



TUSCULUM COLLEGE

ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – Business Administration 2008-09

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
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>1. <i>Improve academic rigor within the Business Administration major through the following:</i></p> <p>a. The content of the major curriculum,</p> <p>b. The preparation of graduates for graduate school and jobs,</p>	<p>1.a. Curriculum: The Department Faculty will review the curriculum regularly. At departmental meetings the faculty will discuss the modification of, and proposals for, the curriculum.</p> <p>1b.i. Preparation: The faculty will review the major test scores of students to ensure the appropriate course content. The review days from Accounting, Economics, Statistics, and Information Systems in BUSN 449: Policy, Ethics and Strategy will continue in the coming year. Also, the business faculty will continue to give comprehensive finals in all business courses. Finally, the Department will continue to give a cumulative comprehensive review in Accounting II for Accounting I and II, Economics II for Economics I and II, and in Organizational Behavior for Principles of Management and Organizational Behavior.</p> <p>1b.ii. Preparation: The Department Chair will review all course syllabi to ensure continued competency integration into courses through both the statement of the course competency or competencies and their related assignments and grading scales.</p>	<p>1.a. Curriculum: The department researched new concentrations including marketing/sales, human resource management, finance, non-profit management and social and community service management. These new concentration ideas offer the potential for cross-over opportunities with other departments.</p> <p>1.b.i. Preparation: The faculty continued to lead review days for the major courses in the Policy, Ethics, and Strategy course as well as the comprehensive reviews given in Accounting II and Organizational Behavior courses.</p> <p>1.b.ii. Preparation: Course syllabi were reviewed for content, learning outcomes, and consistency.</p>	<p>1.a. Curriculum: The major curriculum was strengthened by the approval of a revised “Economics and International Business” concentration and the modification of the economics and international business minors. The department will prioritize and further develop the new concentration proposals next year.</p> <p>1.b.i. Preparation: MFAT scores and national percentiles were at or close to goals in all areas. Finance and marketing had the lowest national percentile scores and we addressed those areas with the new hire, Craig Wright.</p> <p>1.b.ii. Preparation: Self review of pedagogy, class time use, and texts is ongoing.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>c. The quality of teaching</p>	<p>1c.i. Quality of teaching: The Department faculty will continue to examine their pedagogy and ensure that they are reinforcing selected texts and objectives effectively while achieving a balance of lectures, projects, and other learning opportunities. Departmental faculty will implement strategies to ensure students are reading their assigned material and are better prepared for classes through pop quizzes, exercises due at the beginning of class, etc.</p> <p>1c.ii. Quality of teaching: The Department faculty will continue to work closely with adjuncts. Department faculty will hold a luncheon for adjuncts to develop relationships, discuss department standards and expectations in the classroom. The Department Chair will provide adjuncts with appropriate course and orientation materials. Department faculty will mentor adjuncts during the year and visit their classes at least one time during the block that their respective adjunct is teaching. The Department faculty will serve as a contact and supporter for the adjuncts in a more meaningful way.</p> <p>1c.iii. Quality of teaching: The Department Chair will encourage business faculty to take advantage of faculty development opportunities.</p> <p>1c.iv. Quality of teaching: The Department faculty will continue to conduct peer evaluations once per year instead of the required once every other year and evaluators will rotate used. The peer evaluations will help to gain insight into our teaching and means of improvement.</p> <p>1c.v. Quality of teaching: The Department will review the grade distributions as provided by the Provost and discuss them at the summer 2009 Department meeting.</p> <p>1c.vi. Quality of teaching: The Department will review Noel Levitz and End of Program surveys on student opinion of instructional quality within the major. The Department will also review a compilation of 300 and 400 level student evaluations on instruction and work on improving indicated items of weakness.</p>	<p>1.c.i. Quality: Dr. Freeman is the Director of Teaching and Learning for the College’s Teaching Circle Initiative. Dr. McFarland chaired the Department and Program Chairs teaching circle. Tools for teaching effectiveness were explored in the joint School of Business Workshop held on April 10, 2009.</p> <p>1.c.ii. Quality: . Only one adjunct was utilized this year and he has been teaching business law at Tusculum for years. The Department Chair interacted with him several times during his teaching block. The School Director taught business law in block 3 providing full-time presence in that course.</p> <p>1.c.iii. Quality: All faculty members were involved in discipline related faculty development.</p> <p>1.c.iv. Quality: All faculty but one had peer evaluations completed.</p> <p>1. c.v. Quality: Grade distributions and student evaluations were reviewed and items at variance with the goals of the Department were noted and action plans developed.</p> <p>1.c.vi. Quality: Results of the Noel Levitz and End of Program surveys were reviewed, weaknesses noted, and action plans developed.</p>	<p>1.c.ii. Quality: The School of Business plans another workshop, including tips on teaching effectiveness, in Fall 2009.</p> <p>1.c.ii. Quality: The department will continue its support of the business law adjunct.</p> <p>1.c.iii. Quality: Dr. Freeman will attend the teaching and learning institute at Brevard College in June. Dr. McFarland participated in the faculty trip to Belize. Dr. Bos participated in the Economic Forum sponsored by the American Patriot Bank</p>

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<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>2. <i>Strengthen the use of the competency program within the curriculum by:</i></p> <ul style="list-style-type: none"> a. Emphasizing at least one competency in each course, b. Focusing on critical analysis as a departmental competency emphasis, and c. Using the competency program to create student learning synergy. 	<p>2a. Competency emphasis: The specific competencies for each course will be reviewed during the Departmental meetings of Spring, 2009 to assure their relevance and incorporation into the course content.</p> <p>2b. Competency focus: The Department will link course competencies to student learning, to testing student progress, and to explore ways of enhancing the competency program in Business Administration courses.</p> <p>2c. Learning synergy: The competency program will be used to create synergy in the courses offered by the Department and to reinforce general education learning outcomes across all subjects taught. By coordinating the competencies within the core curriculum and by linking courses in lectures, activities, and exercises enhanced student learning should result in increased test scores.</p>	<p>2 a. Competency emphasis: Each business course has been assigned one or more learning outcomes.</p> <p>2b. Competency focus: The faculty discussed ways to coordinate course content and learning outcomes to create learning synergy for our students.</p> <p>2 c. Learning Outcomes and Synergy: The Department participated in the College-wide curriculum mapping effort to link specific courses to specific learning outcomes.</p>	<p>2a. Competency emphasis: Instructors develop the course content and grading criteria to emphasize those outcomes. All syllabi are posted on Tusculum’s Sakai site.</p> <p>2b. Competency focus: The Department distributed the learning outcomes among the courses offered to achieve the desired progress of students toward these general education outcomes.</p> <p>2c. Learning Outcomes and Synergy: A departmental curriculum map was created.</p>

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<p>Financial Stability and Security</p> <p>An Engaged Community</p>	<p>3. <i>Improve student retention by:</i></p> <p>a. Increasing academic rigor and the challenge in the classroom,</p> <p>b. Engagement in extra-curriculum activities: Tusculum College Business Club, Business Advisory Board, guest speakers and the Arts and Lecture series.</p>	<p>3a. Academic rigor: See goal 1, above. To confirm the hypothesis that good students leave because learning opportunity and challenges are not matched with student expectations. We will establish a baseline of who is leaving the major and why.</p> <p>3b. i. Engagement--The Tusculum College Business Club: The TCBC will be supported in their program and recruitment efforts. This club will serve as a means to allow professors and students to mingle outside of the classroom and increase the quality of relationships and networking opportunities among students within the major.</p> <p>3b.ii. Engagement--The Business Advisory Board: Members of the Business Advisory Board, industry leaders and others from the community will be asked to speak to the club members.</p> <p>3b.iii. Engagement--Guest speakers: The Department faculty will keep each other informed of guest speakers attending their classes and the Business Club and present these as opportunities for students to gain Arts and Lecture series credits.</p>	<p>3a. Academic rigor: Data is not yet sufficient to create a baseline for the dropout rate for majors in Business Administration but the College is taking steps to make withdrawal information available.</p> <p>3b.i. Engagement: The TCBC averaged 12 members during the years and sponsored 3 events for students and faculty, including a highly successful Annual Awards Banquet.</p> <p>3.b.iii. Engagement: Guest speakers and field trips were an important part of several courses including logistics and auditing.</p>	<p>3a. Academic rigor: Student performance in all areas improved and are reported in the ISO, unit objective 1.</p> <p>3 b.i. Engagement: Faculty support for the TC Business Club continues high and the Club enjoyed an active and successful year topped off by the Annual Banquet April 16th with 40 attendees at the Tusculum Eatery.</p> <p>3.b.iii. Engagement: Guest speakers included District Attorney Neil Smith; Land Rushing, CPA, FBI; Marc Davenport, Ernst & Young partner in Atlanta, and Leanne Lietzke in Dr. Freeman's classes. Field trips were taken to Land Air and John Deere facilities by Professor Wright.</p>

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<p>Financial Stability and Security</p> <p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>4. <i>Enhance student satisfaction with advising and its process by determining if:</i></p> <p>a. Students are satisfied with the process,</p> <p>b. Faculty is up to date on procedures and using current forms.</p>	<p>4a. Student satisfaction: The Department will review the below items from the Noel-Levitz survey to ensure that faculty know how they are performing concerning these advising items. "My academic advisor is approachable" (Item 6). "My academic advisor is concerned about my success as an individual" (Item 14). "My academic advisor helps me set goals to work toward" (Item 19) and "My academic advisor is knowledgeable about requirements in my field" (Item 33).</p> <p>4b. Faculty: Will be notified of advising review sessions and provided with the latest forms and instructions.</p>	<p>4a. Student satisfaction: Student response for selected items from Noel-Levitz Student Satisfaction Inventory approached our goals (see goal 4 of the Student Learning Outcomes – Business Administration 2009-10 report).</p> <p>4 b. Faculty: With the leadership and support of the Academic Resource Center through training sessions and advisor notifications the faculty has remained up to date on advising procedures forms, and procedures.</p>	<p>4.a. Student satisfaction: A renewed effort will be made to help students set goals while the effort to respond to students will continue at its high level.</p> <p>4 b. Faculty: An excel spreadsheet was developed to create four year plans for advising. It identifies all departmental requirements and the blocks in which these courses are taught.</p>
<p>Financial Stability and Security</p> <p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>5. <i>Increase the visibility and awareness of the business administration faculty and students in the community by active involvement with:</i></p> <p>a. The Business Advisory Board,</p> <p>b. Greene County Partnership</p>	<p>5a. The Business Advisory Board: The Department will host luncheons with the BAB to discuss Departmental goals and to gather insights from the BAB members. The advisory board will also be invited to the business banquet at the end of the academic year.</p> <p>5b. Greene County Partnership: Faculty members will interact with community leaders while attending Greene County Partnership meetings.</p>	<p>5 a. Business Advisory Board: The Business Advisory Board did not meet.</p> <p>5b. Interaction was less than hoped for.</p>	<p>5a. Business Advisory Board: the College's Corporate Initiative assumed much of the roles that the Board had been created to address.</p> <p>5 b. Greene County Partnership: Faculty members attended the Greene County Partnership breakfasts during the year, as well as various professional meetings.</p>

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	<p>c. Professional associations and conferences,</p> <p>d. Intern sponsors,</p> <p>e. Internet presence.</p>	<p>5c. Professional associations and conferences: Faculty members will be asked to network with industry leaders at professional conferences and to participate in professional associations and meetings.</p> <p>5d. Intern sponsors: Industry leaders who have given our students internships will be invited as guests to our end-of-year banquet to meet interact will all of our students.</p> <p>5e. Internet presence: The Department Faculty will reply to all hits on the page. Also, business faculty will assist in recruiting by calling and mailing or e-mailing students as requested by the Admissions office.</p>	<p>5c. Professional associations and conferences: all faculty have membership in professional societies and associations as appropriate to their fields.</p> <p>5d. Intern sponsors. The department faculty oversaw an active student intern effort as students were involved with several businesses.</p> <p>5e. Internet presence and assistance in recruiting. This effort supported by many activities of the faculty. The College's emphasis on community interaction is being reassessed and the Department will wait until an appropriate level is determined.</p>	<p>5c. Professional associations and conferences: all members have continued their memberships.</p> <p>5d. The department faculty oversaw an active student intern effort</p> <p>5e. Dr. Freeman continued to respond to internet informational requests, the faculty contacted prospects identified by the admissions office.</p>

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<p>Financial Stability and Security</p> <p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>6. <i>Investigate opportunities for international studies by:</i></p> <p>a. Reviewing the international content in all courses.</p> <p>b. Developing student learning opportunities off-campus.</p> <p>c. Investigating the feasibility of a business section for Service-Learning Immersion.</p>	<p>6a. Review international content: All business administration courses will be reviewed to incorporate appropriate international content.</p> <p>6b. Off-campus learning: The Department will work with Tusculum’s Center for Global Studies to develop off-campus learning opportunities to study global business and economic issues and practices.</p> <p>6c. Service Learning business immersion: The Department will work with Tusculum’s Center for Civic Advancement to determine the feasibility of creating an immersion business section of Service-Learning 356 in Belize.</p>	<p>6a. International content: A review was conducted and changes recommended, specifically creating an Economics and <u>International Business</u> concentration.</p> <p>6b.i. Off-campus learning: The department actively supported the Center for Global Studies.</p> <p>6b.ii. Student learning opportunities: Students were sought to participate in the Northern Ireland Business Education Initiative, however, none volunteered.</p> <p>6c. Feasibility investigation: Dr. McFarland joined five faculty members in a trip to Belize to investigate student learning opportunities.</p>	<p>6a. International content: The curriculum was revised to create an “Economics and International Business” concentration and the economics and international business minors were revamped.</p> <p>6b.i. Off-campus learning: Dr. McFarland was appointed to the Global Studies Advisory Board.</p> <p>6c. Feasibility investigation: This laid the foundation for development of student led business workshops in this underdeveloped nation.</p>



TUSCULUM COLLEGE
ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – B.S. Org Management 2008-2009

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.

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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
A place for Student, Faculty, and Staff success.	1. Improve student performance and knowledge retention as evidenced by standardized assessment tools	1.a. Complete pilot process of the standardized, self guided on-line comprehensive review (game format). Review comparison data and student survey results.	1.a. The pilot of the online comprehensive review in game format was implemented as an optional resource in multiple Management 440 courses including BS 498, BS500, BS 510 and BS513. Tracking of student participation indicated that a significant percentage of students were unwilling or unable to participate in a non-mandatory review. <i>See Exhibit A for results.</i>	The department is deliberating requiring the comprehensive review as a homework assignment in Management 440 courses. See 09-10 AOP 1 for plans to institute more compulsory student participation.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction.</p>		<p>1.b. Measure knowledge retention across the curriculum through pre-/post- internal diagnostic comparison data</p> <p>1.b.i. Continue collection of comparison data for Management 340 – Accounting Concepts.</p> <p>1.b.ii. Collect comparison data for Management 325 – Economics.</p>	<p>1.b.i. During the 2008-2009 academic year, four cohorts took the accounting component of the BSOM Internal Assessment Exam at the end of the course: BS495, BS501, BS503, and BS403. The lead instructor for MGMT340 facilitated the collection of data. The end of course results were compared to the end of program results to measure initial instructional clarity and knowledge retention. <i>See 2008-2009 ISO 1.d.</i></p> <p>Pre-test comparison data from the economics component of the BSOM Internal Assessment Exam was gathered from 6 cohorts during the spring of 2009. The lead instructor for MGMT325 facilitated the implementation of the assessment questions into the coursework. Cohorts involved included BS520, BS522, BS523, BS524, BS525, and BS527. These cohorts will be scheduled to take the BSOM Internal Assessment exam at the end of the program to obtain additional comparison data.</p>	<p>The department will continue collecting and assessing economics data during 09-10. The accounting discipline, having established baseline retention data, will continue with a standardized accounting final in 09-10. See 1.c.ii.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction.</p>		<p>1.c. Increase standardization of coursework across cohort/locations through mandatory comprehensive course finals</p> <p>1.c.i. Continue with implementation of standardized comprehensive final exam (20% of grade) in Management 302 – Principles of Management.</p> <p>1.c.ii. Develop and pilot standardized comprehensive final exam (20% of final grade) in Management 340 – Accounting Concepts.</p>	<p>1.c.i. The lead instructor for MGMT 302 – Principles of Management previously coordinated the development of a standardized comprehensive final exam. 2008-2009 was the first year that the exam was implemented by all instructors and all relevant courses throughout the entire academic year. Instructor feedback collected during the year indicated that the exam would benefit from additional revisions. The initial questions were developed by individual instructors assigned specific course objectives. Feedback collected during the year indicated a need to revise the exam for congruency of question format and compliance with standardized multiple choice development parameters. In addition, instructor responses indicated a need for a final revision to ensure the coverage of all course objectives</p> <p>1.c.ii. The lead instructor for MGMT340 - Accounting Concepts for Managers developed a comprehensive final exam for the course during the 2008-2009 academic year. The exam, available to all accounting instructors through the use of a disciplinary Sakai site, was piloted by both full-time and adjunct instructors in the spring of 2009.</p>	<p>The final exam in Management 302 will be revised for congruency of question format and compliance with standardized multiple choice development parameters. The final revision is expected to cover all course objectives. See 09-10 AOP 1 for future revisions.</p> <p>Discussion regarding final revision of exam questions and the total percentage of final course grade will continue into the fall of 2009. See 09-10 AOP 1 for future development.</p>

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Academic Integrity, Quality, Accountability, and Distinction.		1.d. Contact custom comparison schools for more in-depth comparative analysis (particular areas of interest include curricular design, instructor accountability and program assessment).	1.d. The School of Business Director prepared a chart that included a comparison of the Organizational Management curriculum offerings, in both the undergraduate and graduate areas, to those of area competitors. Comparisons were drawn between the MAOM program (<i>see also 08-09 AOP 5.f.</i>) and MBA programs. Area schools chosen for comparative data include King College, Lincoln Memorial University, Milligan College, Strayer University, ETSU, Tennessee Tech (online MBA) and the University of Tennessee. <i>See Exhibit B for additional detail.</i>	Results are being used to assess potential curriculum offerings on an on-going basis. The department began an investigation into additional potential concentration fields for the BSOM program began. (See 09-10 AOP 5 for additional development of concentrations.) Future comparison may be expanded to include other non-regional comparison schools.
Academic Integrity, Quality, Accountability, and Distinction.		1.e. Develop standardized assessment tool for each concentration.	1.e. The 2008-2009 objective entailed development of a baseline assessment measurement. The School of Business Director compared a sample of results on the marketing and human resource management components of the BSOM internal assessment exam from concentration students with the overall results. Given the continual entrance of students into the course concentration sequences, students complete the concentration at different times so it is not feasible to collect student results at the end of the concentration. <i>See 08-09 ISO 5.a. for results and more detailed analysis of results.</i>	The department will develop and implement more effective assessment measures for concentration sequences during 09-10. See 09-10 AOP.
Academic Integrity, Quality, Accountability, and Distinction.	2. Evaluate the instructional practices of the OM faculty (both full-time and adjunct) and seek means to maintain appropriate levels of rigor. Foster innovative practices in teaching.	2.a. Continue development of sample course materials for adjunct use (expand focus of materials - varying student learning styles)	2.a. The lead instructors for each course offered additional resources for adjunct use. The course goals and objectives for MGMT330 – Human Resource Management were also approved by the OM faculty at the 2/24/09 meeting.	OM faculty will continue the development of sample course materials for adjunct use in 09-10.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>A place for Student, Faculty, and Staff success.</p>		<p>2.b. Plan and implement two faculty workshops (fall/spring) which would include training in rubric development and learning styles.</p>	<p>2.b. The OM full-time faculty workshop, planned and facilitated by the Department Chair, was held at the Knoxville campus on January 24, 2009. The workshop content included 1) improved development of multiple choice questions and grading rubrics, 2) revised student orientation procedures, 3) curriculum revisions to the MAOM and BSOM concentrations, and 4) BSOM curriculum mapping. <i>See Exhibit C, OM Workshop Summary, for additional detail.</i></p> <p>All members of the Organizational Management faculty participated in a School of Business workshop, which was developed and facilitated by the School of Business Director, on April 10, 2009. In a discussion of school highlights and opportunities of common interest, the Director led a discussion of a School of Business newsletter, potential new concentrations, SACS Reaffirmation and other accreditation opportunities, community partnering and international opportunities. Faculty development content focused on recognizing and preventing plagiarism, an information literacy tutorial, utilizing technology in the classroom, rubric preparation and insights from the 2008-2009 teaching circle participation. In addition, faculty discussed the coursework common to both the BA and BSOM programs.</p>	<p>OM full time faculty have commented on the helpfulness of the multiple choice questions and grading rubrics tips. The faculty believe this will encourage the use of standardized materials across all faculty within a discipline.</p> <p>The April 2009 School of Business workshop encouraged a stronger working relationship between traditional and GPS faculty. Commonalities between the traditional and GPS faculties were identified and will be cultivated in other joint activities for Fall 2009.</p>

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Academic Integrity, Quality, Accountability, and Distinction.		2.c. In light of change in administrative document retention policy, lead instructor must randomly sample 4 different instructors and their respective course materials per year – 2 fall (one NE/one SE)/2 spring (one NE/one SE)	<p>2.c. All OM adjunct faculty members were asked to submit an electronic copy of course assessment materials for one OM course, which were posted to a Sakai site available to the full-time faculty. The random cohort reviews were conducted using these materials. Since some adjunct faculty teach more than one course, the random cohort reviews were based on the availability of adjunct materials. <i>See Exhibit D for the detailed review analysis of specific courses.</i></p> <p>To facilitate future review of adjunct faculty members, the OM Department Chair created a Sakai site that includes all peer observations, submitted course materials and student evaluations for each current BSOM adjunct faculty member. After the site was established, it has been maintained by adding new materials, particularly student evaluations and peer observations, as they are completed. This site is open to each lead instructor in the BSOM program</p>	Adjunct faculty who were not compliant with syllabus or content standards are being contacted by lead instructors and will be provided with current standardized syllabi and course focus.
Academic Integrity, Quality, Accountability, and Distinction.		2.d. Explore alternative delivery formats for designated concentration courses (i.e. hybrid delivery with on-line component).	2.d. Due to unexpected mid-year decreases in full-time faculty staffing, the hybrid concentration course was not piloted in the 2008-2009 academic year.	The pilot has been rescheduled for MGMT 436 – Employment Law in the Human Resource Management concentration in the 2009-2010 academic year.
A place for Student, Faculty, and Staff success.		2.e. Encourage the implementation of SAKAI requirements in courses with IT savvy adjunct instructors.	2.e. Efforts to increase Sakai use in the classroom during 2008-2009 have focused primarily on adjunct training. See 08-09 AOP 7.a. for additional details. However, full-time OM faculty continued to encourage the use of Sakai with adjunct instructors at the annual lunch and learn sessions.	The department plans to implement required use of Sakai across all faculty once the training has been completed. Effective August 2009 the college will no longer assign class representatives for GPS cohorts, thus increasing faculty utilization of the Sakai platform.

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Academic Integrity, Quality, Accountability, and Distinction.	3. Increase critical thinking and writing skills in BSOM students.	3.a. Implement the standardized discipline specific writing assignment with standardized rubric in BUSN. 342 (Global Business).	3.a. The discipline specific writing assignment has been incorporated into BUSN342. The mandatory essay and grading criteria have also been incorporated into the standardized syllabus for the class. This information is available to all adjunct faculty through the TC website. <i>See Exhibit E for the assignment and rubric.</i> The assigned lead instructor from 2/1/09 to the end of the academic year, compiled results submitted by instructor from 5 BSOM cohorts. <i>See 2008-2009 ISO 2.a. for results and use of results.</i>	To assist with future evaluations, the department developed representative samples of standard work appropriately assigned to each score. Sample scoring will be evaluated during the School of Business rubric training workshop in the Fall 2009.
A place for Student, Faculty, and Staff success.		3.b. Offer training to each faculty member in use of the course writing rubric (and rubric development in general – see 2b)	3.b. Rubric training was offered to all full-time faculty during the 2009 OM Full-Time Faculty Workshop. The School of Business Director led a session on rubric development using online tools.	This initial training will be expanded during the Fall School of Business Workshop.
Academic Integrity, Quality, Accountability, and Distinction.	4. Increase information literacy skills in BSOM students.	4.a. Review and revise SOSC 211 and 215 – realign focus to business/management context and ensure consistency in research/citation and application tools	4.a. Due to reduced faculty staffing, the curriculum revisions for SOSC 211 and 215 did not take place during the 2008-2009 academic year. A visiting professor who did not teach in the SOSC sequence was the assigned lead instructor.	Objective renewed for 09-10. See 09-10 AOP 4 for additional planned revisions.
A place for Student, Faculty, and Staff success.		4.b. In conjunction with the ACA and the Tusculum library faculty, develop and pilot a series of interactive tutorials designed to increase information literacy across the curriculum	4.b. The School of Business Director and the Library's Assistant Director for Distance Learning completed a model information literacy tutorial on retrieving financial information. The tutorial and related findings were presented at the ACA Summit and at the School of Business workshop. See Exhibit F for additional detail.	The faculty was excited about the possibilities shown by the literacy tutorial pilot. When time allows, the faculty wants to further develop literacy tutorials.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction.	5. Assess the applicability of the knowledge provided to the students.	5.a. Revise and implement the employer survey with focus on appropriate market skillset for OM graduates.	5.a. The former School of Business Director conducted the 2008-2009 employer survey using contact information provided by the Office of Institutional Research. The contact information for supervisors of BSOM graduates was obtained by phone. Surveys were mailed to supervisors of 106 BSOM graduates. 33 surveys were returned to Tusculum by the deadline. Overall, the employer responses were very positive. Feedback indicated that the BSOM graduates possess strong managerial skills, articulate themselves clearly, and demonstrate the ability to think critically. Employers indicated satisfaction with the skills and knowledge base that their employees received at Tusculum. <i>See 08-09 ISO 4.c. for results and use of results. See Exhibit L for additional detail.</i>	The results of the employer survey will be used to examine the strengths of the OM program. The strengths could be used in marketing the program. Sufficient data was collected. This survey will be scheduled for a cyclical review in the next 3 years.
An engaged community.		5.b. Track and maintain registry of OM alumni placement and promotion and design/implement an OM alumni survey.	5.b. Neither the Institutional Advancement Office nor the Alumni Office have a tracking system for OM alumni. The Director of the School of Business, has worked with the Alumni Office and the OM enrollment and advising staff to begin tracking of graduating students and former students.	Using the contact information from the GPS 25 th Anniversary Celebrations, the department will continue to explore ways to better track and interact with alumni.
An engaged community.		5.c. Embed the civic arts project and experience survey into the Business Law course for better tracking of student performance/reflection.	5.c. The civic arts experience survey, available to students on the TC website, has been added to the standardized syllabus of the BUSN403 – Business Law and Ethics course. The lead instructor for Business Law facilitated the change. All business law instructors, including adjunct faculty, were educated on this change during the annual lunch and learn meetings.	The civic arts survey results are available on the ISO 3.b.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction.		5.d. Develop and implement evaluation process to gauge student and marketplace perceptions of value added from concentration coursework.	5.d. The Department Chair developed and distributed a survey designed to measure student satisfaction and the perception of concentration value. The survey was designed for distribution to students after completion of either MGMT436 – Employment and Labor Law or MGMT437 – Marketing Promotion, depending on the concentration at issue. During the 2008-2009 academic year, the survey distribution was piloted using online software for both distribution and compilation of results. <i>See Exhibit G for a representation of the survey instrument.</i> The survey results were not available by the May 15, 2009 deadline of this initial report.	The department will review the results when available for making constructive improvements to the concentration curricula.
Academic Integrity, Quality, Accountability, and Distinction.		5.e. Develop more elective course offerings (particularly at the junior/senior level) in management and/or related disciplines.	5.e. During the 2008-2009 academic year, the OM faculty requested that that maximum number of hours drawn from DANTE/CLEP examinations be reduced from a 30 hour maximum to 18 hours. In addition, BSOM students must take a minimum of 8 hours in upper division elective coursework. These changes were approved by the Programs and Policies Committee at the April 29, 2009 meeting. <i>See Exhibit H for additional detail on the justification for these changes.</i>	Elective courses are being examined. Some specific courses have been accepted and will be developed over the summer and fall of 2009.
Academic Integrity, Quality, Accountability, and Distinction.		5.e.i. Continue with implementation of three newly approved electives in community development, conflict resolution and career development.	5.e.i. Despite faculty staffing constraints, the OM department offered the Professional Career Development elective, MGMT115, in both regions during the spring of the 2008-2009 academic year. The lead instructor in Mgmt 431, considered an expert on professional development, served as the instructor for both sessions.	Pending faculty sufficiency, the community development and conflict resolution electives will be offered during the 2009-2010 academic year.
An engaged community.		5.e.ii. Design and implement an Executive in Residence course with significant interaction between students and community leaders.	5.e.ii. Given the faculty resources committed to the revision of the MAOM program and the BSOM curricular expansion via concentrations, the Executive in Residence course was postponed.	This initiative is being postponed due to the promotion of the responsible faculty member and due to the exploration of a college-wide speakers bureau. The department will aid in the larger endeavor and plans to dovetail its efforts with the college program.
Academic Integrity, Quality, Accountability, and Distinction.		5.f. Explore the feasibility of new MAOM program offering (see also Goal 9).	5.f. The MAOM program was revised during the 2008-2009 academic year See the 2008-2009 MAOM AOP and ISO documents for additional details.	The first MAOM cohort began the new curriculum in April 2009 at the Morristown Center. A second cohort is planned for Knoxville in Spring 2010.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results																											
An engaged community & a place for Student, Faculty, and Staff success.	6. Improve communication between faculty advisors and cohort groups, between faculty members, and with administrative positions, and with marketplace.	6.a. Pilot social activities with emphasis on team building between new students/faculty (both adjunct and full-time).	<p>6.a. During the 2008-2009 academic year, Graduate and Professional studies celebrated the 25th anniversary of the programs with a cookout, open to alumni, students, faculty and staff, at each campus. The Organizational Management faculty participated in each celebration. Lynn Reeves coordinated a dessert buffet, sponsored by the OM department, to complement the meal.</p> <p>Graduate and Professional Studies faculty attended Senior Celebrations in each of three centers (Morristown, Knoxville, and Greeneville). The department provided desserts at a table outside the celebration location so all students (and guests) could celebrate with the seniors. Remaining desserts were donated to the Student Government Association.</p>	While the faculty turnout for 08-09 was greater than expected, it was not always equal across sites. The department will devise a system so that faculty has adequate coverage across school events.																											
A place for Student, Faculty, and Staff success.		6.b. Collaborate with the residential business faculty regarding appropriate objectives, depth of coverage, and assessment tools for shared courses.	6.b. The Organizational Management faculty and the Business Administration faculty worked collectively during the 2009 School of Business faculty workshop to compare and contrast similar coursework. The lead instructor for each Organizational Management course worked with his/her counterpart from the residential program. This analysis included both general course information and specific content coverage.	Collaboration will continue through a joint workshop in Fall 2009.																											
A place for Student, Faculty, and Staff success.	7. Increase support services offered to adjunct faculty.	7.a. Provide adjunct faculty with training in web platform	7.a. Sakai training workshops were offered in Knoxville, Morristown and Greeneville. The training was open to all full-time and adjunct faculty members. An e-mail from the department chair, sent to each full-time and adjunct member of the faculty body, requested that each individual participate in at least one training session. Training was conducted by Instructional Technologists in coordination with overall college efforts to streamline the syllabus distribution process and the elimination of the class representative position.	Training will continue into Fall 2009, with individualized advanced training in specific Sakai features on request.																											
A place for Student, Faculty, and Staff success.		7.b. Continue Outstanding Adjunct Faculty Awards in northeast and southeast with focus on increased recognition for exceptional quality service.	<p>7.b. Since this was the fourth year the adjunct awards had been presented, the OM faculty was provided with the names of prior award winners before making nominations and final selections.</p> <table border="1" data-bbox="932 1214 1535 1523"> <thead> <tr> <th>Year</th> <th>Winner</th> <th>Region</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>Tom McKay</td> <td>Southeast</td> </tr> <tr> <td></td> <td>Donnie Tate</td> <td>Northeast</td> </tr> <tr> <td>2007-2008</td> <td>Remi Joyeuse</td> <td>Southeast</td> </tr> <tr> <td></td> <td>Paul Woodbine</td> <td>Northeast</td> </tr> <tr> <td>2006-2007</td> <td>Tom Kohntopp</td> <td>Southeast</td> </tr> <tr> <td></td> <td>John Kosmak</td> <td>Northeast</td> </tr> <tr> <td>2005-2006</td> <td>Kay Wright</td> <td>Southeast</td> </tr> <tr> <td></td> <td>Robbie Miller</td> <td>Northeast</td> </tr> </tbody> </table>	Year	Winner	Region	2008-2009	Tom McKay	Southeast		Donnie Tate	Northeast	2007-2008	Remi Joyeuse	Southeast		Paul Woodbine	Northeast	2006-2007	Tom Kohntopp	Southeast		John Kosmak	Northeast	2005-2006	Kay Wright	Southeast		Robbie Miller	Northeast	The department will continue adjunct faculty recognitions in 09-10.
Year	Winner	Region																													
2008-2009	Tom McKay	Southeast																													
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			<p>The 2008-2009 OM awards for Excellence in Adjunct Instruction were presented at the Faculty/Staff Honors banquet. Donnie Tate won the award for the northeast region and Tom McKay won in the southeast region.</p> <p>7.b.i. Additionally, two faculty won awards at the May, 2009, faculty awards ceremony: Professor Michael Curry won the Civic Advancement Award and Professor Dr. Cheri Jones won the award for Teaching Excellence and Campus Leadership.</p>	
A place for Student, Faculty, and Staff success & Academic Integrity, Quality, Accountability, and Distinction.		7c. Provide discipline specific adjunct training and mentoring through mandatory “lunch and learn” workshops hosted by lead instructors	7.c. Lead instructors provided content specific mentoring to adjunct faculty, including course development, syllabi evaluation, course exam/test review and classroom observation. In addition to providing support with teaching methods and materials, the lead instructors review course materials for consistency and appropriate rigor. One of the primary methods of communicating and obtaining feedback from the OM adjunct faculty are the annual lunch and learn sessions. <i>See Exhibit I for documentation on meetings held during the 2008-2009 academic year.</i>	The lunch and learn sessions are invaluable communication forums and will be continued in 09-10.
A place for Student, Faculty, and Staff success.	8. Utilize faculty to connect students to available academic support services.	8.a. Implement procedures for at risk students to obtain tutoring and other remedial assistance from academic support services	8.a. During the 2008-2009 academic year, Student Services, particularly on the Knoxville campus, has worked closely with the OM faculty in an effort to identify academic needs. Student Services held several workshops throughout the year including those on APA style, writing improvement, and Excel. The Student Services Office in Knoxville began publishing a monthly newsletter promoting these and similar efforts, and both full-time and adjunct faculty were included in the distribution list. Student Services personnel gave a presentation on available academic support for students to the OM faculty at the May 2009 departmental meeting and accepted suggestions for future support services and workshop offerings.	The workshops and remedial services are valuable to enhancing student satisfaction with the OM program. The department will continue to work with Student Services in offering these types of student assistance.
A place for Student, Faculty, and Staff success.		8.b. Explore ways to evaluate faculty mentors	8.b. The TCNet system designed to log faculty mentor contact and communication with assigned cohorts has experienced continuing programming and infrastructure issues that make it unfeasible for use at the current time. <i>See Exhibit J for detail.</i>	In an effort to track and document faculty advisor contact, an Excel spreadsheet was posted on Sakai. Faculty mentors will log visits and other contacts in 09-10.
A place for Student, Faculty, and Staff success.		8.c. Design a communication flowchart regarding typical student issues for use by faculty mentors.	8.c. The most prevalent issue faced by faculty mentors during the 2008-2009 academic year was caused by learning teams of disproportionate size and departmental efforts focused on addressing this situation. The learning team component of BSOM coursework is predicated on a learning team of 3 to 5 students. However, students were either allowed to form learning teams outside of these parameters during MGMT232 or changes in the student make up of the cohort caused students to re-adjust	To address these problems, the 2009-2010 GPS academic policies section of the TC catalog was changed to note that teams <u>must</u> include from 3 to 5 students. MGMT 232 faculty

			teams to inappropriate sizes without the knowledge of the faculty mentor.	members, both full-time and adjunct, were reminded of the importance of team composition and faculty mentors were encouraged to check learning team size when visiting cohorts.
Financial Stability and Security & Academic Integrity, Quality, Accountability, and Distinction.	9. Expand departmental opportunities through increased pool of credentialed faculty.	9.a. Continue search for two new faculty hires in organizational management with major emphasis on management/marketing credentials in the northeast and management credentials with experience in online course development and instruction in the southeast	9.a. The 2008-2009 OM search committee, chaired by the lead instructor in Mgmt. 325 had extended offers related to 3 of the 4 approved full-time hires at the time of this report. The Department Chair, the lead instructor in Busn. 342, and the lead instructor in Mgmt 302 also served as departmental representatives on the search committee. Dr. Chris Kauffman was re-hired as a finance/economics instructor in the southeast. Dr. Yingning Wang was hired as a finance/economics instructor in the northeast. Dr. Kristi Abston was hired as a management/marketing instructor in the southeast.	The search for a management instructor in the northeast is ongoing. (ISO 1.a.)
Academic Integrity, Quality, Accountability, and Distinction.		9.b.Continue observations of adjuncts, as well as lunch and learn training opportunities for utilization of best teaching practices (see also 7.c.)	9.b. The 2008-2009 academic year completed a 2 year cycle of adjunct observations. During the 2007-2009 academic years, the following adjunct faculty were evaluated through peer observation: Donna Blevins, Randall Blevins, Michael Boyd, Robert Bright, Scott Brown, David Buck, Tim Carter, Carol Cole, Terry Crow, Carol Dockham-Payne, Alan Green, James Greene, John Harrison, Terron Hillsman, Kimberly Howell, Remi Joyeuse, Janet Jungclaus, John Kosmak, Regina Lambert, Tom McKay, Rachel Norris, Steve Parsons, Lance Pruitt, Steve Roberts, Lynn Stepp, Donnie Tate and Joel Vance. In addition, each adjunct faculty member was evaluated by the departmental chair and school director.	09-10 begins a new 2-year cycle. Observations are being planned by lead instructors.



TUSCULUM COLLEGE

ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – MA Org. Management 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The mission of the MAOM program is to provide students with an opportunity to study the concepts and analytical tools provided by the disciplines of economics, finance, marketing, law and research methods, as these disciplines relate to organizational managers. Students will develop an understanding of the contributions and concepts, and demonstrate the skills and tools of the field of organizational management. They will also study issues and concepts of international business and law and learn to apply a range of operations management and project management tools.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Financial Stability and Security</p> <p>Academic Integrity, Quality, Accountability</p> <p>Distinction</p> <p>A Place for Student, Faculty and Staff success</p> <p>An Engaged Community</p>	<p>Explore the feasibility of new MAOM program offering.</p>	<p>Throughout the 2008-2009 academic year, the primary curricular focus of the Organizational Management Department was the revision and restart of the MAOM program.</p>	<p>A modified program overview was submitted to Graduate Committee for approval in September 2008 and to the Board of Trustees in October 2008.</p> <p>Initial marketing efforts for a cohort in the Southeast region failed. A cohort (n =8) was formed in the Northeast region and began coursework on April 29, 2009.</p>	<p>The revised MAOM program is designed to provide organizational management expertise to current managers in business and nonprofit organizations through a highly integrated and application-oriented curriculum. Students will study and apply foundational business theory, analytical frameworks and tools and explore the application of organizational management skills to the work environment. The curriculum further cultivates student ability through hands-on applications, student designed projects and participation in team exercises.</p> <p>Students of the MAOM program study the concepts and analytical tools provided by the disciplines of economics, finance, marketing, law and research methods, as these disciplines relate to organizational managers. Students develop an understanding of the contributions and concepts, and demonstrate the skills and tools of the field of organizational management. They also study issues and concepts of international business and law and learn to apply a range of operations management and project management tools.</p> <p>The revised curriculum has the following program objectives:</p> <ul style="list-style-type: none"> • A mastery of organizational management and business theory, analytical frameworks and tools. • An in-depth understanding of how each area of study relates to management and the application of concepts and tools in the workplace.

				<ul style="list-style-type: none"> • Familiarity with classic and current works in management through directed readings. • Experience in the application of analytical tools through a progression in applied exercises throughout the program. • Evidence of student skill mastery and the opportunity for students to target specific industries for study through the development of student portfolios. • Evidence of student ability to tackle complex management issues through student designed applied research projects. <p>The finalized curriculum overview is presented as Exhibit A.</p> <p>The faculty developed both minimum admission requirements and a competitive admissions process. The revised process is detailed in Exhibit B.</p> <p>After initial Graduate Committee and Board approval, the graduate faculty worked to revise individual courses. To facilitate clarify of course coverage, content was detailed at the course goal, objective and activity level. The standardized syllabi associated with the revised MAOM covered are included as Exhibit C.</p> <p>The first MAOM cohort attended orientation, facilitated by Dr. Stella Schramm, on April 22, 2009. The orientation agenda is presented as Exhibit D.</p> <p>A description of the portfolio process used to measure student progression in the advanced competencies is detailed in Exhibit E.</p> <p>The assessment rubric for use in gauging student learning outcomes/program effectiveness is included as Exhibit F.</p>
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TUSCULUM COLLEGE
ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan - Biology 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>Within the broader mission of Tusculum College, we, the Biology Department, seek to provide the professional assistance needed to prepare students for graduate studies, for professional schools in the medical and allied health fields, and to develop insight into biological research. We share a common commitment both to biology as a scientific discipline and to the importance of biology in broader social and cultural contexts. We would like our students to become competent at biological investigation, collection and analysis of data, critical thinking, oral and written expression, and to understand ethical issues within the discipline – many of the same goals as the College itself.</p>
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Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	1. Make advising more efficient and relevant to students.	Determine the number of majors in each concentration, determine which faculty feels comfortable advising which areas, ask faculty at a division meeting their feelings about the advising by non-biology professors (i.e., mathematics), look into providing bulletin board space for each concentration with a professor dedicated to each, and implement the plan if possible.	While there was support in theory for this goal, in actuality it would be difficult to enact due to some concentrations currently being more popular than others. This would result in uneven advising duties among faculty.	A bulletin board for each concentration will be installed in 2009-10. The bulletin boards will contain information about college entrance tests (MedCat, GRE) as well as information about program requirements, graduate schools, internships, and scholarships/fellowships.
Academic Integrity, Quality, Accountability, and Distinction	2. Biology majors will indicate that they are satisfied with advising	Junior and Senior students will take the Noel-Levitz Student Satisfaction Inventory. 70% percent of Biology majors will agree or strongly agree with the following survey items: <u>My academic advisor helps me set goals to work toward</u> , <u>My academic advisor is knowledgeable about requirements in my major</u> , <u>My academic advisor is approachable</u> , <u>My academic advisor is concerned about my success as an individual</u> .	93.8% of Junior and Senior students were somewhat satisfied to very satisfied with <u>“My academic advisor helps me set goals to work toward”</u> , 87.5% with <u>“My academic advisor is knowledgeable about requirements in my major”</u> , 87.5% with <u>“My academic advisor is approachable”</u> , and 81.3% with <u>“My academic advisor is concerned about my success as an individual”</u> .	

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
Financial Stability and Security	3. Make the program more attractive to potential students (Recruitment and retention)	Rewrite the program description in the College Catalog to accurately reflect program strengths.	The program description was re-written and approved by the Programs & Policies committee.	The new program description should be more attractive to perspective students and will be published in next year's College catalog.
A Place for Student, Faculty, and Staff success	4. Ensure the preparedness of students for departmental coursework.	Design a course filtering procedure for the major, get it approved by the Programs & Policies committee, and implement it for the following year.	A math SAT / ACT pre-requisite was added to BIOL 101. Students who do not meet this pre-requisite will need to successfully complete MATH 102 (or its equivalent).	This pre-requisite will go into effect next year.
Academic Integrity, Quality, Accountability, and Distinction	5. Make sure that the Residential College and Gateway courses in the program are consistent in content and rigor (Syllabi and curricular review)	<ol style="list-style-type: none"> 1. We will come up with a standardized syllabus for BIOL 100. 2. We will recommend the use of the same text is used on the residential campus and gateway program. 3. One or more adjunct professors that have significant teaching loads in the GPS program will be evaluated 	<ol style="list-style-type: none"> 1. A standardized BIOL 100 syllabus shell has been constructed and approved by Programs & Policies. 2. While this goal was discussed, we have yet to reach a final decision. 3. This goal was accomplished. 	<ol style="list-style-type: none"> 1. All BIOL 100 sections have standardized goals and objectives. 2. This goal will be carried over until next year. 3. Along with the syllabus shell, this is another step to ensure equity between the GPS and residential courses.
Academic Integrity, Quality, Accountability, and Distinction	6. Give Biology majors the option of having a Senior Seminar course in their field.	Design a Senior Seminar course that meets the Commons requirement of a global prospective, get it approved by the Programs & Policies committee and schedule the course to be offered.	A Senior Seminar course within the major with global perspectives (pandemics and global warming) was proposed and approved by Programs and Policies.	The course was offered block 1, 2008 – 2009 and open to biology and environmental science majors.
Academic Integrity, Quality, Accountability, and Distinction	7. Provide an opportunity for students interested in veterinary medicine to take a required Cellular Biology course.	Design a course in Cellular Biology and get it approved by the Programs & Policies committee and add it to the program requirements.	A course in Cellular Biology was proposed and approved by the Programs and Policies committee.	This course will be offered for the first time next year. The course will be required for all concentrations.
Academic Integrity, Quality, Accountability, and Distinction	8. Each adjunct professor with significant teaching load will be evaluated (adjunct mentoring)	All adjuncts that taught at least three classes in the last two years, and who have taught this year, will be evaluated	One faculty member fit the criteria for the objective. The faculty member was provided a syllabi shell and had a classroom evaluation.	After a successful classroom evaluation, continued use of this adjunct was recommended by the department.



TUSCULUM COLLEGE
ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan - English 2008-09

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
<p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>1. Improve faculty support for the <i>Pioneer Frontier</i> through contact hours and assistance. Improve student products through technology access.</p>	<p><u>Number of newspapers</u> will be one issue published each block; number of pages per newspaper satisfactory and appropriate for our size college. <u>Number of staff and number of editors (evidenced in bylines) will be sufficient.</u> Staff will meet deadlines. Newspaper will publish a diversity of stories. <u>Advertising and donations will be healthy.</u></p>	<p>Two faculty—Amy Colombo and Wayne Thomas—advised the student newspaper this year, and the publications office was open daily and staffed by work study students in the major.</p> <p>Online publication was ongoing and articles were published weekly during the year. http://www.pioneerfrontier.org/ Writing staff was sufficient—20 contributors were listed--but number of editors was minimal. There were four active editors. Story diversity was somewhat accomplished: more interviews were published but more stories were used from the college public relations office. Paid advertising: one sale was made (0 sales the previous year).</p>	<p>To meet the need for consistent faculty oversight, a full-time faculty member in non-creative writing was hired to advise the paper.</p> <p>A new student editor was appointed to replace the graduating senior; the new editor has determined that stricter deadlines and contact with writers is necessary.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>2. Increase opportunities for creative writing students in interacting with a variety of professional writers.</p>	<p><u>Students will have access to three faculty members in writing.</u> Faculty will also request lecture series money from the President, investigate ACA funding, and participate in the “arts and lecture series” committee meetings. <u>All events that we offer will be advertised</u> to the whole student body as valid for the arts and lecture series requirement.</p>	<p>Students worked with four faculty members: Professors Wayne Thomas, Amy Colombo, and visiting professors Heather Patterson and Minal Singh. Students also had access to three guest speakers.</p> <p>The Curtis Owens speaker was funded this year. No faculty participated in the Arts and Lecture committee. All “Humanities Series” events were advertized as Arts and Lecture credit.</p>	<p>The English Department has requested funds for student travel and speaker money to be included in the departmental budget.</p> <p>The new faculty hire is scheduled to present next year.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>An Engaged Community</p>	<p>3. Literature course sequence and descriptions will emphasize analytical reading and writing skills in the major. Bring literature to more non-majors through adjustments in texts taught in courses and through attendance in literature Commons courses.</p>	<p>Literature courses will be revised, descriptions rewritten, and requirements for students adjusted, so that they are required to take a maximum number of courses. Establishing a theory course is key. Also, several 110 instructors are exploring the use of literature in this course; we will review results in the spring.</p> <p><u>There will be a 10% increase in non-majors in 200 level literature courses.</u></p>	<p>ENGL 226, Intro to Literary Theory and Genres was redesigned and delivered as a theory course.</p> <p>(5 non-major students took literature courses in 2007-2008).</p>	<p>A syllabus shell was created in English 402 to emphasize writing, research / analysis, and public speaking.</p> <p>Based on the fall offering of 226, the department submitted a proposal to offer the course as a 300 level theory course—which was approved by P and P.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>An Engaged Community</p>	<p>4. Increase student referrals to the Writing Center by English faculty teaching composition.</p>	<p><u>Number of referrals will double on average.</u> (8 referrals in three blocks for spring 2007).</p>	<p>Referrals more than doubled. Faculty required 147 students to attend tutoring. Writing Center tutoring (daytime) reported 26 attending.</p> <p>Total amount of students attending the tutoring (Writing center and evening tutoring combined) cannot be completely assessed, as visits are not reported by tutors. The dept. chair has requested better tracking of students in tutoring.</p>	<p>The dept. chair met on May 14 '09 with the Assistant Director of Student Support Services and it was agreed that he would move the Writing Center to a space more conducive to traffic.</p> <p>It was also suggested that a ‘writing center’ model be adopted and that better contact with faculty be added.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>A Place for Student, Faculty, and Staff success</p>	<p>5. Increase participation of Literature and English Education majors in conferences, publications, and English honors.</p>	<p><u>30% more participation in:</u> the Blue Ridge Undergraduate Conference or similar conference, in joining Sigma Tau Delta Eng. Honors Society, in attending a Sigma Tau Delta book discussion, and in submitting to STD journals (one student submitted an article this year). Participation by one or more students in the English Honors program (0 participation in 2007).</p>	<p>Students did not attend conferences. No student took an honors class. Five students joined STD, equivalent to the previous year. No students submitted work to STD journals. Students received the STD book choice (summer 08) and 70% reported reading the book.</p> <p>The departmental advisor needs to devote more time to STD, request student officers to hold more meetings, and do more recruiting.</p> <p>The department will advertise and hold a “mandatory” meeting for English majors, to make them aware of deadlines, responsibilities, and events in the coming year.</p>	<p>The English Department will request funds for student travel to be included in the departmental budget.</p> <p>The dept. requested that the English chair become “co-chairs” in order for students to be better served in clubs like Sigma Tau Delta.</p> <p>A “twitter account” is in the process of being established and could increase student awareness of deadlines in STD and conferences.</p> <p>The dept. agreed to hold a mandatory meeting (at the block 8 dept. meeting).</p>
<p>An Engaged Community</p>	<p>6. Increase participation of students and faculty in English Department-sponsored events.</p>	<p>Take trips to two plays or readings with English majors next year with attendance of 15 students on average (one trip only taken in 2007-8).</p>	<p>The 14 ESO students and three English faculty members attended an Italian opera in Knoxville April 19th. A fall event was not planned. On campus events were well attended: the Senior Creative Writing evening, the Tusculum Review launch, and the plays on campus (Tom Stoppards’ play <i>A Dogg’s Hamlet</i> was attended by three faculty and five students, plus one student had a part in the play). 25 students attended the January “Burns Supper” on campus as well.</p>	<p>ESO (English Student Organization) will ask for funds from the SGA.</p> <p>The ESO advisor will be more proactive in the fall to get student participation in ESO and plan a fall trip, using the “mandatory meeting” in Sept. to begin this process.</p>



TUSCULUM COLLEGE
ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – Environ Science & Field Guide
2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The goal of the Environmental Science Program is to enhance student’s understanding of the biological, ecological, and chemical factors that govern the relationships between organisms and their environment.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>An Engaged Community</p>	<p>1. Create an insert to include in the End-of-Program surveys for seniors to collect specific information regarding weaknesses in the program.</p>	<p>This is a continuation of last year’s goal. Results from some EOP surveys a couple of years ago indicate that some students did not feel that the program did a good job of preparing them for immediate employment. However, the reasons for this are not known and the department feels that it would be beneficial to know the specific reasons the students did not feel prepared.</p> <p>The department will create a few questions to include in the End-of-Program survey that will allow specific weaknesses to be addressed.</p>	<p>The department met and decided we would like more information about where students were employed and/or where they were seeking employment. We would also like to add space for students to comment on any item they answer “disagree” or “strongly disagree” to.</p>	<p>The following changes will be made to the EOP survey, which will be given to graduating seniors during the 2009-2010 academic year:</p> <p>Section A:</p> <ol style="list-style-type: none"> 2. Please indicate an email address, a physical mailing address, and a cell phone number (if applicable) where you can be contacted this coming year. 4. If unemployed, are you seeking employment related to your major? If yes, where have you applied or what types of jobs are you seeking? <p>Section D:</p> <ol style="list-style-type: none"> 3. In order for the department to make improvements to the program, please give specific feedback on items you answered “disagree” or “strongly disagree” with in sections B and C. 4. What types of additional classes would you like to see offered as electives within your major?

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	2. Develop an internal test for assessment purposes in the EVSC program.	Utilizing our list of expectations we have of graduates, the department will create an internal test for EVSC and FGNP graduates. It is anticipated that this test will be ready for the 2009-2010 academic year.	After much discussion, it has been decided that the department will not be creating an internal test.	Instead, the department has decided to research how other institutions assess their programs of Environmental Science. The department also plans on researching what is required for entrance into graduate level programs (both at the master's and doctorate levels). In the past, this was not really an option, but with the growth of the Environmental Science field in the past few years, the department feels it would be beneficial to look at the requirements for graduate school to be sure we are preparing them adequately.
Academic Integrity, Quality, Accountability, and Distinction	3. Strengthen writing competence in program.	Writing will be listed as a learning outcome for CHEM 102, EVSC 301, and EVSC 421. Writing assignments will be evaluated from each course using the rubric designed by the Commons program to give our department a baseline from which to work with.	Writing was approved as a learning outcome for the three courses listed.	Beginning with the 2009-2010 academic year, writing assignments will be evaluated using the standard rubric developed by the Commons program. Once a baseline is established, the department will focus on those areas of writing the students appear to be weak in.
Academic Integrity, Quality, Accountability, and Distinction	4. Update the programs offered by modifying some of the current courses and adding new courses to better reflect the changes in the field of environmental science.	It is our goal to work out a new structure of course requirements for the EVSC and FGNP during the 2008-09 academic year and to present a draft of the changes to P&P by Block 2 of 2009-10. We hope to have it approved by the end of that same year so that the new requirements would be in place for 2010-2011.	A draft of changes to make to both the EVSC and FGNP programs is complete. However, there are a few details left to work out and it is believed that it will take most of next year to work those out.	The goal is to have a draft to P&P by April 30, 2010, with proposed implementation taking place in the Fall of 2010.
Academic Integrity, Quality, Accountability, and Distinction	5. Develop a common set of standards and expectations for the introductory environmental science course (EVSC 111) taught in the residential program and the Gateway program	Convene a meeting in the late fall or early spring of adjunct EVSC 111 together with full-time residential faculty to solicit from them suggestions on how we can support them in their teaching and to communicate to them our guidelines and standards for teaching EVSC 111 at Tusculum, whether in GPS or on the residential campus.	A meeting in the fall was conducted and the EVSC 111 syllabus was standardized among all those teaching it on the residential campus. Although a meeting of adjuncts did not take place in the fall, communication between the department and adjuncts was initiated with very positive response from the adjuncts.	There is now a common format for the EVSC 111 syllabus and all sections will now be using the same book. While the professor still retains the freedom to choose the major assignments, all sections will have a cumulative final that will count for 20% of the grade.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>A Place for Student, Faculty, and Staff Success</p> <p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>6. Environmental Science and Field Guide/Naturalist majors will be satisfied with advising.</p>	<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 2008-2009.</p> <p>Responses to the following survey items will be collected:</p> <p>My academic advisor is approachable. My academic advisor is concerned about my success as an individual. My academic advisor helps me set goals to work toward. My academic advisor is knowledgeable about requirements in my major.</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>Responses from 4 students (2 juniors and 2 seniors) were collected. All students indicated they felt their advisor was approachable. For the remaining items, 75% of the students indicated they were “somewhat satisfied” to “very satisfied”.</p>	<p>Although 75% is close to the criteria for success (80%), the department is concerned about the remaining 25% since this student indicated that he/she was “somewhat dissatisfied” to “not satisfied at all”. In order to determine the reasons for dissatisfaction, the department has modified the End of Program Survey (see objective 1 of AOP for 2008-2009). This will be given next year to those who are graduating from the program and will allow students to give their insight on what changes need to be made for them to feel satisfied with the listed items.</p>



TUSCULUM COLLEGE
ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – Film and Broadcasting 2008-09

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 Film and Broadcasting Program is to provide the campus community with experience and knowledge of media, particularly film and broadcasting, their operations and relationships to society, while offering professional preparation to those desiring to make a contribution to their communities through employment in the film and broadcasting industries.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	1. Implement the curriculum with specialized minors in Broadcast News and Sports Broadcasting.	The Film and Broadcasting Department will implement the new curriculum in the following manner: <ol style="list-style-type: none"> a. All department majors will complete MASS 221, Career Options in Film and Broadcasting. b. As part of the course, the majors will formulate both a career plan and a four-year curriculum plan. c. The department will begin implementing the new curriculum, matching courses to the students' intended career plans. 	The Film and Broadcasting Department implemented the new curriculum with the following results: <ol style="list-style-type: none"> a. All department majors who had not previously completed MASS 201, Career Options in Film and Broadcasting were scheduled for the class. All new majors and those undecided about the major were scheduled as well. Unfortunately, few students finished the class. Many cited a disconnect with the online course as a possible reason for their failure to complete the course. b. Those majors who completed the course have formulated both a career plan and a four-year curriculum plan. Unfortunately, the number who have completed this task are low due to failure to complete the course. c. The new curriculum was implementing successfully, matching the course offerings to the students' intended career plans. There are still problems with students not completing MASS 201, thus not having completed career plans. 	The Film and Broadcasting Department chair will use the results regarding curriculum in the following manner: <ol style="list-style-type: none"> a. The department chair has evaluated the problems with the online MASS 201 course and has proposed that the course be offered as a hybrid class with periodically scheduled meeting times. The online components already on Sakai will be carried over into the hybrid course. b. The department chair proposes the hybrid class to assist students with completing MASS 201, thus getting more concise four-year plans and career plans. c. The department chair has evaluated the problems with students not completing their career plans, thus not being able to schedule courses effectively.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>A Place for Student, Faculty, and Staff success</p>	<p>2. Improve student satisfaction through advising and the advising process.</p>	<p>The Film and Broadcasting Department will improve student satisfaction through advising and the advising process by using the following:</p> <ul style="list-style-type: none"> a. Students will meet periodically with their advisors to discuss performance in the classroom and changes in their career plans. b. The department chair will work with other advisors to ensure consistency with the department's policies. c. The department chair will lobby for another faculty position for the 2009-2010 school year in order to provide another advising point of view. 	<p>The Film and Broadcasting Department has made strides regarding student satisfaction through advising and the advising process with the following results:</p> <ul style="list-style-type: none"> a. All students identified as Film and Broadcasting majors have been required to meet periodically with their advisors to discuss performance in the classroom and changes in their career plans. Most students have met with their advisor during the first day of the block. b. At the present time, all Film and Broadcasting majors are being advised by the department chair. c. The department chair lobbied for another faculty position for the 2009-2010 school year and a search was conducted. Unfortunately, the position was not filled again, though an offer was made to a superb candidate. 	<p>The Film and Broadcasting Department chair will use the results regarding advising in the following manner:</p> <ul style="list-style-type: none"> a. The department chair will continue to encourage students to meet regularly with their advisor. b. The department chair will continue to reach out to other advisors who are working with majors to ensure consistent advising is occurring. c. As a short-term solution, the department chair with the assistance of his school director will investigate the possibility of hiring a visiting professor or adjuncts to teach class overloads. The department chair intends to re-petition College Council in 2009-2010 school year for a full time faculty member.
<p>Financial Stability and Security</p>	<p>3. Recruit majors for the new curriculum</p>	<p>The department will continue to recruit majors for the new curriculum by doing the following:</p> <ul style="list-style-type: none"> a. The department chair will meet the Webmaster to update the website for the new curriculum. b. The department chair will meet with the Admission's Department to update literature and brochures for the new curriculum. c. The department chair will continue to attend recruiting events with representation from current majors to answer questions. d. The department chair will meet with the Admission's Department to develop a special Film and Broadcasting Recruiting Event. 	<p>The department chair has made strides regarding recruiting majors with the following results:</p> <ul style="list-style-type: none"> a. The department chair has meet the Webmaster and requested a Wordpress.com website that can be updated internally by the department. This will ensure that the communications regarding the department and curriculum will be updated instantly. b. The department chair has met with the Admission's Department to inform the staff about changes to the curriculum and update literature and brochures for the new curriculum. c. The department chair has participated in all recruiting events, by teaching a mini-class in acting for the camera. This class was taught with the assistance of Lucas Craig, a senior and member of the President's Society. 	<p>The Film and Broadcasting Department chair will use the results regarding recruiting new majors in the following manner:</p> <ul style="list-style-type: none"> a. Once the Wordpress.com site has been open for use, then the department chair will begin planning and executing the site. b. The department chair intends to update all recruiting material during the summer with the help of the administrative assistant for the Humanities Division. c. The department chair will continue to participate in all recruiting events. d. The department chair will meet with the Admission's Department during the 2009-2010 school year to develop a special Film and Broadcasting recruiting event.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
			<p>d. Due to teaching an overload of classes during the 2008-2009 school year, the department chair did not meet with the Admission's Department to develop a special Film and Broadcasting Recruiting Event.</p>	
Financial Stability and Security	4. Retention of present students within the major	<p>The Film and Broadcasting Department will continue efforts to retain students within the major at Tusculum by doing the following:</p> <ol style="list-style-type: none"> The department chair will identify problems within the major that are causing students to consider other schools. The department chair will identify the issues presented from students and begin creating a plan to address those issues. The department chair will develop a capital budget to request necessary equipment to update the pedagogical environment. 	<p>The Film and Broadcasting Department has made strides in its efforts to retain students within the major at Tusculum with the following results:</p> <ol style="list-style-type: none"> The department chair has spoken with students who are leaving the college to identify those elements that they are unhappy with the department and/or the college. The department chair has used these informal results to being actively strategizing retention policies. The department chair will develop a capital budget to request necessary equipment to update the pedagogical environment. 	<p>The Film and Broadcasting Department chair will use the results regarding retaining majors in the following manner:</p> <ol style="list-style-type: none"> The department chair will use a focus group to identify any student dissatisfaction with the department or the college and create a formal report based on research The department chair will use the results of the focus group with other data gathered and research to create a retention plan for the department. The department chair will implement a peer-mentoring program to get new majors involved within the department. The department chair will continue to submit capital budget request for equipment since this has been a major issue regarding retention.
Academic Integrity, Quality, Accountability, and Distinction	5. Increase the academic rigor within the Film and Broadcasting major, with special emphasis on civility and critical thinking	<p>The Film and Broadcasting Department will increase the academic rigor within the Film and Broadcasting major by the following:</p> <ol style="list-style-type: none"> The department chair will evaluate current students against the criteria approved by P&P, and will send notices to those students not performing up to standard or who are at academic risk. The department chair will prepare the entrance exam that students would have to complete to major in 	<p>The Film and Broadcasting Department has increase the academic rigor within the Film and Broadcasting major with the following results:</p> <ol style="list-style-type: none"> The department chair has evaluated the current students against the criteria approved by P&P, and notices were sent to two students not performing up to standard or who are at academic risk. One student was unable to bring his GPA up to the college standard and was dismissed from the college. The department chair has been working with the other student to assist her with time management and 	<p>The Film and Broadcasting Department chair will use the results regarding academic rigor in the following manner:</p> <ol style="list-style-type: none"> The department chair will continue to evaluate students and send notices to those students who need to improve their academic standing with the college and the department. The department chair will continue to create the question pool for the entry examination and begin testing the instrument during the 2009-2010 school year.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
		<p>Film and Broadcasting.</p> <ul style="list-style-type: none"> c. With the Arts and Sciences School Director, the department chair will evaluate the feasibility of initiating the entry requirement for the major and make a plan regarding implementation. d. The department will move toward the formation a Tusculum College chapter of Lambda Pi Eta, honorary communications fraternity. e. The department chair will create a rubric to measure student-learning outcomes and will utilize the rubric for activities in all classes 	<p>tutoring.</p> <ul style="list-style-type: none"> b. The department chair has begun a question pool on Sakai for the entrance exam that students would have to complete to major in Film and Broadcasting. c. The department chair evaluated the feasibility of initiating the entry requirement for the major, and decided to not demand additional requirements due to lower than anticipated number of majors for this past year. d. The department chair has the information about Lambda Pi Eta, honorary communications fraternity, but decided to wait until there are more majors with acceptable GPA's. e. The department chair created a rubric to measure student-learning outcomes in critical thinking and has begun using the rubric in classes that have critical thinking as the primary learning outcome, 	<ul style="list-style-type: none"> c. The department chair will evaluate the feasibility of initiating the entry requirement for the major and make a plan regarding implementation. d. The department chair will evaluate the feasibility of initiating the formation a Tusculum College chapter of Lambda Pi Eta, honorary communications fraternity. e. The department chair will create rubrics to measure the other student-learning outcomes.
A Place for Student, Faculty, and Staff success	6. Develop a plan to address pedagogical equipment needs for the department.	<p>The Film and Broadcasting Department will address pedagogical equipment needs by the following:</p> <ul style="list-style-type: none"> a. The department chair will develop a capital budget request to reflect the conversion of the studios from analogue to digital b. The department chair will meet with the Provost and the Chief Financial Officer to create a strategic plan to begin addressing the equipment needs reflected in the capital budget proposal. c. The department chair will work with the Vice President of Academic Entitlement to seek out other funding opportunities to meet that budget. 	<p>The Film and Broadcasting Department has addressed pedagogical equipment needs with the following results:</p> <ul style="list-style-type: none"> a. The department chair determined that the conversion of the studios from analogue to digital was a lower priority and would be extremely expensive. He submitted a capital budget request for computers for editing and for a mobile production unit for live events such as sporting events. These were directly affecting the ability to teach classes as well as directly affecting student retention. b. The department chair has spoken both to the Provost and the Chief Financial Officer about the issues regarding equipment but has not created a strategic plan for the department to begin addressing the equipment needs reflected 	<p>The Film and Broadcasting Department chair will use the results regarding academic rigor in the following manner:</p> <ul style="list-style-type: none"> a. The department chair will create a strategic plan with the Arts and Science School Director over the summer of the equipment needs for the department. b. The department chair is working with the school director to create equipment list that students are responsible to obtain for their own use. c. The department chair will work with the administration to create opportunities for equipment purchases that will benefit student learning in the film and broadcasting classes.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
			<p>in the capital budget proposal.</p> <p>c. The department chair has worked with the offices of Alumni Relations and Academic Entitlement to seek out other funding opportunities. Unfortunately, this has proven very difficult and had provided little success in meeting the budgetary needs of the department.</p>	<p>d. The department chair will seek out alternative means of obtaining equipment such as donations of money and equipment.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>7. The department will have a greater presence in the Commons Curriculum by introducing one course into the Commons and seeking Arts and Lecture opportunities.</p>	<p>The Film and Broadcasting Department will have a greater presence in the Commons Curriculum by the following:</p> <p>a. MASS 221, Introduction to Mass Media, will be introduced as a Humanities elective.</p> <p>b. The department chair will propose that MASS 101, Film and Broadcasting Studio Practicum, be substituted for one Arts and Lecture requirement.</p> <p>c. The department chair will assemble a committee of students to identify speakers for the Arts and Lecture series.</p>	<p>The presence of the Film and Broadcasting Department in the Commons Curriculum resulted in the following:</p> <p>a. The department chair decided not to pursue MASS 221, Introduction to Mass Media, as a Humanities elective until another professor is hired.</p> <p>b. The department chair has spoke to Marilyn Dubrisk, Director of the Arts Outreach and Taimi Olsen, English Department Chair regarding support for practicum classes being substituted for Arts and Lecture requirement.</p> <p>c. The department chair has presented to Arts Outreach contacts with the Television Academy of Arts and Sciences for possible speakers in the broadcasting industry for the Arts and Lecture series.</p>	<p>The Film and Broadcasting Department chair will use the results regarding creating a greater presence in the Commons Curriculum in the following manner:</p> <p>a. The department chair will complete the paperwork to place MASS 221, Introduction to Mass Media into the Commons Curriculum as a Humanities elective.</p> <p>b. The department chair will work with the Commons Curriculum Director to either identify course already in the curriculum that could substitute for Commons courses or he will begin creating film and broadcasting specific course to fulfill these criteria.</p> <p>c. The department chair will propose to the Commons Steering Committee that practicum classes should be substituted for one Arts and Lecture required event.</p> <p>d. The department chair will continue to pursue speakers and events that are specific to the department for Arts and Lectures credit.</p> <p>e.</p>

<p>A Place for Student, Faculty, and Staff success</p>	<p>8. The Film and Broadcasting Department will seek opportunities for faculty development and/or scholarship</p>	<p>The Film and Broadcasting Department will develop a plan for faculty development and scholarship by doing the following:</p> <ul style="list-style-type: none"> a. The department chair will identify opportunities for faculty development and scholarship b. The department chair will develop either a panel discussion or a paper for the ACA Summit and attend the BEA/NAB conferences. 	<p>The Film and Broadcasting Department has addressed faculty development and scholarship in the following manner:</p> <ul style="list-style-type: none"> a. The department chair has identified a number of faculty development and scholarship opportunities and pursued those which were feasible for the 2009-2010 school year. b. The department chair participated in the following faculty development opportunities for this year: Presented two sessions at the ACA Summit, attended the Faculty Seminar at the Academy of Television Arts and Sciences, attended a faculty seminar in service learning at Cleveland State Community College, and attended the BEA/NAB Conferences. c. The department chair was leader of a teaching circle on using technology in teaching. 	<p>The Film and Broadcasting Department chair will use the results regarding developing a plan for faculty development and scholarship in the following manner:</p> <ul style="list-style-type: none"> a. The department chair will identify opportunities for faculty development and scholarship b. The department chair will develop either a panel discussion or a paper for both the ACA and BEA conferences.
<p>A Place for Student, Faculty, and Staff success</p>	<p>9. The Film and Broadcasting Department will seek opportunities for student scholarship</p>	<p>The Film and Broadcasting Department will develop a plan for student scholarship by doing the following:</p> <ul style="list-style-type: none"> a. The department chair will identify opportunities for student scholarship and video/audio competitions. b. The students will attend the BEA conference. 	<p>The Film and Broadcasting Department has address student scholarship in the following manner:</p> <ul style="list-style-type: none"> a. The department chair revised the MASS 401, Film and Broadcasting Senior Seminar, including elements of student scholarship. b. Four seniors attended the 2009 BEA/ NAB conferences 	<p>The Film and Broadcasting Department chair will use the results regarding developing a plan for student scholarship in the following manner:</p> <ul style="list-style-type: none"> a. The department chair will identify opportunities for student scholarship and video/audio competitions. b. The department will seek an institutional membership to BEA, so that students will be able to submit competitive pieces and enter scholarship competitions. c. The students will participate at the BEA conference by either presenting a paper or entering a audio/video for competition.
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>10. The department will develop a process for regular review of syllabi and curriculum.</p>	<p>The Film and Broadcasting Department will develop a process for the review of the syllabi and the curriculum by doing the following:</p> <ul style="list-style-type: none"> a. The department chair will evaluate the curriculum against the 	<p>The Film and Broadcasting Department has addressed the process for the review of the syllabi and the curriculum in the following manner:</p> <ul style="list-style-type: none"> a. The department chair evaluated all syllabi this year and began an overhaul of 	<p>The Film and Broadcasting Department chair will use the results regarding developing a process for the review of the syllabi and the curriculum in the following manner:</p> <ul style="list-style-type: none"> a. The department chair will evaluate

		<p>curriculum of other schools, creating changes when necessary.</p> <p>b. The department chair will review all department syllabi.</p>	<p>the syllabus to reflect the policies of the department and the learning outcomes attached to the courses.</p> <p>b. The department chair evaluated the curriculum and began creating rubrics to evaluate how students were performing against the learning outcomes associated to the courses.</p>	<p>the curriculum against the curriculum of other schools, creating changes when necessary.</p> <p>b. The department chair will revisit the career focus elements of the curriculum, with the intent of revising where necessary</p> <p>c. The department chair will create a rubric for syllabus evaluation and will review all department syllabi against that instrument.</p>
<p>A Place for Student, Faculty, and Staff success, An Engaged Community</p>	<p>11. The department will develop opportunities for experiential learning for department majors</p>	<p>The department will develop opportunities for experiential learning by doing the following:</p> <p>a. The department chair will work with the director of the Center for Global Studies and identify opportunities for international travel.</p> <p>b. The department chair will work with local broadcasting groups to identify local opportunities for internships</p> <p>c. The department chair will work with the Academy of Television Arts and Sciences and other organizations to identify post-graduate training</p> <p>d. The department chair will evaluate the service learning components of the course offered in the department and determine opportunities for service learning.</p> <p>e. The department chair will evaluate the experiential learning components of the course offered in the department and determine opportunities for experiential learning</p>	<p>The Film and Broadcasting Department has addressed the development of opportunities for experiential learning in the following manner:</p> <p>a. The department chair has met with the director of the Center for Global Studies regarding opportunities for international travel.</p> <p>b. The department chair has not been able to work on building a list of local internships but intends to work on it over the summer.</p> <p>c. The department chair included a section regarding post-graduate opportunities in the MASS 401, Film and Broadcasting Senior Seminar.</p> <p>d. The department chair has evaluated the service learning components of the present curriculum and developed service learning components for MASS 101, Practicum in Film and Broadcasting, and MASS 441, Senior Film and Broadcasting Project.</p> <p>e. The department chair examined the experiential components of the current curriculum. He proposed and was approved for a trip to New Orleans area to document racial environmental prejudice. Unfortunately due to both a low enrollment and the fact that the department chair worked an overload, the course had to be cancelled.</p>	<p>The Film and Broadcasting Department chair will use the results regarding the development of opportunities for experiential learning in the following manner:</p> <p>a. The department chair will work with the director of the Center for Global Studies and identify opportunities for international travel.</p> <p>b. The department chair will work with local broadcasting groups to identify local opportunities for internships</p> <p>c. The department chair will work with the Academy of Television Arts and Sciences and other organizations to identify post-graduate training</p> <p>d. The department chair will evaluate the service learning components of the course offered in the department and determine opportunities for service learning.</p> <p>e. The department chair will evaluate the experiential learning components of the course offered in the department and determine opportunities for experiential learning</p>



TUSCULUM COLLEGE

ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan - History 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The 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.</p>
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Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
4. An Engaged Community	1. Continue to develop relationships between the history department and Tusculum alumni who majored in history.	<p>Continue to publish the departmental newsletter that fills in former and current history majors on departmental activities and achievements, and invites them to participate in the life of the department.</p> <p>Host another symposium that brings in a Tusculum College alumnus/ae who majored in history to give a presentation on an area of expertise.</p>	<p>The department of history produced a newsletter again this year and sent it out to current history students and history alumni. The newsletter updates friends of the department on recent student achievements and learning opportunities, informs them of history faculty’s professional and scholarly accomplishments, and offers them an opportunity to participate in the life of the department.</p> <p>This year the department solicited names of history alumni who might come to speak on campus and has compiled a list of potential speakers. There were, however, no clear fits with the departmental or course-related themes this year. Consequently, the decision was made to postpone an alumni speaking invitation until it can be incorporated into a broader course or thematic goal.</p>	The department will continue use the newsletter to highlight the achievements students and faculty, the initiatives of the department, and the contributions of alumni. The department will identify individuals and institutions beyond the college community whose knowledge of our achievements would be useful to the college and the department.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
3. A Place for Student, Faculty, and Staff Success	2. Prepare students for graduate school or vocations that incorporate history by giving them experience in practicing the discipline of history outside the classroom.	2. Ensure that history majors present papers based on original research at an undergraduate conference.	2. History majors’ research projects either were not of sufficient quality or not completed in time to submit to an undergraduate research conference this year. However, the results of two successful research projects produced late in the year were presented to an on-campus audience on April 24 and May 4.	The department will encourage this year’s late presenters to prepare their papers for an undergraduate conference in 09-10.
3. A Place for Student, Faculty, and Staff Success	3. Enhance history-education majors’ preparedness to succeed in the job search and the classroom.	3. All history and history-education majors are currently required to take HIST 302, Readings in Uses of the Past, a capstone historiography course. History majors are required, concurrently, to register for HIST 402, Historical Methods and Research, a semester-long two credit hour course, in which they write a major research paper. History education majors are not currently required to take the course. The history department will propose to the Programs and Policies committee that HIST 402 be added to the history education degree requirements, and will work with the education department to craft an alternate assignment in which the history education majors will create a series of lesson plans that they can take with them student teaching, on the job market, and into their first classroom assignment.	3. This spring, the department of history brought a proposal to the Programs & Policies committee to require history-education majors to take HIST 402. The proposal passed. According to the proposal, history-education majors will produce ten detailed lesson plans on a single historical era or topic. The lesson plans will document their compliance with the educational requirements stipulated by the Tennessee Department of Education. The project will provide students with an opportunity to integrate historical knowledge and pedagogy and help them craft a teaching portfolio that will give them advantages on the job market. The education department approved of the proposal and has offered to assist in grading the pedagogical aspects of the project. The course will be required for history education majors entering the college in 2009-2010. Students with earlier matriculation dates may take the course on a voluntary basis.	History –education majors will be encouraged to take history 402 the next time it is offered as an opportunity for professional preparation, even though it will not yet be required for graduation.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
4. An Engaged Community	4. Align history courses more closely with the college's civic republican mission.	4. Incorporate service learning assignments into at least two upper-division history courses next year.	<p>4. Dr. Angela Keaton's Gender History course assumed responsibility for the annual Greene County Woman of Courage Award. The class developed a press release, solicited applications, developed criteria for assessing applications, reviewed the applications, chose a winner, and planned and held the award ceremony at which they conducted an hour-long presentation placing the award in historical context. Each student also wrote a formal reflection paper on the experience.</p> <p>Dr. Angela Keaton's Progressive America class developed a series of studies of Greeneville during the Progressive Era to be placed for public use in the Greeneville Historical Society. Students conducted research using archival holdings from the Holston Home, the Greeneville Herald Archives, the T. Elmer Cox Genealogical Society, and local funeral homes to produce their studies. Local librarians and archivists were very pleased to have Tusculum students making use of their materials. The department intends to continue to develop these contacts and utilize these resources for future student projects.</p>	Continue to provide students with the opportunity to integrate academic learning and the civic republican mission by again incorporating service learning projects into upper-division history courses.
1. Financial Stability and Security	5. Continue to develop efforts to recruit students from area high schools.	5. Get 100% departmental participation in Admission's Mobile Classroom initiative, which brings Tusculum College faculty into area high school classrooms to teach for a day and promote Tusculum College.	5. The Office of Admission has temporarily suspended this program as it resolves issues related to the proper timing of faculty visits to local high schools. The department of history looks forward to working with the Office of Admissions when this of a similar program is reinstated.	Department members will focus this year on reaching out to their own high schools by sending Tusculum College admissions packets with a personalized letter to their High School's guidance counselor.
4. An Engaged Community	6. Strengthen ties between the department of history and the Greeneville community	6. Send students to work with local historical society to identify historical markers in Greene county and enter them into a GPS system.	<p>6. Dr. David Key's HIST 102 course completed a project in which they photographed and documented historical markers in Greene county. Unfortunately, the instructional technologist who had offered to provide support for coordinating the markers with a GPS system left the college. Depending on technical support, this project could be taken up in the future.</p> <p>Dr. David Key has initiated professional contacts with the Greeneville Nathaniel Greene Museum. Working together with the director of the museum, he has provided the museum with scanned documents from the David Mckendree Key Manuscript Collection in the Chattanooga-Hamilton County Bicentennial Library. Key, a Greene county native, became a Reconstruction-era U.S. Senator and Post-Master General. Dr. Key is working with the museum director to create a David M. Key display for the museum. Also see number 4 above.</p>	<p>The department will begin to respond to a list of needs generated by the Greeneville community itself, by placing its available skills on the Hobbie Center Faculty and Staff Resource Bank, which is made available to the local community.</p> <p>Dr. Key will work with the Nathaniel Greene Museum to complete a David M. Key display for the museum.</p>

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
<p>2. Academic Integrity, Quality, Accountability, and Distinction</p>	<p>7. Implement the term paper system developed last year, which requires all students entering as of 2007-2008 to complete a fifteen-page term paper in each of two upper-division history courses of their choosing.</p>	<p>7. Ensure that, through the advising system, all sophomores are successfully guided to choose one course in 2008-2009 in which to write a term paper, and that the paper be accomplished according to the stipulated time line.</p>	<p>7. Members of the department have met with all Sophomore and rising-Sophomore history majors and ensured that they filled out appropriate paperwork to choose a course in which to write a research paper. Research paper results from this academic year were mediocre. Students struggle because they are still unclear about many of the basic requirements that need to be met in order to produce an acceptable history research paper. It is intended that the creation of a freshman-level historical research and writing course (see 8 below) that students will take before they write their first research paper will improve the paper results.</p>	<p>The department will guide upper-class history majors through the term paper-writing process. At the end of the year, the department will assess the strengths and weaknesses of the process.</p>
<p>2. Academic Integrity, Quality, Accountability, and Distinction</p>	<p>8. Better prepare history and history education majors to write term papers and other assignments requiring historical research and precise documentation.</p>	<p>8. Develop an introductory course for history majors that would substitute for English 111, Composition, Research, and Rhetoric. This course will focus particularly on the skills history students will need to succeed in research and writing projects in upper-level history courses.</p>	<p>8. This spring, the department brought to the Programs & Policies committee a proposal to create the course HIST 112 Historical Research and Writing. The proposal passed. The course, intended for freshmen and sophomore history majors, will equip them with the basic research and writing skills they will need to successfully complete research paper assignments in their upper-division courses. This process culminates with the writing of a major research paper in their capstone course, HIST 402 Historical Methods and Research. This graduated approach to research-paper writing that the department has implemented (an introductory skill-building course, followed by two mid-length research papers in upper division courses [see 7 above], culminating in a substantial cap-stone research project) is intended to prepare students to succeed at each level. Ultimately the students produce a project to be used as a writing sample for admission to graduate school and develop a skill set that will enable them to succeed there or in the workforce.</p>	<p>The department will develop a syllabus and list of course goals for the course, which will be first taught in 2010-2011.</p>

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
3. A Place for Student, Faculty, and Staff Success	9. Majors will indicate that they are satisfied with advising.	9. Students will take the Noel-Levitz Student Satisfaction Inventory. 75 percent of history and history-education majors will indicate “somewhat to very satisfied” with the following survey items: “My academic advisor helps me set goals to work toward,” “My academic advisor is knowledgeable about requirements in my major,” “My academic advisor is approachable,” and “My academic advisor is concerned about my success as an individual.	<p>9. Six upper-class history and history-education majors answered the Noel-Levitz survey. All answers fell into either the “Neutral or the “Somewhat to Very Satisfied” category. In the categories “My academic advisor is approachable” and “My academic advisor is concerned about my success as an individual,” the department scored 83% in the “Somewhat to Very Satisfied” category. The data indicate that our students believe that we make ourselves available to them and care about their well-being and success.</p> <p>In the categories, “My academic advisor helps me set goals to work toward” and “My academic advisor is knowledgeable about requirements in my major” the department scored 67%, which fell below the 75% target. Though the term ‘goals’ is ambiguous, it is reasonable to assume that students understood that to mean ‘career goals.’</p> <p>The response to the question, “My academic advisor is knowledgeable about requirements in my major” is a bit surprising. All members of the department are thoroughly versed in the requirements for the history major. Those students in the ‘neutral’ category may, however, be history-education majors. It is true that there is occasional unfamiliarity with some of the detailed elements of the educational-side of the major. This is, perhaps, what some students are responding to</p>	<p>This year the department has received approval for curricular changes (see numbers three and eight above) to help students think through and prepare for their future after graduation. The department intends to improve these scores by implementing these changes.</p> <p>The department intends to improve the scores by beginning in 2010-2011 to assign all history-education majors to one advisor in the department, who will become an expert in the minutiae of the education requirements.</p>
	10. The department will mentor history adjunct instructors.	10. Ensure that all departmental adjunct instructors receive a classroom visit from a full-time member of the history department. Visitors will provide structured feedback to adjunct instructors on the content and pedagogy observed in the course.	10. The history department has conducted classroom observations of all regular adjunct history instructors and provided them with feedback on their teaching.	The history department will conduct regular classroom observation of history adjuncts and monitor whether any concerns raised in the feedback are being addressed.



TUSCULUM COLLEGE

ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan - Mathematics 2008-09

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 Mathematics Department prepares our students for graduate study, Mathematics related employment, and teaching at the secondary level.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	Recruitment and retention: Enhance preparation of majors for the calculus sequence with the objective of better retention.	Use statistics data and anecdotal information on the results of experiences of previous freshmen and sophomore Mathematics and Math Education majors with weak math backgrounds to persuade current majors to complete Math 109 before attempting calculus. At the conclusion of Math 104 and Math 109 students will be asked if they felt their placement has enhanced their likelihood of remaining math majors.	Results were mixed, but several students elevated from 102 to 109 benefited from the extra challenge. Of students placed in 109 rather than 104, a few have a better chance for success as math majors and a few others realized they should not be math majors in a less intimidating course.	We'll continue these efforts in the future.
Academic Integrity, Quality, Accountability, and Distinction	Research discipline-specific alternatives to the Math 102 requirement Fall 2008 semester and, if it is determined that such alternative courses should be introduced, begin the process or creation of such courses by early Spring 2009 semester, and implementation by Fall 2009 semester	Department members will do web research, have informal discussions, meet frequently for formal discussions, and attend workshops and/or training sessions and/or conferences on alternative courses to the Math 102 requirement. Possible new courses in mathematical applications in the social sciences, sports, science, and business will be researched, discussed, and considered for viability.	We concluded that most students could be better served with more emphasis on quantitative methods. As a result two courses with QR emphasis [124: Political Calculations and 122: Quantitative Methods] were developed.	Other courses may yet be developed that focus more on QR and less on the mathematics of the hard sciences.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
	Student satisfaction with advising: Students will feel they were properly advised for calculus placement	At the conclusion of Math 104 and Math 109 students will be asked if they felt they were properly advised on remaining in Math 104 or transferring to Math 109	Surveys of Math 104 and Math 109 students at the end of the block showed that 10 out of 15 felt they were properly placed for success as math majors.	In the future these results can be used to help students choose the proper course.
	Documentation of work done mentoring adjuncts	Adjuncts classroom visits will be made to at least 50% of all adjuncts and write-ups of these visit will be examined. Adjuncts will be encouraged to participate in departmental and division activities.	The department chair made classroom visits to all eight adjuncts teaching in 2009, and wrote up and discussed evaluations. Both on-campus RC adjuncts attended some division meetings.	This policy of close periodic oversight will continue into the future.
	Regular process of syllabi and curricula review: Review all syllabi.	All syllabi will be reviewed by the department chair and any shortcomings communicated to the professor, so that all syllabi cover all topics necessary and syllabi from different sections of the same course will cover and test the same material.	Extensive review of all syllabi in commonly-taught courses verified that there were no discrepancies in topics covered and only minor, but acceptable relative emphasis on grade components such as homework, tests, quizzes, and on-line work.	Model syllabi will be made available to faculty in the future.
	Faculty development and/or scholarship: To advance faculty development and/or scholarship.	Faculty will be encouraged to develop new QR [quantitative reasoning] courses and attempt to do appropriate research and preparation in the application of quantitative reasoning in some area and create a QL course if possible.	Several faculty responded by working long and hard developing new QR courses and redesigning the algebra sequence.	Next year we'll digest these changes and decide if other QR courses should be developed.



TUSCULUM COLLEGE
ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – Museum Studies 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching Goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The Museum Studies Program seeks to provide high quality theoretical and practical instruction in museum studies courses that contributes to the intellectual development of students as lifelong learners, and prepares them for internships, entrance into graduate programs, and the workforce. The students' educational experience will also prepare them to be functioning members of their respective communities and provide for lifelong learning of their museum audiences. And, to preserve the history of the college, using the archives and artifacts (including the Doak House Museum and President Andrew Johnson Museum & Library) as teaching / learning resources for students, and the community at-large.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	1. Develop student evaluation tools for use by outside museum professionals.	Create rubric for use by outside museum professionals in evaluation of senior papers and portfolios. Rubrics will be completed in time to use in the spring 2009 evaluations.	Rubric developed for evaluation of portfolios. Instrument used by outside museum professional. Feedback obtained which indicated that instrument worked well in terms of focusing evaluators written comments. It was determined not create another tool for evaluating senior papers and use the existing college writing rubric instead.	Utilization of rubric for evaluating senior portfolios will be implemented due to positive feedback from evaluators. Focus on implementing specific written guidelines for student portfolio development.
Academic Integrity, Quality, Accountability, and Distinction	2. Museum Studies majors will indicate that they are satisfied with advising	Museum Studies majors will take the Noel-Levitz Student Satisfaction Inventory. Eighty percent of Museum Studies majors will indicate they are Somewhat to Very Satisfied in response to the following survey items: <u>My academic advisor is knowledgeable about requirements in my major, My academic advisor is approachable, My academic advisor is concerned about my success as an individual.</u>	100% of students (n=4) indicated they were satisfied to very satisfied in response to the survey items <u>My academic advisor is knowledgeable about requirements in my major, My academic advisor is concerned about my success as an individual.</u> 75% of students (n=3) indicated they were satisfied to very satisfied in response to the survey item <u>My academic advisor is approachable.</u>	

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	3. Department will actively recruit students into the program	<p>1a. The Admissions department will notify the Museum Studies chair of all inquiries received about the Museum Studies program. Within two weeks of any notice of inquiry, the department will mail a marketing packet to each individual.</p> <p>1b. The Museum Studies Chair will attend at least 50% of all College Day events and a department booth will be present at all activities attended.</p>	<p>The Dept. responded within one week to all inquiries from Admissions or via the web-page.</p> <p>Dept. attended 50% of College Day activities and had a display present at all other required events.</p>	<p>Maintain established standard in the future.</p> <p>Increase the percentage of attendance at events as scheduling permits.</p>
	4. Department will encourage cohesiveness and camaraderie among current majors as a means to increase retention	The department will have at least one student oriented activity for Museum Studies majors during the year. At least 75% of majors will attend.	The Dept. had two student activities including a graduate in the field who presented and an end of year “get together.” 100% of required students attended the presentation and 85% attended the “get together.” Two current students have agreed to manage these activities in the coming year.	Department will focus on maintaining the achieved level of student activities for the year at two activities and work to establish a third event. Student management and organization of activities will be used as a means of encouraged interest and participation in all events.
	5. Ensure program adherence to best practices in Museum Education and standards of pedagogy.	<p>As a means of ensuring program adherence to national trends in Museum Studies education, all program course Syllabi will be reviewed in 2008-09 using other national program descriptions as a guide. Syllabi will also be reviewed for adherence to College standards for form and content.</p> <p>Syllabi review is on a bi-annual schedule and will occur again in 2010-11.</p>	All syllabi have been modified to adhere to college standard form and content. Due to time constraints only one of the syllabi were reviewed in comparison with other like programs.	The review of the program course syllabi produced a favorable response and positive comparison to other academic courses in the discipline in terms of course requirements, utilization of best practices and student expectations. Reviews of at least two more course syllabi will be completed on 2009-2010. Changes to or maintenance of syllabi will be dependent upon review recommendations.
	6. Faculty will participate in professional development activities	Department faculty will participate in at least one professional development activity in the area of Museum Studies.	Faculty member participated in two on-campus activities related to curriculum mapping and development of assessments. Work requirements did not permit attendance at any development activity directly related to Museum Studies.	<p>Incorporated learning from two on-campus workshops in development of class materials and assessments.</p> <p>Key information and ideas gained from campus professional development will continue to be implemented in class instruction and assessment. As work requirements, scheduling, and budgeting for Museum Studies workshops/conferences allows. Department Faculty will attend at least one off-campus professional development activity in 2009-10.</p>



TUSCULUM COLLEGE

ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – Political Science 2008-09

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 a curriculum of study that most specifically educates for citizenship. Our mission is to acquaint our students with how governments interact with their citizens and with each other, in order 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
Financial Stability and Security An Engaged Community	Improve the recruitment of students to the Political Science major.	Consult with Vice-President for Enrollment Management as to how the department can support the efforts of her and her staff to recruit students for the Political Science major. This consultation should take place before the end of Block 1.	The Department Chair met with the VP for enrollment management concerning the Department's recruitment efforts. Enrollment staff was given handouts and 'talking points' concerning the variety of careers that a degree in Political Science prepares its graduates for.	<ol style="list-style-type: none"> 1. The Department was an active participant at the Fall Academic Fair, giving a mock class lecture and presentation for prospective students. 2. The Chair has met with prospective students in follow-up visits to the Tusculum campus. One of these students sat in on the Chair's 'Political Traditions of the West' class.
Financial Stability and Security An Engaged Community	Improve the retention of program majors.	All program majors will be administered the Noel-Levitz Student Satisfaction Inventory. 70% of upper class program majors completing this survey will indicate that they are 'Somewhat to Very Satisfied' in response to the survey statements: <u>The instruction in my major field is excellent.</u> and <u>Major requirements are clear and reasonable.</u>	All students (n=4) indicated that they are 'Somewhat to Very Satisfied' in response to the survey statement <u>The instruction in my major field is excellent..</u> Two of 4 students (50%) indicated that they are 'Somewhat to Very Satisfied' in response to the survey statement <u>Major requirements are clear and reasonable.</u>	The assessment results indicate the need for more clarity in our 'major requirements'. Early in the Fall semester, our department will create a new 'Requirements Checklist' as the current one was last revised on 2/28/05. The goal will be to create more clarity in this document, and engage in better communication when Advising our majors.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
A Place for Student, Faculty, and Staff success	Provide more career options for students interested in Political Science and government studies.	Consult with the Administration about initiating a Pre-Law Minor. If this is a possibility, follow-up by contacting Faculty members who teach law courses outside of the Political Science Department.	When asked by the Department Chair at a Social Sciences Division meeting, the Provost was open to this proposal.	Identified the departments of Business, Environmental Sciences, and Film & Broadcasting/Mass Media to pursue law oriented options. More work towards achieving this goal will be pursued during the 2009-10 academic year.
An Engaged Community	To attain a high degree of student satisfaction with advising.	All program majors will be administered the Noel-Levitz Student Satisfaction Inventory. 70% of program majors completing this survey will indicate that they are ‘Somewhat to Very Satisfied’ in response to the following two survey statements: <u>My academic advisor is concerned about my success as an individual.</u> and <u>My academic advisor is approachable</u>	80% (N=10) of all Political Science majors indicated that they are ‘Somewhat to Very Satisfied’ in response to the following two survey statements: <u>My academic advisor is concerned about my success as an individual.</u> and <u>My academic advisor is approachable</u>	The assessment results met the specified goal. However, in this area we can improve. The Department Chair will be the Faculty mentor for the Social Science Living Learning Communities for incoming freshmen beginning in the Fall semester and will be advising new Political Science majors. One of the intended goals in agreeing to do this is to create a closer relationship between our department and the student body.
Academic Integrity, Quality, Accountability, and Distinction	To implement a regular process of syllabi and curricula review.	The Department Chair volunteered for and will be attending the Appalachian College Association Teaching & Learning Institute conference during the summer of 2008, in preparation for the 2008-09 academic year. The theme and main focus of the conference is “Active Learning”. This theme will be used to improve and update course syllabi and the course curricula by incorporating varied types of Active Learning in syllabi and instruction.	Department members updated our syllabi in conjunction with the curricula modifications to clarify ‘Learning Goals’, use a “Backward Design” process in syllabus creation, and engage in “In-depth Reflective Dialogue” as an active learning tool.	Faculty training at the Teaching & Learning Institute will be used in modifying our syllabi and course curricula for 2009-2010. Department syllabi will further incorporate active learning into our processes by using presenter and author Dee Fink’s Five Step “Initial Design Phase” to <i>Design Courses That Promote Significant Learning.</i>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>To achieve continual faculty development in the areas of teaching and scholarship.</p>	<p>At least one professional conference will be attended, and faculty will be engaged in new research within the discipline.</p>	<p>The Department Chair attended the ACA Teaching & Learning Institute conference during the summer of 2008, in preparation for the academic year. Also, the Department Chair published a book over the summer.</p>	<p>Both faculty members will be teaching and researching internationally in 2009-2010.</p>



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan - Psychology 2008-09

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

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

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

Unit Mission Statement

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

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Results	Use of Results
	1. Integrate Gateway courses and instructors with Residential College Psychology program.	1a. 100% of Residential College and Gateway instructors will be using the same texts for PSYC 101 (Essentials of Psychology), PSYC 200 (Developmental Psychology), PSYC 205 (Theories of Personality), PSYC 221 (Social Psychology), and PSYC 305 (Educational Psychology). Test banks will be sent to the Gateway Director for distribution to Gateway instructors.	This objective was accomplished. However, PSYC 205 and 221 were not taught in Gateway in 08-09. Full-time and part-time instructors were compared on grade distributions and instructor evaluations. Students in courses taught by part-time instructors were getting much better grades (approx. 3.6 avg.) than students in courses taught by full-time instructors (approx. 2.6 avg.).	1. Instructors who don't have at least a Master's degree in Psychology but do have at least 18 graduate hours in the discipline will be required to take a proficiency exam. Areas of questionable content area expertise will be identified and instructors will be given the opportunity to improve these before teaching students. 2. Two exams (a mid-term and a final) will be standardized for PSYC 101, 200, and 305. All instructors will administer the same exams. Exams will be administered on Sakai when possible.
		1b. Create separate syllabus templates for (PSYC 101, 200, and 305). Separate templates will be needed due to the structural differences in the Residential and Gateway programs. However, all instructors will cover the same objectives and will administer the same number of exams and critical analysis assignments to assess those objectives.	This objective was accomplished. Common syllabi were placed on Sakai for instructor access and kept on file with the Gateway director.	The testing frequency in the Gateway Program will be reduced to allow for increased classroom instruction time.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Results	Use of Results
		1c. Conduct peer evaluations of 100% of Residential College and Gateway faculty. Gateway instructors rating highly enough on peer evaluations will be given the opportunity to be “departmental liaisons” who will in turn have the authority to conduct peer evaluations of other Gateway instructors.	No departmental liaisons were identified among any of the part-time instructors. A new full-time instructor was hired who will fill this role for the Southeast GPS region in 09-10.	The new full-time faculty member is expected to help the Program Chair with administration of Gateway instruction in the SE GPS region.
		1d. 100% of Residential College and Gateway instructors will web-enhance every Psychology course using the Sakai online course platform.	This objective was accomplished. All full- and part-time demonstrated at least some utilization of Sakai.	Instructors will receive “intermediate-level” Sakai instruction in 09-10 and will be expected to use the “Assignments Tool” and “TurnItIn.”
		1e. 100% of Residential and Gateway instructors teaching PSYC 101 (Essentials of Psychology) will include research participation as a component of the course grade (every PSYC 101 course will contribute to the research participant pool).	This objective was accomplished. A “glitch” was encountered that made tracking the research participation of Gateway students more difficult.	This objective will continue for 09-10 and changes will be made to improve tracking of the research participation of all students for 09-10.
	2. Obtain MediaLab Psychological testing software.	2. MediaLab will allow us to add a cognitive (response duration, latency to respond, etc.) dimension to many of the surveys we’re currently using in our research program	The program was procured in 08-09.	We plan to learn how to use it in Summer 09 and utilize it for research for 09-10.
	3. Ensure that 100% of instructors in Residential and Gateway are fully utilizing the PsycInfo and PsycArticles databases.	3. Syllabi will be analyzed to ensure this component is addressed. This will also be a component of peer evaluations.	The PsycInfo and PsycArticles databases were heavily utilized in 08-09.	The “Psychology & Behavioral Sciences Collection” will be acquired in Summer 09. This database is accessible through PsycInfo and usage will be tracked for 09-10.
	4. Promote faculty development and the production of scholarly activity by Residential College and Gateway faculty.	4. 100% of Residential College faculty will engage in some form of scholarly research to be presented at a national/regional conference or submitted for publication in a scholarly journal. Gateway faculty will be given the opportunity to engage in scholarly research .	Two of three full-time Psychology faculty engaged in research projects in 08-09.	This objective will be retained for 09-10 and measures will be taken to assist all full-time faculty in establishing research programs.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Results	Use of Results
	5. Address the serious GPA discrepancy between the Residential and Gateway programs for PSYC 101, 200, and 305.	5. A baseline analysis was conducted for 2007-2008. The 07-08 average Residential GPA for PSYC 101, 200, and 305 was 2.75. The Gateway average for the same courses in 07-08 was 3.72.	The objective was not accomplished in 08-09. A serious GPA discrepancy still exists. The Gateway average for PSYC 101, 200, and 305 for Residential instructors in 08-09 was 2.63 and the Gateway average was 3.42. The largest GPA discrepancy was between full-time and part-time instructors. The average GPA in courses taught by full-time instructors in 08-09 was 2.38 while the average in courses taught by part-time instructors was 3.61.	This will be addressed with (a) a proficiency exam for instructors with Masters degrees not in Psychology but who have at least 18 graduate hours in the discipline, and (b) standardized exams (a mid-term and final) to be administered on Sakai (when possible).



TUSCULUM COLLEGE
ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – Visual Arts 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The mission of the 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.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
The institutional goal addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	1. Add additional sculpture class to the annual course offerings	Additional sculpture class will be added to the block 8 course offerings and will be taught every year	The class was added and as a result the department was able to cover additional topics such as metalsmithing and large scale casting.	With the addition of the sculpture class, students will now be able to take all levels of sculpture in a four year time span thus giving them time enough to create work that will allow them to gain higher level credentials for applications to graduate school.
The institutional goal addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	2. Increase the breadth of art expertise in the department	Hire a new assistant professor with a 2-D concentration and preferably with additional expertise in areas not currently in residence.	No new faculty lines were approved for Art and Design in 2008-2009.	This item will be readdressed in the 2009-2010 AOP
The institutional goal addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	3. Increase the department visibility for current College constituents and potential new students.	A new Art & Design Department website will be installed on the Tusculum College website by may 2009. Annual visitors to the new website will increase by 20% over the latest annual count for the old website.	The new website has been submitted to the webmaster for installation.	The new goal is to have the site active in 2009-10.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>The institutional goal addressed by this objective: A Place for Student, Faculty, and Staff success</p>	<p>4. Initiate a new mentorship program between upper and lower classmen</p>	<p>Mentoring system will be operational by the end of the first semester. 6 upper-class students will be enrolled as mentors and 15 lower-class students will be enrolled as mentees in the program by the end of the second semester.</p>	<p>Program was functioning by the first of September with 6 upper-classmen and 15 lower-classmen</p>	<p>The mentoring program was a success and will be continued in 2009-2010. Upper classmen showed a sense responsibility towards the students they worked with, and learned a bit more about their own craft through the instruction of others.</p> <p>It is expected that student retention will be favorably impacted by the program such that the withdrawal rate of declared art majors will be reduced by 50% in 2009-10 as compared to 2007-08 which was the year prior to the installation of the system.</p>



TUSCULUM COLLEGE

ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan - Athletic Training 2008-09

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

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

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

Unit Mission Statement

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

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success	1. ATEP (Athletic Training Education Program) will be successful in completing its CAATE (Commission on Accreditation of Athletic Training Education) re-accreditation effort.	ATEP will receive confirmation from CAATE of continued re-accreditation for its Program by Spring, 2009.	ATEP received confirmation of CAATE re-accreditation is extended through the 2013-2014 academic year.	The periodic annual progress reports to CAATE which are required for continued program accreditation will be timely and no out of compliance issues will be found.
Academic Integrity, Quality, Accountability, and Distinction A Place for Student, Faculty, and Staff success An Engaged Community	2. ATEP will revise the ACI/CI manual and distribute it to its Program ACI's (Approved Clinical Instructors) and CI's (Clinical Instructors).	ACI/CI manuals will be revised and distributed to all Program ACI's/CI's in the fall 2008 semester. Eighty percent of ACI's/CI's will agree that the revised manual provides information for more consistent and higher quality instruction.	ACI/CI manuals were revised and distributed to all Program ACI's/CI's in November, 2008 following the Site Visit by CAATE representatives. One hundred percent of the ACI's/CI's agreed that the revised manuals will assist them in providing more consistent and higher quality instruction in clinical proficiencies to our students.	Annual updates (if any) will be produced after the spring semester and distributed to current manual owners before the beginning of the following fall semester.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>3. ATEP will provide initial training or retraining to become/remain an Approved Clinical Instructor within our Program.</p>	<p>ATEP will provide at least one (1) ACI workshop during 2008-09.</p>	<p>ATEP conducted one (1) ACI/CI update workshop for Affiliated site instructors in the Morristown, TN area in Sept., 2008.</p>	<p>A benefit of the workshops is that the affiliated clinical site will remain available for student instruction during the next three (3) years.</p> <p>ATEP will maintain required CEU (Continuing Education Units) records documenting completion of training for all ACI's.</p>
<p>An Engaged Community</p>	<p>4. ATEP will provide community service opportunities for its students.</p>	<p>ATEP will offer at least one community service project for its students during the 2008-09 academic year.</p> <p>At least 50% of ATEP majors will participate in at least one community service activity during 200-09.</p> <p>Seventy percent, (70%), of participating ATEP students will agree that participation in sponsored service activities provided an increased sense of professional involvement with members of the local community.</p>	<p>ATEP offered the following community service projects for our students: Health Fair: Oct., 2008; Toy Drive for Holsten Home, Dec., 2008, \$100 donation for medical supplies for Belize trip during Block 7, Spring, 2009; Easter baskets for Holsten Home, April, 2009. One hundred percent of ATEP students expressed satisfaction in an increased sense of professional involvement with members of the local community.</p> <p>100% of ATEP majors participated in at least one community service activity during 2008-09.</p>	<p>The goal for 2009-10 is that 100% of ATEP majors will participate in at least one community service activity during 2009-10 and at least 50% will participate in at least two community service activities during 2009-10</p>
<p>An Engaged Community</p> <p>Financial Stability and Security</p>	<p>5. Promote interest in Athletic Training as a career</p>	<p>ATEP will promote interest in Athletic Training as a career by co-sponsoring a summer camp for high school level students.</p> <p>Participants will be administered a survey at the end of the camp and seventy percent, (70%), of the attendees will agree with the survey statement that they learned more about Athletic Training as a profession and plan to return to their school to act as athletic training aides for the 2008-09 school year.</p>	<p>ATEP, through financial assistance provided by Watauga Orthopedics, held both a high school student level and coaches' level athletic training camps during July, 2008. Twenty students and 47 coaches attended the events. 100% of the students agreed that they learned more about the profession of Athletic Training and 85% indicated they will return to their high schools to act as athletic training aides for the 2008-09 school year.</p>	<p>ATEP recognizes the value this type of program offers to the community at large and to the major in regards to student recruitment.</p> <p>Watauga Orthopedics will be approached again in 2009-10 for support for a summer camp or similar activity in 2010.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>6. ATEP majors will be provided opportunities for professional development.</p>	<p>50% of eligible majors will participate in an internship in summer 2009.</p>	<p>60% of our students have been hired to complete a variety of paid internships across the country during Summer 2009.</p>	<p>ATEP will develop a survey for internship supervisors and internees to measure the success of the internship from the perspective of the supervisor and the student. Survey will be administered for all summer 2009 internships.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>7. ATEP students will participate in professional organizations.</p>	<p>100% of eligible majors will apply for membership in the National Athletic Trainers Association (NATA).</p> <p>At least 60% of eligible majors will apply for membership in the Iota Tau Alpha national honor society for athletic training.</p>	<p>100% of eligible majors applied for membership in the National Athletic Trainers Association (NATA).</p> <p>Six sophomores were inducted into the Alpha Gamma Chapter of Iota Tau Alpha on April 27, 2009. 100% of eligible students now belong to the national honor society.</p>	<p>Any students reluctant to join the honor society because of funds or other reasons will be counseled and the department will be active in overcoming any barriers. It is expected that the 100% membership in NATA and Iota Tau Alpha will continue.</p>
<p>An Engaged Community</p> <p>Financial Stability and Security</p>	<p>8. Increase program enrollment</p>	<p>At least 6 new students will declare an ATEP major in 2008-09.</p>	<p>There were two students that declared an ATEP major in 2008-09. One additional student who expressed an interest has not committed because of eligibility questions and some personal challenges.</p>	<p>ATEP faculty will work with admissions counselors to be sure they have detailed ATEP program knowledge and are able to effectively inform potential students about the program. The summer camp for local high school students co-sponsored by Watauga Orthopedics which is held annually will be held again in summer 2010 .</p>
<p>An Engaged Community</p> <p>Financial Stability and Security</p>	<p>9. Increase retention and graduation rates</p>	<p>For those students who are formally admitted to the program, 100% will graduate in 5 years</p>	<p>The students who were formally admitted to the program between cohort years (first year at Tusculum) 2001 through 2005, 94% graduated. The single non-graduate experienced family problems that could not be overcome</p>	<p>It is expected that the ongoing graduation rates for ATEP majors will be 100% barring any unforeseen circumstances.</p>



TUSCULUM COLLEGE
ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – Teacher Education 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The mission of the professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College’s focus on civic and intellectual development of the students, while fostering skills, knowledge, and habits of character vital to those involved in the education of the nations’ next generation of citizens.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
2. Academic Integrity, Quality, Accountability, and distinction 3. A Place for Student, Faculty, and Staff success	1. Ensure that all courses contain Learning Outcome descriptions as well as an emphasis on Writing and Critical Thinking skills.	1. New BAED Faculty members will be trained in the Learning Outcome requirements. The BAED Academic Coordinator will assess syllabi for Learning Outcome requirements and consistency. All faculty members will assess students in their courses on the stated learning outcome requirements for the courses with extra emphasis on Writing and Critical Thinking.	1. The BAED Academic Coordinator has been working with new faculty members and conducting evaluations in their classes. She has also been assessing syllabi for LO requirements and consistency. All courses have Learning Outcomes with increased emphasis on Writing and Critical Thinking.	1. Faculty have been informed about deficiencies in their syllabi, and later courses should reflect more emphasis on Writing and Critical Thinking.
3. A Place for Student, Faculty, and Staff success 4. An Engaged Community	2. Honor and add partnerships with the local school systems. Provide work-study students to area schools.	2. The department will place and supervise qualified students as Work-Study students in area schools as well as presenting other opportunities for work in other programs after school. Faculty members will assist students in finding other opportunities to interact with students and schools—judging History Day, Science Fairs, volunteering to tutor, etc.	2. Our Work Study students were placed in several area schools this year and were praised for their efforts. Students have judged History Day, Science Fairs, worked in an Afterschool Tutor-Mentor Program, and participated in Special Olympics and other regional events.	2. Community partners have enjoyed and appreciated the help of these students. We have received requests for more students in the coming year.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
2. Academic Integrity, Quality, Accountability, and distinction 3. A Place for Student, Faculty, and Staff success	3. Provide materials through the Library website for students to use to become familiar with the elements included in the Praxis II tests in the weeks prior to each testing session. Faculty and Academic Support personnel will offer individual and group sessions for individual needing additional help. Special emphasis will be given to the areas of Critical Thinking Skills and Writing skills as tested on the Praxis II Principles of Learning and Teaching and Reading Across the Curriculum tests which measure those skills and compare our students on the ETS national test.	3. The department ordered material that is on the website for students to be able to use for studying for the Praxis. The Department will survey the students to determine how useful this material was for them. The department will schedule training sessions for Praxis II tests during the weeks before the scheduled dates at times that are convenient for students. Students participating in the study sessions will be surveyed to determine the effectiveness of the study sessions and what modifications may need to be made in the format. Student success rates on the tests will be compared with the previous year to determine what measures need to be implements to improve scores on the Praxis II tests.	3. Residential students were able to utilize the Library website for accessing Praxis study guides. Four Special Sessions were held during the year as preparation for the Curriculum, Instruction, and Assessment test. Other students were advised in mini-sessions. Survey results revealed that many students did not take advantage of the study sessions. The BAED students were not provided study sessions and were not able at times to access the study material on the website.	3. Residents study sessions will be provided by faculty members, and BAED faculty and staff will be encouraged to offer their students study sessions as well.
3. A Place for Student, Faculty, and Staff success	4. Continue to offer writing sessions as needed to improve the writing skills of education students.	4. The department will schedule review sessions for writing skills as needed.	4. No writing sessions were scheduled for residential students. Writing sessions were handled by the Counseling Center in Knoxville.	4. Study sessions will be conducted on both campuses as needed.
3. A Place for Student, Faculty, and Staff success 4. An Engaged Community	5. Add the Certification Program in Health and Wellness as soon as the state has given approval to our program.	5. As soon as the State approves the Health and Wellness licensure proposal, it will be offered on campus.	5. We are still waiting for approval.	
2. Academic Integrity, Quality, Accountability, and distinction	6. Revise the Standardized Syllabi for the BAED Program to achieve consistency within the Department.	6. BAED and Residential personnel will meet to standardize the Syllabi for all Education major courses.	6. BAED and Residential personnel met and created standardized Syllabi for all Education major courses.	6. The resulting syllabi should provide more consistent instruction.
1. Financial Stability and Security. 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community	7. Continue to offer a Summer Institute and Schedule for offering courses for Add-on in Early Childhood, and Special Education, as well as courses for Alternative Licensure teachers.	7. The Schedule for a Summer Institute will be publicized to meet the needs of area students in adding on Certification in Early Childhood, Special Education, and Alternative License courses. Other courses will be added as approval is given.	7. A Summer Institute has been scheduled to certify in Early Childhood, Special Education, and Gifted. Courses will also be offered for TESOL and Alternative License Candidates.	7. Students in these programs appreciate the opportunity to complete their certification.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
2. Academic Integrity, Quality, Accountability, and distinction 3. A Place for Student, Faculty, and Staff success	8. Continue to work on the satisfaction level in the BAED Program to build a higher quality program as rated by the students in the BAED Program on End-of-Course surveys.	8. The BAED students will use the new handbook for students and faculty as soon as it is completed and distributed to assist everyone in understanding the BAED Program and assist faculty members to prepare students adequately for the public school classroom. The GPS program will designate an Advisor especially for BAED to improve the satisfaction area in Advising.	8. A new Handbook has been developed for the BAED students to assist them in understanding all the requirements for the program. It should give them the information they need to proceed through the program more easily. The GPS Advisors are advising the all the Gateway students as well as the BAED students but are dropping the BSOM students when they enter that program.	8. It is anticipated that the BAED End-of-Program results are better than the preceding year. The results are still not as good as they could be. The changes that have been made in the program should show more satisfaction in the coming year.
3. A Place for Student, Faculty, and Staff success 4. An Engaged Community	9. Follow up with the State on the status of the TESOL proposal that was submitted last year and the Gifted proposal that was submitted this summer.	9. The Education Department will be prepared to officially offer and promote the TESOL and Gifted endorsements as soon as the State approves them.	9. These endorsements were recently approved, and courses will be available to students in the Summer Institute.	9. With the economic situation, these two programs may not be well attended this summer.
2. Academic Integrity, Quality, Accountability, and distinction 3. A Place for Student, Faculty, and Staff success	10. Education majors will indicate that they are satisfied with advising.	10. Students will take the Noel-Levitz Student Satisfaction Inventory. Eighty percent or more of the students will agree or strongly agree with the following survey items: <u>My academic advisor helps me set goals to work toward.</u> <u>My academic advisor is knowledgeable about requirements in my major.</u> <u>My academic advisor is approachable.</u> <u>My academic advisor is concerned about my success as an individual.</u>	10. All traditional Education Majors rated their satisfaction level below 80% except for <u>My academic advisor is knowledgeable about requirements in my major.</u> The BAED students rated all areas below 80%.	10. Several years ago, the Education Majors were spread out to faculty members and staff across campus with no connection to the Education Department. For two years, we have been requesting that all education majors be placed with an Education Advisor. This year at the end of the first semester, the freshmen were asked to find an education advisor. Some of them did, but many did not even know where to go. We have asked again that all incoming freshmen and all education majors be placed with Education faculty members or Bette Dowd. When we can complete their four-year plan at the earliest possible date, this procedure should help their satisfaction level. The BAED Program needs advisors who only advise BAED students so they can be more available when they are needed.



TUSCULUM COLLEGE

ANNUAL PLANNING AND ASSESSMENT

Annual Operating Plan – Physical Education 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The mission of the 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.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>1. Seek adequate faculty staffing for the department. We will seek a one-year Visiting Professor to temporarily fill the vacancy created with the departure of a faculty member.</p>	<p>Submit a request for additional faculty positions. Justification for positions will be based on the number of majors in the four departmental degree programs.</p>	<p>A new faculty member was hired as a one year visiting professor. The department has recommended that this new faculty member become a full time permanent member of the faculty. This request has been granted. An additional faculty position was approved; a search was conducted with a pursuant recommendation. The position has not been filled currently.</p>	<p>Filling this position complements the current faculty in the Sport Management major. The addition of this position has also allowed the Department to increase its course offerings. Some courses which were offered on alternate years will be offered each year beginning in the fall of 2009. Examples of such additions include PHED 361, PHED 374, PHED 375. The department will also offer multiple sections of highly demanded courses such as PHED 260 and PHED 360. Students will be in an improved position to take courses they need to complete their programs of study.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>2. Obtain a full time administrative assistant (secretary) for the department.</p>	<p>Submit request for a full time administrative assistant (secretary).</p>	<p>A formal request for a secretary from the Departmental Chair was made to the School Director. Due to financial constraints, this request was not granted.</p>	<p>The Department will continue to seek clerical help and will re-submit a request for a Departmental Secretary again in 2009-10.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>3. Update department technology: Needed equipment includes LCD projectors, activity equipment, and fax machine for the department.</p>	<p>A department faculty member submitted a request to equip rooms 312 and 313 in the Niswonger Building with ceiling mounted LCD projectors and laptop computers. The request included a second departmental portable cart with an LCD projector with laptop computer.</p>	<p>Rooms 312 and 313 were equipped with ceiling mounted LCD projectors and computer workstations.</p>	<p>The addition of permanent, ceiling mounted LCD projectors with permanent in classroom computers with both wireless and cable internet connection in Niswonger 312 and 313 has greatly enhanced the faculty's ability to utilize technology in these classroom. Both faculty and students can increasingly incorporate technology and internet resources in their presentations.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>4. Increase course offerings.</p>	<p>Increase the number of theory and activity course offerings to accommodate student course requirements to graduate.</p>	<p>The course offerings for 2008/2009 remained relatively the same. The faculty met with the School Director and Registrar and theory and activity course offerings will be increased for the 2009/2010.</p> <p>PHED 335 Managing Legal Aspects of Sport and Physical Education PHED 374 Motor Development and PHED 375 Motor Learning will henceforth be taught every year.</p>	<p>This addition will shift - alternate year required course offerings to an annual course schedule.</p> <p>This will reduce student requests for special offerings in order to meet graduation requirements.</p>
<p>A Place for Student, Faculty, and Staff success</p>	<p>5. The Sport Management Internship Director will provide a quality assessment process for the internship experience.</p>	<p>The process for evaluating the success of sport management internships will include qualitative (mid-term) and quantitative (final evaluation) procedures. Elements of the procedures will include maintaining weekly logs denoting hours of work, job descriptions, weekly activities supporting the job descriptions, and phone calls and e-mails from the Tusculum College Internship Director to the on-site supervisors and the intern.</p>	<p>The process as detailed in the assessment method has been finalized and will be implemented for all 2009-10 internships.</p> <p>The final evaluation rubric contains nine areas for determining the level of success for the internship</p>	<p>This triangulation of data provides an accurate snapshot of the internship performance of the interns. Interns need to receive a positive mid-term evaluation in order to continue to the completion of the internship.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>6. Department will review all course syllabi for consistency in meeting the format requirements of the department. This includes traditional and professional studies including adjunct instructed courses.</p> <p>All adjunct faculty teaching PHED courses will be visited and evaluated a minimum of every two years.</p>	<p>The department chair will meet with departmental faculty on an individual basis to discuss teaching schedules, goals, objectives, performance appraisal, and academic well-being. Physical education course syllabi will be submitted to the Chair for review. The department chair will also review and approve syllabi and visit, evaluate, and mentor all departmental adjuncts.</p>	<p>The department chair met with each faculty member to review departmental syllabi and faculty member goals and objectives.</p> <p>The department chair met with traditional faculty members during Block 7. He provided support and conducted formal observations and evaluations of adjunct faculty in both traditional and professional studies offering.</p> <p>Five adjuncts in the traditional program and three adjuncts in professional studies were observed. Plans to visit the classes of three other professional studies adjuncts are underway.</p> <p>While the review of adjunct faculty has indicated a good level of competence among the majority of teachers, two adjuncts were found to have deficiencies. One Traditional Program adjunct faculty member did not provide adequate justification documentation. One Professional Studies adjunct faculty member was found to habitually release classes early.</p>	<p>Three adjunct faculty were visited and evaluated in 2008-09. The Chair plans to visit four additional adjunct faculty in 2009-10.</p> <p>The Dept. Chair has recommended that the two adjunct faculty members identified in the Results column no longer be assigned PHED classes.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p> <p>An Engaged Community</p>	<p>7. Promote membership and activity in state and national organizations for both faculty and students. The faculty will engage in professional development and scholarly activities.</p>	<p>The department will make students aware of opportunities and the benefits of membership in various state and national organizations which will allow easier access, through networking, into the job market.</p> <p>At least one student group will attend a national conference.</p>	<p>All faculty members attended a national or state conference. The department chair and one other faculty member presented a workshop at the TAHPERD conference. The department chair also presented at the general session.</p> <p>Two additional faculty members will attend the North American Society of Sport Management (national convention) in the Summer of 2009. One of these faculty members Dr. Gibson also attended the 16th annual Sport Management and Business convention at Georgia Southern University.</p> <p>A fourth faculty member and a student co-presented) at the AAHPERD National Convention.</p> <p>Also, one of the above faculty members attended several workshops offered by Appalachian College Association (ACA) and National Institute For Technology and Liberal Education (NITLE) for his professional development in both “Teaching and Learning” and “the use of technology in teaching”.</p> <p>This same faculty member serves NASPE /NCATE. Board of Reviewers. His term expires 2011. He also serves as a member of the AAPAR Awards Committee.</p> <p>The department chair serves TAHPRD as Chairman of the Constitution committee, the executive board, and strategic planning committee.</p> <p>Five students attended the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPRD) conference in Orlando, Florida.</p>	<p>Professional development activity by Departmental members will enhance the quality of instruction and advisement of our students. Course content will be in compliance with the standards of best practice in the field.</p> <p>All full-time faculty will attend a state or national conference in 2009-10.</p> <p>At least 10 students will attend a state or national conference in 2009-10.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>An Engaged Community</p>	<p>8.The students will be satisfied with their level of advisement.</p>	<p>All departmental majors will take the Noel-Levitz Student Satisfaction Inventory</p> <p>Seventy percent of majors in both programs will agree or strongly with the survey Statements: items: <u>My academic advisor is approachable</u>, <u>My academic advisor is concerned about my success as an individual</u>, <u>My academic advisor helps me set goals to work toward</u>, and <u>My academic advisor is knowledgeable about requirements in my major</u>.</p>	<p>Sixty-one percent of majors in both programs agreed or strongly agreed with the survey statement <u>My academic advisor is approachable</u></p> <p>Fifty-Eight percent of majors in both programs agreed or strongly agreed with the survey statement <u>My academic advisor is concerned about my success as an individual</u></p> <p>Forty-Eight percent of majors in both programs agreed or strongly agreed with the survey statement <u>My academic advisor helps me set goals to work toward</u></p> <p>Fifty-two percent of majors in both programs agreed or strongly agreed with the survey statement <u>My academic advisor is knowledgeable about requirements in my major</u>.</p> <p>These percentages are well below the targets. A complicating factor was the large number of neutral responses which was over 30% for all items with the exception of the item My academic advisor is approachable, which had a 26.2% neutral response. It is impossible to guess the reasons for a neutral response but looking at the items in terms of the percent that was Somewhat dissatisfied to not satisfied at all, the item My academic advisor helps me set goals to work toward had 17% in this category and the rest were in the neighborhood of 10%.</p>	<p>As a result of the low marks for the item <u>My academic advisor helps me set goals to work toward</u> the department will stress career development and career goals during the 2009-10 advising sessions.</p>



TUSCULUM COLLEGE
ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Mater of Education (HRD & OTE Concentration) 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>Tusculum College School of Education offers the HRD and OTE Concentrations to provide 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 organizational clients. The concentrations emphasize competence in the areas of critical thinking, data analysis/interpretation, problem solving, ethical decision making, and synthesis of information.</p>
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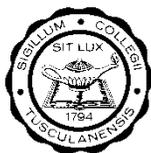
Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>1. The HRD and OTE Coordinator, with participation of adjunct faculty, will continue to evaluate curriculum design, and make adjustments as required.</p>	<p>1a. The outline used to guide students through the development and reporting of their HRD project will be reviewed and revised based upon the experiences of students and instructors.</p> <p>1b. The DiSC Personality Profile System will be evaluated at the end of a program to determine overall impact on student learning to determine program impact. Three Likert type items were asked in MH 10 and 11 at the end of their programs:</p> <ul style="list-style-type: none"> ◆ “I understand my own behavior and need to adapt to become a more effective member of a group as a result of the DiSC exercises.” ◆ “I am better prepared to listen and observe the behaviors of others to determine how 	<p>1a. The outline was revised to include several additional instructional pieces to assist students develop plans to be more proficient in the planning and implementation of their projects. These included: Guidance on the Contract with the Client; Guidance on Lesson Planning; A Planning Guide for the Assessment Plan.</p> <p>1.b 100% of the students (N = 19) agreed or strongly agreed with these three statements, indicating that the students reported value in the use of DiSC personality profiles are a means of achieving one of the program objectives.</p>	<p>1a. This revised outline will be distributed to students starting with MH 12 in July 2009.</p> <p>1b. DiSC will be introduced to HRD programs in the northeast sites in Fall, 2009. Faculty will be orientated to the use of the instrument through self-instructional materials, a Fall Faculty workshop discussion, and an option to use the instrument for themselves. Sample materials will be distributed to all NE faculty who teach a DiSC-related course.</p>

		<p>they demonstrate their needs and preferences.”</p> <ul style="list-style-type: none"> ◆ “I have developed a greater respect for persons with different personal approaches to work and relationships.” <p><i>Note: DiSC is a personality profile that measures personality in terms of preference for directing, influencing, steadfast and conscientious relationships with others. The DiSC profile is integrated across the curriculum in five courses to add the study of human behavior in adult learning, team development leadership, facilitating, and consulting.</i></p>		
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>2. HRD and OTE Coordinator will help identify and select additional highly qualified adjunct faculty to enable Tusculum College to deliver these programs in East Tennessee locations.</p>	<p>2a. Through the use of professional networking and referrals, the adjunct faculty pool will be increased by two additional highly qualified members to support cohort groups.</p> <p>2b. The HRD/OT&E Coordinator will continue to expand exposure to the HRD and OT&E programs through professional organization activities by participating in at least one or more area and/or state organizations.</p> <p>2c. The Coordinator will raise the issue for another full time position with the School of Education Director to stabilize the availability of faculty in both northeast and southeast regions.</p>	<p>2a. Two new adjuncts were assigned to teach this year. (Dr. Evelyn Roach and Dr. Dottie Roberts) Dr. Roach was received a classroom observation by Dr. Melanie Narkawicz; the result was an excellent report of her classroom preparation, student engagement, and overall classroom management.</p> <p>2.b The program coordinator attended 4 program meetings of the Smoky Mountain Chapter of ASTD (American Society for Training and Development during the 2008-2009 academic year. At one meeting, HRD and OT&E curriculum materials were distributed to meeting attendees. The overall impact of this activity is not measured. or known. However, our May 2009 enrollment in MH 15 in Knoxville was 19 students, one of our larger groups in recent years.</p> <p>2.c The College process for request for one full time faculty position was approved by the College Council, with support from the School of Education Director. A successful search resulted in the employment of Dr. Rick Toomey to support programs in the northeast locations.</p>	<p>Dr. Roberts is scheduled for evaluation in Fall, 2009. Other adjunct faculty who have not yet taught will be evaluated at their next teaching schedule.</p> <p>2.b Curriculum materials for HRD and OT&E concentrations will be distributed at professional association meetings in the area, especially through ASTD meetings.</p> <p>A FT faculty member has been offered a contract for the 2009-2010 academic year to solidify the NE region programs. Recruitment of students for Fall 2009 is planned by the Enrollment staff. An enrollment of >15 students is anticipated.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	3. Resources to support the curriculum will be developed	3a. Textbooks for at least two courses will be evaluated; and will either be retained for use for additional three years; or will be replaced with a choice recommended by faculty.	<p>3a. Textbook for HRDE 522 was reviewed and a new text was selected: Morrison, G.; Steven, R. M.; Kemp, J. <i>Designing effective instruction</i>. Wiley/Jossey-Bass Education ISMN 0-471-25651-8 <i>Chapters on Instructional design</i>.</p> <p>The HRDE 509 course will use the <i>InfoLine</i> on Organizational Performance Management, authored by Dr. Solomon, program coordinator, as a required course reading, beginning in October, 2009.</p>	<p>3a. Faculty who teach HRDE 522 were directed to revise their syllabus to use the features of the new text Reports from the instructors and the students in this course are more favorable with this newer text.</p> <p>This reference is now added to the HRD Program Curriculum Description that will become effective Fall 2009. Faculty will incorporate this reading into course syllabii.</p>
		3b. At least five additional references will identified for addition to the Tusculum College library in support of HRD and OT&E curriculum.	<p>3b. These additions were added to the library holdings:</p> <ol style="list-style-type: none"> 1. Biech, E. The 2008 Pfeiffer Annual: Consulting (with CD-ROM) 2. Lowman, R. Ed. The California School of Organizational Studies Handbook of Organizational Consulting Psychology: A Comprehensive Guide to Theory, Skills, and Techniques 3. Silberman, M. 101 Ways to Make Training Active, 2nd Edition 4. Silberman, M. Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips , 3rd Edition 5. Driscoll, M. Web-Based Training: Creating e-Learning Experiences , 2nd Edition 	3b. The annual 2009 GPA Fall Faculty meeting newsletter sent by the program coordinator to adjunct faculty will contain a list of new library acquisitions for their review and use in their courses. This meeting and follow-up newsletter is tentative for September/October 2009.
		3c. Structured library research assignments will be developed and documented in the syllabus for at least two courses to engage students in more analytical use of the professional literature. (This is in addition to the current library research literature review required in the HRD consultant project and in the OT&E research project.)	Two courses have been identified – HRDE?EDUC 510 and HRDE 506 (formerly numbered HRDE 509).	This activity will be explained to relative faculty in the Fall 2009 faculty workshop so that syllabus for these courses will document use of the professional literature beginning with first offering in Fall 2009.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>A Place for Student, Faculty, and Staff success</p>	<p>4. There will be an increase in student enrollment.</p>	<p>4a. A total of 80 students enrolled in HRD and OT&E (total for both programs) will be achieved in by May 2009. The HRD/OT&E Coordinator will provide current career and curriculum information to Enrollment counselors through updated printed materials and one session to refresh the program details to Enrollment staff.</p> <p>4b. The Program Coordinator will provide program brochures to students in the HRDE 513 and EDUC 526 courses to request and support their promotion of referrals to students to the HRD and OT&E concentrations.</p> <p>4c. The Program Coordinator will collaborate with Enrollment initiatives to prepare for career-orientated student information and recruitment resources for HRD and OT&E.</p>	<p>4a. As of May 2009, there are 76 students enrolled in HRD/OT&E concentrations.</p> <p>4b. Materials were distributed to 12 students in MH 10; 10 students in MH 11. The overall impact of this approach is not known at this time.</p> <p>4c. The coordinator met with the marketing team, Creosote, to help create new marketing materials.</p> <p>The Program coordinator conducted two briefing sessions with Enrollment staff at northeast and southeast locations.</p>	<p>4a. Enrollment staff is using the reputation of this program for student recruitment.</p> <p>HRD and OT&E materials are presented as options to graduates of the BSOM program. hat new cohort groups.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>5 The culmination graduate projects [HRD project (HRDE 513) and the Training Capstone project (EDUC 565)]will demonstrate student competence at the graduate level.</p>	<p>A rubric shall be developed by FT faculty to conduct an independent assessment of the elements of these student reports and projects. The creation of the rubric will be used to determine criteria for success.</p> <p>The 15 criteria for items for the rubric are derived from the goals of the courses in their respective curriculums. Each rubric also contains the five advanced competencies: critical thinking, data analysis and interpretation, problem solving, ethical decision making, and synthesis of information.</p> <p>Successful achievement of this goal will be defined for 2009-2010 reports by two criteria:</p> <ol style="list-style-type: none"> 1. No student shall receive a score higher than 25 points. 2. No individual item on the shall receive a mean score of greater than 2.0 <p><i>Note: The scale uses to evaluate each item is:</i></p> <p><i>1= highly professional skills</i> <i>2= well done skill level</i> <i>3=adequate skill level</i> <i>4=insufficient skill level</i></p>	<p>This rubric was developed in Spring 2009.</p> <p>A guidance and requirements document – Training Capstone Requirements and Guidance -- has been developed by the program coordinator with a standardized syllabus that includes standard formats for all assignments. This syllabus will be used by all instructors of the EDUC 565 course to ensure consistent expectations for achievement in student work and consistent criteria for assessment of quality.</p>	<p>This rubric will be used for an independent internal assessment of approximately 1/3 of the HRD reports and OT&E Capstone projects to determine value of this graduate education. The first use of this rubric and standardized syllabus will be:</p> <p>MH 12 to complete their HRD project in November 2009.</p> <p>MA 25 to complete their Capstone project in March 2010.</p>



TUSCULUM COLLEGE

ANNUAL PLANNING, ASSESSMENT AND BUDGETING

Annual Operating Plan – Master of Education (Curriculum and Instruction Concentration) 2008-09

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

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</u></p> <ol style="list-style-type: none"> 1. Financial Stability and Security 2. Academic Integrity, Quality, Accountability, and Distinction 3. A Place for Student, Faculty, and Staff success 4. An Engaged Community 	<p><u>Unit Mission Statement</u></p> <p>The 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.</p>
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>An Engaged Community</p>	<p>1. Update all course related material as needed—textbooks, syllabi, etc.</p>	<p>At each MAED faculty meeting at least one course will be evaluated for content, suitability of required text book and/or readings, and other course materials related to student learning. Minutes of the faculty meetings will record the outcomes of these reviews.</p> <p>Updated skeletal syllabi for all courses will be posted on the Tusculum GPS faculty support website.</p>	<p>Objective MET.</p> <p>Individual full time faculty members were assigned responsibility for review of course within their areas of expertise and changes were made.</p> <p>Texts were updated.</p> <p>Skeletal syllabi were updated.</p> <p>Process developed to ensure continued course evaluation on a permanent basis.</p>	<p>The following courses were updated this year: EDUC503, EDUC533, EDUC538, EDUC540</p> <p>The following courses were added/removed: EDUC525 was removed and replaced with EDUC535 Comparative International Pedagogy.</p> <p>Updated skeletal syllabi were collected for all courses and are in the process of being posted on-line.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	2. Expand number and specialization of adjunct faculty.	At least three new adjunct faculty will be contracted during the 2008-09 academic year.	<p>Three new adjunct instructors were interviewed and placed on list for MAED programs in the NE region.</p> <p>Two held curriculum specialization, one of these was qualified for the new international course; one in the area of special education. One holds specialization in leadership and administration.</p>	<p>SE region, will continue a need for additional adjunct faculty in non-leadership related courses as courses are being taught by over-contracted full time faculty and adjunct faculty outside their areas of expertise.</p> <p>SE has adjunct faculty in BAED program who may qualify to cross-over. They are currently being interviewed.</p> <p>Objective continues.</p>
Academic Integrity, Quality, Accountability, and Distinction	3. Evaluation of adjunct faculty will include observation of instruction	Each adjunct faculty member will be observed by a full-time MAED faculty member on at least one occasion during the 2008-09 academic year. Visits will be recorded on observation sheets currently used for full time instructors, reported to the Graduate Education Coordinator, and placed in adjunct personnel file.	<p>Objective MET.</p> <p>All but two adjunct faculty have been observed and evaluated. One was unavailable as she left for Peace Corps and another was removed from teaching list.</p>	<p>One adjunct instructor was removed from list, one is currently being reviewed for mentoring.</p> <p>Objective continues.</p>
Academic Integrity, Quality, Accountability, and Distinction	4. Faculty development and scholarship.	All full time faculty will engage in at least one development and/or scholarship activity during 2008-09 academic year.	<p>Objective MET.</p> <p>All MAED C&I faculty presented at conferences during the 2008-09 academic year.</p>	<p>Faculty were recognized by sharing unique knowledge with other members of the profession. Presentations were indicative of currency and expertise within their area of instruction.</p> <p>Additional availability of funding in budget to support professional memberships and supplement faculty development is recommended.</p> <p>Objective continues.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>5. Students will be satisfied with program outcomes related to the design of instructor assignments and program rigor.</p>	<p>Noel-Levitz Adult Student Priorities Survey will be administered to all MAED program participants in spring 2009.</p> <p>Achieve a mean of eighty-five percent or higher on percentage of ratings “satisfied” or above on: Noel-Levitz item 24—<i>There is a commitment to academic excellence at this school</i>; 57-- <i>The instructors design assignments and projects that encourage interaction among all students in the cohort</i> and item 66-- <i>The rigor of my program is comparable to that of most other colleges.</i></p> <p>Eighty-five percent of the students will respond “agree” or “strongly agree” on the End of Program Survey item 15—<i>Overall the program has improved my teaching strategies and expanded my knowledge base.</i></p>	<p>MET.</p> <p>Mean of items: 86.7%</p> <p>Item 15 = 100%</p>	<p>Instructors will be apprised of the levels of these responses.</p> <p>Continued attention to rigor will be stressed with adjunct faculty at Fall meeting.</p> <p>Offered feedback for end-of-course evaluation.</p> <p>Continue objective.</p>
<p>Financial Stability and Security</p>	<p>6. Assist admissions department in increasing the number of MAED Curriculum and Instruction cohort starts.</p>	<p>Faculty members will accompany admissions counselors on marketing visits as requested. Visits with admissions personnel will be documented through schedules provided to the Graduate Education Coordinator.</p> <p>Development of new graduate tracts in education.</p>	<p>Objective MET.</p> <p>Admissions requests for faculty involvement were completed.</p> <p>New programs developed in response to requests for Post Baccalaureate and Masters of Arts in Teaching degree.</p>	<p>MAED Coordinator met with admissions director to determine the need for faculty support on recruiting visits twice during the year. Faculty attended on visits, as requested, whenever possible. Effect on enrollment from this activity is difficult to determine.</p> <p>Curricula for M.A.T. & Post Bac were developed, passed by faculty, and go to the Board in May.</p> <p>Objective continues.</p>