> <p>Ninety percent (90%) of students will <i>agree</i> or <i>strongly agree</i> with the statement “I discovered ways that I could adapt my behavior and attitudes toward others to work more effectively with others.”</p>	<p>3. All (100%) of the students report that they agreed with the statement that “I discovered ways that I could adapt my behavior and attitudes toward others to work more effectively with others.” The most common open-ended response to the question “How has the use of the DiSC instrument been helpful to you,” was that it has provided insights into personal behavior and made the student more aware of the behaviors, needs and preferences of others.</p> <p>The DiSC Personality Profile System was initiated with 16 in MH 10. An end of course evaluation was administered to students and to faculty where a DiSC assignment is used. To date, students in MH 10, MH 11 (9 students) and MH 12 (12 students) are using this instrument.</p> <p>A summary of this initial use of DiSC will be presented to adjunct faculty at the Fall Faculty (2008) meeting, supported by a discussion and sharing of potential enhancements to the use of DiSC.</p>	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>A Place for Student, Faculty, and Staff success</p>	<p>4. Students will indicate that they have been sufficiently exposed to the resources available to HR professionals so that they can continue their own professional development beyond the generalist level.</p>	<p>4. The HRD end of program survey will be administered to all students at the end of their program of study.</p> <p>At least 90% of students will <i>agree</i> or <i>strongly agree</i> with the end-of-program statement, "I feel I have been exposed to the various functions and of HRD and that I am able to continue my own professional development in this field beyond the generalist level."</p>	<p>4. All (100%) of the students responded that they agree or strongly agree with the survey statement.</p> <p>Results will be shared with faculty at the Fall Faculty meeting.</p>	<p>Objective accomplished within dept budget</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>5. Upon completing the program, students will be satisfied that the HRD program sufficiently increased their professional skills in the field.</p>	<p>5. The HRD end of program survey will be given to all students.</p> <p>None of the students will <i>disagree</i> or <i>strongly disagree</i> with any of the items on the End of Program survey which is designed to measure satisfaction with program success in imparting the professional skills to be successful in the HRD field.</p>	<p>5. All (100%) of students in the HRD and OT&E concentrations indicated that they agreed or strongly agreed with all of the survey statements.</p> <p>Results will be shared with faculty.</p>	<p>Objective accomplished within dept budget</p>



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Student Learning Outcomes – 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.

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 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	Candidates will demonstrate reading, writing and research skills at a level of expectation for master's level work.	An independent random review of contents of candidates' electronic portfolios will be conducted. The mean score of 3.0 or higher will be achieved on a random review of electronic portfolios by outside evaluators using the department's portfolio review rubric.	Initial electronic portfolios were not able to be collected before June 2008. As a result, no random evaluation has been performed in 2007-08. This objective will be repeated in 2008-09 when it is thought that the portfolio system will be fully established.	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	Candidates will demonstrate advanced knowledge and skills in the field of education.	Candidates will complete the MAED faculty-developed comprehensive examination. Eighty percent of candidates completing the program will score 3.0 or higher on the written comprehensive examination.	<p>Two cohorts ME146 and ME148 submitted comprehensive exams. Criterion (3.0) was met with an overall mean score of 3.66. There was a 94% pass rate on initial administration. Table 1 illustrates the mean score breakdown by competency.</p> <table border="1" data-bbox="825 380 1640 522"> <tr> <th colspan="5">Mean Comprehensive Exam Results for ME146 and ME148 (n=17)</th></tr> <tr> <th>Data Analysis</th><th>Critical Thinking</th><th>Synthesis of Information</th><th>Problem Solving</th><th>Ethical Decision Making</th></tr> <tr> <td>3.36</td><td>3.81</td><td>3.53</td><td>3.60</td><td>3.81</td></tr> </table> <p>There were three areas of concern not reflected in the scores, but noticed in general on the exam submissions. First, we are seeing a weaker than expected result on data analysis from some campuses. Second, problem solving seems to be receiving lower scores. Third, the writing quality (grammar and spelling) on the initial tests was marginal.</p> <p>Writing quality may be affected because the candidates discounted the importance of the comprehensive exam and didn't put forth the expected effort. This was due to the confusion as to the requirement for the exam not being plainly stated during their orientation programs.</p> <p>The catalog will state the comprehensive exam requirement more prominently in the MAED in Curriculum and Instruction description. Admissions counselors have been instructed to plainly state the requirement during initial cohort orientation.</p> <p>Plans are being made to hold training sessions for instructors in the area of research and statistics.</p> <p>Instructors will be directed to place greater stress on linking all student papers, products and classroom discussions to supportive references in the literature. Expectations for proper (APA) notation in student products will be enhanced. Assignments and/or discussions requiring analysis of current research will be expected in all classes.</p> <p>More emphasis will be placed on written products for each course. Instructor attention to grammar and spelling will be stressed. Students attending class with less than acceptable writing skills will be referred to the Tusculum Learning Center.</p> <p>Criterion for 2008-09 will be 3.5 overall and on all competencies.</p>	Mean Comprehensive Exam Results for ME146 and ME148 (n=17)					Data Analysis	Critical Thinking	Synthesis of Information	Problem Solving	Ethical Decision Making	3.36	3.81	3.53	3.60	3.81	Objective was accomplished within dept budget
Mean Comprehensive Exam Results for ME146 and ME148 (n=17)																			
Data Analysis	Critical Thinking	Synthesis of Information	Problem Solving	Ethical Decision Making															
3.36	3.81	3.53	3.60	3.81															

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results & Use of Results	Budget Implications
Academic Integrity, Quality, Accountability, and Distinction	Students will be satisfied with program outcomes related to the design of instructor assignments and program rigor.	<p>Noel-Levitz Adult Student Priorities Survey will be administered to all MAED program participants in spring 2007.</p> <p>Ninety percent of students will respond that they are Satisfied to Very Satisfied in their response to item 57-- The instructors design assignments and projects that encourage interaction among all students in the cohort and item 66-- The rigor of my program is comparable to that of most other colleges.</p>	The Noel-Levitz survey was not conducted in 2007-08. As a result, this objective continues for 2008-09.	Objective was accomplished within dept budget