

Trevecca Nazarene University

Assessment Process Review - 2014- 2015

*(Prepared by the Office of Institutional Effectiveness (formerly Institutional Research)
(Distributed to President's Cabinet, School Deans, Dept Chairs, Directors)
(Posted at - <http://oir.wiki.trevecca.edu/Closing-the-Loop+Reviews>)*

Trevecca's assessment process is a campus-wide, systematic documentation of the identification of expected outcomes, the extent to which outcomes are achieved, and the evidence of improvements based on the analysis of results. The documentation includes assessment of student learning outcomes (SACSCOC 3.3.1.1), administrative support units (SACSCOC 3.3.1.2), and academic/student support units (SACSCOC 3.3.1.3). The 2014-2015 assessment cycle was the sixteenth assessment cycle completed by the university.

2014-2015 assessment process review components:

Assessment Process Review

➤ **Participation in assessment process:**

- 3.3.1.1 – Student learning outcomes (academic majors / general education competencies)
 - Total academic majors & gen. educ. = 69
 - Planned and/or implemented improvements = 44 (64%)
 - Did not report improvements = 13 (19%)
 - Did not submit a complete report = 5 (7%)
 - Submitted a report – no students at point of assessment = 7 (10%)
- 3.3.1.2 – Administrative support units
 - Total administrative support units = 7
 - Planned and/or implemented improvements = 4 (57%)
 - Did not report improvements = 1 (14%)
 - Did not submit a complete report = 2 (29%)
- 3.3.1.3 – Academic & student support units
 - Total academic & student support units = 13
 - Planned and/or implemented improvements = 8 (62%)
 - Did not report improvements = 3 (23%)
 - Did not submit a complete report = 2 (15%)

➤ **Strengths of 2014-2015 assessment cycle:**

- Five academic major assessment reports were not submitted for the 2014-15 assessment cycle. This is an improvement over the eleven reports that were not submitted for 2013-14. Participation in the assessment process is essential in order to determine appropriate methods of improving student learning.

➤ **Weaknesses of 2014-2015 assessment cycle:**

- 64 % of academic major reports documented improvements based on assessment results which is a decrease over 2013-14 (67%).
- 57% of administrative support units and 62% of academic & student support units reported improvements based on assessment which is also a decrease over 2013-14 (75% and 83% respectively).
- While some report preparers are providing more detailed analysis of assessment results, the lack of significant analysis is still lacking overall.
- Report submission is still not taking place in a timely manner. The assessment status report shows the late submission dates. This hinders the timely completion of the closing-the-loop report.

- **Assessment status chart** – The assessment status charts provide a summary of the reports needed, report submission dates, and report preparers. (*see attached charts*)
- **Improvements based on assessment** – The summary of specific changes/improvements made based on analysis of assessment results, linkage to the specific learning or service outcome, linkage to means of assessment, analysis of assessment, and confirmation of implementation. (*see attached charts*)

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
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SCHOOL OF ARTS AND SCIENCES:

Department of Communication Studies:

Dramatic Arts (BA)				
No report submitted				Dr. Jeff Frame, Professor, Dept. of Comm. Studies
Communication Studies (BA/BS)				
<u>Catalog outcome #1:</u> Demonstrate knowledge necessary for admission into graduate school in communication or a related field.	Student feedback during classroom interaction	As of Fall 2015, Dr. Lepter decided to change the public relations textbook. The former textbook was too focused /specific and students needed a broader foundation. The new textbook provided an overview which would be more beneficial in preparation for graduate school.	As of Fall 2015, Dr. Lepter decided to change the public relations textbook. The former textbook was too focused /specific and students needed a broader foundation. The new textbook provided an overview which would be more beneficial in preparation for graduate school.	Dr. Doug Lepter, Dept. Chair/ Professor, Comm. St.
Organizational Communication (BS)				
<u>Catalog outcome #2:</u> Identify a major theorist in discipline of organizational communication	Majors in COM 3010 (Theories of Comm.) are administered survey to assess recognition of major theorist in each comm. studies area of research covered in the course.	The end-of-course survey was not an adequate measure of student learning. Assessment results were not reliable. The ability to identify theorists impacts research methods and is an important part of student learning.	As of Fall 2015, a change was made to the means of assessment in COM 3010. The survey was replaced with a descriptive associative instrument which included the areas of research covered in the course.	Dr. Doug Lepter, Dept. Chair/ Professor, Comm. St.
Interpersonal Communication (BS)				
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Dr. Doug Lepter, Dept. Chair/ Professor, Comm. St.
Media Arts and Studies (BS)				
No report submitted				Contact not assigned
Multimedia Journalism (BS)				
Assessment plan submitted.		No senior multimedia journalism at point of assessment 2014-2015.		Dr. Lena Welch, Dean, School of Arts and Sciences/ Professor, Comm. St.

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Department of English:

English (BA)				
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Dr. Jooly Philip, Dept. Chair/ Professor, English

Department of Music:

Music-Commercial (BA)				
<u>Catalog outcomes #1, 2,4,5</u> The student will demonstrate performing competence.	4 th semester jury or applied proficiency evaluated by faculty using rubric	8 of 14 (57%) students taking the 4 th semester jury for the first time received desired rubric score which did not meet the criterion for success of 80%. Voice majors were the group that had the lower jury scores. The faculty discussed these results and identified transition in leadership and adjunct faculty as one of the chief contributors to the low pass rate. The review of the adjunct faculty member took place over a three-year period and the decision to no longer use the adjunct was made after a pattern of low student performance was confirmed.	A new vocal adjunct faculty member was hired.	Dr. David Diehl, Dean of School of Music, Professor
<u>Catalog outcomes 1,2,3,5</u> The student will demonstrate the ability to compose and/or arrange music.	Commercial Theory course arranging project - minimum of 32 measures	8 of 15 (53%) students received a score of 85% on assignment which did not meet the criterion for success of 80%.	Effective Fall 2015, Commercial Theory pre-requisite courses will include more drill, reinforcement and repetition to help students internalize the knowledge needed to be successful on the arranging project.	Dr. David Diehl, Dean of School of Music, Professor
Music-General (BS)				
<u>Catalog outcomes #1, 2,4,5</u> The student will demonstrate performing competence.	4 th semester jury or applied proficiency evaluated by faculty using rubric	8 of 14 (57%) students taking the 4 th semester jury for the first time received desired rubric score which did not meet the criterion for success of 80%. Voice majors were the group that had the lower jury scores. The faculty discussed these results and identified transition in leadership and adjunct faculty as one of the chief contributors to the low pass rate. The review of the adjunct faculty member took place over a three-year period and the decision to no longer use the adjunct was made after a pattern of low student performance was confirmed.	A new vocal adjunct faculty member was hired.	Dr. David Diehl, Dean of School of Music, Professor

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Music Education (BS)				
Catalog outcomes #1, 2,4,5 The student will demonstrate performing competence.	4 th semester jury or applied proficiency evaluated by faculty using rubric	8 of 14 (57%) students taking the 4 th semester jury for the first time received desired rubric score which did not meet the criterion for success of 80%. Voice majors were the group that had the lower jury scores. The faculty discussed these results and identified transition in leadership and adjunct faculty as one of the chief contributors to the low pass rate. The review of the adjunct faculty member took place over a three-year period and the decision to no longer use the adjunct was made after a pattern of low student performance was confirmed.	A new vocal adjunct faculty member was hired.	Dr. David Diehl, Dean of School of Music, Professor

Department of Exercise & Sport Science:

Exercise Science (BS) Assessment plan submitted.	(Core curriculum)	Assessment results submitted.	*No specific change provided *	Dr. Tim Johnson, Assoc. Professor, Exercise & Sport Science
Exercise Science - Personal Training / Strength & Conditioning (BS) Assessment plan submitted.	(Concentration)	Assessment results submitted.	*No specific change provided *	Dr. Tim Johnson, Assoc. Professor, Exercise & Sport Science
Exercise Science - Pre-Physical Therapy (BS) Assessment plan submitted.	(Concentration)	Assessment results submitted.	*No specific change provided *	Dr. Tim Johnson, Assoc. Professor, Exercise & Sport Science
Exercise Science - Pre-Occupational Therapy / Athletic Training (BS) Assessment plan submitted.	(Concentration)	Assessment results submitted.	*No specific change provided *	Dr. Tim Johnson, Assoc. Professor

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Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
Sport Management (BS)	(Core curriculum)			
<u>Catalog outcome #1:</u> Able to implement management and Biblically based leadership skills relevant to specific area of concentration	Internship supervisor evaluation – practicum writing assignment - express in writing, five specific ways Christian leadership can be effectively implemented within the context of their internship experience	This outcome (assessment result) was well below the set standard. In the data collection, it appears that students did not understand the question or did not give the measuring instrument their best effort. This, as expected, would explain some of the potential reason for the students’ averages to be lower than desired. However, if this low score does indicate a lack of understanding about Biblically based leadership, more work needs to be done to help the students make the connection to their respective practicum experience.	“Biblical Based leadership” skills are discussed in many of the department’s courses; however, more emphasis could be placed on the direct applications of “Biblical Based Leadership” in their respective practicum setting. Within the core courses of the Sport Management Major, assignments can be directed to more intentional applications of Biblical Based leadership in their practicum settings. The textbook, Conviction to Lead, by Albert Mohler was added to the Senior Seminar course Fall 2015 to increase the emphasis on Christian based leadership.	Dr. Joe Cole, Dept. Chair ; Professor, Exercise & Sport Science
<u>Catalog outcome #2:</u> Able to analyze and evaluate legal issues and liability concerns associated with the sport management field.	Practicum evaluation of risk management plan/strategies at placement site	This outcome was significantly below the set minimum standard. This information has been historically covered within SMC 3560 “Sports Law” and SMC 3900 Admin of Sport. The students again did not seem to understand the question nor did they appear to have given their answers their best effort. In addition to new data collection methods, efforts will be made to make a connection between potential liability and their future practicum sites within the context of SMC 3560 and SMC 3900.	As of Fall 2015, more instruction was added to implement application of “risk management” planning and principles in the context of a practicum setting. In addition to new data collection methods, efforts are being made to make a connection between potential liability and their future practicum sites within the context of SMC 3560.	Dr. Joe Cole, Dept. Chair / Professor, Exercise & Sport Science
<u>Catalog outcome #3:</u> Able to develop strategic plans for developing, promoting, and marketing sport related venues and programs.	Practicum experiences - faculty supervisor will evaluate the student’s ability to develop and use marketing / promotion strategies	This outcome was “not met;” however, it appears that the instrument used did not emphasize the importance of the student’s best effort. Practicum supervisors rated our students at near 100% but the student’s responses did not agree. The department will need to explore the possibility that more specific content on “Sport Marketing” can be applied to the context of a potential practicum setting.	Effective Fall 2015, assignments within SMC 3400 “Sport Marketing” implemented projects that target “real” marketing applications. Students should get “hands on” experience developing marketing projects for the TNU Athletic Department. Attempts will be made to have students think more creatively towards things that can be implemented in various settings.	Dr. Joe Cole, Dept. Chair / Professor, Exercise & Sport Science
Sport Management – Coaching / Recreation (BS)	(Concentration)			
<u>Catalog outcome #7:</u> Able to effectively plan and	Practicum experience - faculty supervisors will	This outcome was “met” according to our practicum supervisor; however, the students did	New practice planning assignments will be added to the coaching methods courses SMC	Dr. Joe Cole, Dept. Chair / Professor,

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prepare season practice strategies and practice sessions for a specific sport.	evaluate the student's ability to plan and implement a practice during their internship experience	not give a detailed response to their ability to make complete practice plans. The students are receiving instruction on practice planning and design within many of the required courses, which may indicate that the assessment methods are unreliable. However, the Department will examine the number of opportunities given during instruction to construct and design practice plans. The application of this measurement may not be constant within the context of practicums and internships. The assumption is that all students have an opportunity to contract practice plans during their internships / practicum experiences. It may be necessary to validate this in future data collection or look for another means of data collection.	300XX. Data collection methods will employ a new emphasis on detailed responses. The data is being collected during Spring 2016 semester.	Exercise & Sport Science
Sport Management – Ministry (BS)	(Concentration)			
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Dr. Joe Cole, Dept. Chair / Professor, Exercise & Sport Sci.
Physical Education Educ. (BS)				
Assessment plan submitted.		No students at point of assessment		Dr. Joe Cole, Dept. Chair / Professor, Exercise & Sport Sci.

Department of Science and Mathematics:

Biology (BS)				
Catalog outcome #1: Demonstrate knowledge and understanding of concepts and principles in the major.	Major Field Test – Biology	Upon evaluating these areas, as a department we had realized a few years ago that plant biology needed to be reinforced in the curriculum and so both General Biology I and Ecology spend more time on plan fundamentals. However, the students who have taken these courses with the improved curriculum have not yet taken the Biology MFT. We look forward to evaluating the results next year when these students are senior. As for Molecular Biology and Genetics and Ecology sections we give the MFT in the fall and more than	Course revisions for the senior seminar course where the MFT is offered were just approved in the last academic Council meeting (March 16, 2016). Per Academic Council agenda (March 16, 2016): Senior Seminar (BIO 4335, CHE 4335, and PHY 4335) which meets together as one class. Students will take a new course (BIO/CHE/PHY 3###) during their junior year and will take BIO/CHE/PHY 4335 during their senior year. Due to the nature of	Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics

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		<p>half of the seniors had not yet taken Molecular Biology and/or Ecology. Therefore it is not surprising that they struggled on these sections.</p>	<p>the required material – multiple assessments components for the science programs, professional development opportunities, a large research project, and several faith/career assignments are included – a 1 credit course does not provide enough time to complete the various assessments planned. This course revision, separating the course into two 1 hour classes, strengthens the Biology, Chemistry, and Physics Majors by putting the professional development component of the class earlier, when it is most needed by our students. Thus, allowing them formalized instruction and feedback before applying instead to programs instead of after. And allows for a senior capstone class containing a more rigorous research component.</p> <p>50 multiple choice questions will be added to the MFT from here on out. These questions will be written by faculty teaching the required courses for the major so that we can evaluate proficiency more directly related to courses. We plan to keep the MFT in the fall due to the need to have Senior Seminar in the fall due to scheduling issues.</p>	
<p><u>Catalog outcome #4:</u> Demonstrate knowledge and skills in use of computers and related technology for application in collecting, analyzing, and reporting data, and in making presentations.</p>	<p>Final project in the Computer Technology course will be used to assess student performance. Students will be evaluated using a standardized rubric.</p>	<p>83% of the students submitting the project scored above 80% based on the standardized rubric. The individualized scores revealed deficiencies in the areas of software documentation and structure, as well as formatting issues for the journal-style article. Overall, our objective was met.</p>	<p>Based on these assessment results, we plan to implement a more formal review process where the software that students write to conduct their experiments is evaluated in earlier stages of the project. The feedback from this evaluation will help students improve the structure and organization of their program and should improve the project scores in these areas. Stronger emphasis on commenting and documentation of student-developed software will also be incorporated into the computer technology course. The change was implemented Spring 2016.</p>	<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>

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Chemistry (BS)				
<p>Catalog outcome #4: Demonstrate knowledge and skills in use of computers and related technology for application in collecting, analyzing, and reporting data, and in making presentations.</p>	<p>Final project in the Computer Technology course will be used to assess student performance. Students will be evaluated using a standardized rubric.</p>	<p>83% of the students submitting the project scored above 80% based on the standardized rubric. The individualized scores revealed deficiencies in the areas of software documentation and structure, as well as formatting issues for the journal-style article. Overall, our objective was met.</p>	<p>Based on these assessment results, we plan to implement a more formal review process where the software that students write to conduct their experiments is evaluated in earlier stages of the project. The feedback from this evaluation will help students improve the structure and organization of their program and should improve the project scores in these areas. Stronger emphasis on commenting and documentation of student-developed software will also be incorporated into the computer technology course. The change was implemented Spring 2016.</p>	<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>
Physics (BS); Applied Physics (BS)				
<p>Catalog outcome #4: Demonstrate knowledge and skills in use of computers and related technology for application in collecting, analyzing, and reporting data, and in making presentations.</p>	<p>Final project in the Computer Technology course will be used to assess student performance. Students will be evaluated using a standardized rubric.</p>	<p>83% of the students submitting the project scored above 80% based on the standardized rubric. The individualized scores revealed deficiencies in the areas of software documentation and structure, as well as formatting issues for the journal-style article. Overall, our objective was met.</p>	<p>Based on these assessment results, we plan to implement a more formal review process where the software that students write to conduct their experiments is evaluated in earlier stages of the project. The feedback from this evaluation will help students improve the structure and organization of their program and should improve the project scores in these areas. Stronger emphasis on commenting and documentation of student-developed software will also be incorporated into the computer technology course. The change was implemented Spring 2016.</p>	<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>
General Science (BS)				
<p>No report submitted</p>		<p>No students at point of assessment</p>		<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>
Nursing (BSN)				
<p>Learning outcomes assessed by Belmont University</p>		<p>Assessment results and analysis on file in the TNU Office of Institutional Effectiveness.</p>		

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Math – Pure (BS); Math – Applied (BS)				
<u>Catalog outcome #1:</u> Graduates will be able to understand and construct mathematical proofs.	During the senior seminar in mathematics, students will be required to read a variety of proofs and discuss them in writing. (Scored using rubric)	The average score on the proofs analyses is 22.5 and so the objective is met. More precisely, the lower end for the 95% confidence interval on the mean is actually 19.88. Hence, while this score is adequate, we would like to have the entire confidence interval above 20. In addition, given that we are restarting our cycle of assessments, the sample size is small and so any results obtained are more susceptible to error, making the confidence interval wider.	In order to raise the ability of students to analyze proofs, we will include more classroom presentations of proofs in MAT 3010, MAT 3090, and MAT 4060.	Dr. Sam Stueckle, Professor, Dept. of Science and Math

Department of Social and Behavioral Sciences:

History (BA); History/ Political Science (BA)				
<u>Catalog outcome #4:</u> Apply Christian values to the study and interpretation of the past, always looking for more effective ways to integrate their faith and learning.	In the <u>Historical Research class (HIS 4200, Spring 2015)</u> , students will <u>complete two assignments</u> responding to designated historical schools of thought from a specifically Christian perspective. These papers will be evaluated by an outside professor.	While the first assignment yielded positive results and demonstrates an adequate level of success in this particular outcome, the second assignment yielded much poorer results. One possibility is that the second assignment came around the midterm point of the semester when students appeared to be overwhelmed and generally were not turning in high quality work. Another possibility is that the designated school of thought for the second assignment was very difficult to place within a Christian context. This was done intentionally to challenge students to think outside of the box, but it clearly did not work as intended.	There are a few changes that could be made to improve student learning. 1) Have both assignments due earlier in the semester before students are in the depths of their research paper, so that they can focus on their historiography analyses. 2) In class, instructors could focus the discussion of these historiographic schools of thought on looking at them through a Christian lens so that students have more training in that level of analysis before tackling written assignments. By having a group discussion on thinking about these historians through a Christian lens, students can learn from their conversation with others and deepen their learning experience. Both of these ideas were implemented in Historical Research which is currently going on (Spring 2016). Both historiographical essays were assigned early in the semester, and we did spend more time discussing historical schools of thought in a Christian context.	Dr. Erica Hayden, Assistant Professor, Social & Behavioral Sciences

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Sociology (BA)				
No report submitted				Dr. Laurie Woods, Professor, Social and Behavioral Science
Behavioral Science (BS)				
<u>Catalog outcome #1:</u> Competent in the knowledge base of the discipline	Students will be asked to respond to the questionnaire statement, "Due to my exposure to the courses and curriculum in the Behavioral Science major at Trevecca, I feel competent in the knowledge base of the discipline."	For Outcome #1, an in-house comprehensive exam for behavioral science will be administered in the Senior Seminar course (PSY 4600 or SOC 4360). The professor of the senior seminar courses will administer the exam and provide the completed exams to the assessment coordinator for scoring. This will provide an additional data source and accomplish an objective triangulation of the subjective results obtained by the survey for Outcome #1.	An in-house comprehensive exam for behavioral science will be administered in the Senior Seminar course (PSY 4600 or SOC 4360).	Dr. Don Kintner, Professor, Social and Behavioral Science
<u>Catalog outcome #6:</u> Gain an understanding of research methodology in the behavioral sciences.			For Outcome #6 related to understanding research processes (not assessed in the current report), research skills will be assessed in the research courses (PSY 3000 or SOC 3000) using an adjusted rubric currently being used for psychology students.	Dr. Don Kintner, Professor, Social and Behavioral Science
<u>Catalog outcomes 1-6:</u>			Due to the hybrid nature of the Behavioral Science major (Psychology and Sociology), the assessment outcomes and means of assessment will be revised to align more with courses within the major and assignments within individual courses.	Dr. Don Kintner, Professor, Social and Behavioral Science
Criminal Justice (BS)				
No report submitted				Dr. Laurie Woods, Professor, Social and Behavioral Science
Psychology (BS)				
<u>Catalog outcome #1:</u> Competent in the knowledge base of the discipline of psychology	A major field test (Area Concentration Achievement Test /Psychology) administered Spring 2015 in the Senior Seminar class. The test will cover the broad spectrum of psychology as	We were successful as it pertains to our overall scores for all assessments (1a, 1b and 1c). We met or exceeded all three thresholds. However, as it pertains to 1b, one of our subtests fell beneath the stipulated goal. Animal learning/motivation was the only subtest that fell beneath the goal. The professors of the program were concerned about student performance on this particular subtest.	We decided to change the frequency of the course from alternate years to every year. This may keep the content "fresher" for some students. The lag time between the course and the ACAT may have been a problem for some. Secondly, we discussed the content of the course but made no changes. Thirdly, we recommended suggesting to Senior	Dr. Randy Carden, Professor, Social and Behavioral Science

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	a field and the results will provide national percentiles for our students as individuals and as a group. The field test will be a requirement for the course.	Thus, the psychology faculty had a meeting with the professor of the Learning and Cognition course (the course closest in content to the subtest).	Seminar students (where the ACAT is administered) that they should review the motivation section of their general psychology text as a way to prepare for the ACAT.	
Social Work (BSSW)				
Assessment plans submitted		Assessment results submitted	No specific change provided – Transition in leadership/faculty in Social Work program took place prior to Fall 2016.	Dr. Sarah Bollinger, Assistant Professor; Director, Social Work Program

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SCHOOL OF BUSINESS AND TECHNOLOGY:

Department of Business Administration:

Business Admin. (BBA)	(Core curriculum)			
<u>Catalog outcome #1:</u> Demonstrate competency in the core business areas.	ETS Major Field Test –sub scores of 8 areas of business – Administered in Business Policy course	Out of the nine sub-scores, 8 were well above the 35th percentile. We did not meet the criterion for success due to the Legal and Social Environment sub-score of 33rd percentile. The full-time faculty member transitioned to a new position over the summer of 2014 and the department found a very qualified adjunct to take his place for both business law courses beginning in the fall 2014 semester. It did not work out well. The new adjunct didn't have the time to invest in the students and was not able to communicate the requirements of the material at the level our students needed. The original full-time professor stepped in and taught Business Law II in the spring, but this was only a short-term solution.	Beginning in the fall of 2015, retired judge Charles Davis, a Trevecca graduate and board member began teaching these courses for the department. He is more committed to the students and conducts himself more professionally.	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
<u>Catalog outcome #2:</u> Graduates will make ethical decisions based on Christian values.	Two ethics cases assigned in Business Policies course: 1) intangible asset case and 2) expense report case	The average score on the intangible asset case was 2.99 and the expense report case was 3.86. Students struggled with the intangible asset case – legal decision vs. moral decision based on Christian point of view.	Dr. Meiners has volunteered to spend additional time in the microeconomics class on this issue. She has possession of her sister's framed patent for a significant invention developed while working for a major corporation. She will present this as an object lesson and will use it as a springboard for discussion in regards to what is legally acceptable and what is the right thing to do from a Christian perspective when presented with an opportunity to borrow someone's idea. This goes to the heart of our case and reinforces the importance of understanding that just because it's legal; it doesn't mean it's the proper action.	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
Business Admin. – Accounting / Prof. Accountancy (BBA)	(Concentration)			
<u>Catalog outcome #3:</u> Prepared for employment in the accounting profession.	Data regarding employment in the accounting profession	While our accounting graduates do very well in the job market, we don't want to rest on our past successes. We encourage all of our accounting	We are using the very popular online GLEIM CIA review in our Internal Auditing course beginning in the fall (2015) semester. For a	Greg Runyan, Dept. Chair / Assoc. Professor Business

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	within one year of graduation.	majors to set the CPA designation as one of their goals because this will always be the gold standard. We also discuss other certifications with students such as the CMA, Certified Management Accountant, and the CIA, Certified Internal Auditor.	very reasonable price our students will have an online textbook and hundreds of questions and problems with full explanations. The system also allows the instructor to create tests and quizzes that mimic portions of the actual CIA exam.	Administration
Business Admin. – Community Development (BBA)	(Concentration)			
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
Business Admin. – International Business (BBA)	(Concentration)			
Assessment plan submitted.		No majors at point of assessment		Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
Business Admin. – Management (BBA)	(Concentration)			
Catalog outcome #2: Demonstrate adequate theoretical preparation for their careers.	ETS Major Field Test – management major subgroup – management section – administered in Business Policies course	The management students overall scored in the 59 th percentile in the area of management. This was just one percentile shy of the desired criteria, but it is still a concern.	Because of this short-fall, Dr. Agee will require additional casework in the Human Resources Management (BUS 3040) course that all management students must complete. This casework will focus on “managing diversity” a very important topic for all managers and it is also included in the management section of the MFAT test. The change in curriculum was implemented Fall 2015.	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
Business Admin. – Marketing (BBA)	(Concentration)			
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
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Business Admin. – Music Business (BBA) (Concentration)				
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration

Department of Information Technology:

Business Admin. – Digital Multimedia Comm. (BBA) (Concentration)				
Assessment plan submitted.		No majors at point of assessment		Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.
Business Admin. – E-Commerce (BBA) (Concentration)				
Assessment plan submitted.		No majors at point of assessment		Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.
Business Admin. – Information Tech. (BBA) (Concentration)				
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.
Information Technology (AS) (BS) (Core curriculum)				
Catalog outcome #1-4	Review of assessment reporting; discussion with department chair and OIE director	The current department chair has accepted a new faculty position at another university. A proposal will be made to the interim department chair regarding a new assessment format and a change in means of assessment for the BS – Information Technology major with concentrations in Specialized Computing and Web Development. These changes should help to simplify the reporting process for these majors but also provide more information regarding the student learning in the concentrations.	The changes would include: <ul style="list-style-type: none"> Core assessed as in the past Concentrations would be assessed in senior seminar using projects evaluated by IT faculty Concentrations would have additional learning outcomes 	Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
Information Technology Specialized Computing (BS)	(Concentration)			
Assessment plan submitted.		Assessment results submitted.	See Core Curriculum change	Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.
Information Technology Web Development (BS)	(Concentration)			
Assessment plan submitted.		Assessment results submitted.	See Core Curriculum change	Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.
Graphic Design and Technology (BS)				
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
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ADULT STUDIES PROGRAMS:

M.H.R. (BA)				
No report submitted				
Computer Information Technology (BS)				
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.
Health Information Technology (BS)				
<p><u>Catalog outcome #1:</u> Comprehend and apply governmental standards/regulations regarding health information technology (HIT).</p> <p><u>Catalog outcome #5:</u> Define and differentiate between various clinical and technical terms.</p>	Questions will be extrapolated from three of AHIMA's Certified Healthcare Technology Specialist (CHTS) practice exams; will assess student's knowledge related to governmental standards and health information technology regulations.	Cohort 3 was administered the HIT Assessment Exam during the Fall of 2014. Only one exam was administered to this cohort due the newly implemented process of creating and administering the exam. Each exam is comprised of 100 questions. The exam is divided into four sections (25 questions each) analogous to the core course work covered over the three semester HIT program and questions on the Certified Healthcare Technology Specialist (CHTS) Examination. A composite score of the exam scores were calculated for Cohort 3. A separate average of section II was calculated based on student's performance.	<p>> The criteria for success will be modified to 70% in lieu of 80% for future cohorts due to the minimum requirement for passing course</p> <p>> Modifications to the HIT Program Curriculum were made to include coursework that better aligns with new industry standards and better prepare students to sit for the Certified Healthcare Technology Specialist (CHTS) Examinations.</p> <p>> Revisions will be made to the current HIT Assessment Exam to ensure students are tested on current material as it aligns with HIT industry standards and analogous with course room content.</p>	Dr. Brandee Norris, Assistant Professor, Dir., Health Care Admin. Programs
Management (MBA) (MS)				
<u>Catalog outcome #8:</u> Assess and develop the human resources of an organization.	An End-of-Program survey will be administered to graduating students. They will be queried on whether they are able to assess and develop the human resources of an organization. This question will be measured using a 5-point Likert Scale.	Survey of 2015 graduates on this question. Results: 3.6 (n=25) Did not meet criterion	Leadership and Org Behavior coursework is being addressed to strengthen this outcome. Also, curriculum is being revised to add 3-hours of coursework at the beginning of the program to strengthen this outcome. The course BUS 6000 will be added for graduate business students as of August 2016.	Dr. Rick Mann, Professor / Director, SGCS Studies

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

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Information Tech. (MS)				
Assessment plan submitted.		Assessment results submitted.	Program phased out due to low enrollment	Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.

SCHOOL OF EDUCATION:

Early Childhood PreK-3 (BS)				
<p><u>Catalog outcome #2:</u> Understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p><u>Catalog outcome #4:</u> Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills</p> <p><u>Catalog outcome #10:</u> Fosters relationships with school colleagues, parents, agencies in larger community to support students' learning and well-being</p>	Field Experience (Teaching) rubric item "Understands Intellectual, Social and Personal Development" for the following courses with embedded teaching field experiences: ECE 3100, ECE 3200, ECE 3310, and EDU 2350.	Field Experience Assessment forms have been expanded to include assessment by 1) candidate and instructor or 2) candidate and cooperating teacher. The assessments cover observing, assisting, tutoring, teaching video, co-teaching, and teaching. The expanded assessment will provided more detailed feedback to fill the current gaps in timing of feedback to teacher candidates. This has been documented in a diagram that was filed with assessment report and kept on file in the Office of Institutional Effectiveness. This means of assessment was effective Fall 2015.	Field Experience Assessment forms have been expanded to include assessment by 1) candidate and instructor or 2) candidate and cooperating teacher. The assessments cover observing, assisting, tutoring, teaching video, co-teaching, and teaching. This means of assessment was effective Fall 2015.	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
Elementary Educ. K-6 (BS)				
<p><u>Catalog outcome #2:</u> Understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p><u>Catalog outcome #4:</u> Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills</p> <p><u>Catalog outcome #10:</u> Fosters relationships with school colleagues, parents, agencies in larger community to support students' learning and well-being</p>	Field Experience (Teaching) rubric item "Understands Intellectual, Social and Personal Development" for the following courses with embedded teaching field experiences: ECE 3100, ECE 3200, ECE 3310, and EDU 2350.	Field Experience Assessment forms have been expanded to include assessment by 1) candidate and instructor or 2) candidate and cooperating teacher. The assessments cover observing, assisting, tutoring, teaching video, co-teaching, and teaching. The expanded assessment will provided more detailed feedback to fill the current gaps in timing of feedback to teacher candidates. This has been documented in a diagram that was filed with assessment report and kept on file in the Office of Institutional Effectiveness. This means of assessment was effective Fall 2015.	Field Experience Assessment forms have been expanded to include assessment by 1) candidate and instructor or 2) candidate and cooperating teacher. The assessments cover observing, assisting, tutoring, teaching video, co-teaching, and teaching. This means of assessment was effective Fall 2015.	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
Special Education K-12 (BS)				
<p><u>Catalog outcome #2:</u> Understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p><u>Catalog outcome #4:</u> Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills</p> <p><u>Catalog outcome #10:</u> Fosters relationships with school colleagues, parents, agencies in larger community to support students' learning and well-being</p>	<p>Field Experience (Teaching) rubric item "Understands Intellectual, Social and Personal Development" for the following courses with embedded teaching field experiences: ECE 3100, ECE 3200, ECE 3310, and EDU 2350.</p>	<p>Field Experience Assessment forms have been expanded to include assessment by 1) candidate and instructor or 2) candidate and cooperating teacher. The assessments cover observing, assisting, tutoring, teaching video, co-teaching, and teaching. The expanded assessment will provide more detailed feedback to fill the current gaps in timing of feedback to teacher candidates. This has been documented in a diagram that was filed with assessment report and kept on file in the Office of Institutional Effectiveness. This means of assessment was effective Fall 2015.</p>	<p>Field Experience Assessment forms have been expanded to include assessment by 1) candidate and instructor or 2) candidate and cooperating teacher. The assessments cover observing, assisting, tutoring, teaching video, co-teaching, and teaching. This means of assessment was effective Fall 2015.</p>	<p>Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education</p>
Secondary Education (BS)				
<p><u>Catalog outcome #2:</u> Understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p><u>Catalog outcome #4:</u> Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills</p> <p><u>Catalog outcome #10:</u> Fosters relationships with school colleagues, parents, agencies in larger community to support students' learning and well-being</p>	<p>Field Experience (Teaching) rubric item "Understands Intellectual, Social and Personal Development" for the following courses with embedded teaching field experiences: ECE 3100, ECE 3200, ECE 3310, and EDU 2350.</p>	<p>Field Experience Assessment forms have been expanded to include assessment by 1) candidate and instructor or 2) candidate and cooperating teacher. The assessments cover observing, assisting, tutoring, teaching video, co-teaching, and teaching. The expanded assessment will provide more detailed feedback to fill the current gaps in timing of feedback to teacher candidates. This has been documented in a diagram that was filed with assessment report and kept on file in the Office of Institutional Effectiveness. This means of assessment was effective Fall 2015.</p>	<p>Field Experience Assessment forms have been expanded to include assessment by 1) candidate and instructor or 2) candidate and cooperating teacher. The assessments cover observing, assisting, tutoring, teaching video, co-teaching, and teaching. This means of assessment was effective Fall 2015.</p>	<p>Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education</p>
Teaching K-6 / 7-12 (MA)				
<p><u>Catalog outcome #1:</u> Understands content: Demonstrates content knowledge as delineated in standards.</p>	<p>Student feedback on exit assessment</p>	<p>Changed two professors and a field trip based on feedback from students on the Exit Assessment. This change will result in longer and more productive instructional time, which should lead to improved student learning. Students won't spend a large portion of class time travelling to an off-</p>	<p>1) Changed two professors; 2) Changed one field trip Effective Spring 2015</p>	<p>Dr. Mindy Burch, Director, MAT Program, School of Education</p>

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
		<p>campus site when the speaker could come to campus during class time, and students will stay in class for the full class time, rather than being released early each class day, and will participate in constructive assignments. This links to Catalog outcome #1 (Understands Content) because they will now have assignments that require them to practice what they're learning and will show what they know.</p>		
<p>Curriculum, Assessment, Instruction K-12 (MEd)</p>				
<p><u>Catalog outcome #2:</u> Understands intellectual, social, and personal development: Demonstrates knowledge of human development.</p> <p><u>Catalog outcome #5:</u> Manages and motivates: Able to create a safe, efficient, and effective learning environment that fosters active learning.</p>	<p>> #2 - Field Experience: EDU 6845 Field Experience rubric item "Understands Intellectual, Social, and Personal Development." > #5 - Field Experience: EDU 6845 Field Experience rubric item "Manages and Motivates." > NCATE assessment</p>	<p>In the past, candidates in the CAI program had a variety of field experiences that were overseen by different professors. > A change was made so that the same instructor evaluates all the candidates' field experiences. This allows the instructor to see improvement and/or need for reinforcement over time. > The rubric for this evaluation has recently been revised due to our NCATE assessments. The new format ties the learning outcomes to specific standards assigned to the program. The change noted below provides continuity of the person assessing the student and well as a consistency of expectations of the student.</p>	<p>> The same instructor evaluates all the candidates' field experiences > The rubric has been revised due to NCATE assessments and ties the learning outcomes to specific standards assigned to the program.</p>	<p>Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education</p>
<p>Educational Leadership (MEd)</p>				
<p><u>Catalog outcome #4:</u> Designs instructional strategies: Able to create learning environments/experiences conducive to the success of all learners based on standards and best practices.</p>	<p>Program Completion: EDU 6050 Summative Presentation rubric items in the D1 category Designs Instructional Strategies.</p>	<p>Students who have successfully completed an exceptional EDU 6050 presentation share their experience with candidates on the completion of the EDU 6050 requirements. Through analysis of the data obtained from the unit assessment system, the SLLA scores and successful completion of all candidates, it was determined that the changes that were implemented to increase candidate performance in the Designs Instructional Strategies area were successful. The aggregated data from the unit assessment system was analyzed and it was determined that 96.3% of candidates</p>	<p>EDU 6045 was redesigned to give more in-depth attention to instructional strategies employed to enhance student performance. EDU 6025 was totally redesigned to instruct candidates in methods of Action Research to improve continual program improvement.</p>	

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

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		scored at the “at” or “above” category on the D1 category Designs Instructional Strategies. 3. 100% passed EDU 6050 Summative Presentation.		
Visual Impairments Special Educ. (MEd)				
<u>Catalog outcome #6:</u> Communicates and/or collaborates: Able to effectively communicate and/or collaborate.	The disposition evaluation rubric will be used to evaluate this learning outcome. The area of “Being” will be used from this rubric to evaluate the candidate. This area focuses on professionalism and character & compassion. Teachers of the Visually Impaired need to be prepared to work with numerous stakeholders in a district.	even though the criterion for success was met, the following change was implemented. Candidates will be given the requirements of the exit assessment and a copy of the exit assessment rubric prior to the presentation date. There will be explicit information given on the requirements regarding the importance of discussing communication and collaboration with colleagues and how to incorporate that into their exit assessment. The change noted above should prepare the teacher candidates to pass along requirements to their students.	Candidates will be given the requirements of the exit assessment and a copy of the exit assessment rubric prior to the presentation date.	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
Library and Information Sci. (MLIS)				
<u>Catalog outcome #3:</u> Understands diversity: Demonstrates knowledge of the impact of culture on one's own and others' perceptions, learning styles, needs, and expectations	Candidates will demonstrate experiences with diverse learners during the MLI 5090 Field Experience by documenting these experiences in their “Field Experiences Project” in Livetext eportfolio.	MLIS candidates documented all three areas of diversity in the three school sites per candidate with a 100% rate of completion. This is “acceptable or “target” for all candidates. Even though the criterion for success was met, the following change was implemented. Based on the need to be able to track more efficiently the diverse field experiences, the School of Education is implementing a data base to be developed through Livetext that will provide ongoing evidence for continuous improvement in the area of diversity. The change noted above was a result of a NCATE recommendation to document candidate experience in more detail and provide more feedback to candidates. The project will document all candidates’ diversity experiences and therefore ensure exposure to various groups. The project is on track for completion in Spring 2016.	Implementation of a data base to be developed through Livetext that will provide ongoing evidence for continuous improvement in the area of diversity. The database project is being developed fall, 2015 for implementation fall, 2016 on a trial bases and then full implementation Spring, 2016.	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

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Leadership and Professional Practice (EdD)				
<u>Catalog outcome #3:</u> Participants understand and demonstrate the various components in planning and developing a strategic policy.	In EDU 7003, Strategic Policy & Planning, candidates will develop a strategic plan for an organization as the culminating project for the course with a rubric being used to assess the strategic plan.	As part of the EdD curriculum audit, EDU 8003 will be redesigned. In the redesign of the course, a focus will be placed on aligning strategic policy to the development of strategic plans. This will provide the students the knowledge needed to create strategic plans within their own work environment.	EDU 8003 will be redesigned to provide the students the knowledge needed to create strategic plans within their own work environment. The changes will be implemented Summer/Fall 2016.	Dr. Alice Patterson, Assoc. Professor, Director, EdD Program

SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY:

Religion / Religious Studies (BA)	Prof. Minors: Worship Min, Pastoral Min, Youth Min, Children's Min, Compassionate Min, Intercultural Studies			
<u>Catalog outcome #3:</u> Embody the habits and practices of the Christian faith.	Survey format of graduating seniors and graduates from the past three years with four questions asked specifically dealing with the practices of the Christian faith.	Based on assessment results, we generally feel that the criteria are being met. Nevertheless, in follow up to this year's assessment and informal feedback from graduating seniors and graduates a curriculum review was planned.	The faculty will assign a subcommittee in the Fall semester to do a thorough study of the present curriculum and where matters of spiritual development are taking place. It will make recommendations to the larger Religion faculty so that curricular changes can be implemented with the 2016-17 Catalog. The subcommittee meeting is taking place Spring 2016. In order to achieve the holistic formation of ministerial students, a 0-credit course is proposed to track students' experiences each year.	Dr. Tim Green, Dean / Professor, School of Theology and Christian Ministry
Intercultural Studies (BA)				
<u>Catalog outcome #3:</u> Embody the habits and practices of the Christian faith.	Survey format of graduating seniors and graduates from the past three years with four questions asked	Based on assessment results, we generally feel that the criteria are being met. Nevertheless, in follow up to this year's assessment and informal feedback from graduating seniors and graduates a curriculum review was planned.	The faculty will assign a subcommittee in the Fall semester to do a thorough study of the present curriculum and where matters of spiritual development are taking place. It will make recommendations to the larger	Dr. Tim Green, Dean / Professor, School of Theology and Christian Ministry

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

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	specifically dealing with the practices of the Christian faith.		Religion faculty so that curricular changes can be implemented with the 2016-17 Catalog. The subcommittee meeting is taking place Spring 2016. In order to achieve the holistic formation of ministerial students, a 0-credit course is proposed to track students' experiences each year.	
Christian Ministry (BA)	(Salvation Army & CMO)			
Assessment plan submitted.		Assessment results submitted.	*No specific change provided *	Gail Pusey, Assoc. Dir., Christian Ministry Program
Religious Studies (MA)	(Preaching, Biblical St., Theological Studies)			
<u>Catalog outcome #1:</u> Define the most significant issues arising from his/her major	A survey will be given to 2015 graduates along with graduates of the program from 2013 and 2014, which will ask the student for the three most significant issues arising from his/her major and the three most significant scholars/practitioners in her/his field of study.	In light of the smaller number of students in the program, the seven respondents provided what we consider to be an appropriate number for evaluation and assessment. All criteria were met. Because all criteria were met in a satisfactory way, no changes will be made based on the assessment itself in this specific area. However, a complete change is in process of taking place regarding the curriculum in the program in light of previous years' assessments of student research and knowledge of basic issues in a specific discipline.	The program will no longer be face to face; it will focus in one of two areas (rather than four broad areas); and in light of this assessment, it begins with a course on methodology, introduction of issues, and general scholarship. Courses are taken in sequence related to area of ministry. Program ends with a 3-hr credit research project. Changes implemented Fall 2015.	Dr. Tim Green, Dean / Professor, School of Theology and Christian Ministry

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GRADUATE PHYSICIAN ASSISTANT PROGRAM:

Physician Assistant (MSM)				
<p><u>Catalog outcome #1:</u> Evaluate the patient using a comprehensive history, physical exam, and appropriate laboratory tests</p>	<p>Skills of the Class of 2015 at performing Objective Structured Clinical Examinations (OSCEs) on various organ systems will be assessed. Faculty will assess student skills at the OSCEs on simulated patients 6 weeks before August 2015 graduation via an established rubric.</p>	<p>None of the criteria for success were met for this outcome. The percentages of students for each criteria of success for this outcome in the Class of 2015 were lower than last year's cohort (Class of 2014: 72.7% were able to "properly perform" at least 90% of the required tasks, 72.7% had less than 5% of the tasks that were "not performed properly," and 63.6% had less than 5% of the tasks that were "not performed.") This decrease in scores occurred even though the importance of preparation before the OSCE was emphasized more firmly to the students by Program faculty than last year.</p> <p>The Summative Examination is a crucial element of PA education, as it acts as an important assessment of the student's ability to practice as a competent physician assistant after graduation. The current version of the Summative Examination includes both the OSCE and a written essay exam which assesses the student's ability to think through complex clinical situations. While these two elements were chosen to assess the student physical exam skills (OSCE) and the ability of students to make a clinical diagnosis (written essay exam), the exam is in need of improvement in order to more closely approximate real-life clinical scenarios and act as a true assessment of a student's ability to successfully enter into clinical practice.</p> <p>While performance proficiency in OSCEs has been primarily assessed in the past by observing the students ability to carry out a memorized checklist of tasks defined for a specific type of clinical exam (e.g. cardiopulmonary, musculoskeletal), program faculty have determined that this is not the best</p>	<p>The Summative Exam will be changed for the next cohort of students (Class of 2016) to require students to encounter a mock patient with a diagnosis which they must make by taking a patient history, performing the proper physical exam, and ordering laboratory tests. In addition, the student must make the proper selection of the treatment required for the patient. Assessment of performance on the Summative Evaluation will continue to be carried out with a pre-established rubric, but will be much more than just a repetition of a memorized list of tasks, instead taking into account all of the aspects of the complex task of medical decision-making. Therefore, the Summative exam will lead to a much better assessment if the student has the <i>"knowledge, interpersonal skills, patient care skills and professionalism required to enter clinical practice."</i></p> <p>In order to facilitate better performance on the Summative Exam, on rotations in Clinical Phase of the program, and in the workplace as a physician assistant after graduation, several changes have been made to the Didactic curriculum. The new courses Clinical Integration Skills I and II have been implemented with the Class of 2016 to facilitate integration of complex medical knowledge from courses across the didactic curriculum. These classes promote use of laboratory/diagnostic tests and use of physical exam findings to assist in making complex clinical diagnoses. In addition, the</p>	<p>Dr. Erica Martinez, Assistant Professor, Curriculum Coordinator, Graduate Physician Assistant Program</p>

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		<p>way to assess a student’s true skills and ability to enter clinical practice.</p>	<p>courses assist in proper decision-making for treatment. During the Didactic phase, required OSCEs were also added to the curriculum for the Class of 2016. These, like the soon to be updated Summative Examination, require the student to evaluate a mock patient and take a patient history, perform the needed physical exam, order the required laboratory/diagnostic tests, make a proper diagnosis, and select the appropriate treatment. Beginning the process of learning these complex skills in the Didactic phase will help the students be better prepared for the clinical setting upon entering the Clinical phase of the program, perform better on the Summative Examination, and eventually be a better physician assistant upon graduation from the Program.</p>	
<p><u>Catalog outcome #2:</u> Interpret laboratory and diagnostic tests</p>	<p>Proficiency of the Class of 2014 will be assessed using a comprehensive self-assessment tool called the Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) which is taken both at the end of the Didactic portion of the Program and within 6 weeks of graduation from the Program (near the end of the Clinical rotation portion of the Program) in August 2014.</p>	<p>The criteria for success to have more than 80% of the class achieve scores greater than national average was not met in either year, but did show improvement between year 1 and year 2. This is a more ambitious goal, and if met, would indicate an even greater level of excellence in performance of interpretation and use of laboratory and diagnostic tests in the TNU PA program students. Skills in interpretation and use of laboratory and diagnostic tests have been historically refined in the didactic phase in the TNU PA program 4 credit course “Laboratory Medicine” (previously PAS 5120). This course was placed completely in the Fall Semester before students had truly entered the phase of the Program curriculum in which they studied clinical decision-making in depth, which occurs mostly in the Spring and second Summer semesters. This had made it difficult for students to connect the information learned about laboratory diagnostic techniques with the clinical situations in which they are employed. A competent Physician Assistant must be able to</p>	<p>The TNU PA program proposed in 2014 and has implemented a significant curriculum change to change the Laboratory Medicine curriculum into two 1-credit courses which occur in the Fall and Spring Semester (Laboratory Medicine I and Laboratory Medicine II). The material in Laboratory Medicine I and Laboratory Medicine II is being sequenced with the topics covered in the Clinical Medicine course series in order to maximize the understanding and integration of laboratory and diagnostic techniques with clinical situations. The other major curriculum change was to implement two new courses, Clinical Integration Skills I and Clinical Integration Skills II. The above discussed curriculum changes were implemented for the TNU PA program Class of 2016.</p>	<p>Dr. Erica Martinez, Assistant Professor, Curriculum Coordinator, Graduate Physician Assistant Program</p>

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		<p>successfully synthesize their vast medical knowledge and correctly apply it to achieve proper patient care. This is a complex decision-making process which must be perfected in students with the help of skilled clinicians. The curriculum for Clinical Medicine, Laboratory Medicine, Pharmacotherapeutics, Radiology, EKG, and other courses throughout the curriculum cover vast amounts of medical knowledge that must be mastered by students. However, in covering this information, there is often little time left to be spent on integrating this knowledge for proper clinical decision-making. Clinical Integration Skills I and Clinical Integration Skills II facilitate the integration of this vast amount of knowledge, including the interpretation and use of laboratory and diagnostic tests.</p>		

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GRADUATE COUNSELING PROGRAMS:

Counseling (MA); Marriage & Family Therapy (MMFT)				
<p>Catalog outcome #1: Possess knowledge of the field of counseling or marriage and family counseling/therapy.</p>	<p>1. Comprehensive Exam which is developed in-house and is completed during one of their internship semesters.</p>	<p>1. The in-house comprehensive exam means of assessment results = “97% of the graduate counseling (MA and MMFC/T) students taking the comprehensive exam for the first time in the fall (95%) and spring (100%) semesters of the 2014-2015 academic year scored at or above a 65%”, which far exceeds the criterion for success stated as “80% of the graduate counseling (MA and MMFC/T) students taking the comprehensive exam for the first time in the fall and spring semesters of the 2014-2015 academic year will score at or above a 65%.” Increasing this benchmark of 65% to a higher percentage would provide more meaningful data pertaining to improving student learning outcomes. Increasing this criterion for success is appropriate in an effort to collect data that will better demonstrate student learning outcomes and how to improve student learning.</p>	<p>Beginning with the 2015-2016 assessment process, the program has made the decision to revise this criterion for success to the following: “80% of the graduate counseling (MA and MMFC/T) students taking the comprehensive exam for the first time in the fall and spring semesters of the 2014-2015 academic year will score at or above a 75%.” By increasing the criterion for success to 75% or above, we are using a criterion that better demonstrates students are achieving the desired student learning outcome.</p>	
<p>Clinical Counseling: Teaching & Supervision (PhD)</p>				
<p>Catalog outcome #1: Understand and practice the art of therapy at a more proficient and advanced level</p>	<p>Comprehensive exam (written and oral)</p>	<p>Ph.D. in Clinical Counseling, Teaching and Supervision students taking the comprehensive exam in the summer semester of 2015, 25% scored below a 7 on at least one section of the exam. This did not meet expectations of outcomes/success. Upon analysis, it is considered that utilizing all sections of the comprehensive exam is not the best means of assessing understanding and practice of the art of therapy at a proficient and advanced level. For following assessments, it is decided that only the Counseling, MFT (Marriage & Family Therapy), and Theory portions of the comprehensive exam will be used to assess for</p>	<p>The Counseling, MFT (Marriage & Family Therapy), and Theory portions of the comprehensive exam will be used to assess for understanding and proficiency in the art of practicing therapy. Goals for future assessments will be that 80% of students will pass all 4 areas of the written comprehensive examination on the first attempt.) This was effective on the 2015-16 assessment plan.</p>	<p>Dr. Susan Lahey, Director of Clinical Counseling (PhD) Program; Assoc. Professor, Graduate Counseling</p>

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
		<p>understanding and proficiency in the art of practicing therapy. By removing the Supervision & Teaching portion of the exam as a component of this assessment, outcomes for the 2014/2015 academic year would have risen to 75%. Secondly, for following years' assessments, it is decided that this outcome will be split into two portions: 1a – addressing the student learning outcome that was addressed in this year's assessment; 1b – addressing assessment of the entirety of the written comprehensive examination per student for purposes of tracking within the program.</p>		
<p><u>Catalog outcome #2:</u> Teach therapy and human relations coursework at a higher education level.</p>	<p>Mentor/ supervisor performance evaluation (teaching and supervision skills)</p>	<p>Although this area of assessment both met and exceeded expectations, the PhD program is constantly looking at ways to reevaluate its assessments of students' teaching proficiencies. The program is considering changing its assessment forms for teaching assistants, including the possibility of utilizing Right Signature for future documentation.</p>	<p>A new administrative position added October 2015 to assist with assessment activities. The assessment forms for teaching assistants, including the possibility of utilizing Right Signature is to be effective August 2016.</p>	<p>Dr. Susan Lahey, Director of Clinical Counseling (PhD) Program; Assoc. Professor, Graduate Counseling</p>

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
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INTERDISCIPLINARY PROGRAMS:

Praise and Worship (Certificate)				
Catalog outcomes 1 – 5	Student feedback	Need to align current offerings with the goal of reducing hours, removing redundancy, and providing courses that best represent the students' desire in the framework of praise and worship.	Addition/deletion of courses and update of course titles/descriptions that are more consistent with learning outcomes for the course and program. Proposed changes have been placed on the Academic Council March 16, 2016 agenda. The proposal is on file with the assessment report in the office of Institutional Effectiveness.	Dr. Sam Green, Director of Worship Arts Program
Social Justice (BS)	Prof. Minors: Non-profit & Congregational Worship, Public Policy, Environmental Justice			
Catalog outcomes 1-3		The Social Justice Public Policy minor is currently under review due to the lack of student enrollment. Past students majoring in Social Justice and minoring in Public Policy desire to attend law school upon graduation. Students have also struggled to take all the of required courses within a four year course plan due to classes being cancelled due to lack of enrollment.	The director of the Social Justice major, Public Policy minor will meet with Dr. Hayden, director of the History/Political Science department on campus to further explore current and future course offerings for this minor. The goal would be to identify courses that are offered on a regular basis within a four year cycle, consistently populated with students when offered, and while equipping students for a career in public policy and /or law. A new Public Policy minor was drafted and approved Spring 2016 and will be effective Fall 2016.	Jamie Casler, Assistant Professor / Director, Center for Social Justice
Worship Arts / Worship and Church Ministry (BA)				
Catalog outcome #7: Graduates will be able to have (know) and demonstrate proficiency in a student's area minor area of study – Music.	Internet search of job postings for worship pastors/worship leaders	The program proposal listed the following market research reasons for the needed change in curriculum. > An internet search of job postings for worship pastors/worship leaders was performed; almost every job description included the responsibility of	Proposal made to Academic Council and approved February 2016 to add music courses and delete courses irrelevant to the majors.	Dr. Sam Green, Director of Worship Arts Program

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
		<p>leading (musically) the congregation each week. > Worship Arts majors will be served by the Praise and Worship musicianship development in the newly required courses The current curriculum in Worship Arts has no music requirements. The addition of these courses will allow the student to improve his/her musical skills and be more hireable when graduating from college.</p>		
<p>Organizational Leadership (MOL)</p>				
<p><u>Catalog outcome #10:</u> Apply theoretical concepts to real-life organizational situations.</p>	<p>A problem-based learning assignment was created in the revised Personal Leadership Development course designed to walk students through an ethical dilemma. The design of the assignment was to help students pay attention to the process of making a values-based decision. Discussion forums, reflections, and a final paper allowed for significant processing. Students were asked to list their personal board of directors that could serve as a sounding board for decision making in both their personal and professional lives.</p>	<p>An outcome of the problem scenario was to establish a personal board of directors that could assist students for both personal and professional decision making on difficult decisions in leadership. Only 9 out of 14 students clearly identified key individuals to assist them with decision making in both their personal and professional life. All of the students met the requirements for the assignment but some were confused on treating this as a “hypothetical” scenario versus an actual real advisory board. The students that did not meet the requirement actually identified the types of people they would use to help with decision making but did not actually identify those individuals.</p>	<p>There is a need to adjust the instructions for this assignment. The desire is to have students create a personal board of directors that they can utilize throughout their personal and professional lives. These individuals can be a sounding board for important decisions and will provide real life applications to assist them in their leadership of others. The adjustment was implemented in MOL 5010 – Personal Leadership Development as of 2016.</p>	<p>Dr. Tom Middendorf, Assistant Professor, Director of Master of Organizational Leadership Program</p>

3.3.1.1 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC MAJORS

Catalog Student Learning Outcome	Specific means of assessment	Analysis of assessment	Specific changes made based on analysis of assessment results for educational programs, including student learning outcomes	Contact or Implementation confirmed by...
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GENERAL EDUCATION COMPETENCIES:

General Education Core Competencies (Traditional Undergraduate)				
General Education competencies – Value perception (students)	ETS Proficiency Profile custom questions. Students chose only one option that corresponded best to their understanding of general education competencies and their major.	<p>Questions included:</p> <ol style="list-style-type: none"> 1. General Education appears to be a necessary evil that I must complete to get a degree at TNU. 2. General Education gives me an appreciation of different aspects of intellectual life but does not directly apply to my major. 3. General Education prepares me to better understand my academic major even if they are not directly related. 4. My major directly utilizes what I learn in General Education classes. 5. My major is an extension of General Education. <p>55 of 144 students responded with 3-5 which did not meet the stated criterion of 60%. The General Education Committee had two questions regarding the results: 1) “Are faculty attitudes about general education courses affecting student attitudes” and 2) “Is there a hierarchy in the assessment responses? “</p>	A survey was developed and administered to faculty teaching in General Education and academic majors. The purpose of the survey was to provide data about faculty attitudes about General Education. Members of the faculty were asked to rank the responses to this assessment item to determine if there is a hierarchy of desirability for the responses. The survey was administered on 9/11/2015 at the Faculty/Administrator meeting following the presentation of assessment results. The survey results were sent by email on 11/23/2015.	Dr. Joe Cole, Professor, Sport & Exercise Science / Chair, General Education Committee

3.3.1.2 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ADMINISTRATIVE SUPPORT UNITS

Outcome/Issue Addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Contact or Implementation confirmed by...
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EXTERNAL RELATIONS:

<p><u>Operation outcome #1:</u> Resources for the University will be increased.</p>	<p>1a. Comparative report/giving summary</p> <p>1b.Solicitation and giving reports</p>	<p>1a. We did not meet our goals for Total Giving, Operating Budget, or alumni giving rate this year. A small number of people (20-25) typically provide the largest portion of the gifts in a given year. We received seven larger one-time gifts in the previous fiscal year that were not renewable. Additionally the transition to a new database system and software impacted our abilities to track and follow up on lapsed donors for over 6 months of the year. Finally we had transitions within our fundraising staff with one less major donor officer for the whole year.</p>	<p>Through discussion as a team and with leadership from the Vice President for External Relations, we will employ several efforts this year to improve our results.</p> <ul style="list-style-type: none"> > Embarking on a comprehensive capital campaign that begins in the upcoming year which will focus our efforts and allow us to focus on strategic donor cultivation. As part of the campaign, we intend to hire a major gifts officer to focus on donor acquisition, cultivation, and retention. > New grant management efforts are continuing to grow and will be cultivated further in the coming year. > Use of our new reporting dashboard will provide better reports for accountability within the team. This tool will allow us to review reports and goals regularly. > A yearly solicitation plan focuses on all constituent audiences and provides a unified brand and messaging to our solicitation efforts. 	<p>Christy Grant, Director, Development Operations and Stewardship Resources</p>
<p><u>Operations outcome #2:</u> Relationships with constituents will be initiated and invigorated (note: this includes the Development, Alumni Relations, and Marketing operations.)</p>	<p>2b. Tracking online activity</p>	<p>Increased number of fans on Facebook, followers on Twitter, e-newsletter sign-ups, and increased online gifts.</p>	<p>This year (2015-16), we will launch a new e-commerce solution which will provide a better user experience with online giving. It is mobile friendly and handles recurring donations and event registration. Because of this tool, we will focus our efforts on acquiring new recurring donors. Furthermore, our overall solicitation plan will have an electronic component to every direct mail solicitation appeal.</p>	<p>Christy Grant, Director, Development Operations and Stewardship Resources</p>

3.3.1.2 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ADMINISTRATIVE SUPPORT UNITS

Outcome/Issue Addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Contact or Implementation confirmed by...
<p><u>Operations outcome #2:</u> Relationships with constituents will be initiated and invigorated (note: this includes the Development, Alumni Relations, and Marketing operations.)</p>	<p>2d. Event attendance</p>	<p>We did not increase our event attendance from the previous year and, therefore, did not meet the goal. We did not have a large music department Christmas event like we had last year and moved from doing three business professional events a year to two. Transition with staff in the Alumni Engagement office also resulted in fewer events.</p>	<p>Through discussion with the Director of Alumni Engagement and their team, we will conduct several smaller regional alumni events this year (as many as 12 a year). The annual Homecoming event will be marketed to the entire alumni constituency, rather than just those with reunions. The Alumni Board is more engaged and will be instrumental in making these changes and hosting events as well.</p>	<p>Christy Grant, Director, Development Operations and Stewardship Resources</p>

UNIVERSITY PROVOST: Associate Provost – Student Development:

Security:				
<p><u>Operations outcome #1:</u> Improve phone communication between security department and campus community members.</p>	<p>A survey to residential students on campus to determine awareness of new security phone number.</p>	<p>Survey to residential students showed that 92% were aware that the Security Department has a new phone number. The vast majority of residential students are very aware of the new phone number for Security, thereby improving the phone communication between the security department and students; by the direct calling of new security cell phone number.</p>	<p>The security department has reduced the majority of calls for service, coming in through the old #1296 extension, thereby eliminating the ‘land line’ to ‘cell phone’ switching within the phone trunk line, which allowed for many calls being dropped.</p>	<p>Norm Robinson, Director of Security</p>

Institutional Research:

<p><u>Operations outcome #1:</u> The Office of Institutional Research will effectively compile, coordinate and disseminate information to appropriate members of the university community and external agencies</p>	<p>The Institutional Research task listing and supplemental semester report lists will be used to document the timeliness of the compilation, coordination, and dissemination of information to the TNU community and to external agencies.</p>	<p>> 96.49% of all reports to external agencies were completed on or before the stated deadlines. This met the 95% criterion for success.</p> <p>> 94.62% of all tasks were met on or before the stated deadlines. This did not meet the 95% criterion for success.</p> <ul style="list-style-type: none"> 7 of 130 tasks were not completed on or before the stated deadlines. These tasks included Alumni Survey results distributed to departments/programs/school personnel. The results were distributed 9 days after the stated deadline. Alumni results were not organized in a timely manner for the second year and therefore the deadline could not be met. 	<p>Alumni Survey result distribution – A calendar reminder has been added to the OIR task listing that provides a reminder of the items needed to organize results in order to ensure timely result distribution. This listing of process steps is a more detailed method of showing the importance of report preparation. <u>Update (Spring 2016)</u> – A new alumni survey service (GradLeaders) was contracted to administer the alumni survey. Departments will still receive alumni data but the timing of reports will be adjusted due to an increased survey period.</p>	<p>Donna Tudor, Director, Institutional Effectiveness (formerly Institutional Research)</p>
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3.3.1.2 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ADMINISTRATIVE SUPPORT UNITS

Outcome/Issue Addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Contact or Implementation confirmed by...
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FINANCIAL SERVICES:

Financial Services – Accounting, Financial Aid				
<u>Operations outcome #1:</u> Receive an unmodified audit opinion on our financial statement audit, and shorten the onsite visit by a half day	> Audit report opinion reported by the auditors > track what time the audit team leaves TNU	Received an unmodified report but auditors did not leave until 3:30 P.M.	There are a few audit schedules that we can work on ahead of time and have ready when the auditors arrive. This should shorten the amount of time they are on site.	Chuck Seaman, Director of Financial Services
<u>Operations outcome #2:</u> Receive an unmodified audit opinion on our A-133 financial aid audit	> Audit report opinion reported by the auditors	Received an unmodified opinion. Two comments were received and have been responded to.	Follow up with Academic Records during the year to make sure the corrective changes have been implemented.	Chuck Seaman, Director of Financial Services

Human Resources				
No report submitted				Steve Sexton, Director of Human Resources

Information Technology				
Assessment plan submitted		Assessment results and analysis not submitted		Tim Johnson, Chief Information Officer

Plant Operations				
Assessment plan submitted		Assessment results submitted	*No specific change provided *	C. da Cunha

3.3.1.3 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC / STUDENT SUPPORT UNITS

Outcome/Issue addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Implementation confirmed by...
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OFFICE OF THE PRESIDENT:

Office of the Chaplain:				
Assessment plan submitted		Assessment results submitted	* No specific change provided *	Heather Daugherty, Associate Chaplain

UNIVERSITY PROVOST:

Associate Vice President – Academic Services:

Academic Records:				
No report submitted				Becky Niece, Registrar
Center for Innovative Instruction (CII):				
<u>Unit Mission Component:</u> Captivate attention: Work with faculty to create online and face-to-face strategies that are engaging, rigorous, and missional	Registration online (faculty)	CII seeks to encourage more faculty to enroll in an online teaching certification course. The course was constructed based on the Quality Matter Rubrics and Teaching Online Textbook. Prior to CII taking on this training, faculty feedback indicated that the original course was too theoretical and fundamental rather than practical. Faculty also indicated that time/schedule constraints were not conducive to the six-week course length.	CII decided to focus on more practical instruction, including the Learning Management System and tools. CII also decreased the course length from six to four-weeks.	LaMetrius Daniels, Director of CII
Admissions/Recruitment – School of Graduate & Continuing Studies:				
<u>Service outcome #1:</u> Provide efficient and consistent student experience through the admissions process.	Evaluate admissions requirements as appropriate and useful in the decision process.	Determined that several requirements were not currently being used in the admissions decisions and took action to remove them.	Based on feedback from program directors and admissions committees that they were not using the following to make admissions decisions, we have eliminated in the 2015-2016 Adult Catalog and Graduate Catalog the admissions requirements of: <ul style="list-style-type: none"> • Eliminated MOL purpose statement • Eliminated MBA resume • Eliminated E.D.'s MAT/GRE score • Changed from 3 to 1 recommendation in ministry programs 	Dr. Heidi Frederick, Assoc. VP and Dean, School of Graduate and Continuing Studies
<u>Service outcome #3:</u> Enhance communication methods among all constituents.	Feedback from students, staff, and faculty.	The communication efforts have 2014-2015 have made a difference in the culture about, understanding of, and support for non-traditional programs among faculty and staff. Students are beginning to feel that difference	Further communication focus is necessary. In 2015-2016, the following will be undertaken: <ul style="list-style-type: none"> • Addition of President's welcome video to non-traditional programs in all online and f2f orientations. • Addition of Associate Provost's welcome 	Dr. Heidi Frederick, Assoc. VP and Dean, School of Graduate and Continuing Studies

3.3.1.3 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC / STUDENT SUPPORT UNITS

Outcome/Issue addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Implementation confirmed by...
			<p>video to non-traditional programs in all online and f2f orientations.</p> <ul style="list-style-type: none"> • Inclusion of the Trevecca history video in all online and f2f orientations. • Weekly communication from dean to non-traditional faculty. • Creation of a non-traditional faculty listserv and student listserv. • Use of TNU4U for teams and committee minutes. • Use of Blackboard for all online and f2f courses for a minimum of absence tracking, provision of syllabi and documents, submission of assignments, and administration of end-of-course evaluations. • Hold student focus groups to gain critical feedback from current students. • Implement plan for marketing to current students. • Implement Pilot software for advisor tracking and communication with students. • Implement ImageNow in admissions and academics to provide access to relevant documents. 	
<p>Admissions/Recruitment – Graduate Counseling (MA/MMFT):</p>				
<p><u>Service outcome #1:</u> Students completing the MA in counseling, counseling psychology and the Masters in Marriage and Family Therapy will state that they were satisfied with the academic advising in the program</p>	<p>Student program evaluation completed by students during one of the practicum/ internship semesters</p>	<p>Over the past few academic years, the percentage of students indicating satisfaction with the academic advising has decreased. Currently, the program evaluation does not include a place for students to indicate when they began the program; to collect assessment results in a method that would indicate whether there has been improvement in meeting the criteria of success for this outcome. We need to determine how students in the <i>new</i> advising process are rating satisfaction with the academic advising. In an effort to gain some preliminary insight as to effectiveness of the new advising procedure, we collect feedback (anonymously) from students</p>	<p>A specific change we will implement to assist in distinguishing between students from the <i>new</i> advising procedure and those from the <i>former</i> is that we add a section to the program evaluation in which students are asked to identify the semester/year in which they began the program. With this information, if we do see some improvement over the next academic year, we can assess for a correlation between students' perception of the advising process and whether they completed the program under the former or the new advising procedure.</p>	<p>Heather Ambrefe, Assistant Director of Graduate Counseling</p>

3.3.1.3 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC / STUDENT SUPPORT UNITS

Outcome/Issue addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Implementation confirmed by...
		following the initial advising meeting, which incorporates the new process. As of this time, students are responding very positively to this first advising appointment. The hope is that this is an indication that this new process will improve students' advising experience in the program.		
Admissions/Recruitment – Graduate Counseling (PhD):				
<u>Service outcome #2:</u> Students completing the PhD. in Clinical Counseling, Teaching and Supervision will state that they were satisfied with the academic advising they received while in the program	Student program evaluation in the summer semester of the 2014-2015 academic year - survey statement, "I feel satisfied with the academic advising in the program."	This area being assessed did not meet expectations of outcomes/success. Upon analysis, the academic advising model for the PhD program is in need of revision. As the PhD program continues to change under its new accreditation, and as the cohort sizes continue to remain smaller in numbers due to the new FTE, the program recognizes the need for a more comprehensive advising process for its new students.	A new advising model will be proposed. In this new model, all students (beginning Fall 2015 and beyond) will now receive (1) academic advising, (2) research advising, and (3) faculty mentorship. All academic advising performed by Dr. Susan Lahey, doctoral program coordinator; all research advising performed by Dr. James Schut; and faculty mentorship split up amongst remaining doctoral program faculty. The more comprehensive assistance and relationship development offered to students through this model should increase outcome measurements for later assessment.	Dr. Susan Lahey, Director of the Ph.D. Program – Clinical Counseling
<u>Service outcome #4:</u> Students completing the PhD in Clinical Counseling, Teaching and Supervision will state that the format of the program worked well with their schedule of personal and professional demands.	Student program evaluation in the summer semester of the 2014-2015 academic year - survey statement, "The format of the program worked well with my schedule of personal and professional demands."	Although expectations are consistently met for this assessment area, it is determined that a better avenue of assessing program satisfaction, post-graduation, is needed.	For the 2015/2016 academic year, all PhD program graduates will be invited to participate in a survey regarding their experiences as a PhD student/candidate via SurveyMonkey, and the intended doctoral program assistant will follow-up on any unresponsive survey invitees.	Dr. Susan Lahey, Director of the Ph.D. Program – Clinical Counseling
Admissions/Recruitment – Graduate Physician Asst.:				
The Academic Support Team will promote achievement the educational outcomes of the Program by coordinating a Didactic curriculum which ensures student attainment of the AAPA Physician Assistant Competencies and	Student and faculty satisfaction with the Faculty-student advising process during the Didactic portion of the Program will be assessed using surveys completed by students	> The criteria for success were met on the student survey for all questions except for the question "I felt that the advising process helped me to make needed changes to my studies to maximize success" on the student survey. These data suggest that the students did feel that the advising process allowed them to successfully assess their academic performance and to share their thoughts	To improve the value of the Didactic phase advising process, certain changes could be implemented. The proper frequency of required Didactic phase advising meetings will be considered by the program faculty. It may be possible to still achieve the goals of the Didactic phase advising process (e.g. early detection of academic struggles, providing	Dr. Erica Martinez, Assistant Professor, Curriculum Coordinator, Graduate Physician Assistant Program

3.3.1.3 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC / STUDENT SUPPORT UNITS

Outcome/Issue addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Implementation confirmed by...
by supporting student success via faculty advising.	in the Class of 2016 and by faculty members involved in advising during the Didactic portion of the Program.	<p>about and suggestions for the Program. However, the students did not overwhelmingly agree that the process helped them to make needed changes to their studies to increase their success. Analysis of comments collected about the advising process in the survey suggested that many students were already doing well academically, and therefore, the advising process did not “help them to make needed changes” to their studies, as they did not have any changes needed. This could be a possible reason for not meeting the 75% needed for the criterion for success, but instead, only reaching 70.27% who did “Agree” or “Strongly agree” with the statement. Other comments collected on the advising survey for students included positive comments about the value of meeting with advisors on a regular basis to gain helpful advice and encouragement. However, some students commented that they felt the advising meetings were held too frequently for students who were not struggling academically, causing them not be the best use of time.</p> <p>> On the faculty survey, all criteria for success were met. These data suggest that the faculty felt that the advising process allowed them to successfully help students assess their academic performance and to hear and record students thoughts about and suggestions for the program. Other comments collected on the advising survey for students included positive comments about the value of having regular meetings with the students in order to identify and assist struggling students early in the process and the value of the meetings in getting to know the students personally. However, some faculty members felt that meetings for students who were not struggling academically were possibly held too frequently in the later didactic semesters.</p>	<p>advice and correction for academic problems, compilation of student concerns/suggestions about the program) by decreasing the frequency of required meetings with students who are not experiencing academic struggles in the second half of the Didactic phase. A policy for defining which students need to continue to be met with frequently and which students can have less frequent required meetings could be defined. Even if this change is implemented, there would still be the opportunity for students or faculty to initiate an advising meeting at any time if needed.</p> <p>A systematic compilation, analysis, and discussion of student comments/suggestion about the program by the faculty and staff will be implemented. Communication to the students about significant, actionable concerns should be carried out after the analysis and discussion has been completed.</p>	
Admissions/Recruitment – Nursing:				
Assessment plan submitted		Assessment results not submitted (transition to new on-campus coordinator)		

3.3.1.3 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC / STUDENT SUPPORT UNITS

Outcome/Issue addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Implementation confirmed by...
Center for Leadership, Calling, Service (CLCS):				
<p><u>Service outcome #2:</u> Assist students looking for jobs on campus for the second semester,</p>	<p>Survey of departments who hire students will be done over email to gauge interest in attending a spring fair. At the fair, a survey of students will be done to see if they are new the TNU that semester and looking for a job on campus for the first time, or if they have been looking for 1 or more semesters.</p>	<p>The outcome was not met due to only 3 Departments attending the fair. We did not track the hiring response rate due to extremely low attendance.</p>	<p>We plan to move the Spring Fair from Jan to April in partnership with the new iWork program to place students for Fall in on-campus jobs. A Fall on campus job fair will be held to place students for the upcoming Spring semester. We are considering an online job fair option as well.</p>	<p>Michelle Gaertner, Director, Center for Leadership, Calling, and Service (CLCS)</p>
Library				
<p><u>Service outcome #1:</u> The Library will provide quality services to its patrons by providing space for study and group collaboration.</p>	<p>The library will survey students through a variety of channels during November 2014 and March 2015 to determine their level of satisfaction with the new technology and seating on the main level and in the IRC.</p>	<p>Overall, those students who responded were very happy with the new technology and seating. Several suggestions were made for improvements, such as scattering the seating around throughout more of the library.</p>	<p>10/1/2015: Now that construction and other changes are nearly complete, we have made the following changes: a. moved some of the soft seating so that some is further from the service desks. (Comments were: “I think I would sit there if it wasn’t right in front of the librarian’s desk.” And “Put them further away from the workers!”) b. moved the mediascape tables away from the coffee shop space to quieter, less visible spaces on the main floor. Comments were: “[The media tables] should be in a private-er place.” And “Put them further away from the workers!”)</p>	<p>Dr. Ruth Kinnersley, Associate Professor, Director of Library Services</p>
<p><u>Service outcome #2:</u> The Library will provide quality services to its patrons by helping students with research and informational needs.</p>	<p>A short survey will be included in each research guide for a specific subject area and/or class so that students can indicate their perception of the usefulness of the guide(s). Space for comments will be included. The survey will be available</p>	<p>Those students who responded to the survey indicated that they found the Research Guide they were using to be helpful, and out of 42 responses, 17 (40%) found the information to be “very useful” while 15 (37%) responded it the information in the guide was “useful.” Analysis of comments lead to three suggestions: > Events page: “Could you put a calendar on it somewhere so we can see when events are scheduled, without having to go to every single tab? That would be really helpful!” > Psychology guide: “I keep finding articles the</p>	<p>10/7/2015: Analysis of the comments made on the survey revealed the following areas where changes could be made: > Events page: “Could you put a calendar on it somewhere so we can see when events are scheduled, without having to go to every single tab? That would be really helpful!” <u>This has been done.</u> > INT 1900 (freshman LEAP Course) guide: “Most of the information I found through this site told me I had to buy it. It wouldn’t let me view it for free. Every single link I clicked</p>	<p>Dr. Ruth Kinnersley, Associate Professor, Director of Library Services</p>

3.3.1.3 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC / STUDENT SUPPORT UNITS

Outcome/Issue addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Implementation confirmed by...
	October 2014 through April 2015.	<p>library DOES NOT have. Graduate courses are only 6 weeks long, so having to request a majority of my articles can make research and projects difficult. Could the library possibly subscribe to more journals? Thank you!!” This request is not specific enough to address. We will work with psychology faculty to identify needed journals, or to see if we can direct students to databases where more content is available.</p> <p>> INT 1900 (freshman LEAP Course) guide: “Most of the information I found through this site told me I had to buy it. It wouldn't let me view it for free. Every single link I clicked when searching through google scholar for example told me that I have to purchase it in order to view it.</p>	<p>when searching through google scholar for example told me that I have to purchase it in order to view it.” <u>We will work with LEAP group leaders to direct students to our databases and away from Google Scholar for their assignments.</u></p>	

Associate Provost and Dean of Enrollment Management:

Admissions/Recruitment – Traditional Undergrad.				
Assessment plan submitted		Assessment results submitted	* No specific change provided *	Holly Whitby, Associate Provost, Dean of Enrollment Management

Associate Provost and Dean of Student Development:

Dean’s Office – Residential/Community Life				
<p><u>Operation outcome #1:</u> Student leaders will have an understanding of the steps of risk management as it relates to performing their roles on campus.</p>	<p>1a. A survey will be administered to participants of LEAD student leadership program at the end of the fall 2014 semester asking them to define “risk” and to identify the 3 steps of risk management.</p> <p>1b. A follow-up survey will be administered to the same students at the end of the spring 2015</p>	<p>To assess that risk management knowledge was obtained and sustained throughout the year, student leaders were quizzed in the mid-term of the first semester and at the end of the second semester. The definition of risk and the 3 steps of risk management were explained in the fall semester, printed cards with the information were distributed, and each participant was reminded via email of the material.</p> <p>In the fall assessment 69% of student leader respondents accurately defined the term “risk” on an open ended survey question. Through further teaching the number of participants who correctly defined “risk” increased to 75% in the spring</p>	<p>Risk Assessment will be taught and emphasized more throughout the academic year:</p> <ul style="list-style-type: none"> Initial teaching and handout will be conducted at Leadership Summit prior to the beginning of the semester The material will be re-presented at the monthly LEAD workshops When new student leaders are hired/selected/elected the material will be presented to them 	Steve Harris, Associate Provost and Dean of Student Development

3.3.1.3 – 2014 – 2015 IMPROVEMENTS BASED ON ASSESSMENT – ACADEMIC / STUDENT SUPPORT UNITS

Outcome/Issue addressed	Specific means of assessment	Analysis of assessment	Specific evidence of improvement based on analysis of assessment results for services/operations	Implementation confirmed by...
	semester asking them to define “risk” and to identify the 3 steps of risk management.	semester, assessed with the same instrument. In the fall semester 87% of participants were able to correctly identify the 3 steps of risk management, and this number dropped to 77% correct responses in the second assessment at the end of the spring semester.		
Intercollegiate Athletics				
Assessment plan submitted		Assessment results submitted	* No specific change provided *	Jayme Crowley, Assistant Professor, Exercise and Sport Science, Volleyball Coach

Trevecca Nazarene University
Assessment Status
Student Learning Outcomes (3.3.1.1)
2014 - 2015 (as of 3/31/2016)

	Learning Outcome	Learning Outcomes (Plan)	Means Assess & Criteria for Success (Plan)	Date Plan Rec'd	Assess Results & Use of Assess (Due Aug 1)	Date Results Analysis Rec'd	Specific change planned / implemented (Yes or No)	Report Preparer Or Dept Contact
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SCHOOL OF ARTS & SCIENCES:

Department of Communication Studies:

B.A. - Dramatic Arts		(No report submitted)			(No report submitted)		No report	J.Frame
B.A./B.S. - Communication Studies		Rec'd	Rec'd	4/10/15	Mtg. update	3/22/16	Yes	D. Lepter
B.S.- Organization Communication		Rec'd	Rec'd	4/10/15	Mtg. update	3/22/16	Yes	D. Lepter
B.S.- Interpersonal Communication		Rec'd	Rec'd	4/10/15	Mtg. update	3/22/16	No	D. Lepter
B.S.- Media Arts and Studies		(Assessment contact not assigned)			(Assessment contact not assigned)		No report	Not assigned
B.S.- Multimedia Journalism		Rec'd	Rec'd	10/27/14	Rec'd	9/16/15	No students	L.Welch

Department of English:

B.A.- English		Rec'd	Rec'd	3/20/15	Rec'd	7/31/15	No	J.Philip
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Department of Music:

B.A.- Music (Commercial)		Rec'd	Rec'd	4/1/15	Rec'd	8/13-9/25	Yes	D.Diehl
B.S.- Music (General)		Rec'd	Rec'd	4/1/15	Rec'd	8/13-9/25	Yes	D.Diehl
B.S.- Music Education		Rec'd	Rec'd	4/1/15	Rec'd	8/13-9/25	Yes	D.Diehl

Department of Exercise & Sport Science:

B.S.- Exercise Science - (core curriculum)		Rec'd	Rec'd	4/27/15	Rec'd	10/23/15	No	T.Johnson
Personal Training / Strength & Conditioning (concen)		Rec'd	Rec'd	4/27/15	Rec'd	10/23/15	No	T.Johnson
Pre-Physical Therapy (concentration)		Rec'd	Rec'd	4/27/15	Rec'd	10/23/15	No	T.Johnson
Pre-Occupational Therapy / Athletic Training (concen)		Rec'd	Rec'd	4/27/15	Rec'd	10/23/15	No	T.Johnson
B.S.- Sports Management - (core curriculum)		Rec'd	Rec'd	4/27/15	Rec'd	10/5/15	Yes	J.Cole
Coaching/Recreation (concentration)		Rec'd	Rec'd	4/27/15	Rec'd	10/5/15	Yes	J.Cole
Ministry (concentration)		Rec'd	Rec'd	4/27/15	Rec'd	10/5/15	Yes	J.Cole
B.S.- P.E. Education (core curriculum)		Rec'd	Rec'd	4/27/15	Rec'd	10/8/15	No students	J.Cole

Department of Science & Mathematics:

B.S.- Biology		Rec'd	Rec'd	3/30/15	Rec'd	9/15/15	Yes	F. Cawthorne	
B.S.- Chemistry		Rec'd	Rec'd	3/30/15	Rec'd	9/15/15	Yes	F. Cawthorne	
B.S.- Physics / B.S. Applied Physics		Rec'd	Rec'd	3/30/15	Rec'd	9/15/15	Yes	F. Cawthorne	
B.S.- General Science		(No students at point of assessment)						F. Cawthorne	
B.S.N. - Nursing (Belmont curriculum)		(Learning outcomes assessed - Belmont University)				(Learning outcomes assessed - Belmont University)			E.Musick
B.S.- Math - Pure / Math - Applied	Revised	Rec'd	Rec'd	5/19/15	Rec'd	8/3/15	Yes	S.Stueckle	

Department of Social & Behavioral Sciences:

Trevecca Nazarene University
Assessment Status
Student Learning Outcomes (3.3.1.1)
2014 - 2015 (as of 3/31/2016)

	Learning Outcome	Learning Outcomes (Plan)	Means Assess & Criteria for Success (Plan)	Date	Assess Results & Use of Assess (Due Aug 1)	Date	Specific change planned / implemented (Yes or No)	Report Preparer Or Dept Contact
Major <u>or</u> Major + Concentration <u>or</u> Major + Professional Minor	Map (Plan)	(Due Oct 1)	(Due Oct 1)	Plan Rec'd	Results Rec'd	Results Rec'd		
B.A.- History and/or Political Science		Rec'd	Rec'd	3/25/15	Rec'd	7/20/15	Yes	E.Hayden
B.A.- Sociology		Rec'd	Rec'd	4/16/15	(No report submitted)		No report	L.Woods
B.S.- Behavioral Science	Revised	Rec'd	Rec'd	4/7/15	Rec'd	10/10/15	Yes	D.Kintner
B.S.- Criminal Justice Studies		Rec'd	Rec'd	4/16/15	(No report submitted)		No report	L.Woods
B.S.- Psychology	Revised	Rec'd	Rec'd	3/25/15	Rec'd	8/31/15	Yes	R.Carden
B.S.S.W.- Social Work		Rec'd	Rec'd	10/22/15	Rec'd	10/15/15	No	S. Bollinger

SCHOOL OF BUSINESS AND TECHNOLOGY:

Department of Business Administration:

B.B.A.- Core Curriculum	Revised	Rec'd	Rec'd	9/24/14	Rec'd	5/8/15	Yes	G.Runyan
B.B.A.- Accounting/Professional Accountancy (concen)	Revised	Rec'd	Rec'd	9/24/14	Rec'd	5/8/15	Yes	G.Runyan
B.B.A.- Community Development (concentration)		Rec'd	Rec'd	9/24/14	Rec'd	5/12/15	No	G.Runyan
B.B.A.- International Business (concentration)		Rec'd	Rec'd	9/24/14	Rec'd	5/8/15	No students	G.Runyan
B.B.A.- Management (concentration)		Rec'd	Rec'd	9/24/14	Rec'd	5/8/15	Yes	G.Runyan
B.B.A.- Marketing (concentration)		Rec'd	Rec'd	9/24/14	Rec'd	8/6/15	No	G.Runyan
B.B.A.- Music Business (concentration)		Rec'd	Rec'd	9/24/14	Rec'd	5/8/15	No	G.Runyan

Department of Information Technology:

B.B.A.- Digital Multimedia Communication (concentration)		Rec'd	Rec'd	10/3/14	Rec'd	10/1/15	No students	M.Leih
B.B.A.- E-Commerce (concentration)		Rec'd	Rec'd	10/3/14	Rec'd	10/1/15	No students	M.Leih
B.B.A.- Information Technology (concentration)		Rec'd	Rec'd	10/3/14	Rec'd	9/16/15	No students	M.Leih
A.S. / B.S.- Information Technology (core curriculum)		Rec'd	Rec'd	10/3/14	Rec'd	9/16/15	Yes	M.Leih
B.S.- Info Tech-Specialized Computing (concentration)	Revised	Rec'd	Rec'd	10/3/14	Rec'd	9/16/15	Yes	M.Leih
B.S.- Info Tech-Web Development (concentration)	Revised	Rec'd	Rec'd	10/3/14	Rec'd	9/16/15	Yes	M.Leih
B.S.- Graphic Design and Technology	Revised	Rec'd	Rec'd	10/3/14	Rec'd	9/16/15	No	M.Leih

Adult Studies Programs:

B.A.- M.H.R. (degree completion)		(No report submitted)			(No report submitted)		No Report	H.Frederick
B.S.- Computer Information Tech (degree completion)		Rec'd	Rec'd	10/3/14	Rec'd	9/16/15	No	M.Leih
B.S.- Health Information Tech. (degree completion)	Revised	Rec'd	Rec'd	10/17/14	Rec'd	7/23/15	Yes	B.Norris
M.B.A. / M.S.- Management		Rec'd	Rec'd	4/20/15	Rec'd	11/24/15	Yes	R. Mann
M.S. - Information Technology		(Program discontinued)			(Program discontinued)		Prg. Discontinued	M. Leih

Graduate Physician Assistant Program:

M.S.M. - Physician Assistant	Revised	Rec'd	Rec'd	12/11/15	Rec'd	9/1/15	Yes	E.Martinez
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Graduate Counseling Program:

Trevecca Nazarene University
Assessment Status
Student Learning Outcomes (3.3.1.1)
2014 - 2015 (as of 3/31/2016)

	Learning Outcome	Learning Outcomes (Plan)	Means Assess & Criteria for Success (Plan)	Date	Assess Results & Use of Assess (Due Aug 1)	Date	Specific change planned / implemented (Yes or No)	Report Preparer Or Dept Contact
M.A.- Counseling / M.M.F.T - Marriage and Family Therapy	Revised	Rec'd	Rec'd	9/29/14	Rec'd	8/4/15	Yes	Wilson/ Ambrefe
Ph.D.- Clinical Counseling: Teaching & Supervision	Revised	Rec'd	Rec'd	1/24/15	Rec'd	3/4/16	Yes	S.Lahey

SCHOOL OF EDUCATION:

B.S. - Interdisciplinary Studies - Early Childhood Pre-K-3	Revised	Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
B.S. - Interdisciplinary Studies - Elementary Educ. K-6	Revised	Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
B.S. - Special Education K-12	Revised	Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
B.S. - Secondary Education	Revised	Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
M.A. - Teaching K-6 / 7-12	Revised	Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
M.A.E.- Teaching K-6 (5th year program)	Revised	Rec'd	Rec'd	10/1/14	Program discontinued		Prg. Discontinued	J.Bivens
M.Ed.- Curriculum, Assessment, & Instruction K-12		Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
M.Ed.- Educational Leadership K-12		Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
M.Ed.- Visual Impairments Special Education		Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
M.L.I.S.- Library & Information Science K-12	Revised	Rec'd	Rec'd	10/1/14	Rec'd	9/17/15	Yes	J.Bivens
Ed.S.- Turnaround School Leadership		(Program first enrollment - Spring 2015)			(Program first enrollment - Sp		N/A	J.Bivens
Ed.D.- Leadership & Professional Practice	Revised	Rec'd	Rec'd	10/1/14	Rec'd	11/13/15	Yes	A. Patterson

SCHOOL OF THEOLOGY & CHRISTIAN MINISTRY:

B.A. - Religion / Religious Studies (Profess. Minors = Worship Ministry, Pastoral Ministry, Youth Ministry, Children's Ministry, Compassionate Ministry, Intercultural Studies)		Rec'd	Rec'd	12/15/14	Rec'd	3/3/16	Yes	T.Green
B.A.- Intercultural Studies		Rec'd	Rec'd	12/15/14	Rec'd	3/3/16	Yes	T.Green
B.A.- Christian Ministry Program (degree-completion)	Revised	Rec'd	Rec'd	4/10/15	Rec'd	7/30/15	No	G.Pusey
M.A.- Religious Studies (Preaching, Biblical Studies, Theological Studies, Pastoral Arts)		Rec'd	Rec'd	12/15/14	Rec'd	11/4/15	Yes	T.Green

INTERDISCIPLINARY PROGRAMS:

A.A. - General Studies (See Gen. Educ. Core)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Certificate - Praise and Worship	Revised	Rec'd	Rec'd	10/2/14	Rec'd	8/19/15	Yes	S.Green
B.S. - Social Justice (Profess. Minors = Nonprofit & Congregational Worship, Public Policy, Environmental Justice)	Rec'd	Rec'd	Rec'd	4/16/15	Rec'd	11/4 - 11/19/15	Yes	J.Casler
B.A. - Worship Arts / Worship & Church Ministry	Revised	Rec'd	Rec'd	2/20/15	Rec'd	8/14/15	Yes	S.Green
M.O.L.-Organizational Leadership	Revised	Rec'd	Rec'd	4/16/15	Rec'd	10/30/15	Yes	T. Middendorf

GENERAL EDUCATION CORE COMPETENCIES:

General Education Core Competencies (Trad. Ugrad.)		Rec'd	Rec'd	10/24/14	Rec'd	11/24/15	Yes	J.Cole
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Trevecca Nazarene University
Assessment Status
Administrative Support Units (3.3.1.2)
2014 - 2015 (as of 03/31/2016)

ADMINISTRATIVE SUPPORT UNITS	Service Outcomes	Means Assess & Criteria for Success	Date Plan Rec'd	Assess Results & Use of Assess (Due Aug 1)	Date Results Analysis Rec'd	Specific change planned / implemented (Yes or No)	Report Preparer or Unit Contact
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External Relations:

External Relations Office - Alumni Relations, Corporate/Planned Giving, Development, Marketing/Communication	Rec'd	Rec'd	10/1/14	Rec'd	8/13/15	Yes	C. Grant
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University Provost:

Assoc. Provost - Student Development:

Security	Rec'd	Rec'd	9/29/14	Rec'd	7/30/15	Yes	N Robinson
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Institutional Research:

Office of Institutional Research	Rec'd	Rec'd	10/23/14	Rec'd	5/15/15	Yes	D Tudor
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Financial Services:

Financial Services (Accounting/ Fin. Aid/ Mail Ser.)	Rec'd	Rec'd	9/30/14	Rec'd	9/1/15	Yes	C Seaman
Human Resources	(No report submitted)			(No report submitted)		No report	S Sexton
Information Technology	Rec'd	Rec'd	1/8/15	(No report submitted)		No report	T. Johnson
Plant Operations	Rec'd	Rec'd	6/4/15	Rec'd	6/14/15	No	C.da Cunha

Trevecca Nazarene University
Assessment Status
Academic & Student Support Units (3.3.1.3)
2014 - 2015 (as of 03/31/2016)

Academic & Student Support Units	Service Outcomes (Due Oct 1)	Means Assess & Criteria for Success (Due Oct 1)	Date Plan Rec'd	Assess Results & Use of Assess	Date Results Analysis	Specific change planned / implemented (Yes or No)	Report Preparer or Unit Contact
				(Due Aug 1)	Rec'd		

Office of the President:

Office of the Chaplain	Rec'd	Rec'd	12/8/14	Rec'd	7/24/15	No	H.Daugherty
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University Provost:

Assoc. Vice President - Academic Services

Academic Records	(No report submitted)			(No report submitted)		No report	B. Niece
Center for Innovative Instruction	Rec'd	Rec'd	4/30/15	Rec'd	4/30/15	Yes	L.Daniels
School of Graduate and Continuing Studies: (formerly College of Lifelong Learning - CLL)	Rec'd	Rec'd	9/28//15	Rec'd	9/28/15	Yes	H. Frederick
Admiss/Recruit. - Christian Ministry (Sal.Army)							
Admiss/Recruit. - CIT, HIT, MHR							
Admiss/Recruit. - Graduate Business							
Admiss/Recruit. - Graduate Education							
Admiss/Recruit. - Graduate Organiz. Leadership							
Admiss/Recruit. - Graduate Religion							
Admiss/Recruit. - Graduate Counseling (MA/MMFT)	Rec'd	Rec'd	9/29/14	Rec'd	8/4/15	Yes	Wilson/Ambrefe
Admiss/Recruit. - Graduate Counseling (PhD)	Rec'd	Rec'd	1/24/15	Rec'd	3/4/216	Yes	S. Lahey
Admiss/Recruit. - Graduate Physician Assist.	Rec'd	Rec'd	12/11/14	Rec'd	9/1/15	Yes	E.Martinez
Admiss/Recruit. - Nursing	Rec'd	Rec'd	10/1/14	(No report submitted)		Transition - new director	C.Hendon / E.Musick
Center for Leadership, Calling, & Service (Academic Services /Assess/Retention/ Disability Ser./ Counseling)	Rec'd	Rec'd	10/1/14	Rec'd	9/14/15	Yes	M.Gaertner
Library	Rec'd	Rec'd	10/1/14	Rec'd	7/23/15	Yes	R.Kinnersley

Assoc. Provost - Enrollment Management:

Admissions/Recruitment - Undergraduate	Rec'd	Rec'd	4/14/15	Rec'd	9/23/15	No	H.Whitby
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Assoc. Provost - Student Development:

Dean's Office (Residential Life / Community Life)	Rec'd	Rec'd	10/21/14	Rec'd	9/28/15	Yes	S Harris
Intercollegiate Athletics	Rec'd	Rec'd	9/29/14	Rec'd	8/4/15	No	J. Crowley