



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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																																																												
Academic Integrity, Quality, Accountability, and Distinction	1. Students completing the baccalaureate program in Business Administration will demonstrate proficiency in the program content areas.	1.a. The ETS Major Field Test will be administered to all final semester students in the major. The target Mean Percent Correct (MPC) is indicated below. An additional departmental goal is to achieve a minimum of 70% national percentile in all areas and to maintain higher levels when reached. This applies to accounting, economics, management, quantitative, legal, and info systems. Where the goal has not been reached, the intermediate goals are to achieve a 25% increase per year in areas where the national percentile is less than the 25 <sup>th</sup> percentile, a 20% increase per year when the results fall between the 25 <sup>th</sup> and 50 <sup>th</sup> percentile, and a 15% increase when the results are greater than the 50 <sup>th</sup> percentile, nationally.	1.a. The ETS Major Field Test was administered to all final semester students in the major (n = 23).  Results	1.a.i. We anticipate continued improvement in the area of Finance as our new Finance Professor strengthens student knowledge. 2009-10 goal: 42 <sup>nd</sup> percentile. We also need to review the finance portion of MFAT to align our course content with testing areas. 1.a.ii.. We can expect to see further improving in the marketing area since we are now able to teach the course with full time faculty rather than adjuncts. 2009-10 goal: 63 <sup>rd</sup> percentile 1.a.iii. We will sustain our progress in the international																																																												
					Topic	08-09 Target MPC	08-09 MFAT results	Met MPC Criterion?	08-09 MFAT nat'l %ile	Met %ile Criterion?	Accounting	59	56	No	80 <sup>th</sup>	Yes	Economics	61	63	Yes	95 <sup>th</sup>	Yes	Management	62	60	No	75 <sup>th</sup>	Yes	Quantitative	50	50	Yes	70 <sup>th</sup>	Yes	Finance	55	54	No	35 <sup>th</sup>	No	Marketing	62	54	No	55 <sup>th</sup>	No	Legal	50	51	Yes	75 <sup>th</sup>	Yes	Int'l	65	59	No	65 <sup>th</sup>	No	Info Systems	64	64	Yes	85 <sup>th</sup>	Yes
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				area by continuing efforts to incorporate international topics in all of our courses.2009-10 goal: at least 70 <sup>th</sup> percentile.
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results																								
	1. Students completing the baccalaureate program in Business Administration will demonstrate proficiency in the program content areas.	1.b. The Department of Business Administration’s internal test will be administered to all final semester students in the major.  The departmental goal is a 70% in all areas.	1.b. The Department of Business Administration’s internal test was administered to all final semester students in the major (n =23). The internal test has a correlation coefficient to the MFAT test of .870. The overall average score was 59%. <table><tr><th>Topic</th><th>08-09 TargetMPC</th><th>08-09 Results</th><th>Met Criterion?</th></tr><tr><td>Accounting</td><td>70</td><td>70</td><td>Yes</td></tr><tr><td>Economics</td><td>70</td><td>66</td><td>No</td></tr><tr><td>Management</td><td>70</td><td>42</td><td>No</td></tr><tr><td>Finance</td><td>70</td><td>47</td><td>No</td></tr><tr><td>Legal</td><td>70</td><td>50</td><td>No</td></tr></table>	Topic	08-09 TargetMPC	08-09 Results	Met Criterion?	Accounting	70	70	Yes	Economics	70	66	No	Management	70	42	No	Finance	70	47	No	Legal	70	50	No	1.b.i. We anticipate continued improvement in the area of Finance as our new Finance Professor strengthens student knowledge.  1.b.ii.. We can expect to see further improving in the legal area since we now have a full time faculty presence in the course.
Topic	08-09 TargetMPC	08-09 Results	Met Criterion?																									
Accounting	70	70	Yes																									
Economics	70	66	No																									
Management	70	42	No																									
Finance	70	47	No																									
Legal	70	50	No																									
Academic Integrity, Quality, Accountability, and Distinction	2. Students completing the management accounting concentration will demonstrate increased proficiency in that discipline.	2. The ACAT (Area Concentration Achievement Test) will be administered to all final semester students in the management accounting concentration.  Final semester students will achieve a minimum of 70% national percentile in all testing areas.	2. The ACAT (Area Concentration Achievement Test) was administered to all final semester students (n = 5) in the management accounting concentration. <table><tr><th>Topic</th><th>08-09 Target %ile</th><th>08-09 Results</th><th>Met Criterion?</th></tr><tr><td>Accounting</td><td>70<sup>th</sup></td><td>95<sup>th</sup></td><td>Yes</td></tr><tr><td>Management</td><td>70<sup>th</sup></td><td>75<sup>th</sup></td><td>Yes</td></tr><tr><td>Statistics</td><td>70<sup>th</sup></td><td>96<sup>th</sup></td><td>Yes</td></tr><tr><td>Finance</td><td>70<sup>th</sup></td><td>68<sup>th</sup></td><td>No</td></tr><tr><td>Legal</td><td>70<sup>th</sup></td><td>63<sup>rd</sup></td><td>No</td></tr></table>	Topic	08-09 Target %ile	08-09 Results	Met Criterion?	Accounting	70 <sup>th</sup>	95 <sup>th</sup>	Yes	Management	70 <sup>th</sup>	75 <sup>th</sup>	Yes	Statistics	70 <sup>th</sup>	96 <sup>th</sup>	Yes	Finance	70 <sup>th</sup>	68 <sup>th</sup>	No	Legal	70 <sup>th</sup>	63 <sup>rd</sup>	No	2.i. We anticipate continued improvement in the area of Finance as our new Finance Professor strengthens student knowledge.  2.ii. We can expect to see further improving in the legal area since we now have a full time faculty presence in the course.  2.iii. In Fall of 2009, the department will implement a cyclical plan to evaluate each concentrated area of study.
Topic	08-09 Target %ile	08-09 Results	Met Criterion?																									
Accounting	70 <sup>th</sup>	95 <sup>th</sup>	Yes																									
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Statistics	70 <sup>th</sup>	96 <sup>th</sup>	Yes																									
Finance	70 <sup>th</sup>	68 <sup>th</sup>	No																									
Legal	70 <sup>th</sup>	63 <sup>rd</sup>	No																									

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results																								
Academic Integrity, Quality, Accountability, and Distinction	3. Business Administration students will demonstrate proficiency in critical thinking and communication (writing and public speaking).	3. All final semester students will be administered the departmental writing and critical analysis assessments in BUSN449 which is the Business program capstone course.  The writing assessment will be scored using the College’s writing rubric and the critical analysis assessment will be scored using the Business department’s internal critical analysis rubric. Each student will make a formal presentation in this same course which will be assessed using the College’s public speaking rubric.  Each rubric defines 5 grading criteria, each grading criteria consists of five performance levels. All students will score at least a 3 (on the 5 point scale) on each rubric.	3. Final semester students (n = 23) were administered writing, critical analysis and public speaking assessments  during the BUSN449 course. Results were as follows:	3.i. The goal that all students score at least a 3 is unrealistic given the evaluation rubrics put in place. While that goal was substantially met, a more realistic goal is being set to have an average score of 3.75 This goal can be revised upward as familiarity with the rubric becomes more commonplace among students and faculty.																								
			<table><tr><td>WRITING</td><td>Ave. Score</td><td># stud. scoring &lt; 3.0</td><td>Met Criterion?</td></tr><tr><td>Purpose</td><td>4.3</td><td>0</td><td>Yes</td></tr><tr><td>Coherence</td><td>4.3</td><td>3</td><td>No</td></tr><tr><td>Content</td><td>3.4</td><td>5</td><td>No</td></tr><tr><td>Style</td><td>4.4</td><td>2</td><td>No</td></tr><tr><td>Mechanics</td><td>3.9</td><td>5</td><td>No</td></tr></table>	WRITING	Ave. Score	# stud. scoring < 3.0	Met Criterion?	Purpose	4.3	0	Yes	Coherence	4.3	3	No	Content	3.4	5	No	Style	4.4	2	No	Mechanics	3.9	5	No	3.ii. These three assessments will also assigned to other courses in Fall 2009 in an effort to more equally distribute the evaluation process. The writing outcome will be evaluated in International Business, presentation outcome in Business Law, and critical thinking will be evaluated in the Finance course in addition to the assessments made in the capstone course.
			WRITING	Ave. Score	# stud. scoring < 3.0	Met Criterion?																						
			Purpose	4.3	0	Yes																						
Coherence	4.3	3	No																									
Content	3.4	5	No																									
Style	4.4	2	No																									
Mechanics	3.9	5	No																									
<table><tr><td>CRITICAL ANALYSIS</td><td>Ave. Score</td><td># stud. scoring &lt; 3.0</td><td>Met Criterion?</td></tr><tr><td>Inquiry</td><td>4.0</td><td>0</td><td>Yes</td></tr><tr><td>Knowledge</td><td>4.1</td><td>2</td><td>No</td></tr><tr><td>Argument</td><td>3.7</td><td>0</td><td>Yes</td></tr><tr><td>Analysis</td><td>3.7</td><td>3</td><td>No</td></tr><tr><td>Interpretation</td><td>3.6</td><td>2</td><td>No</td></tr></table>	CRITICAL ANALYSIS	Ave. Score	# stud. scoring < 3.0	Met Criterion?	Inquiry	4.0	0	Yes	Knowledge	4.1	2	No	Argument	3.7	0	Yes	Analysis	3.7	3	No	Interpretation	3.6	2	No	3.iii.Faculty development will be fostered during the Fall School of Business workshop with a session on the proper use of rubrics. Each faculty member will complete one evaluation with a rubric.			
CRITICAL ANALYSIS	Ave. Score	# stud. scoring < 3.0	Met Criterion?																									
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Interpretation	3.6	2	No																									
<table><tr><td>PUBLIC SPEAKING</td><td>No scores less than 3.0</td><td>Met the criterion in all areas</td></tr></table>	PUBLIC SPEAKING	No scores less than 3.0	Met the criterion in all areas																									
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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>4. Business Administration program seniors will indicate that they are satisfied with the quality of instruction, program content, and departmental program administration.</p>	<p>4a. The Noel-Levitz Student Satisfaction Inventory will be administered to all students in the program in spring 2008.</p> <p>Eighty-five percent of Business Administration juniors and seniors will indicate that they are somewhat to very satisfied in response to the following survey items:</p> <ul style="list-style-type: none"> <li>The content of course within my major is valuable</li> <li>The instruction in my major field is excellent.</li> <li>Major requirements are clear and reasonable.</li> </ul>	<p>4a. The Noel-Levitz Student Satisfaction Inventory was administered to all students in the program in spring 2008 (n = 78).</p> <ul style="list-style-type: none"> <li>Eighty-four percent of juniors and seniors indicated they were somewhat to very satisfied in response to the item “The content of course within my major is valuable”.</li> <li>Eighty-seven percent of seniors indicated they were somewhat to very satisfied in response to the item “The instruction in my major field is excellent.”</li> <li>Eighty-two percent of seniors indicated they were somewhat to very satisfied in response to the item “Major requirements are clear and reasonable.”</li> </ul>	<p>4.a. The goals were essentially met, therefore, our efforts will be to sustain current activities set to achieve this unit objective (see unit objective 1 of the Annual Operating Plan).</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>An Engaged Community</p>	<p>4. Business Administration program seniors will indicate that they are satisfied with the quality of instruction, program content, and departmental program administration</p>	<p>4b. The End-Of-Program (EOP) survey will be administered to all final semester students in the Business Program in 2008-09.</p> <p>Eighty-five percent of final semester Business Administration seniors will indicate that they Agree or Strongly Agree with each of the following instructional effectiveness survey items.</p> <ul style="list-style-type: none"> <li>Innovative instructional materials were utilized by professors in my program of study.</li> <li>Instruction included a balance between lectures, projects, and other learning opportunities.</li> <li>Appropriate and timely feedback on my progress was provided throughout my program of study.</li> <li>Instructors in my major program were knowledgeable and current in the field</li> <li>Instructors provided a relationship between acquired knowledge and practical applications.</li> </ul>	<p>4.b. The following percentage of students (n=24) Agreed or Strongly Agreed with the indicated survey statement.</p> <ul style="list-style-type: none"> <li>Innovative instructional materials were utilized by professors in my program of study. (Results: 87.5%)</li> <li>Instruction included a balance between lectures, projects, and other learning opportunities. (Results: 83.4%)</li> <li>Appropriate and timely feedback on my progress was provided throughout my program of study. (Results: 87.5%)</li> <li>Instructors in my major program were knowledgeable and current in the field (Results: 95.8%)</li> <li>Instructors provided a relationship between acquired knowledge and practical applications. (Results: 95.9%)</li> </ul> <p>All responses except for instructional balance met the goal of 85% and that item variation is not significant.</p>	<p>4.b. The goals were essentially met, therefore, our efforts will be to sustain current activities set to achieve this unit objective (see unit objective 1 of the Annual Operating Plan).</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
	4. Business Administration program seniors will indicate that they are satisfied with the quality of instruction, program content, and departmental program administration	<p>4c. Student 2008-09 course evaluations for all 300 and 400 level Business courses will indicate that 90% of students Agreed or Strongly Agreed with all statements related to the effectiveness of academic instruction.</p> <p>2008-09 course evaluation items (see attachment) related to academic instruction include all survey items with the exception of items 4, 7, 19, and 20.</p>	4.c. The available data presents an average score of all student respondents with the Division given an overall average of 4.23 and a range from 4.49 to 3.93 with a 4 indicating agreement with the statement and a 5 showing strong agreement.	4.c. The responses of concern are to questions 13 and 16 (feedback and fairness of grading). These questions can be seen as related and the responses are directed, primarily, at our new faculty member who had difficulty adjusting to the pace of the block system.
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>An Engaged Community</p>	5. Business Administration program juniors and seniors will be satisfied with their in-major advising	<p>5. The Noel-Levitz Student Satisfaction Inventory will be administered to program juniors and seniors in spring 2008.</p> <p>Eighty-five percent of junior and senior respondents will indicate that they are Somewhat Satisfied to Very Satisfied with the following survey items:</p> <ul style="list-style-type: none"> <li>• My academic advisor is approachable.</li> <li>• My academic advisor helps me set goals to work toward.</li> <li>• My academic advisor is knowledgeable about requirements in my field.</li> <li>• My academic advisor is concerned about my success as an individual.</li> </ul>	<p>5. The Noel-Levitz Student Satisfaction Inventory was administered to program juniors and seniors (n = 38) in spring 2008.</p> <ul style="list-style-type: none"> <li>• Ninety-five percent indicated the academic advisor is approachable.</li> <li>• Sixty-eight percent indicated the academic advisor helped to set goals.</li> <li>• Eighty-four percent indicated the academic advisor is knowledgeable about requirements in the field of business.</li> <li>• Eighty-nine percent indicated the academic advisor is concerned about the student's individual success.</li> </ul>	<p>5. These goals were met except for helping set goals for advisees. The faculty is aware of this unmet need and will emphasize student goals during advising sessions.</p> <p>The business faculty will continue to attend advising training sessions and to improve the quality of advising.</p>



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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.

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

1. Financial Stability and Security
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#### Unit Mission Statement

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

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction.	1. Students completing the baccalaureate program in Organizational Management will demonstrate proficiency in the knowledge base in the discipline of management.	1. a. ETS Major Field Test in Business will be administered to a sample population during the last course of the BSOM program.	1.a. 2008-2009 MFAT results The MFAT exam was administered to a sample population (n = 76) during the last course of the BSOM program.	The department recently finished a significant reworking of the capstone course (Management 440). With the addition of recent newly hired faculty, revisions are planned for Sociology 211 and 215. (See AOP 4.a. and AOP 9.a.) The department will investigate a new project management course.
		The students taking the MFAT will show a 5 point increase over the 2005-2006 cycle’s MPC. The 2006-2007 MFAT’s were administered to a limited number of students and there was some conflict between test forms. Therefore, we are using the 05-06 scores (MPCs) as the baseline measurement. The 05-06 sample size was 138 students.	Eleven students were awarded certificates for exemplary performance on the Major Field Assessment Test (MFAT) in Business (see Exhibit M).	

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results																																																						
Academic Integrity, Quality, Accountability, and Distinction.		<p>1.b. The BSOM internal assessment exam will be administered to a sample population during the last course of the BSOM program. This internally developed test is designed to gauge fundamental knowledge from core disciplines within the BSOM program.</p> <p>The students taking the diagnostic tests will average a passing grade of 70% in each of the core course areas of the exam.</p> <table><tr><th>Discipline Area</th><th>07-08 ID</th><th>08-09 Target</th></tr><tr><td>Principles of Management</td><td>67</td><td>70</td></tr><tr><td>Leadership</td><td>52</td><td>70</td></tr><tr><td>Global</td><td>76</td><td>70</td></tr><tr><td>Accounting</td><td>60</td><td>70</td></tr><tr><td>Business Law</td><td>62</td><td>70</td></tr><tr><td>Human Resources</td><td>71</td><td>70</td></tr><tr><td>Economics</td><td>58</td><td>70</td></tr><tr><td>Marketing</td><td>58</td><td>70</td></tr></table>	Discipline Area	07-08 ID	08-09 Target	Principles of Management	67	70	Leadership	52	70	Global	76	70	Accounting	60	70	Business Law	62	70	Human Resources	71	70	Economics	58	70	Marketing	58	70	<p>1.b. 2008-2009 Internal assessment results The BSOM internal assessment exam was administered to a sample population (n = 122) during the last course of the BSOM program. The population was divided into three testing groups. Population one (n = 66) tested the areas of management, leadership, marketing, accounting/finance, and business law. Population two (n = 27) tested the areas of management, leadership, human resources, economics, and global business. Population three (n=29) tested the areas of management, leadership, marketing, human resources, and economics.</p> <p>Seventeen students were awarded with certificates for exemplary performance on the Internal Diagnostic Exam (ID). (See Exhibit M)</p> <table><tr><th>Discipline Area</th><th>08-09 ID</th><th>Met criterion</th></tr><tr><td>Principles of Mgmt</td><td>65.98</td><td>N</td></tr><tr><td>Leadership</td><td>49.84</td><td>N</td></tr><tr><td>Global</td><td>67.96</td><td>N</td></tr><tr><td>Accounting</td><td>63.26</td><td>N</td></tr><tr><td>Business Law</td><td>63.79</td><td>N</td></tr><tr><td>Human Resources</td><td>69.55</td><td>N</td></tr><tr><td>Economics</td><td>54.38</td><td>N</td></tr><tr><td>Marketing</td><td>54.63</td><td>N</td></tr></table> <p>Human Resource Management was very close in meeting the overall 70% passing rate. Two discipline areas, Accounting and Business Law, outperformed 07-08 results. Attrition during 08-09 caused a change in Global (Business 342) mid-year. The focus of the course also shifted from economics to management. The ID exam questions were not revised to reflect this shift in course content.</p>	Discipline Area	08-09 ID	Met criterion	Principles of Mgmt	65.98	N	Leadership	49.84	N	Global	67.96	N	Accounting	63.26	N	Business Law	63.79	N	Human Resources	69.55	N	Economics	54.38	N	Marketing	54.63	N	<p>The management discipline will continue with departmental plans to further expand the knowledge base of organizational graduates. The department plans to rework the leadership course (Management 350).</p> <p>In 09-10 the department will review and revise appropriate course content in Global (Business 342).</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.c. As an additional assessment tool, cohorts were randomly selected for testing at the beginning of the organizational management curriculum (“pretest”). These same cohorts’ final results (“posttest”) will be compared at program completion for value-added reflection.  <table><tr><th colspan="2">Pretest Results</th></tr><tr><td>Principles of Mgmt</td><td>56.5</td></tr><tr><td>Leadership</td><td>47.2</td></tr><tr><td>Global</td><td>57.6</td></tr><tr><td>Accounting</td><td>47.9</td></tr><tr><td>Business Law</td><td>64.2</td></tr><tr><td>Human Resources</td><td>55.4</td></tr><tr><td>Economics</td><td>42.7</td></tr><tr><td>Marketing</td><td>42.0</td></tr></table>	Pretest Results		Principles of Mgmt	56.5	Leadership	47.2	Global	57.6	Accounting	47.9	Business Law	64.2	Human Resources	55.4	Economics	42.7	Marketing	42.0	1.c. Pretest and posttest results The departmental goal was a minimum of 10% value added. Five out of eight discipline areas met the anticipated goal.  <table><tr><td></td><td>Posttest Results</td><td>Value Added*</td></tr><tr><td>Principles of Mgmt</td><td>65.98</td><td>9.48</td></tr><tr><td>Leadership</td><td>49.84</td><td>2.64</td></tr><tr><td>Global</td><td>67.96</td><td>10.36</td></tr><tr><td>Accounting</td><td>63.26</td><td>15.36</td></tr><tr><td>Business Law</td><td>63.79</td><td>-0.41</td></tr><tr><td>Human Resources</td><td>69.55</td><td>14.15</td></tr><tr><td>Economics</td><td>54.38</td><td>11.68</td></tr><tr><td>Marketing</td><td>54.63</td><td>12.63</td></tr></table> *The department has concerns regarding the validity of this initial data because of the low sample size (2 cohorts) for most disciplines. The scores are indicative of the concerns regarding the low sample size.		Posttest Results	Value Added*	Principles of Mgmt	65.98	9.48	Leadership	49.84	2.64	Global	67.96	10.36	Accounting	63.26	15.36	Business Law	63.79	-0.41	Human Resources	69.55	14.15	Economics	54.38	11.68	Marketing	54.63	12.63	Plans are in place to standardize more courses across the faculty-adjunct faculty. The department anticipates identifying strengths and weaknesses within the disciplines to improve posttest results.
		Pretest Results																																															
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Academic Integrity, Quality, Accountability, and Distinction.	1.d. In an effort to gauge student knowledge retention <u>across the curriculum</u> , student performance on a comprehensive course final will be correlated to student performance on the same comprehensive questions administered in the last course of the BSOM program. Select cohorts will be administered a standardized, comprehensive final exam in the Mgmt. 340 course (Accounting) and in the Mgmt. 325 (Economics). These cohorts will then be retested during the final capstone course for comparison information regarding knowledge retention.  A passing score on the test is equivalent to 70% correct.  The overall Accounting 07-08 baseline was 72.55%. Economics is a pilot in 08-09.	1.d. Student retention testing Accounting Retention data: <table><tr><td>Cohort</td><td>Course End</td><td>Program End</td></tr><tr><td>BS495</td><td>68</td><td>62</td></tr><tr><td>BS501</td><td>78</td><td>73</td></tr><tr><td>BS503</td><td>63</td><td>55</td></tr><tr><td>BS504</td><td>75</td><td>74</td></tr><tr><td>Average</td><td>70.76</td><td>65.27</td></tr></table> The two cohorts (BS501, BS504) who initially averaged a passing grade on the accounting final exam retained a larger percentage of information. An average reduction of less than 8% on student performance is within parameters. Economics began baseline testing to gauge retention across the curriculum in January, 2009. (See AOP 1.b.)	Cohort	Course End	Program End	BS495	68	62	BS501	78	73	BS503	63	55	BS504	75	74	Average	70.76	65.27	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. (Also see AOP 1.c.ii.)																												
Cohort	Course End	Program End																																															
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BS501	78	73																																															
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction.	2.a. Students in the program will demonstrate the ability to write effectively in the business discipline.	2.a. A new writing rubric is being piloted with students beginning Fall 2008. Guidelines will be added during 2008-2009.	2.a Writing rubric The department collected data from 5 cohorts in the Global (Business 342) course. Sixty-eight (68)% of the students received a 3 or higher (4 point scale) on the standard rubric. Individual instructor data indicates a disparity in assessment despite the rubric criteria. (See AOP 3.a.) (See Exhibit E)	To assist with future evaluations, the department developed representative samples of standard work appropriately assigned to each score. The School of Business plans a rubric workshop for Fall 2009.
Academic Integrity, Quality, Accountability, and Distinction.	2.b. Students completing the program will indicate that the BSOM program contributed to their ability to write effectively within the business discipline	2.b. Question 7 in Section B of the End of Program Survey will assess the satisfaction level of graduating BSOM students in the contributions of the program to their abilities to express themselves clearly in writing.  Seventy percent (70%) of the students surveyed will agree or strongly agree that the program has contributed to their ability to write effectively.	2.b. Graduates' satisfaction level End of Program Survey: My major program contributed to my ability to express myself clearly in writing.  Nearly seventy-eight percent (77.8%) of respondents (n=185) indicated agreement or strong agreement with the statement that the BSOM program has contributed to their ability to write effectively.	Although this criterion was met, the department will continue with its goal of 70%. This adds validation to the new global writing rubric results.
An engaged community.	3.a. Students will demonstrate civic awareness through participation in community efforts for the underprivileged.	3.a. Within learning teams, students will choose a civic project during Management 232 – Foundations in Management Skills. Student will complete the chosen project by the conclusion of Management 342 – Business in a Global Society. A Verification of Civic Service form will be submitted by the learning team and forwarded to the assessment office. A new survey will be piloted in Fall 2008 indicating the students reflection on the benefit of the project.  One hundred percent (100%) of students will participate in a civic service project as evidenced by the Verification of Civic Service forms. Will add desired survey results once pilot survey is in final draft.	3.a. Civic service projects During the first nine months of the 2008-2009 academic year the OM Department had 217 student participants with over 1000 hours of community service to various organizations across East Tennessee. As project collection continues during the summer of 2009, the department is sure to exceed the number of last year's participants and the number of hours volunteered. The department has improved tracking procedures by shifting the project completion to Business Law (Business 403). A civic arts experience survey was piloted in 3 cohorts (n=30).	The faculty renews its goal of 100% participation for 2008-2009 and will continue its efforts to foster civic engagement for the students.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
An engaged community.	3.b. Students will indicate that the program has fostered civic awareness and enhanced civic participation.	<p>3.b.i. Question 2 of the Survey of Civic Arts Experience will assess if the service activity was personally fulfilling.</p> <p>Seventy percent (70%) of the students surveyed will strongly agree or agree that the service activity was personally fulfilling.</p> <p>3.b.ii. Question 5 of the Survey of Civic Arts Experience will assess if the service activity enhanced the student's awareness of the need for civic engagement.</p> <p>Seventy percent (70%) of the students surveyed will strongly agree or agree that the service activity enhanced the student's awareness of the need for civic engagement.</p>	<p>3.b.i. Service activity was fulfilling</p> <p>One hundred percent (100%) of the students surveyed (n=30) agreed or strongly agreed that the service activity was personally fulfilling.</p> <p>3.b.ii. Service activity enhanced awareness</p> <p>Eighty percent (80%) of the students surveyed (n=30) agreed or strongly agreed that the service activity enhanced the student's awareness of the need for civic engagement.</p>	The department will continue with the civic arts experience survey with improved collection procedures.
A Place for Student, Faculty, and Staff success.	4.a. Students completing the BSOM program will indicate that they are prepared for employment in the field.	<p>4.a. Question 13 in Section B of the End of Program Survey will assess whether the students completing the program feel prepared for employment in the field of management.</p> <p>Seventy percent (70%) of the students surveyed will agree or strongly agree that the program prepared them for employment in their field.</p>	<p>4.a. Graduates' preparation for employment</p> <p>End of Program Survey: Courses in my major have prepared me for immediate employment in my field.</p> <p>Sixty-nine percent (69.2%) of respondents (n=185) indicated agreement or strong agreement with the statement that the BSOM program prepared them for immediate employment in their field.</p>	As the response was slightly under the criterion, the department will explore ways to expand the knowledge base of its graduates. See 1.b.
A Place for Student, Faculty, and Staff success.	4.b. Students completing the Baccalaureate program will indicate that they are satisfied with the quality and content of the major.	<p>4.b. Question 20 in Part II, Section A; Question 21 in Part II, Section B; and Questions 6 and 7 in Part IV of the Alumni Survey will assess the satisfaction level of recent graduates.</p> <p>Seventy-five percent (75%) of graduates surveyed will indicate that Tusculum's contribution to their acquisition of marketable skills was great to very great.</p> <p>Seventy-five percent (75%) of graduates surveyed will agree or strongly agree that the program provided opportunities for the application of knowledge.</p> <p>Seventy-five percent (75%) of the graduates will agree or strongly agree that the curriculum has practical application for professional use.</p> <p>Seventy-five percent (75%) of the graduates will agree or strongly agree that the program has contributed to expertise and accomplishment in their subject area.</p>	No data available. Survey was not administered by the Institutional Effectiveness Office.	The department will interpret data upon administration of the survey by the Institutional Effectiveness Office.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results												
A Place for Student, Faculty, and Staff success & Academic Integrity, Quality, Accountability, and Distinction	4.c. Employers of students completing the BSOM program will indicate that students are prepared for employment in the field.	4.c. Employer survey revised, administered, and compiled..  4.c.i. A majority of employers will agree or strongly agree that OM graduates exhibit an ability to apply problem solving skills.  4.c.ii. A majority of employers will agree or strongly agree that OM graduates exhibit strong leadership skills.  4.c.iii. A majority of employers will agree or strongly agree that OM graduates exhibit strong managerial skills.  4.c.iv. A majority of employers will agree or strongly agree that OM graduates articulate themselves clearly.  4.c.v. A majority of employers will agree or strongly agree that OM graduates demonstrate the ability to think critically.  4.c.vi. A majority of employers will agree or strongly agree that OM graduates are prepared to collaborate within team or group activities.	4.c. Employer survey completed. A total of 33 replies were received. (See AOP 5.a.) (See Exhibit L)  4.c.i. One hundred percent (100%) of respondents agree or strongly agree that OM graduates exhibit an ability to apply problem solving skills.  4.c.ii. Ninety-seven percent (97%) of respondents agree or strongly agree that OM graduates exhibit strong leadership skills.  4.c.iii. Eighty-seven percent (87%) or respondents agree or strongly agree that OM graduates exhibit strong managerial skills.  4.c.iv. Ninety-seven percent (97%) of respondents agree or strongly agree that OM graduates articulate themselves clearly.  4.c.v. Ninety-seven percent (97%) of respondents agree or strongly agree that OM graduates demonstrate the ability to think critically.  4.c.vi. One hundred percent (100%) of respondents agree or strongly agree that OM graduates are prepared to collaborate within team or group activities.	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.												
Academic Integrity, Quality, Accountability, and Distinction	5.a. Students completing the marketing and human resources concentrations will demonstrate increased proficiency in those specific disciplines.	5.a. Students completing the marketing and human resources concentrations will demonstrate higher proficiency on the specific discipline sections of the ETS Major Field Test in Business and the BSOM internal assessment exam.  Concentration students will score 10% higher than the general OM population in their respective fields.	5.a. Higher than average proficiency demonstrated by those students completing concentrations. <table><tr><td>Concentration</td><td>Overall Population</td><td>Students w/ concentra- tion</td><td>Met criterion</td></tr><tr><td>Marketing</td><td>54.63</td><td>68.33 *</td><td>Y</td></tr><tr><td>Human Res</td><td>69.55</td><td>61.54 *</td><td>N</td></tr></table>  *The department has concerns about the validity of this initial data because of the low population: Marketing n = 13; Human Resources n = 3.	Concentration	Overall Population	Students w/ concentra- tion	Met criterion	Marketing	54.63	68.33 *	Y	Human Res	69.55	61.54 *	N	The department will develop and implement more effective assessment measures for concentration sequences during 09-10. See 09-10 AOP.
Concentration	Overall Population	Students w/ concentra- tion	Met criterion													
Marketing	54.63	68.33 *	Y													
Human Res	69.55	61.54 *	N													



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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.

#### 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 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.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Financial Stability and Security  Academic Integrity, Quality, Accountability  Distinction A Place for Student, Faculty and Staff success  An Engaged Community	1.a. Students completing the Master of Arts in Organizational Management will demonstrate proficiency in each of the graduate competencies. The Advanced Competencies for graduate courses are: <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Data analysis and interpretation</li> <li>• Problem Solving</li> <li>• Ethical Decision Making</li> <li>• Synthesis of Information</li> </ul>	All MAOM candidates must complete an approved electronic portfolio prior to graduation. The electronic portfolio must be submitted for assessment during the final session of MGMT530 – Strategy Implementation.  The portfolios will be maintained in an electronic archive and used to document student growth during the MAOM curriculum and assist with curricular evaluation. 100% of student electronic portfolios will score at a 3 or higher on the evaluation rubric, and 80% of student electronic portfolios will score at a 4 (see Exhibit F for rubric information).	The first cohort under the newly redesigned MAOM curriculum began coursework on April 29, 2009. These MAOM candidates will not reach the submission date (final session of MGMT530) until December 22, 2010 .  Results will be assessed at that time.	Data collection will continue during 2009-2010.



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Intended Student Outcomes - 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.

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

5. Financial Stability and Security
6. Academic Integrity, Quality, Accountability, and Distinction
7. A Place for Student, Faculty, and Staff success
8. An Engaged Community

#### Unit Mission Statement

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

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results																																																
Academic Integrity, Quality, Accountability, and Distinction	1. Students will be knowledgeable in the field. (Mastery of the field)	The following sections of the ACAT (end-of-program) will be administered. 1. Genetics 2. Bacteriology 3. Physiology 4. Cellular Biology On average earning an A in Genetics, Microbiology, Human Physiology, or Biochemistry & Cellular Biology at Tusculum College will score at the sixth stanine or above on the appropriate section of the ACAT. Students earning a B will score at the fifth stanine or better, and students earning a C at the fourth stanine or better.	Sixteen students took the ACAT Biology test in the biology department senior seminar course. The average stanine scores for the 3 grade levels were below the goals set for the objective.	Through the Programs and Policies committee, we have proposed, and it has been accepted, a course in Cellular and Molecular biology. This will allow us to pull this course content from genetics, microbiology and human physiology, allowing us to increase content instruction in those courses.																																																
			<table><tr><th>Course</th><th>Grade Level</th><th>Average Stanine</th><th>ACAT</th></tr><tr><td>CELL BIOL BIOCHEM</td><td>A</td><td>4.6</td><td>Cellular Biology</td></tr><tr><td>CELL BIOL BIOCHEM</td><td>B</td><td>3.8</td><td>Cellular Biology</td></tr><tr><td>CELL BIOL BIOCHEM</td><td>C</td><td>3.0</td><td>Cellular Biology</td></tr><tr><td>GENETICS</td><td>A</td><td>4.8</td><td>Genetics</td></tr><tr><td>GENETICS</td><td>B</td><td>4.2</td><td>Genetics</td></tr><tr><td>MICROBIOLOGY</td><td>A</td><td>4.1</td><td>Bacteriology</td></tr><tr><td>MICROBIOLOGY</td><td>B</td><td>3.2</td><td>Bacteriology</td></tr><tr><td>MICROBIOLOGY</td><td>C</td><td>5.7</td><td>Bacteriology</td></tr><tr><td>PHYSIOLOGY</td><td>A</td><td>5.2</td><td>Physiology</td></tr><tr><td>PHYSIOLOGY</td><td>B</td><td>3.0</td><td>Physiology</td></tr><tr><td>PHYSIOLOGY</td><td>C</td><td>3.0</td><td>Physiology</td></tr></table>		Course	Grade Level	Average Stanine	ACAT	CELL BIOL BIOCHEM	A	4.6	Cellular Biology	CELL BIOL BIOCHEM	B	3.8	Cellular Biology	CELL BIOL BIOCHEM	C	3.0	Cellular Biology	GENETICS	A	4.8	Genetics	GENETICS	B	4.2	Genetics	MICROBIOLOGY	A	4.1	Bacteriology	MICROBIOLOGY	B	3.2	Bacteriology	MICROBIOLOGY	C	5.7	Bacteriology	PHYSIOLOGY	A	5.2	Physiology	PHYSIOLOGY	B	3.0	Physiology	PHYSIOLOGY	C	3.0	Physiology
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Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
A Place for Student, Faculty, and Staff success	2. Biology-Education majors will be prepared for their profession (Student preparedness for work and / or graduate school)	Biology-Education majors will pass the Biology Praxis exam on their first try.	No Biology-Education majors graduated this year.	
A Place for Student, Faculty, and Staff success	3. Biology-Medical Technology majors will be prepared for clinicals.	Biology-Medical Technology majors with a 3.3 or higher GPA will be accepted into clinical labs after their Junior or Senior year. They will complete their clinical within a year.	No Biology-Medical Technology students graduated this year.	
A Place for Student, Faculty, and Staff success	4. Biology-Pre-Physical Therapy majors will be prepared for their fields.	80% of Pre-PT majors with a 3.5 or higher GPA who apply to Physical Therapy Schools will be accepted within two years from graduation from Tusculum College.	Several students have been accepted into PT school, however, I was not able to track graduates.	<p>Department will work with the Institutional Research Office to obtain contact information for its graduates. The IR office has recently revised the End-Of-Program survey to collect forwarding email addresses and this office also can supply parent's addresses which is a potential student contact source.</p> <p>This tracking data will be available for use with the 2009-10 graduates</p>
A Place for Student, Faculty, and Staff success	5. Biology-Pre-Pharmacy majors will be prepared for their fields.	80% of Pre-Pharmacy majors with a 3.5 or higher GPA who apply to Pharmacy Schools will be accepted within two years from graduation from Tusculum College.	Several students have been accepted into Pharmacy school, however, I was not able to track graduates.	<p>Department will work with the Institutional Research Office to obtain contact information for its graduates. The IR office has recently revised the End-Of-Program survey to collect forwarding email addresses and this office also can supply parent's addresses which is a potential student contact source.</p> <p>This tracking data will be available for use with the 2009-10 graduates</p>

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
A Place for Student, Faculty, and Staff success	6. Graduating biology majors will indicate that the program has prepared them for immediate employment or prepared them for graduate school in the field of biology or a related field.	Students will take the College's End-Of-Program survey in their senior year. Less than 10% of students will disagree or strongly disagree with the survey statement <u>Courses in my major have prepared me for immediate employment in my field.</u> and with the survey statement <u>Courses in my major have prepared me for graduate school.</u>	15.4% of graduating seniors indicated that they disagreed or strongly disagreed with the survey statement <u>courses in my major have prepared me for immediate employment in my field</u> and 7.7% of graduating seniors indicated that they disagreed or strongly disagreed with the survey statement <u>courses in my major have prepared me for graduate school.</u>	.No changes recommended.
Academic Integrity, Quality, Accountability, and Distinction	7. Biology majors will indicate that they are satisfied with the content and instruction in their major courses (Student satisfaction with quality of instruction).	Students will take the Noel-Levitz Student Satisfaction Inventory. 80% percent of Biology majors will agree or strongly agree with the following survey items: <u>The content of the courses in my major is valuable</u> and <u>The instruction in my major field is excellent.</u>	100% of Juniors and Seniors indicated that the <u>content of the courses in my major is valuable.</u> 87.5% of Juniors and Seniors indicated that <u>Instruction within my major field is excellent.</u>	No changes recommended.





# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes - 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

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#### 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
Financial Stability and Security  Academic Integrity, Quality, Accountability, and Distinction  A Place for Student, Faculty, and Staff success  An Engaged Community	1. English majors in all concentrations completing the baccalaureate program in English will compare favorably with students in similar programs in demonstrating a sound undergraduate knowledge base.	1a. The ACAT literature test will be administered to all graduating Literature concentration students in the Senior Seminar in Literature. Students who have matriculated in the program for most of their literature coursework will score at least at the midpoint (average) achievement (500) for each of the content areas. The distribution used for determining the average score uses the test results from the past 5 years from all national test-takers	One senior in literature graduated this spring. The student scored below average for all content areas.	While the one student was a transfer student and took only a few courses from our department, we will continue to monitor the criteria for success for this outcome.  To this end, the English Department has sought ways to increase the effectiveness of instruction in upper-level courses by doing the following: Engl 332 (Shakespeare): offered new lectures and workshops during a field experience. Speakers at the American Shakespeare Co. addressed acting and language, and workshop activities were included as well. Engl 402: students conducted a public “African American Read-In, for which Creative Writing students also participated. Engl 402: Three visiting speakers were invited to class and the entire course was restructured to add more work with research, use of technology, more contact with speakers about foreign places. Literature texts were changed as well. A major museum exhibit on China, the MLK and Carter centers, were visited. Engl 223 (Brit Lit): The “Burns Supper” was expanded to include more traditional readings and activities. This event is open to all English majors and was attended by over 25 students.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
A Place for Student, Faculty, and Staff success		1b. The Praxis II will be administered by the Education Program to all English Education majors. All students will achieve minimum passing scores as established by the state of Tennessee on their first attempt.	Of two graduates in English Education, one student took and passed the English Language, Literature, and Composition content knowledge with a score of <u>184</u> (Passing is 157) and Principles of Learning and Teaching - <u>188</u> (E) (Passing is 159). <u>(E) means excellence</u> . The second student is not going into the teaching field and did not take the test.	The objective is being met. The English Department will continue to monitor success in this criteria.
Academic Integrity, Quality, Accountability, and Distinction		<p>1c. Seniors in the Creative Writing and Journalism Concentrations will complete a creative writing or professional writing portfolio. It will be evaluated within the department and by a qualified outside evaluator using the department's portfolio scoring rubric. 80% of portfolios will be assessed as completing a "masterful" or "satisfactory" portfolio in three areas (portfolio, writer's statement, and CV).</p> <p>Replaced this wording:</p> <p>We really need more rubric detail</p>	One creative writing senior completed the portfolio. The scores assigned by the evaluator using the scoring rubric were: portfolio (masterful), statement (satisfactory), and CV (unsatisfactory). Because the journalism concentration is new, no majors graduated with this concentration.	<p>Engl 420 (Sen Seminar): Due to the unsatisfactory completion of the CV component of the portfolio, the capstone project was standardized and a portfolio rubric was revised.</p> <p>In addition, to increase the effectiveness of instruction in upper-level courses, faculty did the following:</p> <p>"Chapbooks" (paper publication) were created in two creative writing courses.</p> <p>Two new professors taught creative writing courses and/or assisted students in extracurricular writing activities.</p> <p>Five students took advantage of a special, extracurricular offering of a "poetry workshop" (spring 09).</p> <p>Three students attended a trip to the Black Mountain College conference (fall 08)</p> <p>Engl 240 (Intermediate Creative Writing): new syllabus and new pedagogical techniques were used. Also, three writers in the field visited class to meet and talk with students. Students participated in an "Open Mike Night" for creative writings (spr 09)</p> <p>Creative writing seniors attended the AWP conference (association of writing publications).</p> <p>Creative writing students conducted a public "African American Read-In, along with literature students.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
A Place for Student, Faculty, and Staff success		1d. Seniors in the journalism/professional writing concentration will perform an internship with an appropriate outside agency. The agency evaluator(s) responsible for overseeing the students' internships will recommend the student for hiring in the journalism field.	There were no senior internships in journalism/professional writing, since the program is still new.	The English Department will continue to monitor this criteria.
A Place for Student, Faculty, and Staff success	2. Graduating English majors in all concentrations will indicate that the program has prepared them for immediate employment or entry into graduate school in the field of English (literature, creative writing, or professional writing, or education).	2. The EOP (End of Program) Survey will be administered to seniors in the English program. 85 % of students will agree or strongly agree with the survey item <u>Courses in my major have prepared me for immediate employment in my field.</u> And the survey item <u>Courses in my major have prepared me for graduate school.</u>	There was one English graduate in 2008-09. This student agreed with both survey statements.	While this criteria was met, the English Department will continue to monitor this criteria.
Academic Integrity, Quality, Accountability, and Distinction	3. English majors in all concentrations will indicate that they are satisfied with the content and instruction in their major courses.	3. Students will complete the Noel Levitz Student Satisfaction Inventory. 85% of English majors will indicate that they are somewhat to very satisfied in response to the following survey items: with the following survey items: <u>The content of the courses in my major is valuable</u> and <u>The instruction in my major field is excellent.</u>	Twenty-one students responded to the survey items (all classcodes freshmen through seniors).  76% indicated that they were "somewhat to very satisfied" in response to the survey item <u>The content of the courses in my major is valuable.</u>  67% indicated that they were "somewhat to very satisfied" in response to the survey item <u>The instruction in my major field is excellent.</u>  The responses of juniors and seniors to the last item indicated that 75% were "somewhat to very satisfied" in response to the survey item <u>The instruction in my major field is excellent.</u>	The English Department will continue to monitor these results. We anticipate that the initiatives detailed in the use of results in 1a. and 1c. will lead to better results for both of these items. The department is also adding active learning and use of technology to their major courses.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results									
Academic Integrity, Quality, Accountability, and Distinction	4. English majors in all concentrations will write effectively in the discipline of English.	4. Junior-Senior research papers (in the Senior seminar and 300 level courses) and portfolios will be collected and evaluated by English department faculty, <u>using the writing rubric to assess purpose, coherence, balance between general and specific, mechanics and style.</u>	There was one senior in creative writing; the portfolio was assessed as “proficient.”	This was the first time that the entire faculty took part in this process. Faculty will continue to use the rubric and will add the rubric to all 300-400 level syllabi. Faculty participated in a study group in PTA (primary trait assessment), reading and discussing Effective Grading. This is designed to help faculty switch from holistic to trait assessment, allowing us to generate more detailed assessments and focus teaching strategies on specific areas (see results above). Also, as a result, a new writing rubric will be completed by June 09.									
		100% of seniors in the major will have an essay or significant piece of writing to place in their portfolio. 85% of literature / English Education majors will have achieved a 4 or 5 score on a researched paper. Creative writing and professional writing students will be assessed as completing a “proficient” portfolio.	<table><tr><td>Commons Writing Rubric</td><td>7 upper-level researched papers (avg)</td></tr><tr><td>Purpose</td><td>4.4</td></tr><tr><td>Coherence</td><td>4.3</td></tr><tr><td>Content</td><td>4.1</td></tr><tr><td>Style</td><td>4.6</td></tr><tr><td>Mechanics</td><td>4.3</td></tr></table> <p>100% of junior / senior papers scored a 4 or 5 in all areas (rated by all English faculty during May 8 '09 assessment meeting).</p>		Commons Writing Rubric	7 upper-level researched papers (avg)	Purpose	4.4	Coherence	4.3	Content	4.1	Style
Commons Writing Rubric	7 upper-level researched papers (avg)												
Purpose	4.4												
Coherence	4.3												
Content	4.1												
Style	4.6												
Mechanics	4.3												

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	5. English majors in all concentrations will speak effectively in the discipline of English.	5. 50% of students will score 4 of 5 on the Public Speaking Rubric. This assessment will be given in Senior Seminar in Literature and in the public presentations by senior creative writing and professional writing students.	<p>Two English students took the senior seminar in literature; both scored a 5 in public speaking, by giving a 45 minute lecture each and leading 1 hour discussions with the class (block 5, 09). The one senior in creative writing scored a 5 for his public reading of three poems. There were no senior professional writing students this year.</p> <p>Additionally, four upper-class students in creative writing prepared and delivered public introductions for the Tusculum Review launch (spring 09) and scored “5” on all.</p>	The criteria was met. Opportunities for public speaking were increased to include literature and creative writing students (the African American Read-in and the Tusculum Review launch). Finding other opportunities for speaking at events open to the public will continue to be a priority.
	6. English majors in all concentrations will be engaged civically, in ways appropriate to the discipline.	6. 80% of students will participate in Nettie Day, in Service Learning projects in class, in Service Learning activities through the ESO (English Student Organization) or STD (International English Honors Society Chapter), and the <i>Pioneer Frontier</i> campus newspaper. will address civic issues in articles or otherwise be useful as a “public service” the TC community.	<p>One English major participated in Nettie Day, another participated in volunteer activities at the Food Bank, two were “Bonner Leaders,” and the Pioneer Frontier editors added an interactive “comments” section to the online publication (<a href="http://www.pioneerfrontier.org/">http://www.pioneerfrontier.org/</a>). We will continue to monitor this outcome.</p> <p>There were 44 comments added to approximately 160 articles (of those comments, about 10 were from the same readers). There were 4 letters to the editor submitted.</p>	Service Learning was added to one new course, African American Literature, in order to expand opportunities for service.



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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.

Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching Goals			Unit Mission Statement	
<ol style="list-style-type: none"> <li>1. Financial Stability and Security</li> <li>2. Academic Integrity, Quality, Accountability, and Distinction</li> <li>3. A Place for Student, Faculty, and Staff success</li> <li>4. An Engaged Community</li> </ol>			<p>The goal of the Environmental Science Program is to enhance student's understanding of the biological, ecological, and chemical factors that govern the relationship between organisms and their environment.</p>	
Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
A Place for Student, Faculty, and Staff Success	1. Graduating seniors in the Environmental Science and Field Guide/Naturalist majors will demonstrate mastery of the subject matter in their program areas.	<p>The department will administer the Biology ACAT (Area Concentration Achievement Test) again in 08-09. This test, with its flexible content option is felt to offer the best alternative for diagnosing program weaknesses. The ACAT selected for administration contains the following content areas: Ecology, Animal &amp; Plant Physiology, Vascular &amp; Non-Vascular Botany, Invertebrate &amp; Vertebrate Zoology, and Forestry &amp; Wildlife.</p> <p>Results of the ACAT test will indicate that students, on average, scored at the 50<sup>th</sup> percentile.</p>	<p>Four students (3 EVSC majors and 1 FGN major) took the test. Overall, students did the best in the Ecology and Plant and Animal Physiology sections (56<sup>th</sup> and 50<sup>th</sup> percentile, respectively), followed by Invertebrate and Vertebrate Zoology (39<sup>th</sup> percentile), Vascular and Non-Vascular Plants (29<sup>th</sup> percentile), and Forestry and Wildlife (16<sup>th</sup> percentile).</p>	<p>Success was achieved for the first two sections of the test, which could be attributed to the fact that all students in both majors must take Biology I and II, Ecology and Organismic Biology. Field Guide Naturalist majors would be expected to score higher than EVSC majors in the Plant and Zoology sections since they are required to take courses in those areas and EVSC majors are not. Although only one FGN major took the test, it is worth noting that she did score in the 5<sup>th</sup> stanine (approximately in the 40<sup>th</sup>-60<sup>th</sup> percentile) for the first four sections. The low score in the last section (Forestry and Wildlife) is most likely due to the fact that neither the EVSC or BIOL department currently offer any courses of this type.</p> <p>The department is currently working on some curricular changes (objective 4 of 2008-2009 AOP) and decide by April 30, 2010 whether or not the addition of forestry and/or wildlife classes would be beneficial to the program.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
A Place for Student, Faculty, and Staff Success	2. Environmental Science and Field Guide Naturalist majors will indicate that their respective program has prepared them for graduate study and for obtaining employment in the field.	<p>The End-of-Program Survey will be administered to all seniors.</p> <p>All students will “Agree” or “Strongly Agree” (5 point Scale) with the statement: <u>Courses in my major have prepared me for graduate school</u>, and the statement: <u>Courses in my major have prepared me for immediate employment in my field</u>.</p>	<p>Responses from 5 seniors (2 FGN and 3 EVSC majors) were collected. All of the surveyed seniors agreed or strongly agreed in response to the survey item <u>Courses in my major have prepared me for immediate employment in my field</u>. 80% agreed or strongly agreed in response to the survey item <u>Courses in my major have prepared me for graduate school</u>.</p>	<p>Although most students indicated they were prepared for immediate employment and/or graduate school, none had applied to graduate school or, at the time of the survey, had an offer to work in the field. The department will use the contact information on the survey to follow up with alumni to obtain specific employment and graduate school information. This will be conveyed to existing program majors.</p>
A Place for Student, Faculty, and Staff Success	3. Environmental Science and Field Guide/Naturalist majors will be satisfied with program instruction and course content.	<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>The content of the courses within my major is valuable  The instruction in my major field is excellent  Major requirements are clear and reasonable</p> <p>Eighty percent of students will indicate that they were “somewhat satisfied” to “very satisfied” in response to the indicated items from the Noel-Levitz Student Satisfaction Survey.</p>	<p>Responses from 4 students (2 juniors and 2 seniors) were collected. For all 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. In addition, the department is also working on some major curriculum changes (objective 4 of AOP for 2008-2009) which we feel will also improve the student’s satisfaction with course content.</p>
A Place for Student, Faculty, and Staff Success	4. Students will demonstrate competency in writing within the curriculum.	<p>The learning outcome of writing will be inserted into CHEM 102, EVSC 302, and EVSC 421 and a writing assignment will be required in each of these courses. Students will be evaluated using the rubric found in the Commons Program faculty handbook.</p> <p>Students will, on average, score a 3.0 on a five point scale.</p>	<p>Writing was added as a learning outcome to CHEM 102, EVSC/BIOL 301, and EVSC 421. However, due to the late timing of officially adding writing, the courses had already been completed and did not have the opportunity to evaluate assignments using the rubric.</p>	<p>Each of these courses will contain a specific writing assignment in the 2009-2010 academic year which will be evaluated using the rubric.</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>5. Students will participate in learning opportunities outside of the classroom that will both increase the student's knowledge and benefit an external group.</p>	<p>Students will be encouraged to participate in internships and faculty in the department will be encouraged to engage students in activities outside of the classroom that relate to the content of the course.</p> <p>Twenty-five percent of the seniors will have completed an internship and will have completed a project (or research) that meets the approval of their place of internship.</p> <p>Each faculty member of the department will engage students in at least one activity outside of the classroom.</p>	<p>There was one senior (of three) within the EVSC and FGN major who completed an internship. Her project focused on plant inventory and completion of a notebook for rangers of Davy Crockett State Park to use when teaching school children.</p> <p>One EVSC 111 class was required to participate in May Day at the Doak House Museum. The class was asked to give presentations to school children about the life cycle of butterflies, along with information about the use of spring houses and gardening.</p>	<p>The internship goal was met, but it is believed that the department needs a tool for assessing what the student is learning during their internship. The department plans to create a survey for both the student and the supervisor of the internship to complete (see AOP for 2009-2010).</p> <p>Faculty did not perform so well at engaging students outside of the classroom in activities that would assist groups in the community. However, this is a fairly new initiative of the department and will be stressed more next year. The department chair will contact local groups regarding their needs over the summer of 2009 and will put together a list of contacts and possible project ideas for faculty to refer to.</p>





# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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.

<p><u>Tusculum College Strategic Plan 2006/07 to 2010/11</u>  <u>– Overarching goals</u></p> <ol style="list-style-type: none"> <li>1. Financial Stability and Security</li> <li>2. Academic Integrity, Quality, Accountability, and Distinction</li> <li>3. A Place for Student, Faculty, and Staff success</li> <li>4. An Engaged Community</li> </ol>	<p><u>Unit Mission Statement:</u></p> <p>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.</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. Seniors will demonstrate mastery in the field demonstrated by knowledge of production processes in film and broadcasting as appropriate to his or her chosen career plan.	Capstone: All seniors completing the capstone option for completion of the major will score at least 3.0 (on a scale of 5) in media skills on the scoring rubric for the capstone media skills project as ruled by the student's committee.	All seniors completing the capstone option for completion of the major scored at least 3.0 (on a scale of 5) in media skills on the scoring rubric for the capstone media skills project as ruled by the student's committee	As a result of this assessment, the students are mastering the skill necessary for success in the field and due to this observation, the department chair has decided to raise the bar to 3.5 for all media skills on the rubric for evaluating the capstone media skills project in 2009-10.
Academic Integrity, Quality, Accountability, and Distinction	2. Seniors will demonstrate mastery in the field demonstrated by knowledge of production processes in film and broadcasting as appropriate to his or her chosen career plan.	Internships: All seniors completing the internship option for completion of the major will score at least 3.0 (on a scale of 5) in all job skills elements on the department's evaluation rubric for external supervisors.	All seniors completing the internship option for completion of the major scored at and above a 4.0 (on a scale of 5) in all job skills elements on the department's evaluation rubric for external supervisors.	As a result of this assessment, the students are mastering the skill necessary for success in the field and due to this observation, the department chair has decided to raise the bar to 3.5 for all job skill elements on the department's evaluation rubric for external supervisors for 2009-10.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
An Engaged Community	3. Film and Broadcasting Majors will demonstrate their learning within the civic arts and the civic engagement	All seniors completing either the capstone or internship options for completion of the major will score at least 3.0 (on a scale of 5) on the civic engagement rubric as ruled by the student's committee	All seniors completing both the capstone or internship options for completion of the major scored 3.0 (on a scale of 5) on the civic engagement rubric as ruled by the student's committee.	Because of this observation, the department chair has decided to stress the importance of students demonstrating civic engagement in their capstone or internships. The syllabus will be revised so that students will clearly understand the criteria for civic engagement,
Academic Integrity, Quality, Accountability, and Distinction	4. Film and Broadcasting Majors will demonstrate the ability to express their idea critically in an oral presentation.	All seniors completing either the capstone or internship options for completion of the major will score at least 3.0 (on a scale of 5) in the oral presentation skills rubric as ruled by the student's committee	All seniors completing both the capstone or internship options for completion of the major scored above 4.0 (on a scale of 5) in the oral presentation skills rubric as ruled by the student's committee.	As a result of this observation, the department chair has decided to raise the bar to 3.5 for the oral presentation skills rubric for 2009-2010.
Academic Integrity, Quality, Accountability, and Distinction	5. Film and Broadcasting Majors will demonstrate the ability to write effectively and critically.	All seniors completing either the capstone or internship options for completion of the major will score at least 3.0 (on a scale of 5) in the writing skills rubric as ruled by the student's committee	All seniors completing both the capstone or internship options for completion of the major scored at or above 3.0 (on a scale of 5) in the writing skills rubric as ruled by the student's committee. Unfortunately, three of the four students had to make major revisions to their production theses in the area of critical analysis in order to complete the class.	Because of this observation, the department chair has decided to move up the deadline for production thesis so that he and the committee can evaluate and give suggestions for revisions before the student presents. In addition, the department chair is evaluating the syllabi and course activities in all course with critical analysis learning outcomes to develop exercises to improve critical analysis
A Place for Student, Faculty, and Staff success	6. Film and Broadcasting Majors will be satisfied with their advisor.	Noel-Levitz Student Satisfaction Survey will be administered to all Film and Broadcasting students. 80% of Film and Broadcasting students will be 'Satisfied' to 'Very Satisfied' with their advisor as measured by their response to the survey questions "My academic advisor is approachable".	53% of Film and Broadcasting students will be 'Satisfied' to 'Very Satisfied' with their advisor as measured by their response to the survey questions "My academic advisor is approachable"	As a result of this observation, the department chair the department chair had decided to conduct a focus group in the Fall semester to determine why the students are feeling this way. The department chair has also decided to engage freshmen earlier in the year with a peer mentoring program.
A Place for Student, Faculty, and Staff success	7. Film and Broadcasting Majors will be satisfied with their advisor.	Noel-Levitz Student Satisfaction Survey will be administered to all Film and Broadcasting students. 80% of Film and Broadcasting students will be 'Satisfied' to 'Very Satisfied' with their advisor as measured by their response	59% of Film and Broadcasting students will be 'Satisfied' to 'Very Satisfied' with their advisor as measured by their response to the survey questions "My academic advisor is knowledgeable about the requirements in my field of	As a result of this observation, the department chair the department chair had decided to conduct a focus group in the Fall semester to determine why the students are feeling this way. The department chair has also decided to

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
		to the survey questions "My academic advisor is knowledgeable about the requirements in my field of study".	study"	engage freshmen earlier in the year with a peer mentoring program.
A Place for Student, Faculty, and Staff success	8. Film and Broadcasting Majors will be satisfied with their preparation for employment in their intended career path.	The End-Of-Program Survey will be administered to all graduating Film and Broadcasting majors. 80% of graduates will 'Agree' or 'Strongly Agree' that the courses in the major prepared them for immediate employment in the field of Film and Broadcasting.	100% of graduates selected 'Agree' or 'Strongly Agree' that the courses in the major prepared them for immediate employment in the field of Film and Broadcasting.	As a result of this observation, the department chair is noticing a disconnect between students entering the program and students who are exiting the program. The assessment results are indicating a need for better communications with students in entry levels.
A Place for Student, Faculty, and Staff success	9. Film and Broadcasting Majors will be satisfied with their preparation for graduate school.	The End-Of-Program Survey will be administered to all graduating Film and Broadcasting majors. 80% of graduates will 'Agree' or 'Strongly Agree' that they are prepared for graduate study in the field of Film and Broadcasting.	100% of graduates selected 'Agree' or 'Strongly Agree' that they are prepared for graduate study in the field of Film and Broadcasting.	As a result of this observation, the department chair is noticing a disconnect between students entering the program and students who are exiting the program. The assessment results are indicating a need for better communications with students in entry levels.



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes - 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.

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

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

#### Unit Mission Statement

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

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	1. Students will demonstrate an appropriate mastery of the undergraduate knowledge base in American, European, and non-western history.	Students completing the major in history will complete the Academic Concentration Achievement Test (ACAT) before graduating from the college. As a group, all students will score a minimum of 5 average stanines in each content area, and as a group they will score a minimum of 5.0 average stanines for all content areas (considered to be approximately 60 <sup>th</sup> percentile).	Three of the five students taking the ACAT received at least 5 average stanines (5, 5, 6) and two received less than 5 average stanines (3, 4). The group score was 4.6 average stanines. The two content areas in which students scored five average stanines or more were: U.S.1820-1890 (5.6) and Medieval Europe (6). Students scored less than five average stanines in U.S. 1763-1820 (4.2), U.S. 1940 to Present (4.6), European Early Modern (3.2), and European Modern to Present (3.8). Scores were down substantially from the 07-08 academic year (the group score average was 7.0), although the average student G.P.A. was the same (3.1) and many of the students taking the 08-09 test were in the same courses as the students taking the 07-08 test.	This is only the second year the department has administered the ACAT. With such divergent scores, at least one more year of testing will be necessary to establish a baseline from which to project further assessment objectives. The department will examine the ACAT exam questions to determine the extent to which they correspond to the content covered in the history department's classes. The department will determine whether changes need to be made either in material covered or in the makeup of the ACAT exam. For example, students' knowledge of European history 1450-1650 is assessed through an Early Modern Europe content area exam, though the course they take on this time period is a course on the Renaissance and Reformation. The content area exam, Renaissance and Reformation might more accurately reflect student knowledge of this period. Further, some content areas like U.S. 1820-1890 cover multiple courses and complicate the evaluation of student performance. A reconfiguration of selected content areas might clarify the extent of student knowledge.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	2. Students will demonstrate mastery of the components of historical mindedness.	A historical mindedness assessment tool has been administered in the history department since 2006. Student papers from upper-division history courses are assessed by history faculty according to three criteria: historical accuracy, awareness of antecedents and consequences, and understanding of historical significance. History faculty will review and evaluate the results in spring 2009. Students will, on average, score at least a 3.3 on a five point scale in Historical Mindedness, and at least a 4.5 in the sub-category of Historical Accuracy.	<p>Average score for: Historical Accuracy: 4.1 (4.1), Antecedents and Consequences: 3.3 (3.7), Historical Significance: 3.2 (3.3), Total average score for Historical Mindedness: 3.5 (3.8) (2007-2008 scores in parentheses)</p> <p>History students exceeded the criterion for success in the general category of Historical Mindedness. However, they did not exceed it by as significant a number as in the 2007-2008 academic year. While other sub-categories remained essentially unchanged, Antecedents and Consequences went down four-tenths of a point.</p> <p>History students' score in the category remained flat at 4.1 in the category of Historical Accuracy and did not meet the target goal of 4.5.</p>	Students have tended to remain unpersuaded about the importance of rigorous precision, and seem to be satisfied with a level of accuracy reflective of the 2007-2008 and 2008-2009 Historical Accuracy scores. Further, it appears as if our emphasis on accuracy in details may have resulted in a slip in the higher-order category of Antecedents and Consequences. The department will emphasize precision at the introductory level and train students in more sophisticated skills in the upper-division courses. The department's newly created freshman-level course, HIST 112 Historical Research and Writing, will emphasize basic data collection skills and techniques. The department will set as a goal for the 2009-2010 academic year a 3.4 on a five point scale in Historical Mindedness, a 3.7 in the sub-category of Antecedents and Consequences and a 3.5 in the sub-category of Historical Significance
Academic Integrity, Quality, Accountability, and Distinction	3. Students will demonstrate mastery of the components of critical analysis (general education component).	A critical analysis assessment tool has been administered in the history department since 2006. Student papers from upper-division history courses are assessed by history faculty according to three criteria: knowledge base, analysis, and evaluation. History faculty will review and evaluate results in spring, 2009. Students will, on average, score at least a 3.0 on a five point scale in critical analysis, and at least a 4.5 in the sub-category of Knowledge Base.	<p>Average score for: Knowledge Base 3.7 (3.9), Analysis 3.1 (3.7), Evaluation 3.2 (3.5), Total average score for Critical Analysis 3.3 (3.7) (2007-2008 scores in parentheses)</p> <p>History students exceeded the criterion for success in the general category of Critical Analysis. However, they did not exceed it by as significant a number as in the 2007-2008 academic year. History students did not meet the target goal of 4.5 in the category Knowledge Base.</p>	As in (2) above, it appears that emphasis on introductory skills has led to an erosion of higher order skills. The department will emphasize the importance of precision and accuracy at the introductory level and cultivate higher-order skills in the upper-division courses. The department's newly created freshman-level course, HIST 112 Historical Research and Writing, will hone students' accuracy and precision. The department will set as a goal for the 2009-2010 academic year a 3.2 on a five point scale in Critical Analysis, and at least a 3.5 in the sub-categories of Analysis and Evaluation.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>4. History education majors will demonstrate a level of historical understanding sufficient to teach history at the secondary level.</p>	<p>Students completing a history education major and seeking to become licensed to teach grades 7-12 will take the Praxis II content exam, World and U.S. History.</p> <p>100% of history education majors will pass the Praxis II exam on the first attempt</p>	<p>Due to a few delayed graduation dates, no history-education majors were in a position to take the Praxis II exam this year.</p>	<p>We will retain for the 2009-2010 academic year our intended educational outcome of 100% first-time success rate for all history-education majors taking the Praxis II exam.</p>
<p>An Engaged Community</p>	<p>5. History majors will display active engagement with the civic arts mission of the college.</p>	<p>Students will be assessed in course assignments designed around Tusculum College's mission-related virtue competencies, Civility, The Ethics of Social Responsibility, and Self-Knowledge. Students will score an average of 85% on the assignments.</p>	<p>In History 323 Civil War Era the student learning outcome Civility was assessed. The scoring exercise consisted of placing students into groups and having those students lead book discussion sessions. Student discussion leaders were then to be graded on the level of discussion raised during their sessions, meaning that their grades were up to the audience. Ideally, those audience members would respond helpfully and arrive prepared for discussion. Discussion leaders, left at the discretion of the audience for grades, were allowed to complete civility rubric forms on each of the audience members. These combined evaluations, based on the criteria of respect, attentiveness, and sociability made up the final student civility grade. Class score (average) 3.8 out of 5 (76%)</p> <p>In History 339 Gender History the student learning outcome Self-knowledge was assessed using various tools, including several writing assignments regarding diversity, discussions about gender and diversity, and several reading assignments regarding diversity and the use of gendered language in their own lives, their own gender roles, and the significance of culture and personal experience in defining gender identity. In addition, students completed a service-learning project in which they awarded a local woman with the Woman of Courage of Greene County distinction. The project also included a journal and a formal essay. Class score (average): 4.1 out of 5 (82%)</p> <p>In History 337 Progressive America the student learning outcome The Ethics of Social Responsibility was assessed. Students wrote five essays regarding the role of historians and professional ethics. Class score (average): 3.99 out of 5 (80%).</p> <p>In none of the competencies did students, on average, attain the target 85%. It is possible that the standard was a bit high. In two of the competencies, The Ethics of Social Responsibility and Self-Knowledge, students approached the target, scoring 80% and 82% respectively. Their Civility score was somewhat lower at 76%</p>	<p>For 2009-2010 the department will focus on the lowest scoring competency, Civility. The Civility competency will be emphasized and assessed in three upper-division history courses in the 2009-2010 academic year.</p>

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Actual Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	6. History majors will indicate that they are satisfied with the content and instruction in their major courses.	<p>Students will take the Noel-Levitz Student Satisfaction Inventory.</p> <p>75 percent of upper-class history and history-education majors will indicate themselves to be “Somewhat to Very Satisfied” with the following survey items: “The content of the courses in my major is valuable” and “The instruction in my major field is excellent.”</p>	83% of the students responded “Somewhat to Very Satisfied.” To both survey items.	<p>Five out six students surveyed indicate satisfaction with the program of study (83%). None indicates dissatisfaction with the program of study. The department has implemented changes to the curriculum to assist students in preparing for their future after college (see AOP items three and seven). It is intended that these changes will allow the department to retain high percentages of students indicating satisfaction with the value and instructional quality of the courses. The Department will raise the target score for next year to 80%</p>



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes - 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.

<b>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching Goals</b> <ol style="list-style-type: none"> <li>1. Financial Stability and Security</li> <li>2. Academic Integrity, Quality, Accountability, and Distinction</li> <li>3. A Place for Student, Faculty, and Staff success</li> <li>4. An Engaged Community</li> </ol>	<b>Unit Mission Statement</b> The Mathematics Department prepares our students for graduate study, Mathematics related employment, and teaching at the secondary level.
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Student mastery of the field (Academic Integrity, Quality, Accountability, and Distinction)  Student preparedness for work and/or graduate school (A Place for Student, Faculty, and Staff Success).	Students will be aware of the hierarchical knowledge structure of their coursework and the connections between early skill development and advanced coursework.	The EOP [End of Program] survey will be administered to senior level mathematics majors in spring 2009.  Mathematics majors' responses to the survey item: <u>The depth of analysis through advanced course work built upon earlier learning in my major</u> will be collected.  Eighty-five percent of mathematics majors will report that they "strongly agree" or "agree" with the survey item	One hundred percent of mathematics majors reported that they "strongly agree" or "agree" with the survey item: <u>The depth of analysis through advanced course work built upon earlier learning in my major</u> .	As a consequence we will move on to assessing other objectives.
Student mastery of the field (Academic Integrity, Quality, Accountability, and Distinction)  Student preparedness for work and/or graduate school (A Place for Student, Faculty, and Staff Success).	Students will demonstrate proficiency in their understanding and use of mathematical concepts.	The PRAXIS II Mathematics Content Knowledge Test [Test 0061] will be administered to graduating Math Education majors as a part of their professional credentialing process. This test will also be strongly encouraged for all mathematics majors as an additional means of evaluating their content knowledge. Whenever possible, weaker students will be advised to take the Praxis soon after taking their last math course.  All math and math education majors who take the PRAXIS II content area test will equal or exceed the minimum requirements set by the State of Tennessee on their first attempt.	One hundred percent of the two math and math education majors who took the PRAXIS II content area test in 2009 exceeded the minimum requirements set by the State of Tennessee on their first attempt.	We will continue to expect students to take the Praxis and to equal or exceed the minimum requirements set by the State of Tennessee on their first attempt.



Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Student mastery of the field (Academic Integrity, Quality, Accountability, and Distinction)</p> <p>Student preparedness for work and/or graduate school (A Place for Student, Faculty, and Staff Success).</p>	<p>Students will demonstrate a proficiency in calculus, algebra, and applied mathematical concepts.</p>	<p>The departmental exam will be administered to senior-level mathematics majors during block 8 2009 in Calculus III or by special arrangement.</p> <p>Students' overall 2009 test scores [all three test sections] will increase an average of 10% over 2008 scores.</p>	<p>From 2008 to 2009: The mean score in algebra decreased 7.7%, but it was already very high. The calculus score increased an impressive 52.7% percent and the applied score increased by 13.3% to yield an overall improvement of 14.8%.</p>	<p>To minimize class time spent testing, in future years we may incorporate the EOPMCAT into the final exam.</p>
<p>(Academic Integrity, Quality, Accountability, and Distinction)</p>	<p>Students will demonstrate at least modest proficiency in problems that require critical analysis.</p>	<p>Either the 16 points derived from Problems 10, and 11 of the Differential Equations final OR the 18 points derived from Problems 10, 11, and 12 of the Calculus III final that require critical analysis will be scored.</p> <p>Students will average more than 50% of the points on these critical analysis problems.</p>	<p>Students average 32% of the points on the 18 points derived from Problems 10, 11, and 12 of the Calculus III final that require critical analysis.</p>	<p>Next year the objective average number of points on these high-difficult problems will be set at 35%.</p>
<p>(Academic Integrity, Quality, Accountability, and Distinction)</p>	<p>Students will demonstrate satisfaction with quality of instruction in upper level courses.</p>	<p>At the time of the Differential Equations final AND the Calculus III final students will be given the opportunity to anonymously rate quality of instruction in upper level courses on the scale 1 [very unsatisfactory], 2 [unsatisfactory], 3 [satisfactory], and 4 [very satisfactory].</p> <p>The average rating of all students will be at least 3.50 on this scale.</p>	<p>Students gave an average rating of 4.00.</p>	<p>Next year, this item will no longer be measured.</p>



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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.

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

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

#### Unit Mission Statement

The Museum Studies Program seeks to provide high quality theoretical and practical instruction in museum studies courses that contributes to the intellectual development of students as lifelong learners, and prepares them for internships, entrance into graduate programs, and the workforce. The students' educational experience will also prepare them to be functioning members of their respective communities and provide for lifelong learning of their museum audiences.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	1. Senior Museum Studies majors will demonstrate the ability to write a professionally competent paper related to their internships that will meet college and department standards.	<p>1. As part of the Museum Studies internship requirement, students will complete a paper detailing their internship including their practical learning experiences, work accomplished, and observations relating their class work and work experience.</p> <p>Papers will be evaluated by a faculty member in the College's English department using the College's writing rubric and achieve an overall rating of 4 (5 point scale) and a minimum rating of 3 (5 point scale) on all rubric elements.</p> <p>Papers will be further evaluated by the Chair of the Museum Studies department for content and style components required of professional papers in the field. All student papers will achieve a minimum rating of 4 (5 point scale) and a minimum rating of 3 (5 point scale) on all rubric elements.</p> <p>Papers will be further evaluated by an outside museum professional for content and style components required of professional papers in the field. All student papers will achieve a minimum overall rating of 4 (5 point scale) on the department's style, content, and professionalism rubric and a minimum rating of 3 (5 point scale) on all rubric elements.</p> <p>The professionalism component of the rubric is a holistic (5 point) rating ranging from "Work represents best practices in profession," to "Work does not reflect well on the individual or profession."</p>	Chair of the College's English Dept. evaluated one senior internship paper. The submission was given an overall rating of 5 as well as a 5 on adherence to all rubric elements. The Chair of the Museum Studies Dept. independently gave the same rating. A third independent (outside museum professional) also reviewed the submission as part of the student's portfolio and gave the same rating.	<p>Although the results of this requirement was highly successful, the objective will be continued in 2009-10 in order to gain more data and experience beyond one submission.</p> <p>The Dept. will use the resulting high rating of 08-09 paper to serve as an example of excellence for future papers/students, using it as a model but not in comparison. By setting a benchmark, additional data gained in the future with additional student submissions will help the program to evaluate student adherence to professional and dept. standards in regards to preparation for and accomplishment of internships, and the ability to produce professional writing regarding the experience.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	2. Students in Level 300 and 400 courses will demonstrate effective writing skills.	<p>2. All student papers in required 300/400 courses in the major will be evaluated by the department chair using the College's writing rubric and achieve a minimum rating of 3 (5 point scale) on all rubric elements.</p> <p>All papers will contain a bibliography and will be evaluated by the department chair for adherence to proper use of the required citation style (Turabian/Chicago Manual of Style). All papers will achieve a minimum rating of 3 (5 point scale) for the proper use of citation style.</p>	<p>Four student papers were reviewed with one receiving an overall 5 rating. The others received an overall rating of 3.</p> <p>Deficiencies cited included improper grammar, spelling, and citations.</p>	Results indicate minimal student achievement of unit objective and demonstration of writing skills. Given these results, focus on developing and implementing effective writing skills will remain a high priority throughout all 300/400 level course. During Muse 340 – Interpretation and Education, key emphasis will be placed on instruction and practice in the areas of deficiencies by having a guest instructor from the English dept. reviewing the content and intent of the College Writing Rubric.
Academic Integrity, Quality, Accountability, and Distinction	3. Senior Museum Studies majors will demonstrate competency and professionalism in the application of program skills.	3. Using the department's internship evaluation rubric, internship supervisors will indicate a minimum score of 3 (5 point scale) on all rubric items for all interns.	Intern supervisor gave an overall rating of 5.	Evaluation rubric requirements will be maintained and applied to all registered interns for 2009-2010.
Academic Integrity, Quality, Accountability, and Distinction	4. Senior Museum Studies majors will demonstrate program competency and growth in the field.	<p>4. Seniors in Museum Studies will complete a portfolio of work accomplished during their course of study. The completed portfolio will be submitted for evaluation as part of the senior internship presentation. The completed portfolio will be evaluated by the director and associate director of the department and three faculty in the humanities; i.e. social science and English. Evaluators will use the department's portfolio evaluation rubric which contains elements that measure professional appearance (neatness, organization, and presentation), grammar, range of professional experiences, as well as evidence that the portfolio demonstrates growth in the field. Portfolios will achieve a minimum score of 3 (5 point scale) on all rubric items.</p> <p>Portfolios should include, but not be limited to, examples of papers (that have been revised based on feedback), journals of field trips, evidence of participation in professional field trips and conferences, evidence of projects completed, and materials related to the internship.</p>	<p>A senior portfolio was evaluated using a prepared rubric by the Dept. Director, Associate Dir., and an outside museum professional. Time and scheduling did not permit other faculty members from participating.</p> <p>The outside evaluator rated the submission at 4.7 on a 5 point scale, noting the need to better organize and identify photos and visual items and related them to a particular work experience.</p>	The portfolios will be assessed by the program director, an outside museum professional and at least on humanities faculty member. Portfolios will be a key focus of instructional activity as it relates to professional growth and competency. Student portfolios receiving a 5 on the rubric from all evaluators will be used as models of excellence for future students.

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	5. Graduating Museum Studies majors will indicate that the program has prepared them for immediate employment in the field of Museum Studies.	5. Museum Studies students will take the College's End-Of-Program survey in their senior year. Eighty percent of students will agree or strongly agree with the survey item <u>Courses in my major have prepared me for immediate employment in my field.</u>	One student was administered the End-Of-Program. This student agreed with the survey item <u>Courses in my major have prepared me for immediate employment in my field</u>	Additional results will be monitored to ensure consistency of the results across graduates
Academic Integrity, Quality, Accountability, and Distinction  A Place for Student, Faculty, and Staff success	6. Graduating Museum Studies majors will indicate that the program has prepared them for graduate school in the field of Museum Studies	6. Museum Studies students will take the College's End-Of-Program survey in their senior year. Eighty percent of students will agree or strongly agree with the survey item <u>Courses in my major have prepared me for graduate school.</u>	One student was administered the End-Of-Program. This student agreed with the survey item <u>Courses in my major have prepared me for graduate school.</u>	Additional results will be monitored to ensure consistency of the results across graduates
Academic Integrity, Quality, Accountability, and Distinction	7. Museum Studies majors will indicate that they are satisfied with the content and instruction in their major courses	7. 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>The content of the courses in my major is valuable</u> and <u>The quality of instruction in my major courses is excellent.</u>	Of students surveyed, 100% indicated they are Somewhat to Very Satisfied in reference to the two survey questions.	Implement successfully proven instructional techniques, particularly hands-on activities and case studies, to maintain the high quality of educational content and value of courses.
An Engaged Community	8. Museum Studies students will participate in community development activities.	8. All Museum Studies students will participate in at least one community development activity during 2008-09. Feedback from the community organizations will indicate that student participation was valuable to the organization.	All museum students participated in Nettie Day (community service day.) This exceeds the college requirement of only freshman participation. In addition, 70% of students worked on developing a temporary exhibit for use in the community for part of the Bicentennial of Andrew Johnson. Feedback on the latter project was very positive.	Require full dept. participation in community development activities, including but not limited to Nettie Day. Identify new opportunities and organizations for student to participate in community development activities that support learning objectives of specific courses.



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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
Academic Integrity, Quality, Accountability, and Distinction	Program majors will demonstrate an <b>appropriate mastery</b> of the undergraduate knowledge base of Political Science, including appropriate levels of understanding of the theory and practice of both domestic and global politics.	Students completing the major in Political Science will take the Area Concentration Achievement Test (ACAT) before graduating.  As a group, students will score at or above the 50 <sup>th</sup> percentile on the ACAT in a comparison to their national peers.	We did not have any graduating seniors this academic year.	These instruments will be used to test our graduating seniors in 2009-2010, when we expect multiple students to earn their degrees.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
A Place for Student, Faculty, and Staff success	Program majors will indicate their <b>preparedness for their future endeavors</b> , in the workforce or graduate school.	<p>All program majors will be administered the Noel-Levitz Student Satisfaction Inventory.</p> <p>70% of upper class (juniors and seniors) program majors completing this survey will answer ‘Somewhat to Very Satisfied’ in response to the survey statement:</p> <p><u>The content of the courses in my major is valuable</u></p>	<p>[N = 4]</p> <p>All 4 of the survey respondents of the upper class program majors indicated they were ‘Somewhat to Very Satisfied’ in response to the survey statement: <u>The content of the courses within my major is valuable.</u></p>	<p>Due to the lack of graduates in 2008-09, the End-of-Program (EOP) Survey was not administered in 2008-09. The department anticipates several graduates in 2009-10 and at time we will obtain responses of the graduates to the two EOP survey items that measure student attitudes toward <b>preparedness for future endeavors</b>.</p> <p>AOP items:</p> <p><u>Courses in my major have prepared me for immediate employment in my field and</u></p> <p><u>Courses in my major have prepared me for graduate school</u></p>
Academic Integrity, Quality, Accountability, and Distinction	Program majors will indicate their satisfaction with the quality of instruction.	<p>All program majors will be administered the Noel-Levitz Student Satisfaction Inventory.</p> <p>75% of program majors completing this survey will indicate that they are ‘Somewhat to Very Satisfied’ in response to the survey item: The instruction in my major field is excellent.</p>	<p>[N = 10]</p> <p>7 out of 10 program majors (all class codes - freshman through senior) completing this survey indicated they were ‘Somewhat to Very Satisfied’ in response to the survey statement. 100% (n=4) of the juniors and seniors who responded to the survey indicated they were ‘Somewhat to Very Satisfied’ in response to the survey statement.</p>	<p>Due to the fact that juniors and seniors have much greater familiarity with the instruction quality, the department thinks that the challenge before us is to concentrate on the satisfaction of the majors in the introductory courses. This will be initiated for 2009-10.</p> <p>Additionally, Political Science will identify introductory courses and invite a peer reviewer to observe and comment on any quality of instruction issues.</p>

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	Political Science students will demonstrate <b>proficiency in reflective judgment.</b>	<p>Based on the use of the RCI instrument (Reasoning About Current Issues Test) which yields a reflective judgment score, the department anticipates that junior and senior majors will obtain an average score of 5 and all majors (including freshmen and sophomores) will obtain an average score of 4. The two stages (7 total) of Reflective Judgment (RJ) we are anticipating are defined by King &amp; Kitchener:</p> <p><b>Stage Four:</b> No one can know with absolute certainty. Some knowledge will remain uncertain. Truth is an abstraction, therefore beliefs are abstractions. Differences in opinions exist because knowledge is uncertain. One opinion is as valid as another.</p> <p><b>Stage Five:</b> While you may not know with certainty, you may make conclusions within a context based on evaluation of evidence. Since knowledge is filtered through the perceptions of the person evaluating the evidence, what is known is limited by the perspective of that person.</p>	<p>Freshman average RJ stage = 5.2 Junior/senior average RJ stage = 5.2</p> <table><tr><th>Overall RCI Rating</th><th>class</th><th>major</th></tr><tr><td>4.98</td><td>FRESH</td><td>POLSC</td></tr><tr><td>5.50</td><td>FRESH</td><td>POLSC</td></tr><tr><td>5.33</td><td>JUN</td><td>POLSC</td></tr><tr><td>5.11</td><td>SEN</td><td>POLSC</td></tr><tr><td>5.11</td><td>JUN</td><td>POLSC</td></tr></table> <p>Several caveats have to be applied to these results. For one thing, small groups do not yield a reliable average score and secondly it appears that the RCI instrument (recognition task) tends to overestimate the RJ stage when compared to predecessor instruments like the RJI (Reflective judgment Interview) which is a production task instrument and no longer available.</p>	Overall RCI Rating	class	major	4.98	FRESH	POLSC	5.50	FRESH	POLSC	5.33	JUN	POLSC	5.11	SEN	POLSC	5.11	JUN	POLSC	Additional testing with in-house and commercial instruments is planned to obtain more reliable estimates of our students' RJ stage skills.
Overall RCI Rating	class	major																				
4.98	FRESH	POLSC																				
5.50	FRESH	POLSC																				
5.33	JUN	POLSC																				
5.11	SEN	POLSC																				
5.11	JUN	POLSC																				



# TUSCULUM COLLEGE

## ANNUAL PLANNING, ASSESSMENT AND BUDGETING

### Intended Student Outcomes - 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

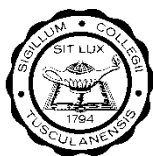
The Psychology Program contributes to the mission of Tusculum College by providing students with knowledge of individual and social functioning, a cornerstone of responsible citizenship. The program's main purpose is to enable students to think knowledgeably and scientifically about human behavior and 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
Academic Integrity, Quality, Accountability, and Distinction	1. Students will demonstrate their understanding of the undergraduate knowledge base in the discipline of psychology.	1a. Students completing the major in psychology will take the ACAT in Psychology. This test will cover the following areas: Abnormal, Developmental, Experimental Design, History & Systems, Human Learning/Cognition, Personality, Physiological, and Social. As a group, students will score at the 60 <sup>th</sup> percentile of the ACAT in Psychology for the current ACAT comparison group.	As a group, the three qualified graduates who took the ACAT scored at the 10 <sup>th</sup> percentile – abysmal by any standard. The remaining six students who took the ACAT in Block 4 scored at the 28 <sup>th</sup> percentile – still abysmal. Only two of nine students who took the ACAT scored at the 60 <sup>th</sup> percentile or above.	All students who take the ACAT in 09-10 will have the full complement of courses in the major. The ACAT will be administered in Block 8. ACAT pre-testing will be done in the fall semester to identify areas needing improvement.
Academic Integrity, Quality, Accountability, and Distinction	2. Students will demonstrate critical analysis ability (reading and understanding a journal article) in the discipline.	2a. Critical Analysis is the embedded competency for PSYC 101 (Essentials of Psychology). Psychology students in PSYC 101 will be assessed with a departmental critical analysis pretest/posttest. The pretest and posttest will be administered at the beginning and end of all PSYC 101 courses. Students in PSYC 101 will demonstrate statistically significant ( $p < .05$ ) improvement in their scores on the critical analysis assessment as assessed by a matched-pairs t-test.	Three raters used a blind procedure to evaluate a random sample of students' critical thinking responses. Student responses were 5.69/10 for the pre-test and 6.38/10 for the post-test. This difference was non-significant.	We will be using the critical thinking rubric developed by the Commons Steering Committee for 09-10. Critical thinking instruction in PSYC 101 will focus on the students' written summaries of a journal article (3 <sup>rd</sup> article evaluation assignment in PSYC 101) for 09-10 and the pre-post system used for the last four years will be discontinued.



Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Results	Use of Results
		2b. The CAAP Critical Thinking Test will be administered to all Psychology students taking CMNS 480 and PSYC 430 (Commons Senior Seminar). Psychology students taking the CAAP will score at the 60th percentile as a group.	No data for the CAAP Critical Thinking Test was available for 08-09.	If CAAP data is available for 09-10 it will be reported.
A Place for Student, Faculty, and Staff success	3. Psychology students will report that they are satisfied with their preparation for employment and/or graduate school.	3. Senior Psychology students will complete the Tusculum College End-of-Program (EOP) survey. 75% of students will report that they “strongly agree” or “agree” with the following survey statements: 1. Courses in my major have prepared me for immediate employment in my field. 2. Courses in my major have prepared me for graduate school.	1. Objective not met. Only 36.4% of students indicated “agree” or “strongly agree.” 2. Objective not met (barely). 73% of students indicated “agree” or “strongly agree” to this item.	The likely interpretation is that most students feel that some level of graduate training will be necessary for employment in the field. Internships are being developed for students who do not intend to go on to graduate school as an effort to increase the employment options of program graduates.
Academic Integrity, Quality, Accountability, and Distinction  A Place for Student, Faculty, and Staff success	4. Psychology students will report that they are satisfied with the academic advising in the Psychology Program.	4. The responses of Psychology majors to the four advising items on the Noel-Levitz Student Satisfaction Inventory will be analyzed. 75% of the students will report that they are “satisfied” to “very satisfied” in response to the following items: 1. My academic advisor is approachable. 2. My academic advisor is concerned about my success as an individual. 3. My academic advisor helps me set goals to work toward. 4. My academic advisor is knowledgeable about requirements in my major.	1. Met - 75% regard their advisor as approachable. 2. Met – 79% agree that their advisor is concerned about their success as individuals. 3. Met – 80% agree that their advisor sets goals to work toward. 4. Met – 79% agree that their advisors are knowledgeable about requirements in the major.	Academic advising will be comprehensively addressed in the August, 2009 department meeting. A brief career planning assessment will be developed at this time.

Institutional Goals	Unit Objectives	Assessment Criteria and Procedures	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>5. Psychology students will report that they are satisfied with instruction in the Psychology Program.</p>	<p>5. The responses of senior Psychology majors to the six instruction quality items on the EOP survey will be analyzed. 75% of students will report that they “agree” or “strongly agree” with the following survey statements:</p> <ol style="list-style-type: none"> <li>1. Innovative instructional methods were utilized by professors in my program of study.</li> <li>2. Instruction included a balance between lectures, projects, and other learning opportunities.</li> <li>3. Appropriate and timely feedback on my progress was provided throughout my program of study.</li> <li>4. Instructors in my major program were knowledgeable and current in the field.</li> <li>5. Instructors provided a relationship between acquired knowledge and practical applications.</li> <li>6. Overall, my program of study was of high quality.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nearly Met – 73% indicated “agree” or “strongly agree”</li> <li>2. Nearly Met – 73% indicated “agree” or “strongly agree”</li> <li>3. Met – 91% indicated “agree” or “strongly agree”</li> <li>4. Met – 100% indicated “agree” or “strongly agree”</li> <li>5. Met – 91% indicated “agree” or “strongly agree”</li> </ol>	<p>Instructors will discuss engaged learning pedagogy and will evaluate the effectiveness of engaged learning techniques currently in use and will try out techniques that are used effectively at other institutions.</p>



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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.

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

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#### Unit Mission Statement

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

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Institutional goals addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	1. Students will demonstrate an appropriate mastery of the undergraduate knowledge base in the Fine Arts.	Students completing the major in Graphic Design, Studio Arts or Art Education will have successfully passed an outside critical evaluation of their student exhibition.	<p><u>What was accomplished?</u> Our two graduating seniors both underwent an outside evaluation of their portfolio exhibition. 100% of all graduating students have undergone this process of evaluation.</p> <p><u>How was it accomplished?</u> Dr. Scott Contreras-Koterbay who teaches the History of Graphic Design at East Tennessee State University served as an outside juror for the evaluation process. Conversations between Dr. Contreras-Koterbay and the Chair of the Department of Art &amp; Design have resulted in the development of evaluative criteria based on the successful execution of technique, an understanding of the use of imagery and appropriate content, and an approach to exhibitions and portfolio presentation which emphasizes professionalism. Both students passed, although one student with a much higher level of success.</p> <p><u>Results</u> Evaluative analysis, on a 100 point graded scale, of exhibition based on the following categories, with 5 points available for each, based on the criteria of</p> <ol style="list-style-type: none"> <li>1 – Unacceptable</li> <li>2 – Lacks sufficient comprehension/ skills</li> <li>3 – Average comprehension/ skills</li> <li>4 – Above average comprehension/ skills</li> <li>5 – Exceptional Achievement</li> </ol> <p style="text-align: center;">(continued on next page)</p>	Having a fresh set of eyes look at work that I have seen evolving over four years helps identify areas that may not be as strong as others. Dr. Contreras-Koterbay was able to point out things that I had not taken into consideration when viewing their final work; in particular, through conversation with Dr. Contreras-Koterbay, the criteria utilized in assessment has evolved, taking into consideration not only the specifics of the students' careers at Tusculum College but also in anticipation of their career choices upon graduation. It is clear, in reflection, that the students need more points of view to improve their attention to research, detail, and professional presentation, and I deem the lack of additional faculty input over the student's time at Tusculum to be the issue which is the cause. Furthermore, it is clear, based on the specific scores indicated in the results, that the following areas need improvement: identification of artistic influences (which can be changed through modifying the procedures of the oral examination that is part of their exhibition as well as a deeper use of art history in the overall art program) and professional preparation for exhibition (which can be improved by emphasizing even more strongly a professionally organized and hung exhibition).  (continued on next page)

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
	1. (Continued) Students will demonstrate an appropriate mastery of the undergraduate knowledge base in the Fine Arts.	Students completing the major in Graphic Design, Studio Arts or Art Education will have successfully passed an outside critical evaluation of their student exhibition.	<p>The two students' (Justin Pullom (90)/Caitlyn Castanista (95)) grades follow each category.</p> <p><b>A. Visual Organization – Application of the formal elements and principles of art and design.</b></p> <ol style="list-style-type: none"> <li>1. Elements of Visual Design – Use of Line, Shape, Form, Value, Texture, Space 5/5</li> <li>2. Color – Use of Hue, Value, Intensity 5/5</li> <li>3. Color Concepts – Complementary, Analogous, Harmonious, Atmospheric Perspective, Symbolism, Psychology 5/5</li> <li>4. Principles of Art – Balance, Emphasis, Harmony, Variety, Movement, Rhythm, Proportion, Unity 5/5</li> </ol> <p><b>B. Media and Techniques – Use of materials and techniques.</b></p> <ol style="list-style-type: none"> <li>5. Appropriate choice of media or software applications 5/5</li> <li>6. Appropriate choice font and imagery 4/4</li> </ol> <p><b>C. Craftsmanship – Work is appropriately “finished”, organized</b></p> <ol style="list-style-type: none"> <li>7. Control with media and technique 4/5</li> <li>8. Matting, mounting, framing, and/or finishing 4/5</li> </ol> <p><b>D. Content/Concept</b></p> <ol style="list-style-type: none"> <li>9. Intended communication realized 5/5</li> <li>10. Concept appropriate and worthwhile 4/4</li> <li>11. Concept explored and developed 5/5</li> <li>12. Evidence of problem-solving and critical thinking in developing work 5/5</li> </ol> <p><b>E. Concentration/Media Area</b></p> <ol style="list-style-type: none"> <li>13. Artistic influences identified 3/3</li> <li>14. Demonstrates abilities to develop a related body of work or campaign 5/5</li> <li>15. Demonstrates abilities to work independently 4/5</li> <li>16. Demonstrates appropriate skills in chosen Concentration/Media 5/5</li> </ol> <p><b>F. Exhibition</b></p> <ol style="list-style-type: none"> <li>17. Appropriate sequencing, spacing, rhythm, hanging, arrangement 4/5</li> <li>18. Appropriate signage/Artist statement 4/5</li> <li>19. Lighting 5/5</li> <li>20. Invitation, press-release, documentation 4/4</li> </ol>	In 2005 the Department had two faculty members but only six majors. Now in 2009 we still have two faculty members but with over thirty majors. This will be addressed in the 2009-2010 Annual Operating Plan. Item was accomplished within department budget

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Institutional goals addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	2. Students will demonstrate advanced understanding and critical skills in their chosen discipline.	Through critiques, students shall be judged in three areas, Craftsmanship, Content, and Presentation.	Critiques are the hardest part for a student to deal with (shortcoming in their work), in that there is the perception that assessment of artistic production is based on subjective response by the instructor and in that there is often a lack of awareness of the fullest extent of the possibilities involved in artistic production. In addition to this, they are in front of the whole class and students are encouraged to let the other students know where their projects could improve, an experience which, for the uninitiated, can be terrifying. Over the last academic year, increased attention has been given to an understanding of the critique process, with discussions of how to present work and what to expect in terms of the responses of the instructors and the students who participate as part of a group critique. After the students have their say, I step in to catch anything they have missed.	One of the ways to use the results of this increased awareness and understanding of the critique process has been that students are seeking their peer's evaluation of their work long before the final critique so as to spot flaws in their work that they have not identified. This has shown to be consistent after their first full class critique and has fostered an increasing sense of community amongst the students as well as an increasing understanding of the process itself, along with the expectations. Item was accomplished within department budget.
Institutional goals addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	3. Students will demonstrate advanced understanding and critical skills in their chosen discipline.	Through critiques, students shall be judged in three areas, Craftsmanship, Content, and Presentation.	<p><u>What was accomplished?</u> Common standards in craftsmanship (ability to produce a finely produced object), content (ability to realize a communication of a particular idea), and presentation (an accomplished and effective conceptual synthesis of craftsmanship and content) exist in most art programs throughout the country, whereby the successful art production by a student will partake to greater and lesser degrees in each of these three areas. Standards of judgment in line with academic integrity, quality, accountability, and distinction have been maintained in the assessment process by the faculty.</p> <p><u>How was it accomplished?</u> Standards have been maintained by retaining openness on the part of the art faculty to the variety of experiences and communications produced in the art of the students, in line with an emphasis on high standards of craftsmanship.</p> <p><u>Results</u> Standards are continuing to be maintained. I</p>	Standards in these three areas are easily maintained by the quality of the faculty involved in the education process, since these three areas are so universal to art programs throughout the country. Improvements in craftsmanship is possible with improved facilities and tools and access and availability for students to examples of high quality craftsmanship (i.e. exposure to art in museums and galleries). Improvements in content is possible only with improvements in the self-realization of each individual student's ability to understand their full potential as an artist. Improvements in presentation are also more fully realizable through the quality of the students themselves. The best way to improve all three is through increased funding, in order to purchase better equipment (thereby allowing the students to produce higher quality objects), better materials (again, to produce higher quality objects), bring in visiting artists (to give students greater exposure to high quality art), and to hire new faculty, to increase the variety of exposure to quality art as well as reinforce quality standards in the students' production.

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The institutional goal addressed by this objective: 2. Academic Integrity, Quality, Accountability, and Distinction.	4. Regular process of syllabi and curricula review leads to high satisfaction with program.	The Noel-Levitz Student Satisfaction Inventory will be administered in fall 2008. Seventy percent of freshman through senior Art majors will indicate that they are somewhat to very satisfied that the <u>content of the courses in the major are valuable</u> , that the <u>instruction in their major field is excellent</u> , and that their <u>academic advisor is knowledgeable about the requirements of the major</u> .	<p>17 majors from freshmen to seniors responded to the Noel-Levitz survey. Responses indicated 88% were somewhat to very satisfied in response to the item <u>the content of the courses in the major is valuable</u> 77% had the same response to the item that <u>the instruction in their major is excellent</u> and 82% had the same response to the item that <u>their academic advisor is knowledgeable about requirements in the major</u>.</p> <p>On the basis of the 2008-09 Noel-Levitz assessment, as well as through informal discussions of curricular issues with the students and amongst the faculty, it is clear that the program of the Department of Art &amp; Design is meeting student expectations.</p>	<p>2008-09 course changes includes offering Sculpture 1,2,3 and Ceramics 1,2,3 every year and the required VISA 237 was changed to VISA 217 for the Art Education program (why is this a benefit?). In addition, additional adjunct faculty will be employed in 2009-10 which will increase the diversity of art talent in the Art Education Program.</p> <p>As a result of the above changes, we anticipate that student satisfaction with course content and instruction will increase. The Noel-Levitz satisfaction survey will again be administered in 2010-11 and the expectation is that 90% of students will be satisfied with course content and instruction.</p>																																																		
	5. Students will be satisfied that the program has prepared them for employment in the field of art and graphics and that the program has prepared them for graduate work in the field of art and graphics.	<p>The End-of-Program survey will be administered to all seniors in the program.</p> <p>Seventy percent of students will indicate that the program has prepared them for immediate employment in the field and that the program has prepared them for graduate school.</p>	<p>Six students responded to the survey. The results are below.</p> <table border="1" data-bbox="863 995 1476 1268"> <thead> <tr> <th colspan="3">QB13 Courses in my major have prepared me for immediate employment in my field.</th><th>Freq</th><th>Percent</th></tr> </thead> <tbody> <tr> <td>Valid</td><td>2</td><td>Disagree</td><td>1</td><td>16.7</td></tr> <tr> <td></td><td>3</td><td>Neutral</td><td>1</td><td>16.7</td></tr> <tr> <td></td><td>4</td><td>Agree</td><td>1</td><td>16.7</td></tr> <tr> <td></td><td>5</td><td>Strongly Agree</td><td>3</td><td>50.0</td></tr> <tr> <td></td><td>Total</td><td></td><td>6</td><td>100.0</td></tr> </tbody> </table> <table border="1" data-bbox="863 1299 1476 1468"> <thead> <tr> <th colspan="3">QB14 Courses in my major have prepared me for graduate school.</th><th>Freq</th><th>Percent</th></tr> </thead> <tbody> <tr> <td>Valid</td><td>4</td><td>Agree</td><td>4</td><td>66.7</td></tr> <tr> <td></td><td>5</td><td>Strongly Agree</td><td>2</td><td>33.3</td></tr> <tr> <td></td><td>Total</td><td></td><td>6</td><td>100.0</td></tr> </tbody> </table>	QB13 Courses in my major have prepared me for immediate employment in my field.			Freq	Percent	Valid	2	Disagree	1	16.7		3	Neutral	1	16.7		4	Agree	1	16.7		5	Strongly Agree	3	50.0		Total		6	100.0	QB14 Courses in my major have prepared me for graduate school.			Freq	Percent	Valid	4	Agree	4	66.7		5	Strongly Agree	2	33.3		Total		6	100.0	<p>Preparation for entry into the arts related workforce is done in anticipation of a wide and variable set of job opportunities: any and all reservations regarding job market preparedness results from the recognition of such verity (the degree of such recognition indicates the quality of the arts education they have received at this institution). As such, no further narrative is necessary because the results indicated in the survey coincide with norms evident in peer institutions and the majority of art degree programs throughout the nation.</p> <p>The End-of-Program survey will continue to be administered to all seniors in the program and the employment and graduate school items will continue to be monitored.</p>
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# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes - 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			Unit Mission Statement	
<ol style="list-style-type: none"> <li>1. Financial Stability and Security</li> <li>2. Academic Integrity, Quality, Accountability, and Distinction</li> <li>3. A Place for Student, Faculty, and Staff success</li> <li>4. An Engaged Community</li> </ol>			<p>The Athletic Training Education Program, (ATEP), at Tusculum College provides the educational and clinical foundation to prepare students to successfully challenge the Board of Certification examination and serve as active leaders in the athletic training profession.</p>	
Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction  A Place for Student, Faculty, and Staff success	1. ATEP students will demonstrate progressive mastery of cognitive, affective, and clinical skills required of an entry-level BOC (Board of Certification) -certified athletic trainer.	ATEP (Athletic Training Education Program) will administer to each major and observation student, an annual comprehensive examination based on models used by the BOC (Board of Certification) for certification of entry-level athletic trainers, (written and written simulation exams).  Sixty percent, (60%) of all ATEP students will score 70% or better on the comprehensive examination (combined written and written simulation exams)	ATEP administered the annual comprehensive exam to 14 students on April 19, 2009. Fifty-seven percent, (57%) of the students recorded a combined score of 70% or better. 78.5% of the students reported a written simulation score of 70% or better. Only 35.7% of the students recorded a written exam score of 70% or better.	ATEP is pleased with the increased student performance in the <u>written simulations</u> part of the exam but student <u>written exam scores</u> were disappointing. ATEP will distribute student study guides during all block terms next year in an effort to assist students in retaining cognitive information over the entire academic year. ATEP anticipates that this action will increase the written exam scores and that a minimum of 50% of students will achieve a written exam score of 70% or better.
Academic Integrity, Quality, Accountability, and Distinction  A Place for Student, Faculty, and Staff success	2. Students will demonstrate higher level thinking skills (critical thinking and problem solving) activities by incorporating the use of the “High Level Thinking” software package within the didactic and clinical course work.	ATEP faculty will develop problem solving/critical thinking scenarios with this software package and use these exercises as a part of graded course/clinical grades.  Sixty percent, (60%), of ATEP students will record a passing grade of at least 70% on each critical thinking/problem solving injury scenario.	ATEP did purchase and use the software package, Higher Level Thinking during the 2008-09 academic year.  78.5% of the 14 students who took the ATEP annual comprehensive exam in April, 2009 scored 70% or better on this problem-solving portion of the exam.	ATEP will renew its subscription to this software package and at least 50% of the ATEP classes will utilize at least one simulation exercise using this software package in 2009-10. It is anticipated that as a result of this classroom exposure, at least 85% of the ATEP majors taking the ATEP annual comprehensive exam in 2010 will score 70% or better on the problem-solving portion of the exam.

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>3. Students will interact with professionals in the ATEP field. The department will use a combination of medical and allied health professionals as guest speakers within its educational program to enhance student educational experience.</p>	<p>The ATEP program will schedule at least 5 medical and allied health professionals to be guest speakers in the classroom.</p> <p>Students will complete a satisfaction survey at the completion of each guest speaker's talk.</p> <p>Sixty percent (60%) of the surveyed students will agree or strongly agree that the guest speaker enhanced their educational experience within the class/Program.</p>	<p>ATEP scheduled seven (7) formal guest speaker events during 2008-09. Five of these events were listed as a part of the Arts and Lecture series.</p> <p>For the total of all student responses to the follow-up survey, 88.2% indicated that they agreed or strongly agreed with the survey statement : <u>The speaker enhanced my educational experience in this class.</u></p>	<p>The speaker visits were successful in enhancing the classroom experience. The goal for at least 5 speakers will be maintained for 2009-10 and the student satisfaction goal will be increased such that at least 90% of ATEP major responses to the follow-up survey will indicate agreement or strong agreement with the statement that <u>the speaker enhanced my educational experience in this class.</u></p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>4. Students completing the baccalaureate program of ATEP will be successful in passing the BOC examination.</p>	<p>Of those graduates who are eligible and sit for the BOC certification examination, sixty percent, (60%), will have reported passing one or more sections of the BOC exam within one (1) year following graduation.</p> <p>ATEP will use exit interviews, phone, and e-mail contact to monitor post-baccalaureate success/failure rates of graduates who are eligible and choose to sit for the BOC certification examination.</p>	<p>ATEP graduated one senior in May, 2008. The student passed the BOC exam in April, 2008. ATEP graduated four seniors for 2008-09. Two graduates have taken the BOC exam in April and the other two have scheduled the exam for Summer, 2009.</p>	<p>The department is proud of the success of its graduates.</p> <p>To ensure that the one year out contact rate remains at 100%, the department will begin using contact information from the Institutional Research Office. The IR office collects future contact information on end-of-program surveys.</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>5. Students completing the baccalaureate program of ATEP will be successful in gaining entry into graduate/professional schools and/or find entry-level employment as BOC-certified athletic trainers.</p>	<p>For those ATEP graduates choosing to secure placement in graduate/professional schools and/or accept employment in an entry-level allied health care profession, sixty percent, (60%) will be successful within the first year following graduation.</p> <p>ATEP will use exit interviews, phone, and e-mail contact to monitor post-baccalaureate success/failure rates of graduates seeking entry-level employment/graduate school placement as allied health care providers for the physically active.</p>	<p>The one 2007-08 ATEP graduate accepted a year-long fellowship at the New England Musculoskeletal Institute in Manchester, NH.</p> <p>Three ATEP graduates for 2008-09 are currently interviewing for graduate assistant/entry level positions. One ATEP graduate for 2008-09 has applied for Physician Assistant's school in FLA.</p>	<p>The department is proud of the success of its graduates.</p> <p>To ensure that the one year out contact rate remains at 100%, the department will begin using contact information from the Institutional Research Office. The IR office collects future contact information on end-of-program surveys.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>6. Students will indicate a high degree of satisfaction with the Instructional effectiveness in their major</p>	<p>The Noel-Levitz Student Satisfaction Inventory will be administered in fall 2008. Seventy percent of the students in the Athletic Training major will indicate that they are somewhat to very satisfied in response to the survey items:</p> <ol style="list-style-type: none"> <li>1. The content of the courses in my major is valuable</li> <li>2. The instruction in my major is excellent</li> </ol>	<ol style="list-style-type: none"> <li>1.) 69.2% of ATEP students reported that they were somewhat to very satisfied with the content of the courses within the major.</li> <li>2.) 84.6% of ATEP students reported that they agreed that they were somewhat to very satisfied that the instruction within the major was excellent.</li> </ol>	<p>ATEP has embedded clinical proficiencies within its clinical courses and will increase student opportunities to engage in critical thinking and problem solving exercises within its curriculum.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p>	<p>7. Students will indicate a high degree of satisfaction with advising in their major.</p>	<p>The Noel-Levitz Student Satisfaction Inventory will be administered in fall 2008. Eighty percent of Sophomore through senior students in the Athletic Training major will report that they are somewhat to very satisfied in response to the following survey items.</p> <ol style="list-style-type: none"> <li>1. My academic advisor is knowledgeable about requirements in my major</li> <li>2. My academic advisor is approachable</li> <li>3. Major requirements are clear and reasonable</li> <li>4. My academic advisor is concerned about my success as an individual</li> <li>5. My academic advisor helps me set goals to work toward</li> </ol>	<ol style="list-style-type: none"> <li>1.) 84.6% of ATEP students indicated that they were somewhat to very satisfied that their academic advisors are knowledgeable about the requirements in their major.</li> <li>2.) 84.6% of ATEP students indicated that they were somewhat to very satisfied that their academic advisors are approachable.</li> <li>3.) 61.5% of ATEP students indicated that they were somewhat to very satisfied that major requirements are clear and reasonable. 15.4% were neutral regarding this question.</li> <li>4.) 84.6% of ATEP students indicated that they were somewhat satisfied to very satisfied that their academic advisors are concerned about their successes as students.</li> <li>5.) 69.2% of ATEP students indicated that they were somewhat satisfied to very satisfied that their academic advisors help them set goals to work toward. 15.4% were neutral regarding this response.</li> </ol>	<p>Beginning in 2009-10, ATEP faculty and clinical staff will require students to meet with them to establish individualized clinical education goals at the beginning of each instructional block. These frequent meetings will help better define the requirements of the major and provide opportunities to discuss professional goals with the students.</p>



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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.

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

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

#### Unit Mission Statement

The mission of the professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College's focus on civic and intellectual development of the students, while fostering skills, knowledge, and habits of character vital to those involved in the education of the nations' next generation of citizens.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
<p>Academic Integrity, Quality, Accountability, and distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>1. Teacher Education students will demonstrate knowledge and skills necessary to obtain a specific endorsement in a discipline of their choice.</p>	<p>1. The Praxis II specific licensure in the areas of: EC PreK-4; Elementary K-6; Middle School 4-8; Biology 7-12; Business 7-12; English 7-12; Government 7-12; History 7-12; Math 7-12; Psychology 9-12; Physical Education K-12; SPED Mod/Comp K-12; SPED EC PreK-1; Visual Arts K-12.</p> <p>The students will meet the cut-off scores established by the Tennessee Department of Education on first or second testing attempt. Even though the State Department requires that College of Teacher Education have 80% of their students to complete the tests successfully, Tusculum students have been successful in the past with this process. Students will continue to achieve a 90% or better pass rate on the Content Tests. The pass rate on first attempts will be compared to final test results.</p> <p>EC PreK-3 will use 0021; Elementary K-6 will use 0014; Middle School with use 0146; Biology will use 0235; Business will use 0100; English will use 0041; Government will use 0930; History will use 0941; Math will use 0061; Psychology will use 0390; Physical Education will use 0091; SPED Modified and Comprehensive will use 0353; SPED EC will use 0353; and Visual Arts will use 0133.</p>	<p>1. Tusculum College student teachers achieved a 94% pass rate on the Praxis Content test required for Certification (all attempts).</p> <p>When assessing the pass rate on the first attempt, 10 of the K-6 students had to repeat the test for a 86% pass rate on the first attempt. (See Appendix A.)</p> <p>86% passed on first attempt with an overall pass rate (all attempts) at 94%</p>	<p>Numerical scores will be examined to note the distribution of lower scores close to the minimum passing score especially for those that did not pass on the first attempt. This will allow us to obtain targets for improvement which will be addressed through scheduled study sessions..</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>2. Students will demonstrate mastery of the foundations of principles of learning and teaching as measured by the Praxis II.</p>	<p>2. The Praxis II Principles of Learning and Teaching test evaluates all pre-service teachers on the Learning Outcomes of Tusculum College and requires Analytical Reading of scenarios about classroom principles and practices and Critical Thinking skills to solve complex problems associated with the scenarios. It also requires the students to be able to write out their answers quickly and thoroughly to satisfy the rubric developed to assess their ability to perform adequately in the classroom.</p> <p>Even though the State is satisfied with 80% of the students passing this test, Tusculum students have been successful in the past with this process. Students will achieve better than a 90% pass rate on the Principles of Learning and Teaching section of the Praxis II. The pass rate on first attempts will be compared to final test results.</p>	<p>2. Tusculum College student teachers achieved a 97% pass rate on the PLT test required for Certification. When assessing the pass rate on the first attempt, 9 of the K-6 students had to repeat the test for a 90% pass rate on the first attempt. (See Appendix B.)</p>	<p>Numerical scores will be examined to note the distribution of lower scores close to the minimum passing score especially for those that did not pass on the first attempt. This will allow us to obtain targets for improvement which will be addressed through scheduled study sessions..</p>
<p>Academic Integrity, Quality, Accountability, and distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>3. Elementary Education students will demonstrate knowledge of Curriculum, Instruction, and Assessment as measured by the Praxis II.</p>	<p>3. The Praxis II Elementary Education Curriculum, Instruction, and Assessment section.</p> <p>Students will achieve an 80% pass rate on the Elementary Education Curriculum, Instruction, and Assessment section of the Praxis II. The number of students completing the test on the first result will be compared with those who require more than one attempt to pass the test.</p>	<p>3. Tusculum College student teachers achieved an 83% pass rate on the CIA Praxis test for Certification. The pass rate for the first attempt was 70%. Several students had not taken the test for a second time at this time; this would affect the overall pass rate. (See Appendix C.)</p>	<p>Numerical scores will be examined to note the distribution of lower scores close to the minimum passing score especially for those that did not pass on the first attempt. This will allow us to obtain targets for improvement which will be addressed through scheduled study sessions..</p>
<p>Academic Integrity, Quality, Accountability, and distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>4. Students will demonstrate knowledge of effective reading methods.</p>	<p>4. The Praxis Reading Across the Curriculum test.</p> <p>Students will achieve a 90% pass rate on the Reading Across the Curriculum test.</p>	<p>4. Tusculum College student teachers achieved a 96% overall pass rate. The pass rate for the first attempt was 93%. (See Appendix D.)</p>	<p>Numerical scores will be examined to note the distribution of lower scores close to the minimum passing score especially for those that did not pass on the first attempt. This will allow us to obtain targets for improvement which will be addressed through scheduled study sessions..</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>5. Students will indicate satisfaction with the quality of instruction and opportunity for the development of teaching skills. These teaching skills will prepare them for immediate employment in the field of education or entry into graduate school.</p>	<p>5. The Undergraduate Teacher Education End of Program Survey will be administered to graduating student teachers. Eighty percent of the Traditional and BAED students will Agree or Strongly with all items on the End of Program Education Survey taken as an average across all items.</p>	<p>5. Residential students rated their average overall satisfaction with all items on the End-of-Program Survey as 82.76%. BAED students rated their overall satisfaction with all items on the End-of-Program Survey as 81.2%. (See Appendix E.). The lowest scoring item on the Traditional student survey was <u>My program of study contributed to my ability to express myself clearly in writing</u> (52% Agreed or Strongly Agreed, 44% were Neutral, and 4% Disagreed). BAED response to this item was 73% Agree to Strongly Agree, 21% Neutral and 6% Disagree.</p>	<p>Faculty will address the concern noted in the surveys about the students ability to express themselves clearly in writing by incorporating and increasing writing assignments in courses that incorporate the College's writing competency as a learning outcome. All faculty in 2009-10 will utilize the Departments writing assessment rubric for evaluating writing assignments</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>6. Students will indicate satisfaction with Faculty, Advising, Environment, Academic Excellence, and Personal Value.</p>	<p>6. The Noel-Levitz Student Satisfaction Inventory will be administered to all Traditional students in the major. The Noel-Levitz Adult Student Priorities Survey will be administered to all BAED students in the program.</p> <p>Eighty percent of the students in both programs will indicate they are satisfied with advising and academic excellence taken as an average satisfaction across all items in the category. Satisfaction is defined as a response of <i>Somewhat Satisfied</i> to <i>Very Satisfied</i>.</p>	<p>6. The Traditional student average satisfaction across all advising items was 77.4% and 84.7% average satisfaction across all academic excellence items (See Appendix F.) Student identified the item My academic advisor helps me set goals to work toward (72.2 ) sw satisfy to very satisfy) as the lowest satisfaction item in the advising set.</p> <p>BAED students indicated a 66.7% average satisfaction across all advising items and a 71% average satisfaction across all academic excellence items. Appendix G.) BAED identified the item my professional academic advisor is responsive to my needs in 24 to 48 hours (58.5 % SW to very satisfy)</p>	<p>Advisors will work with students to establish professional goals in their advising sessions.</p> <p>A staggered advisor availability schedule will be inaugurated such that there will be more extensive time coverage for incoming call from students (now there till 6pm each day) giving working adults an opening for contacting an advisor after work.</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. Students will demonstrate satisfaction with the Praxis II test preparation (study sessions/library materials) currently in place.</p>	<p>7. The graduating students will complete a Tusculum College survey instrument detailing whether they passed the Praxis II on first attempt, whether they felt they needed extra help from study sessions/material, and what they would like to have in the future if what is currently being used does not meet their needs.</p> <p>This information will be used to modify or expand the current study procedures. The survey will determine whether they need and want study sessions and study materials, how successfully these are being used, and what other needs exist.</p>	<p>7. Of the Residential students, only 50% used study guides even though they were available through the database in the library as well as on the computer. Only 4 of the graduating students attended the study sessions even though they were advertised and scheduled at varied times—morning and afternoon sessions.</p> <p>Seventy-three percent of the BAED students used study guides. Only 8 students attended study sessions, and several of the comments referred to the fact that no study sessions were announced or made available. BAED students also commented on the fact that many times they had to delay their taking of the Praxis tests because of class conflicts.</p>	<p>Incorporate praxis study as a course requirement in the student teaching seminar course</p>



# TUSCULUM COLLEGE

## ANNUAL PLANNING AND ASSESSMENT

### Student Learning Outcomes – 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.

<b>Tusculum College Strategic Plan 2006/07 to 2010/11 – Overarching goals</b> <ol style="list-style-type: none"> <li>1. Financial Stability and Security</li> <li>2. Academic Integrity, Quality, Accountability, and Distinction</li> <li>3. A Place for Student, Faculty, and Staff success</li> <li>4. An Engaged Community</li> </ol>	<b>Unit Mission Statement</b> The mission of the physical education program is to prepare students qualified to seek employment in teaching physical education, coaching sports, recreational leadership, sports management, or wellness and fitness enhancing fields.
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Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	1. Students in the teacher licensure program in the field of physical education K-12 will develop knowledge and skills sufficient for entry-level jobs in teaching physical education.	1. One hundred percent of the students completing the teacher licensure program in the field of physical education K-12 will achieve minimum cut off scores established by the Tennessee Department of Education for teacher licensure on the Praxis II Major Field Exam on the first or second attempt.	One hundred percent of the students completing the teacher licensure program in the field of physical education K-12 have achieved minimum cut off scores established by the Tennessee Department of Education for teacher licensure on the Praxis II Major Field Exam on the first or second attempt.	Data will be gathered in 2009-10 as to the percent of students requiring a second attempt to pass the test. This data will be used to examine the reasons for failures on the first attempt.
Academic Integrity, Quality, Accountability, and Distinction  A Place for Student, Faculty, and Staff success	2. Students in the Sport Management and Sports Science programs will develop knowledge and skills sufficient for entry-level jobs in the field.	Sports Science and Sport Management students will complete a departmentally prepared Exit Exam. Average overall score will be a minimum of 75%.	All students in Sport Science and Sport Management who were eligible to graduate in May 2009 completed the Exit Exam. Three students completed the Sport Science Exit Exam with an average score of 62% Eleven students completed the Sport Management Exit Exam with an average score of 61%.  These results were in lieu of the fact that the capstone course PHED 480 has not yet been offered.	The Sport Science and Sport Management Exit Exam will be further developed and refined in a manner that will allow better feedback to faculty in planning for future instruction. Questions on this year's exam were thought to be too specific in terms of earlier coursework and the department will develop more conceptual test items. Starting in the academic year 2009-10 the capstone course PHED 480 will be offered within the department.

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>3. Students in the four majors offered by the department will develop the knowledge and skills necessary for acceptance to graduate study .</p>	<p>Graduating Seniors in the Sport Management and Sports Science programs will take the College's End-Of-Program survey (EOP) which will indicate their intent to attend graduate school.</p> <p>For those students responding to the EOP survey item <u>Courses in my major have prepared me for graduate school</u>, Seventy percent will Agree or Strongly Agree with that statement.</p>	<p>All 2009 graduating seniors completed the EOP.</p> <p>84% of Sport Management graduates (2009) responding to the EOP survey item <u>Courses in my major have prepared me for graduate school</u>. Agreed or Strongly Agreed with that statement. (n=19)</p> <p>75% of Sport Science graduates (2009) responding to the EOP survey item <u>Courses in my major have prepared me for graduate school</u>. Agreed or Strongly Agreed with that statement. (n=8)</p>	<p>The PHED 480 (Senior Seminar) course will be utilized to examine graduate school profiles based on students' academic needs as well as to profile graduate school admittance demographics. The department anticipates that this effort will allow the students to better identify themselves as viable graduate school candidates. The End-Of-Program Survey will be administered at the end of the PHED 480 course.</p>
<p>Academic Integrity, Quality, Accountability, and Distinction</p> <p>A Place for Student, Faculty, and Staff success</p>	<p>4. Students in the departmental majors will develop knowledge and skills sufficient for entry-level jobs.</p>	<p>Seniors in the Sport Management and Sports Science programs will take the College's End-Of-Program survey (EOP).</p> <p>For those students responding to the EOP survey item <u>Courses in my major have prepared me immediate employment in my field</u>, Seventy percent will Agree or Strongly Agree with that statement.</p>	<p>All 2009 graduating seniors completed the EOP.</p> <p>For those students responding to the EOP survey item <u>Courses in my major have prepared me immediate employment in my field</u>, 84% of Sport Management graduates (n=19) and 75% of Sport Science graduates (n=8) Agreed or Strongly Agreed with that statement.</p>	<p>The PHED 480 (Senior Seminar) course will be utilized to examine employment options for Sport Management and Sports Science students. The department anticipates that this effort will allow the students to better identify with their own employment potential.</p> <p>In addition, conference attendance will be strongly encouraged for all seniors in April to take advantage of the availability of job exchange interviews and graduate school recruiting at the conferences. These students are typically concurrently enrolled in PHED 480.</p> <p>The End-Of-Program Survey will be administered at the end of the PHED 480 course.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	5. Students will be satisfied with the content and instruction in their major field.	<p>The Noel-Levitz Student Satisfaction Inventory will be administered to juniors and seniors in the sports science and sports management programs.</p> <p>Seventy percent of the juniors and seniors in both programs will indicate that they are somewhat to very satisfied in response to the survey item <u>The content of courses in my major is valuable.</u></p>	<p>All 2009 junior and senior PHED students - completed the Noel-Levitz Student Satisfaction Inventory (n=38).</p> <p>Sixty-six percent of the juniors and seniors in both programs indicated that they are somewhat to very satisfied in response to the survey item <u>The content of courses in my major is valuable.</u> While the target goal was not reached, it should be noted that 30% indicated a neutral response for the item and only 3% indicated that they were somewhat dissatisfied to not satisfied at all in response to the item.</p>	The department will construct an insert for the End-Of-Program Surveys to be administered in PHED 480 that will probe the reasons for student dissatisfaction with course content.
Academic Integrity, Quality, Accountability, and Distinction	6. Students will demonstrate professional skills and knowledge in their field.	100% of eligible sport management majors will be placed in an internship their senior year. Internship supervisors will rate all of the interns a minimum of a 3 (5 point scale) on all internship evaluation items as detailed on the department's internship evaluation rubric.	<p>100% of eligible sport management majors were placed in an internship their senior year (N= 15). Internship supervisors rated all of the interns a minimum of 3 points on all items on the department internship rubric (5 point scale). The overall average internship rating for all rubric items was a 4.0.</p> <p>Internship Final Evaluation Report measures</p> <ol style="list-style-type: none"> <li>1. Interpersonal Relationships</li> <li>2. Initiative [Has student demonstrated that he can work independently?]</li> <li>3. Reliability [Has the student shown dependability?]</li> <li>4. Judgment [Has the student demonstrated a sound decision making process?]</li> <li>6. Ability to Learn and Understand</li> <li>7. Quality of Work Performance [Written, tasks, etc.]</li> <li>8. Personal View of Future Success of Student in an Employment Opportunity Similar to That of the Internship.</li> </ol> <p>Asks: Would You Hire the Student if You Had an Opening or Would You Provide a Recommendation of Future Employers?</p> <p>Asks employer to indicate: Overall Performance of Student Intern</p>	Survey will be developed in 2009-10 to solicit student evaluations of internship placement.



Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	7. Students will demonstrate proficiency in public speaking and presentation skills.	<p>Sport management students will deliver a public speaking presentation in PHED313. Sports Science students will deliver a presentation of a topic in PHED210. All students will score a minimum of 70% on all public speaking evaluation items as detailed on the College's public speaking rubric. The faculty member responsible for this evaluation converted the College's public speaking rubric to a percentage scale as follows:</p> <p>Students will communicate clearly through the spoken word, is a foundational skill that Tusculum's General Education assessment program focuses on. The Public Speaking Rubric, of the Assessment Plan For The Commons Program, will be used to measure the level of student learning demonstrated in the actual course work. The Public Speaking Rubric identifies ten assessment criteria and describes a range from 1-5 for performance levels. For each ten criteria, the performance levels were doubled given an overall assessment score of 100 points for the public speaking assignment. The students average score on the public speaking assignment will be 70%.</p>	<p>The average score in public speaking presentations in PHED 313 was 75</p> <p>PHED 210 was not taught in 2008-09 therefore the Sport Science majors were not evaluated.</p>	<p>In 2009-10, the public speaking rubric for both majors will be assessed in PHED 335 Legal Aspects. This will eliminate the chance that either major will miss this assessment.</p>
An Engaged Community	8. Students will be offered opportunities to complete community service.	<p>Students in the department will be offered an opportunity to perform community service in the following mandated courses: PHED 201; PHED 260; PHED 251; PHED 252; and PHED 380.</p>	<p>Students in the department and PHED 245 completed community service in the following mandated courses: PHED 201; PHED 260; 251; PHED 252; and PHED 380 (N=195)</p>	<p>Community service opportunities will continue to provide students with hands-on opportunities for learning.</p> <p>Community service in 2009-10 will be evaluated with a service supervisor survey as well as a student participant survey that will be designed to determine the process areas that could be strengthened for the betterment of all involved.</p>



# TUSCULUM COLLEGE

## ANNUAL PLANNING, ASSESSMENT AND BUDGETING

## Student Learning Outcomes – Masters in 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.

### 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

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.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	1. Upon exiting the program, students will indicate that the program has improved their ability to analyze and think critically in professional work.	<p>Master of Arts in Education End-of-Program Surveys will be administered to students completing the program during the 2008-2009 year.</p> <p>Ninety percent (90%) or more of students will <i>agree</i> or <i>strongly agree</i> with the survey statement: “My ability to analyze and interpret data, and use the result of research has been enhanced</p>	100% of the 16 students <i>agreed</i> (N= 4) or <i>strongly agreed</i> (N = 16) with this statement.	Student survey results indicate that current efforts to enhance particular instruction and practice in critical and analytical thinking are successful.
Academic Integrity, Quality, Accountability, and Distinction	2. Students will indicate that they have enhanced their understanding of the nature of working with adult learners, and are able to design and deliver educational programs that suit the needs of adult learners.	<p>The end of program evaluation will be administered to all HRD and OT&amp;E cohort groups during the year.</p> <p>At least 90% of students in both HRD and OT&amp;E will indicate that they agree or strongly agree with the statement “My knowledge of principles and concepts of adult learners has increased so I can apply these principles at work.</p>	100% of the students (N = 25) <i>agreed</i> or <i>strongly agreed</i> with this statement.	Additional course activities that include DiSC will be included in the HRDE 510; and other personality profiles will be added to EDUC 510 as additional exposure to varieties of learning style to strengthen these courses.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	<p>3. Students in the HRD concentration will indicate that the inclusion of the DiSC Personality Profile System and related assignments has enhanced their self-understanding and their ability to be respectful of the needs of others.</p> <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>A separate End of Program survey will be administered to all HRD students in the HRDE 513 course in MH 10 and 11 to solicit feedback about the overall impact of engagement in the DiSC Personality Profile System throughout the curriculum offered in the southeast region. .</p> <p>Ninety percent (90%) of students will <i>agree</i> or <i>strongly agree</i> with the statements</p> <ul style="list-style-type: none"> <li>• “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.”</li> <li>• “I am better prepared to listen and observe the behaviors of others to determine how they demonstrate their needs and preferences.”</li> <li>• “I have developed a greater respect for persons with different personal approaches to work and relationships.”</li> </ul>	<p>100% (N = 19) of students <i>agreed</i> or <i>strongly agreed</i> with these statements.</p>	<p>The DiSC curriculum pilot has proven successful in the SE groups.</p> <p>We will expand this program with professional development activities for faculty who teach HRD cohorts in the northeast region. Part of the agenda for the 2009 Fall GPS faculty meeting (tentative September-October 2009) will include use of DiSC personality profiles in five courses in the curriculum.</p> <p>Coordinate with Director of Institutional Research to add a statement on the end of program evaluation to yearly analyze student reports of value of the DiSC activities in their curriculum.</p>
Academic Integrity, Quality, Accountability, and Distinction	<p>4. Students will experience a more professional experience in HRD practice through the redesign of at least two instructional experiences: Strategic Planning and Performance Management in the HRDE 509 course.</p>	<p>Due to the nature of these two professional practices, each re-designed assignment will be evaluated individually by the instructor for relevance, application of the learned skills, and degree to which students report that these skills are important to professional practice. Development of more helpful learning resources is an expectation to meet this criterion.</p> <p>At least 90% of students will <i>agree</i> or <i>strongly agree</i> with the statement: “My ability to participate in a strategic planning, project management or other organizational performance management initiative has been enhanced.”</p>	<p>100 % of 25 students <i>agreed</i> (N = 10) or <i>strongly agreed</i> (N = 15) that they felt they received good exposure to strategic planning and organizational performance management.</p>	<p>Based on results of this item, the program coordinator used class materials and activities to author <i>Organizational Performance Management</i>, InfoLine, ASTD, to be published October 2009. This publication is specific to HRD curriculum needs. This publication will become a required reading for students beginning with first offering of HRDE 506 (formerly HRDE 509) in 2009 academic year.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	5. Students will indicate that they felt that the faculty brought them relevant professional experiences to their instruction.	<p>The end of program survey will be given to all students.</p> <p>There will be no reports of <i>disagree</i> or <i>strongly disagree</i> with the statement “I feel confident that faculty brought relevant organizational experiences to the classroom.”</p>	100% of students (N = 25) <i>agreed</i> or <i>strongly agreed</i> with this statement. There were no reports of <i>strongly disagree</i> or <i>disagree</i> .	<p>The program coordinator will review all faculty resumes and end of course evaluations to ensure that faculty are assigned to courses where they have demonstrated significant career achievement and excellent teaching ability.</p> <p>The coordinator will revise faculty staffing plans with Director of Faculty Services to reflect current approval of faculty for course assignments and contracts. This activity is completed at least annually.</p>
Academic Integrity, Quality, Accountability, and Distinction	6. As a result of the instruction in statistical analysis and the completion of an original, independently completed empirical research study, OT&E students will report that they are able analyze and interpret data and use results of research.	<p>The End of Program evaluation will be administered to all OT&amp;E students during the EDUC 526 course.</p> <p>At least 90% of students will report <i>agree</i> or <i>strongly agree</i> with the statement, “My ability to analyze, interpret and use data has been increased”. There will be no reports of <i>disagree</i> or <i>strongly disagree</i> with this statement.</p>	100% (N = 16 ) of student <i>agreed</i> (N = 4) or <i>strongly agree</i> (N = 12) with this statement. There were no reports of <i>disagree</i> or <i>strongly disagree</i> .	Upon employment of new FT faculty member, the curriculum for HRDE/EDUC 502 and for EDUC 502 will be reviewed for additional reinforcement of instruction in statistical analysis.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of Results
Academic Integrity, Quality, Accountability, and Distinction	7. Student HRD reports will demonstrate that students are able to adequately complete the organizational development project with a professional report.	<p>The criteria for items for the rubric shall be derived from the goals of the courses in the curriculums. Each rubric shall contain the five advanced competencies: critical thinking, data analysis and interpretation, problem solving, ethical decision making, and synthesis of information.</p> <p>The rubric, when developed, will be used by an internal, independent assessor.</p> <p>Successful achievement of this goal will be defined for 2009-2010 reports by two criteria:</p> <ol style="list-style-type: none"> <li>1. No student shall receive a score higher than 25 points.</li> <li>2. No individual item on the shall receive a mean score of greater than 2.0</li> </ol> <p><i>Note: The scale uses to evaluate each item is:</i>  1= highly professional skills  2= well done skill level  3=adequate skill level  4=insufficient skill level</p>	The rubric was developed in May 2009 and is available for use with the next set of HRD project reports. No results are collected at this date.	<p>This HRD project rubric will be used for student reports in MH 12 to be completed in November 2009. An independent internal review will be conducted to initiate data collection; and subsequent project report assessment data will be added for MH 13. The collection of data will be analyzed in Summer 2010 for faculty analysis and decision for follow-up.</p> <p>Anticipated development could be in individual courses or in the project guidance document.</p> <p>The HRD concentration will identify and assign the role of a faculty program assessment coordinator</p>
Academic Integrity, Quality, Accountability, and Distinction	8. Student Capstone Projects will demonstrate that students are able to synthesize and apply the Instructional System Design (ISD) model in a complete training package.	<p>The criteria for items for the rubric are derived from the goals of the courses in the curriculums. Each rubric shall also contains the five advanced competencies: critical thinking, data analysis and interpretation, problem solving, ethical decision making, and synthesis of information.</p> <p>The rubric will be used by an internal, independent assessor.</p> <p>Successful achievement of this goal will be defined for 2009-2010 reports by two criteria:</p> <ol style="list-style-type: none"> <li>1. No student shall receive a score higher than 25 points.</li> <li>2. No individual item on the shall receive a mean score of greater than 2.0</li> </ol> <p><i>Note: The scale uses to evaluate each item is:</i>  1= highly professional skills  2= well done skill level  3=adequate skill level  4=insufficient skill level</p>	The rubric was developed in May 2009 and is available for use with the next set of HRD project reports. No results are collected at this date	<p>The OT&amp;E rubric for the Capstone Project will be used for the next cohort group to complete this project—with MA 25 in Fall, 2009.</p> <p>The OT&amp;E concentration will identify and assign the role of a faculty program assessment coordinator.</p>



# TUSCULUM COLLEGE

## ANNUAL PLANNING, ASSESSMENT AND BUDGETING

### Student Learning Outcomes – Masters in 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.

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

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

#### Unit Mission Statement

The Graduate Education Department of Tusculum College is committed to providing its students with a dynamic, research-based curriculum to enhance the critical thinking, analytical skills, and ethically based practices for problem solving and delivery of services to developing learners.

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of results
Academic Integrity, Quality, Accountability, and Distinction	1. Candidates will demonstrate advanced knowledge and skills in the field of education.	<p>An independent random review of contents of candidates' electronic portfolios will be conducted.</p> <p>The mean score of 3.0 or higher will be achieved on a random review of electronic portfolios by outside evaluators using the department's portfolio evaluation rubric.</p>	<p><b>NOT MET.</b></p> <p>Portfolios for ME147- 150 are collected and on file, however no outside review has been conducted. Potential reviewers have been selected. Finalization awaits availability of funds for stipends to be paid to reviewers.</p>	<p>Budget requirements -- \$1000 for stipends paid to outside reviewers of randomly selected portfolios.</p> <p>Objective continues.</p>

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of results										
Academic Integrity, Quality, Accountability, and Distinction	2. Candidates will demonstrate reading, writing and research skills at a level of expectation for master's level work.	<p>Candidates will complete the MAED faculty-developed comprehensive examination.</p> <p>Eighty percent of candidates completing the program will score 3.0 or higher on the written comprehensive examination. 2008-09 mean scores for all competencies will be 3.5/5 or higher.</p>	<p><b>PARTIALLY MET.</b></p> <p>Of 55 candidates examined, all but seven obtained a score of 3.0 or higher on the first administration comprehensive exam. The overall mean score for all candidates was 3.55 (SD=.55) with a range of 2.22 to 4.92. Ninety two percent of scores were above 3.0.</p> <p>Of the seven who were unsuccessful on the first attempt, six passed after the second administration. One of seven required an oral examination by the faculty.</p> <p>The means for the competencies were:</p> <table><tr><td>Data Analysis and Interpretation =</td><td>3.35/5</td></tr><tr><td>Critical Thinking =</td><td>3.68/5</td></tr><tr><td>Synthesis of Info =</td><td>3.42 /5</td></tr><tr><td>Problem Solving =</td><td>3.51/5</td></tr><tr><td>Ethical Decision Making =</td><td>3.66/5</td></tr></table>	Data Analysis and Interpretation =	3.35/5	Critical Thinking =	3.68/5	Synthesis of Info =	3.42 /5	Problem Solving =	3.51/5	Ethical Decision Making =	3.66/5	<p>Importance of candidate performance on comp exams has been stressed to cohorts. Quality throughout the year showed continued improvement in comp scores.</p> <p>Three of five competencies met or exceeded criterion (3.5).</p> <p>Scores indicate two things: first, the importance of completing the comprehensive exam should be stressed. Second, an emphasis was placed on requiring reading and interpreting research in all courses at the graduate level.</p> <p>Objective continues.</p>
Data Analysis and Interpretation =	3.35/5													
Critical Thinking =	3.68/5													
Synthesis of Info =	3.42 /5													
Problem Solving =	3.51/5													
Ethical Decision Making =	3.66/5													

Institutional Goals	Unit Objectives	Assessment Method and Criteria for Success	Results	Use of results
Academic Integrity, Quality, Accountability, and Distinction	3. Candidates will be satisfied with quality of instruction.	<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:  item 2 – <i>Faculty care about me as an individual</i>;  item 35—<i>The quality of instruction I receive in my program is excellent</i>; item 37—<i>Part-time faculty are competent as classroom instructors</i>; item 42—<i>Nearly all faculty are knowledgeable in their field</i>.</p> <p>Achieve a mean of eighty-five percent or higher on percentage of ratings “satisfied” or above on:  item 7—<i>Classroom strategies have been modified to better meet the needs of the students</i>; item 11—<i>New strategies have been implemented in my classroom to meet the needs of more diversified students</i>; and item 15—<i>Overall the program has improved my teaching strategies and expanded my knowledge base</i>. on the End of Program Survey</p>	<p><b>MET.</b></p> <p>Mean of items = 86.55</p> <p>Mean of items = 98.6</p>	<p>This year MAED C&amp;I began observation and evaluation of adjunct instructors.</p> <p>Mentoring program being developed.</p> <p>Continued emphasis on rigor and student evaluation.</p>
An Engaged Community	4. Candidates will indicate increase civic engagement on the end of program survey.	A cumulative average of 80% or higher responding either “agree” or “strongly agree” on the End of Program Survey item 13 ( <i>Program has increased awareness of importance of the connection between school and community.</i> )	<p><b>MET</b></p> <p>Item 13 = 83.3%</p>	<p>Continued emphasis will be placed on encouraging the tie between the student and his/her community.</p> <p>Objective continues.</p>