

# **Trevecca Nazarene University**

## **Assessment Process Review - 2015- 2016**

*(Prepared by the Office of Institutional Effectiveness  
(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 2015-2016 assessment cycle was the seventeenth assessment cycle completed by the university.

### **2015-2016 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 & general education competencies = 81
  - Planned and/or implemented improvements = 51 (63%)
  - Did not report improvements = 9 (11%)
  - Did not submit a complete report = 5 (6%)
  - No students at point of assessment = 16 (20%)
- 3.3.1.2 – Administrative support units
  - Total administrative support units = 7
  - Planned and/or implemented improvements = 5 (71%)
  - 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 = 13 (100%)

##### ➤ **Strengths of 2015-2016 assessment cycle:**

- 11% of academic major reports did not document an improvement for the 2015-16 assessment cycle. This was a decrease over 2014-15 when 19% did not document an improvement.
- 71% of administrative support units and 100% of academic & student support units reported improvements based on assessment which is an increase over 2014-15 (57% and 62% respectively).

Documenting reasonable analysis and implementing improvements are the ultimate goals of the assessment process and was identified as a deficiency on the university's last SACSCOC on-site visit report. The diligent support from the Cabinet and School Deans is essential to the process of improving student learning and administrative services/operations.

##### ➤ **Weaknesses of 2015-2016 assessment cycle:**

- 20% of academic major reports documented that there were either no students enrolled in the major or no students were at the point of assessment. This showed an increase over 2014-15 when 10% of majors reported no students were enrolled or there were no students at the point of assessment. This may have contributed to the slightly lower percentage of academic reports that could report an improvement.
- 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. The final reporting deadline was lengthened from August 1 to August 31 for the 2016-17 assessment cycle.
- **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*)

**Trevecca Nazarene University**  
**Assessment Status**  
**Student Learning Outcomes (3.3.1.1)**  
**2015 - 2016**

Major <i>or</i> Major + Concentration <i>or</i> Major + Professional Minor	Plan			Results			Specific change planned / implemented (Yes or No) Date Rec'd	Follow-up Narrative Requested Date Rec'd	Report Preparer Or Dept Contact
	Learning Outcome	Learning	Means Assess & Criteria for	Assess	Results	Date Rec'd			
	Map Update	Outcomes	Success	Results	Analysis				
	(Due Oct 1) Date Rec'd	(Due Oct 1) Date Rec'd	(Due Oct 1) Date Rec'd	(Due Aug 1) Date Rec'd	(Due Aug 1) Date Rec'd				
<b>SCHOOL OF ARTS &amp; SCIENCES:</b>									
<b>Department of Communication Studies:</b>									
A.S.- Professional Communication	No students enrolled in major			No students enrolled in major					
B.A.- Dramatic Arts		--	--	--	--	Yes	3/28/2017	J.Frame	
B.A./B.S. - Communication Studies		3/23/2016	3/23/2016	--	--	No		D. Lepter	
B.S.- Interpersonal Communication		3/23/2016	3/23/2016	No students at point of assessment				Lepter/Welch	
B.S.- Organizational Communication		3/23/2016	3/23/2016	--	--	Yes	3/3/2017	Lepter/Wells	
B.S.- Media Arts and Studies (core curriculum)		--	--	--	--	No		Lepter/Welch	
TV/Film Production (concentration)		--	--	--	--	Yes	3/24/2017	S. Conley	
Media Studies (concentration)		--	--	--	--	No		Lepter/Welch	
B.S.- Multimedia Journalism		3/2/2016	3/2/2016	--	--	Yes	2/24/2017	Welch/Weedman	
<b>Department of English:</b>									
A.A.- Creative Writing		11/9/2015	11/9/2015	No students enrolled in major				J.Philip	
B.A.- English		11/4/2015	11/4/2015	8/26/2016	8/26/2016	Yes		J.Philip	
<b>Department of Exercise &amp; Sport Science:</b>									
B.S.- Exercise Science - (core curriculum)		12/1/2015	12/1/2015	5/18/2016	5/18/2016	No		T.Johnson	
Personal Training / Strength & Conditioning (concen)		12/1/2015	12/1/2015	5/18/2016	5/18/2016	No		T.Johnson	
Pre-Physical Therapy (concentration)		12/1/2015	12/1/2015	5/18/2016	5/18/2016	No		T.Johnson	
Pre-Occupational Therapy / Athletic Training (concen)		12/1/2015	12/1/2015	5/18/2016	5/18/2016	No		T.Johnson	
B.S.- Sports Management - (core curriculum)		12/18/2015	12/18/2015	5/23/2016	5/23/2016	Yes		J.Cole	
Coaching/Recreation (concentration)		12/18/2015	12/18/2015	5/23/2016	5/23/2016	Yes		J.Cole	
Ministry (concentration)		12/18/2015	12/18/2015	No students at point of assessment				J.Cole	
<b>Department of Science &amp; Mathematics:</b>									
B.S.- Biology		12/1/2015	12/1/2015	9/5/2016	9/5/2016	Yes		F. Cawthorne	
B.S.- Chemistry		12/1/2015	12/1/2015	9/5/2016	9/5/2016	Yes		F. Cawthorne	
B.S.- Physics / Applied Physics		9/5/2016	9/5/2016	9/5/2016	9/5/2016	Yes		F. Cawthorne	
B.S.- General Science	(Assessed within Biol./Chem./Physics)			(Assessed within Biol./Chem./Physics)				F. Cawthorne	
B.S.N. - Nursing (Belmont curriculum)	(Belmont curriculum assessed)			(Report requested from Belmont Nursing Prg)				K.Jordan(Belmont)	
A.S./ B.S.- Math - Pure / Math - Applied		11/5/2015	11/5/2015	11/8/2016	11/8/2016	Yes		S.Stueckle	
<b>Department of Social &amp; Behavioral Sciences:</b>									
B.A.- History and/or Political Science	9/28/2015	9/28/2015	9/28/2015	7/19/2016	7/19/2016	Yes		E.Hayden	
B.A.- Sociology	Sabbatical	Sabbatical	Sabbatical	--	--	No		L.Woods	
B.S.- Behavioral Science		7/27/2016	7/27/2016	7/27/2016	7/27/2016	Yes		D.Kintner	
A.S. / B.S.- Criminal Justice Studies	Sabbatical	Sabbatical	Sabbatical	--	--	No		L.Woods	
B.S.- Psychology	10/20/2015	10/20/2015	10/20/2015	7/31/2016	7/31/2016	Yes		R.Carden	
B.S.S.W.- Social Work		10/1/2015	10/1/2015	8/4/2016	8/4/2016	Yes		S.Bollinger	

**Trevecca Nazarene University**  
**Assessment Status**  
**Student Learning Outcomes (3.3.1.1)**  
**2015 - 2016**

Major <u>or</u> Major + Concentration <u>or</u> Major + Professional Minor	Plan			Results			Specific change planned / implemented (Yes or No) Date Rec'd	Follow-up Narrative Requested Date Rec'd	Report Preparer Or Dept Contact
	Learning Outcome	Learning Outcomes	Means Assess & Criteria for Success	Assess Results	Results Analysis				
	Map Update (Due Oct 1) Date Rec'd	(Due Oct 1) Date Rec'd	(Due Oct 1) Date Rec'd	(Due Aug 1) Date Rec'd	(Due Aug 1) Date Rec'd				
<b>SCHOOL OF BUSINESS AND TECHNOLOGY:</b>									
<b>Department of Business Administration:</b>									
A.S.- Business	9/30/2015	9/30/2015	9/30/2015	No students at point of assessment					G.Runyan
B.S.- Business	9/30/2015	9/30/2015	9/30/2015	No students enrolled in major					G.Runyan
B.B.A.- Core Curriculum	9/30/2015	9/30/2015	9/30/2015	5/11/2016	5/11/2016	Yes			G.Runyan
B.B.A.- Accounting/Professional Accountancy (concen)	9/30/2015	9/30/2015	9/30/2015	6/30/2016	6/30/2016	Yes			G.Runyan
B.B.A.- Community Development (concentration)	9/30/2015	9/30/2015	9/30/2015	No students enrolled in major					G.Runyan
B.B.A.- International Business (concentration)	9/30/2015	9/30/2015	9/30/2015	No students at point of assessment					G.Runyan
B.B.A.- Management (concentration)	9/30/2015	9/30/2015	9/30/2015	5/11/2016	5/11/2016	Yes			G.Runyan
B.B.A.- Marketing (concentration)	9/30/2015	9/30/2015	9/30/2015	8/16/2016	8/16/2016	Yes			G.Runyan
B.B.A.- Music Business (concentration)	9/30/2015	9/30/2015	9/30/2015	5/11/2016	5/11/2016	Yes			G.Runyan
<b>Department of Information Technology:</b>									
B.B.A.- Digital Multimedia Communication (concentration)	10/1/2015	10/1/2015	10/1/2015	No students at point of assessment					M.Leih
B.B.A.- E-Commerce (concentration)	10/1/2015	10/1/2015	10/1/2015	No students at point of assessment					M.Leih
B.B.A.- Information Technology (concentration)	10/1/2015	10/1/2015	10/1/2015	5/6/2016	5/6/2016	Yes			M.Leih
A.S. / B.S.- Information Technology (core curriculum)	10/1/2015	10/1/2015	10/1/2015	5/6/2016	5/6/2016	Yes			M.Leih
Info Tech-Specialized Computing (concentration)	10/1/2015	10/1/2015	10/1/2015	5/6/2016	5/6/2016	Yes			M.Leih
Info Tech-Web Development (concentration)	10/1/2015	10/1/2015	10/1/2015	No students at point of assessment					M.Leih
B.S.- Graphic Design and Technology	10/1/2015	10/1/2015	10/1/2015	5/6/2016	5/6/2016	Yes			M.Leih
<b>Graduate Business Programs:</b>									
M.B.A. / M.S.- Management		12/5/2016	12/5/2016	12/5/2016	12/5/2016	Yes			R. Mann
<b>SCHOOL OF EDUCATION:</b>									
B.S. - Interdisciplinary Studies - Early Childhood Pre-K-3	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
B.S. - Interdisciplinary Studies - Elementary Educ. K-6	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
B.S. - Special Education K-12	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
B.S. - Secondary Education	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
M.A. - Teaching K-6 / 7-12	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
M.Ed.- Curriculum, Assessment, & Instruction K-12	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
M.Ed.- Educational Leadership K-12	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
M.Ed.- English Second Language PreK-12	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
M.Ed.- Visual Impairments Special Education	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
M.L.I.S.- Library & Information Science K-12	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	Yes			J.Bivens
Ed.S.- Turnaround School Leadership	1/21/2016	1/21/2016	1/21/2016	9/13/2016	9/13/2016	No			J.Bivens
<b>SCHOOL OF GRADUATE AND CONTINUING STUDIES:</b>									

Trevecca Nazarene University											
Assessment Status											
Student Learning Outcomes (3.3.1.1)											
2015 - 2016											
Major <i>or</i> Major + Concentration <i>or</i> Major + Professional Minor	Plan			Results			Specific change planned / implemented (Yes or No) Date Rec'd	Follow-up Narrative Requested Date Rec'd	Report Preparer Or Dept Contact		
	Learning Outcome	Learning Outcomes	Means Assess & Criteria for Success	Assess Results	Results Analysis						
	Map Update (Due Oct 1) Date Rec'd	Outcomes (Due Oct 1) Date Rec'd	Success (Due Oct 1) Date Rec'd	(Due Aug 1) Date Rec'd	(Due Aug 1) Date Rec'd						
<b>Adult Studies Programs (degree completion):</b>											
A.A. - General Studies (Adult Studies)	No students at point of assessment			No students at point of assessment					H.Frederick		
A.A.- Christian Ministry (adult studies)	No students at point of assessment			No students at point of assessment					H.Frederick		
A.S.- Business Management	No students at point of assessment			No students at point of assessment					H.Frederick		
B.A.- Manangement and Human Relations	10/14/2016	10/14/2016	10/14/2016	10/14/2016	10/14/2016	Yes			H.Frederick		
B.S.- Computer Information Technology	10/1/2015	10/1/2015	10/1/2015	5/6/2016	5/6/2016	No			M.Leih		
B.S.- Health Care Administration	9/22/2015	9/22/2015	9/22/2015	No students at point of assessment					B.Norris		
B.S.- Health Information Technology		9/22/2015	9/22/2015	8/1/2016	8/1/2016	Yes			B.Norris		
M.O.L.-Organizational Leadership	10/30/2015	10/30/2015	10/30/2015	9/6/2016	9/6/2016	Yes			T. Middendorf		
Ed.D.- Leadership & Professional Practice		11/13/2015	11/13/2015	9/19/2016	9/19/2016	Yes	10/24/2016		A.Patterson		
General Education competencies (Non-traditional) <i>(associate only - begin assesssment 2017-18)</i>									H.Frederick		
<b>SCHOOL OF MUSIC AND WORSHIP ARTS:</b>											
<b>Department of Music:</b>											
A.A.- Music	1/8/2016	1/8/2016	1/8/2016	No students enrolled in major					D.Diehl		
B.A. - Music (Commercial)	1/8/2016	1/8/2016	1/8/2016	7/14/2016	10/10/2016	Yes			D.Diehl		
B.S. - Music (General)	1/8/2016	1/8/2016	1/8/2016	7/14/2016	--	No			D.Diehl		
B.S.- Music Education	1/8/2016	1/8/2016	1/8/2016	7/14/2016	10/12/2016	No			D.Diehl		
B.M.-Theory & Composition	1/8/2016	1/8/2016	1/8/2016	7/14/2016	10/13/2016	No			D.Diehl		
Certificate/ AA - Praise and Worship	9/29/2015	9/29/2015	9/29/2015	--	--	Yes	9/18/2016		M.Hosny		
B.A. - Worship Arts / Worship & Church Ministry	9/29/2015	9/29/2015	9/29/2015	10/31/2016	10/31/2016	Yes	10/31/2016		S.Green		
<b>SCHOOL OF THEOLOGY &amp; CHRISTIAN MINISTRY:</b>											
B.A. - Religion / Religious Studies (Profess. Minors = Worship Ministry, Pastoral Ministry, Youth Ministry, Children's Ministry, Compassionate Ministry, Intercultural Studies)	11/2/2015	11/2/2015	11/2/2015	10/29/2016	10/29/2016	Yes			T.Green		
B.A.- Intercultural Studies	11/2/2015	11/2/2015	11/2/2015	10/29/2016	10/29/2016	Yes			T.Green		
B.A.- Christian Ministry (Salvation Army)(adult studies)	10/7/2015	12/1/2015	12/1/2015	8/15/2016	8/15/2016	Yes			G.Pusey		
M.A.- (Biblical & Theological Studies; Christian Ministry)	11/4/2015	11/4/2015	11/4/2015	10/31/2016	10/31/2016	Yes	11/2/2016		T.Green		
<b>Graduate Physician Assistant Program:</b>											
M.S.M. - Physician Assistant	10/1/2015	10/1/2015	10/1/2015	8/31/2016	8/31/2016	Yes			E.Martinez		
<b>Graduate Counseling Program:</b>											

Trevecca Nazarene University									
Assessment Status									
Student Learning Outcomes (3.3.1.1)									
2015 - 2016									
Major <i>or</i> Major + Concentration <i>or</i> Major + Professional Minor	Plan			Results			Specific change planned / implemented (Yes or No) Date Rec'd	Follow-up Narrative Requested Date Rec'd	Report Preparer Or Dept Contact
	Learning Outcome	Learning	Means Assess & Criteria for	Assess	Results	Date Rec'd			
	Map Update	Outcomes	Success	Results	Analysis				
	(Due Oct 1) Date Rec'd	(Due Oct 1) Date Rec'd	(Due Oct 1) Date Rec'd	(Due Aug 1) Date Rec'd	(Due Aug 1) Date Rec'd				
M.A.- Clinical Mental Health Counseling / MMFC/T - Marriage and Family Counseling/Therapy	10/1/2015	10/1/2015	10/1/2015	7/20/2016	7/20/2016	7/20/2016	Yes	Wilson/ Ambrefe	
Ph.D.- Clinical Counseling: Teaching & Supervision	7/29/2016	11/8/2015	11/8/2015	7/29/2016	7/29/2016	7/29/2016	Yes	E.Kilbourn/ S.Lahey	
INTERDISCIPLINARY PROGRAMS:									
B.S. - Social Justice (Profess. Minors = Nonprofit & Congregational Worship, Public Policy, Environmental Justice)	11/19/2015	10/7/2015	10/7/2015	8/12/2016	8/12/2016	8/12/2016	Yes	J.Casler	
General Education Core Competencies (Traditional)	11/4/2015	11/4/2015	11/4/2015	9/6/2016	1/13/2017	1/13/2017	Yes	M.Burch	



**Trevecca Nazarene University**  
**Assessment Status**  
**Academic & Student Support Units (3.3.1.3)**  
**2015 - 2016**

Academic & Student Support Units	Service	Means Assess & Criteria for Success	Assess Results	Results Analysis	Specific change planned / implemented (Yes or No) Date Rec'd	Follow-up	Report
	Outcomes					Narrative	Preparer
	(Due Oct 1)	(Due Oct 1)	(Due Aug 1)	(Due Aug 1)		Requested	or Unit
	Date Rec'd	Date Rec'd	Date Rec'd	Date Rec'd		Date Rec'd	Contact
<b>Office of the President:</b>							
Office of the Chaplain	11/9/2015	11/9/2015	12/2/2016	12/2/16	Yes		S.Gaines
<b>University Provost:</b>							
<b>Assoc. Provost - Academic Affairs:</b>							
Academic Records	9/25/2015	9/25/2015	6/28/2016	6/28/2016	Yes		S. Henson / B. Niece
Center for Innovative Instruction	10/31/2016	10/31/2016	10/31/2016	10/31/2016	Yes		L.Daniels
School of Graduate and Continuing Studies: (formerly College of Lifelong Learning)	10/14/2016	10/14/2016	10/14/2016	10/14/2016	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/MMFC/T)	10/1/2015	10/1/2015	7/20/2016	7/20/2016	Yes		Wilson/Ambrefe
Admiss/Recruit. - Graduate Counseling (PhD)	11/8/2015	11/8/2015	7/29/2016	7/29/2016	Yes		E. Kilbourn/ S. Lahey
Admiss/Recruit. - Graduate Physician Assist.	10/1/2015	10/1/2015	8/31/2016	8/31/2016	Yes		E.Martinez
Admiss/Recruit. - Nursing	9/19/2016	9/19/2016	9/19/2016	9/19/2016	Yes		E.Musick
Center for Leadership, Calling, & Service (Academic Services /Assess/Retention/ Disability Ser./ Counseling)	9/30/2015	9/30/2015	8/1/2016	8/1/2016	Yes		M.Gaertner
Library	10/13/2015	10/13/2015	7/27/2016	7/27/2016	Yes		R.Kinnersley
<b>Assoc. Provost - Enrollment Management:</b>							
Admissions/Recruitment - Undergraduate	11/12/2015	11/12/2015	10/6/2016	10/6/2016	Yes		H.Whitby
<b>Assoc. Provost - Student Development:</b>							
Dean's Office (Residential Life / Community Life)	1/8/2016	1/8/2016	9/7/2016	9/7/2016	Yes		S Harris
Intercollegiate Athletics	10/1/2015	10/1/2015	8/3/2016	8/3/2016	Yes		J. Crowley



### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

#### SCHOOL OF ARTS AND SCIENCES:

##### Department of Communication Studies:

<b>Professional Communication (AS)</b>				
<i>(No students enrolled in major)</i>				
<b>Dramatic Arts (BA)</b>				
Assessment plan/ results/ analysis <i>not</i> submitted <b><u>Narrative provided detailing specific change:</u></b> <b><u>Catalog Outcome #3:</u></b> Critically assess a professional theatre production's relative merits and weaknesses within the global contexts of artistic expression and spiritual significance.	COM 4600 capstone subject area test	Two graduating dramatic arts seniors, who were enrolled in the COM 4600 capstone course for dramatic arts majors in Spring 2016, scored lower than 70 points (out of a possible total of 100 points) on the localized subject area test in dramatic arts. As a result, this outcome was not satisfied.	Faculty will work to enforce at least two adjustments to improve student learning in time for the next rotation of COM 4600 in Spring 2018. First, faculty will re-visit and probably revise the wording of the outcome itself, as well as the wording of the "means of assessment," in order to ensure these components reflect precisely the skills we want our students to demonstrate upon graduation. Secondly, the course curriculum will be re-structured so that more time is devoted to preparation and review for the exam. The percentage for the "criteria for success" will not be adjusted since we do not want to "lower that bar" further.	Dr. Jeff Frame, Professor, Dept. of Comm. Studies
<b>Communication Studies (BA/BS)</b>				
Assessment plan submitted; Results/analysis <i>not</i> submitted				Dr. Doug Lepter, Dept. Chair/ Professor, Comm. St.
<b>Organizational Communication (BS)</b>				
Assessment plan submitted; Results/analysis <i>not</i> submitted; <b><u>Narrative provided detailing specific change:</u></b> <b><u>Catalog outcome #2:</u></b> Demonstrate skills in oral and written communication.	Review of assessment process for Catalog outcome #2.	The 2015-2016 academic assessment process for the Organizational Communication program at Trevecca Nazarene University revealed that the Student Learning Outcome #2 "Organizational Communication majors will demonstrate skills in oral and written communication," while providing clear "Means of Assessment" and "Criteria for Success" in the area of oral communication, provided no "Means of Assessment" nor "Criteria for Success" related to the assessment of written	Communication Studies faculty identified an assignment in the Senior Project in Communication Studies COM 4800 course, required by all Organizational Communication majors, that allows for writing assessment. The annotated bibliography associated with the culminating assignment in that course will be used heretofore for such assessment. The goal is to develop a cell identified as 2c into the	Dr. Doug Lepter, Dept. Chair/ Dr. Jeffrey Wells, Assoc. Professor, Comm. Studies

### 3.3.1.1 – 2015 – 2016 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...
		communication.	Assessment Form and implement this measure as part of the annual assessment program during the 2016-2017 academic year.	
<b>Interpersonal Communication (BS)</b>				
Report submitted; <i>(No students at point of assessment)</i>				Dr. Doug Lepter, Dept. Chair/ Dr. Lena Welch, School Dean
<b>Media Arts and Studies (BS); TV/Film Prod (concentration) Media Studies (concentration)</b>				
Assessment plan/ results/ analysis not submitted <i>(Change of leadership in major)</i> <u>Catalog Outcome #1:</u> Write, edit, and produce media products, such as feature films, documentaries, training videos, short films, audio productions, and webcasts. <u>Catalog Outcome #2:</u> Demonstrate skills necessary for a variety of jobs in mass media fields.		1) <u>TV/Film Production Concentration:</u> This concentration may be fulfilled in two ways: With courses taken entirely at Trevecca Nazarene University or with courses taken partially at Trevecca Nazarene University and at the CCCU's Los Angeles Film Studies Center (LAFSC) TV/Film Production Concentration (Courses taken at Trevecca and at LAFSC) - this option has not previously existed as part of an academic major.	1) Revision submitted to & approved by Academic Council 01/29/2016 to be effective Fall 2016. Revisions to curriculum and major requirements provide a clear path with internships at either LA Film School or entirely through Trevecca, locally.	Seth Conley, Assoc. Professor, Comm. Studies
<b>Multimedia Journalism (BS)</b>				
Assessment plan submitted; Results/analysis not submitted;  <u>Narrative submitted detailing specific change:</u> <u>Catalog outcomes #1, 2, 4</u>	Review of 2015-16 Catalog student learning outcomes	Faculty members decided to rework some of the student learning outcomes for the major because two of the outcomes were extremely similar.	New student learning outcomes will be used for 2016-17 assessment and editorial changes will be submitted for 2017-18 Catalog. <u>New Student Learning Outcomes:</u> Students will be able to:  1. Identify newsworthy events and ideas and effectively research, report and organize relevant information.	Dr. Lena Welch, Dean, School of Arts and Sciences/ JoEllen Weedman, Instructor, Comm. Studies

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

			<ol style="list-style-type: none"> <li>Write and edit stories in clear and compelling ways for the intended audience.</li> <li>Exhibit skills necessary for employment in the field of journalism or for admission to graduate school in journalism or a related field.</li> </ol>	
--	--	--	--	--

#### Department of English:

Creative Writing (AA)				
Assessment plan submitted; <i>(No students enrolled in major)</i>				Dr. Jooly Philip, Dept. Chair/ Professor, English
English (BA)				
Assessment plan/ results/ analysis submitted <u>Catalog outcome:</u> Write clear scholarly papers which analyze and synthesize information from multiple sources.	As part of ENG 4600: Senior Recitation, the English major will prepare a paper that will be evaluated by a faculty panel.	The faculty panel strongly agrees that 75% of the student papers presented represent “good” or “excellent” scholarship for Senior English Majors which met the criterion for success. While the papers presented were strong, they can always be stronger, and so the department has developed the course, ENG 2080: Scholarly Essay Seminar	The department has developed the course, ENG 2080: Scholarly Essay Seminar, which focuses specifically on preparing students to write the research paper. We feel that the development of this course will lead to better use and integration of research and writing.	Dr. Jooly Philip, Dept. Chair/ Professor, English

#### Department of Exercise & Sport Science:

Exercise Science (BS)	(Core curriculum)			
Assessment plan/ results submitted; <i>(No specific changes provided)</i>				Dr. Tim Johnson, Assoc. Professor, Exercise & Sport Science
Exercise Science - Personal Training / Strength & Conditioning (BS)	(Concentration)			
Assessment plan/ results submitted; <i>(No specific changes provided)</i>				Dr. Tim Johnson, Assoc. Professor, Exercise & Sport Science

### 3.3.1.1 – 2015 – 2016 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...
<b>Exercise Science - Pre-Physical Therapy (BS)</b>	<b>(Concentration)</b>			
Assessment plan/ results submitted; <i>(No specific changes provided)</i>				Dr. Tim Johnson, Assoc. Professor, Exercise & Sport Science
<b>Exercise Science - Pre-Occupational Therapy / Athletic Training (BS)</b>	<b>(Concentration)</b>			
Assessment plan/ results submitted; <i>(No specific changes provided)</i>				Dr. Tim Johnson, Assoc. Professor, Exercise & Sport Science
<b>Sport Management (BS)</b>	<b>(Core curriculum)</b>			
Assessment plan/ results/ analysis submitted  <u>Catalog Outcome #3</u> Able to develop strategic plans for developing, promoting, and marketing sport related venues and programs.	During the practicum experiences the faculty supervisor will evaluate the student's ability to develop and use marketing / promotion strategies.	Student average evaluated performance was at 80.5% on the ability to develop a promotion plan for their internship site. This outcome was "met." Students seem to have a practical and creative understanding on methods that can be used to market within the context of a sports setting. Over the past three years, Dr. Patterson has been giving students in the sports marketing (SMC 3400) course assignments and projects where they are designing promotion plans and marketing videos. These projects and assignments have promoted students use of creativity.	The analysis of the results showed little, if any, indication that the students were thinking about social media as a form of marketing. Therefore, within the context of the SMC 3400, an emphasis may be placed on social media for one of their projects allowing the students to see further implications that could be made within the context of their practicum setting.	Dr. Joe Cole, Dept. Chair ; Professor, Exercise & Sport Science
<b>Sport Management – Coaching / Recreation (BS)</b>	<b>(Concentration)</b>			
Assessment plan/ results/ analysis submitted  <u>Catalog Outcome #7b:</u> Able to effectively plan and prepare season practice strategies and practice sessions for a specific sport.	Practicum faculty supervisors will evaluate the student's ability to plan and implement a practice during their internship experience.	Student average evaluated performance was at 85% for practice plan development. This outcome was "met." Most of our students doing coaching related practicums are in settings in which they are already confident and strong. Many of our majors are also college athletes that seek to do practicums where they have a high level	Future assessment of this outcome may be based on a critique of existing practice routines commonly used within a sport. Adding a research component within the coaching methods courses would allow for critical analysis of common techniques used to practice a sport.	Dr. Joe Cole, Dept. Chair ; Professor, Exercise & Sport Science

### 3.3.1.1 – 2015 – 2016 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...
		of confidence and expertise. This, no doubt, has an effect on their self-efficacy in creating practice plans. However, many coaches and players tend to execute routine practice plans without going into in-depth evaluation of those plans.		
<u>Catalog Outcome #8b:</u> Able to teach and evaluate various sports skills and team strategies.	Practicum faculty supervisors will evaluate the student's ability to teach specific sports skills / strategies.	Student average evaluated performance was at 81.2% for teaching and evaluation of sports skills. This outcome was "met." Just as in outcome #7b, the context of this area of assessment may be largely driven by the strength of those within the program. The data collected through this assessment did not reveal that the students had a strong ability to differentiate between good training techniques and poor training techniques. It did, however, measure the student's ability to apply frequently used techniques.	A better method of measuring the student's ability to critically analyze sports skill techniques would be to implement assignments within the coaching courses that require the students to use an experimental design to analyze a given sport skill training technique. This project, then, could be the primary source of data collection for analyzing this outcome.	Dr. Joe Cole, Dept. Chair ; Professor, Exercise & Sport Science
<b>Sport Management – Ministry (BS)</b>	<b>(Concentration)</b>			
Assessment plan/ results/ analysis submitted  <u>(No students at point of assessment)</u>				Dr. Joe Cole, Dept. Chair ; Professor, Exercise & Sport Science

#### Department of Science and Mathematics:

<b>Biology (BS)</b>				
Assessment plan/ results/ analysis submitted  <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.	The final project in the Computer Technology course will be used to assess student performance. Students will be evaluated using a standardized rubric. The assessment directly and individually measures each student who takes the computer technology for	The entire computer technology for the sciences class for this academic year was sampled for this assessment. There were a total of 25 students enrolled in the class at the end of the semester but three of these students did not turn in the assessment (two of these students had stopped coming to class before the project was turned in). Students who withdraw from the class are not included in the sample because the final project is used as the means of assessment. 82 percent of the 22 students completing the assessment scored at a	Based on last year's assessment results, the project component of the computer technology class was emphasized throughout the semester and students were encouraged to choose a project of personal interest. For example, a student interested in the environment and agriculture constructed a program to monitor the conditions of the greenhouse. Students also monitored the conditions in their fish tank and measured chaos in a double pendulum. An earlier	Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics

### 3.3.1.1 – 2015 – 2016 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>the sciences class. In addition, each student is required to select a unique hypothesis that they test using computer software that they write. Students are required to create a journal-style article and power point presentation reporting their results.</p>	<p>75% or higher based on our uniform rubric which has been used for the past several years. The overall performance of students completing the assignment was stronger than it has been over the past several years. The figure (see assessment report) shows the distribution of scores (the figure includes the three zero scores for students who did not turn in the assignment).</p>	<p>deadline for the project hypothesis and the project plan was also implemented. This enabled students to complete more extensive and interesting projects since they had more time to test and refine their methodology. As seen from the analysis above, the enhanced focus on these two aspects of the project resulted in higher overall performance on the assessment.</p>	
<b>Chemistry (BS)</b>				
<p>Assessment plan/ results/ analysis submitted</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>The final project in the Computer Technology course will be used to assess student performance. Students will be evaluated using a standardized rubric. The assessment directly and individually measures each student who takes the computer technology for the sciences class. In addition, each student is required to select a unique hypothesis that they test using computer software that they write. Students are required to create a journal-style article and power point presentation reporting their results.</p>	<p>The entire computer technology for the sciences class for this academic year was sampled for this assessment. There were a total of 25 students enrolled in the class at the end of the semester but three of these students did not turn in the assessment (two of these students had stopped coming to class before the project was turned in). Students who withdraw from the class are not included in the sample because the final project is used as the means of assessment. 82 percent of the 22 students completing the assessment scored at a 75% or higher based on our uniform rubric which has been used for the past several years. The overall performance of students completing the assignment was stronger than it has been over the past several years. The figure (see assessment report) shows the distribution of scores (the figure includes the three zero scores for students who did not turn in the assignment).</p>	<p>Based on last year's assessment results, the project component of the computer technology class was emphasized throughout the semester and students were encouraged to choose a project of personal interest. For example, a student interested in the environment and agriculture constructed a program to monitor the conditions of the greenhouse. Students also monitored the conditions in their fish tank and measured chaos in a double pendulum. An earlier deadline for the project hypothesis and the project plan was also implemented. This enabled students to complete more extensive and interesting projects since they had more time to test and refine their methodology. As seen from the analysis above, the enhanced focus on these two aspects of the project resulted in higher overall performance on the assessment.</p>	<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>
<p><u>Catalog Outcome #5:</u> Apply analytical and critical thinking to solving problems related to the major and to promote lifelong learning.</p>	<p>In the final lab project for organic chemistry II, the students will use concepts learned throughout the year to plan the synthesis of a compound and analyze</p>	<p>21 of 23 students (91%) scored 75% or above. The criterion for success was met. This assessment was revised this year. It includes a lab project where the students are assigned a chemical that they must synthesize. Using concepts they have learned throughout the year,</p>	<p>This assessment was revised this year. It includes a lab project where the students are assigned a chemical that they must synthesize. Using concepts they have learned throughout the year, they must determine the details of their synthesis and</p>	<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>

### 3.3.1.1 – 2015 – 2016 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>their results using multiple instrumental methods of analysis. Students will be evaluated using a rubric.</p>	<p>they must determine the details of their synthesis and then after the chemical is synthesized, they analyze it thoroughly to determine if they were successful. This project requires significant critical thinking and application of prior knowledge. It appears that the criterion for success may be set too low. Since this is the first time this project was done in this manner, we would like to observe the results through one more cycle before adjusting the criterion.</p>	<p>then after the chemical is synthesized, they analyze it thoroughly to determine if they were successful. This project requires significant critical thinking and application of prior knowledge.</p>	
<p><b>Physics (BS); Applied Physics (BS)</b></p>				
<p>Assessment plan/ results/ analysis submitted</p> <p><u>Catalog Outcome #2:</u> Apply knowledge and skills in experimental and analytical techniques including health and safety precautions for laboratory procedures</p>	<p>Overall evaluation of lab performance in the lab component of Statics, Mechanics, Modern Physics, Quantum Mechanics, and Thermodynamics.</p>	<p>The average score was 88.8 and the median was 90.4. Most of the students in these classes were junior and senior physics or chemistry majors, and the strong performance of these students is the result of their learning and improvement over their first two years of lab courses. We continue to work to improve the laboratory component of our courses. For example, we plan to implement more computer-based modelling in our upper-level classes and find ways to accommodate larger numbers of students in our labs. For example, when major equipment like our electron microscope or AFM is used in lab, students need to work in groups because there is only one instrument that is being shared by all lab groups. Although each student must submit a unique lab report, it is often the case that a few students are more engaged than others when working in a group environment. We plan to explore ways to more fully engage each student in the lab groups. For example, we may include an assessment where each student must separately demonstrate an ability to use the equipment.</p>	<ul style="list-style-type: none"> <li>➤ Plan to implement more computer-based modelling in our upper-level classes and find ways to accommodate larger numbers of students in our labs.</li> <li>➤ Explore ways to more fully engage each student in the lab groups. For example, we may include an assessment where each student must separately demonstrate an ability to use the equipment.</li> </ul>	<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>

### 3.3.1.1 – 2015 – 2016 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><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>The final project in the Computer Technology course will be used to assess student performance. Students will be evaluated using a standardized rubric. The assessment directly and individually measures each student who takes the computer technology for the sciences class. In addition, each student is required to select a unique hypothesis that they test using computer software that they write. Students are required to create a journal-style article and power point presentation reporting their results.</p>	<p>The entire computer technology for the sciences class for this academic year was sampled for this assessment. There were a total of 25 students enrolled in the class at the end of the semester but three of these students did not turn in the assessment (two of these students had stopped coming to class before the project was turned in). Students who withdraw from the class are not included in the sample because the final project is used as the means of assessment. 82 percent of the 22 students completing the assessment scored at a 75% or higher based on our uniform rubric which has been used for the past several years. The overall performance of students completing the assignment was stronger than it has been over the past several years. The figure (see assessment report) shows the distribution of scores (the figure includes the three zero scores for students who did not turn in the assignment).</p>	<p>Based on last year's assessment results, the project component of the computer technology class was emphasized throughout the semester and students were encouraged to choose a project of personal interest. For example, a student interested in the environment and agriculture constructed a program to monitor the conditions of the greenhouse. Students also monitored the conditions in their fish tank and measured chaos in a double pendulum. An earlier deadline for the project hypothesis and the project plan was also implemented. This enabled students to complete more extensive and interesting projects since they had more time to test and refine their methodology. As seen from the analysis above, the enhanced focus on these two aspects of the project resulted in higher overall performance on the assessment.</p>	<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>
<p><u>Catalog Outcome #5:</u> Apply analytical and critical thinking to solving problems related to the major and to promote lifelong learning.</p>	<p>In an upper level physics course, students will be given problems which require conceptual and computational problem solving skills beyond memorization and repetition. These two problems will be given as part of the final exam but will be evaluated individually as part of this assessment.</p>	<p>The distribution of scores for each of the problems used in this assessment is given below. Overall, students performed better on the computational problem than on the conceptual problem. Our result that 69% of students scored at or above 7 out of 10 is very close to our objective of 70%. Given that there were 13 students assessed, our objective is well within the margin of error of the assessment. Given the sample size, there is a reasonable distribution of averages with 3 out of 13 students scoring below 6 out of 10. The majority of students scored an average between 7 and 8, and 3 out of 10 scored 10 out of 10 on both problems. The entire curriculum in our program emphasizes problem solving and analytical thinking. The problems used for this assessment required high-level reasoning skills which connected a mathematical analysis with an interpretation of the results.</p>	<p>Our entire program has a strong focus on problem solving, where almost every assignment has a major analytical problem solving component. Because of the lower performance in the conceptual component of the assessment, we plan to integrate interpretation and explanation into more of the problems in the introductory physics course. A stronger early emphasis on connecting the analytical and conceptual aspects of problems is expected to increase performance in upper-level courses.</p>	<p>Dr. Fred Cawthorne, Dept. Chair. / Assoc. Professor, Science and Mathematics</p>



### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

<b>General Science (BS)</b>				
Assessed within the Biology, Chemistry, Physics major assessments.				Dr. Fred Cawthorne, Dept. Chair. / Assoc. Prof, Science-Math
<b>Nursing (BSN)</b>				
Nursing curriculum assessed by Belmont University. Assessment has been requested from Belmont Nursing Program.				Dr. Martha Buckner; Kathy Jordan (Belmont)
<b>Math – Pure (BS); Math – Applied (BS)</b>				
Assessment plan/ results/ analysis submitted  <u>Catalog Outcome #1:</u> 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.	The average score on the proofs analyses is 21 and so the objective is met. More precisely, the lower end for the 95% confidence interval on the mean is actually 17.82. 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 susceptible to error, making the confidence interval wider. This is especially true since we only had one graduate this year, so it did not change much from last year.	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:

<b>History (BA); History/ Political Science (BA)</b>				
Assessment plan/ results/ analysis submitted  <u>Catalog Outcome #3:</u> Understand questions of morals, ethics, justice, and democratic thought as they arise within political	<u>Field Test to be administered in HIS 4700 (Sr. Seminar, Fall 2015), students will respond in essay form to the question:</u> “Several events of violence in 2014 and 2015 have	Out of 5 students enrolled in the class in Fall 2015 and who completed the essay, 2 students scored a 2, 1 student scored a 4, 1 scored a 4.5, and 1 student scored a 5. 60% scored a 3 or above, but no one scored below a 2. We were partially	We changed the essay topic this year to be related to the racial unrest we have seen in the United States – a topic that is more relevant to our students than the past essay topic had been. We will likely continue to	Dr. Erica Hayden, Assistant Professor, Social & Behavioral Sciences

### 3.3.1.1 – 2015 – 2016 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>systems, and be able to apply Christian principles to those questions.</p>	<p>reawakened many Americans' sensibilities to the racial injustices that are present in our nation and within our current political system. As a result of the increased racialized violence, Americans across the country took to the streets to protest not only the violence, but also the government's response to the events and the underlying issues of racism in America. Discuss this recent trend and the historical context behind it showing how questions of morality, ethics, justice, and democratic thought apply. How do specifically Christian principles apply to these situations?" These papers will be evaluated by an outside professor.</p>	<p>successful on this portion of the assessment. We are pleased with the results of this portion of the assessment results. This demonstrates that students are using their training as historians and applying these skills to modern day events. Furthermore, they are successfully understanding of questions of morals, ethics, justice, and democratic thought as they arise within political systems, and applied Christian principles to those questions as evidenced by the high scores on the essay exam. With such a small class size, it is difficult to reach the 65% mark, but 60% is a good result considering only 5 students were enrolled in the course this past year.</p>	<p>think about this same topic moving forward because the same issues have continued in recent months. More discussion in class on how these issues relate to a Christian worldview could result in higher success rates in the future.</p>	
<p><u>Curriculum changes:</u> B.A. History/Political Science degree; Political Science minor; Legal Studies minor</p>		<p>Historically, we have had difficulty filling the political science courses to allow them to run consistently, which has made it difficult for students to complete the Political Science Minor. In its existence, the Legal Studies Minor has had 1 graduate, and that graduate had to utilize sub-waiver forms to complete the program. The History/Political Science B.A. does not provide students with an in-depth knowledge of either field, and when combined with needing to complete a separate minor, the students graduate with, essentially, the equivalent of 3 minors.</p>	<p>In the spring of 2016, we cut the combined History/Political Science B.A. as well as the Political Science Minor and Legal Studies Minor. We replaced those with a new, interdisciplinary Public Policy Minor, geared towards students interested in government, legal careers, think tanks, and public advocacy. This was approved through Academic Council. These changes will go into effect at the start of the 2016-2017 Academic Year.</p>	
<p><b>Sociology (BA)</b></p>				
<p><u>(No report submitted)</u>  <u>(Report preparer on sabbatical Fall 2015)</u></p>				<p>Dr. Laurie Woods, Assoc. Professor, Social and Behavioral Science</p>

### 3.3.1.1 – 2015 – 2016 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...
<b>Behavioral Science (BS)</b>				
<p>Assessment plan/ results/ analysis submitted</p> <p><u>Catalog Outcome #1:</u> Competent in the knowledge base of the discipline</p>	<p>1a. 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."</p> <p>1b. The Behavioral Science Major Field Test will be administered during the spring semester of the senior year during the student's corresponding Senior Seminar course.</p>	<p>1a. 100% of the 2015-2016 graduating seniors rated their perceived competency level at 4 or above. The criterion was met.</p> <p>1b. No students scored above 65% on all sections of the test. One student scored above 65% on all but one section (Social Problems: 60%) and the other scored above 65% on all but two sections (Statistics: 40% and Social Problems: 64%)</p> <p>The assessment results are based on two data sources, one subjective measure and one objective measure. The criterion for success was met with the subjective data source. For the objective data source the criteria for success for this outcome was not met and the deficits were in the area of the Statistics and Social Problems curricula.</p>	<p>Examine the comprehensive test items for these subtests and make sure the curriculum in the courses lines up with the items being asked in the comprehensive examination. Do appropriate revisions of curriculum in these courses, or revise the comprehensive test items to reflect more accurately what is being taught in the courses.</p> <p>Provide study sessions during the spring semester for these two courses for help in reviewing the material. These courses are more likely to be taken early in a student's college program, so some to moderate levels of forgetting or mental decay of the information may be occurring. Refresher/review sessions may be very beneficial.</p>	<p>Dr. Don Kintner, Professor, Social and Behavioral Science</p>
<b>Criminal Justice (AS/BS)</b>				
<i>(No report submitted)</i>				
<i>(Report preparer on sabbatical Fall 2015)</i>				
<b>Psychology (BS)</b>				
<p>Assessment plan/ results/ analysis submitted</p> <p><u>Catalog Outcome #2:</u> Capable of conducting original research according to APA guidelines.</p>	<p>A scale was developed by the psychology faculty assessing various aspects of designing and conducting a research study. This will be used to evaluate psychology research papers. Papers will be "blind review" by a panel of two psychology professors.</p>	<p>Only 10 of the 14 papers were judged as acceptable. This is the first time in many years that we did not meet this specific goal. The papers for this analysis come from PSY 3000, Behavioral Science Research Methods. One major factor believed to be associated with this 2015-2016 outcome was class size. This is a very academically demanding class (mostly because of the original research project-it is much like a small master's thesis). The class is taught during the spring semester (one section per year). The class enrollment for Spring 16 was close to 30. This course is also a very labor-intensive course for the professor. It requires that the professor supervise</p>	<p>This particular finding (failure to meet the outcome) is being used as confirmatory information on a decision that we made recently. Class sizes have been increasing in the research class over the last few years. It is also quite common to have a student or two fail this course. A few others often withdraw from the course. Because it is a spring semester-only class, this has been a problem. This course, along with Behavioral Science Statistics, has been related to the delay in graduation for several students over recent years. Furthermore, after failing, many students take the course online or at</p>	<p>Dr. Randy Carden, Professor, Social and Behavioral Science</p>

### 3.3.1.1 – 2015 – 2016 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>all original research studies in the class. Always a difficult task, the Spring 2016 class, due to its size, was extremely challenging. It is believed that this was related to the failure to meet this specific outcome.</p>	<p>another university. Therefore, in a recent meeting, it was decided to teach the statistics course and the research course both fall and spring. These should lower class sizes in the research class and make them more manageable. Student learning and performance on the original research studies are expected to improve. The following specific change is based on these assessment results. Moving forward, we will assess student research papers twice a year, fall and spring. By doing so, it is expected that we will be successful on this particular outcome in the future.</p>	
<b>Social Work (BSSW)</b>				
<p>Assessment plan/ results/ analysis submitted</p> <p><u>CWSE competency 2.1.3:</u> Competent in various areas of the discipline of social work. (using critical thinking in making professional judgements)</p>	<p>&gt;The Senior Field Practicum Student Evaluation will be used to measure the accomplishment of the intended outcomes/competencies.</p> <p>&gt;The Student Self-Evaluation of Core Competencies will be used to measure the accomplishment of the intended competency and practice behaviors.</p>	<p>While all of the students met criterion on the self-evaluation measurement of this learning outcome, the field supervisor's measure resulted in an overall score of 78.5% achievement of this goal, which was 1.5% short of our objective. Of our 14 graduating seniors, 3 scored a 2 in at least one area of this assessment. This particular outcome involves evaluating models of assessment and intervention, which can often be complicated for students to achieve as interns. This measure reflects critical thinking in making professional judgments, which is often a reflection of the student's achievement of developmental milestones and personal lives. In particular, one student who scored a 2 identified and met her birth parents this year for the first time while at her social work field practicum which was also in foster care. Clearly many personal challenges and emotions were uncovered this semester for her, impacting this student's ability to make professional judgements. Additionally, while this is indeed a requirement of the CSWE, intervention is often hard to achieve at the bachelor's level because of the limited practice scope of unlicensed students. One supervisor commented, "This is</p>	<p>The CSWE has recently changed its standards for evaluation of success for each of the required competencies. The Social Work Program at Trevecca will be adopting these new standards this coming academic year (2016-2017). These new methods of evaluation will hopefully reflect an improved approach to assessing the social work competencies. Additionally, two new full-time faculty were recently hired to lead the Social Work Program here at Trevecca (as of August 2015). The new Director of the Social Work Program, Dr. Sarah Bollinger, and the new Field Director, Elizabeth Nunley, are making new changes to the program and hope to improve the overall scores of the students through increased support and curriculum changes focused around the new CSWE evaluations.</p>	<p>Dr. Sarah Bollinger, Assistant Professor; Director, Social Work Program</p>

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

		difficult to analyze, partially because I did not have a real opportunity for intervention”. The majority of students achieved this outcome with great success; however of the 3 that did not, there were understandable reasons for falling slightly short.		
--	--	--	--	--

### SCHOOL OF BUSINESS AND TECHNOLOGY:

#### Department of Business Administration:

<b>Business (AS)</b>				
Assessment plan submitted; <i>(No students at point of assessment)</i>				Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
<b>Business (BS)</b>				
Assessment plan submitted; <i>(No students enrolled in major)</i>				Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
<b>Business Admin. (BBA)</b>	<b>(Core curriculum)</b>			
Assessment plan/ results/analysis submitted  <u>Catalog Outcome #3:</u> Demonstrate ability to work in groups and teams and interact successfully in an organizational setting	Department discussion	Over the last few years the department faculty have discussed the possibility of adding an International Business class to strengthen the BBA in International Business program but the BBA Core as well. While the department feels this class will help prepare students to perform well on the MFAT, our hope is that it will also improve their ability to work in groups and teams and interact successfully in an organizational setting. This is especially true when the groups are working in an international environment.	During this school year the department was able to add a new course entitled “International Business”. This is a three hour course that will be taught each spring semester. BBA students will be able to choose between The Global Economy and International Business to satisfy their intercultural literacy general education requirement. This course will view international business from more of a street level, day to day operations view.	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration

### 3.3.1.1 – 2015 – 2016 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...
<b>Business Admin. – Accounting / Prof. Accountancy (BBA)</b>	<b>(Concentration)</b>			
Assessment plan/ results/analysis submitted  <u>Catalog Outcome #1:</u> Demonstrate competency in the area of accounting	Department discussion	While the accounting majors demonstrate competency in their field, it is imperative the department search for ways to improve this important outcome. After much discussion between faculty members a change to the professional accountancy program was proposed and approved as noted below. This will enable our students to continue to perform at very high levels and meet the following student learning outcome.	Students will now be required to complete ACT 4600 Governmental and Non-Profit Accounting instead of it being a choice. In addition, the students will have more flexibility in regards to choosing certain courses that will meet the requirements of this 150 hour program.	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
<b>Business Admin. – Community Development (BBA)</b>	<b>(Concentration)</b>			
Assessment plan submitted; <i>(No students enrolled in major)</i>				Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
<b>Business Admin. – International Business (BBA)</b>	<b>(Concentration)</b>			
Assessment plan submitted; <i>(No students at point of assessment)</i>				Greg Runyan, Dept. Chair / Assoc. Professor Business Administration
<b>Business Admin. – Management (BBA)</b>	<b>(Concentration)</b>			
Assessment plan/ results/analysis submitted  <u>Catalog outcome #4:</u> Management graduates will be prepared for employment.	Department discussion; job placement information	The department has been discussing for several years ways to better prepare our students to enter the healthcare field. Over the past few years several of our traditional students were able to complete this course in the accelerated adult	The department was able to add a new course that will be taught each spring semester entitled “Introduction to Healthcare Management”. This course will be added to the BBA in Management program as a	Greg Runyan, Dept. Chair / Assoc. Professor Business Administration

### 3.3.1.1 – 2015 – 2016 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>degree program on campus and it seemed to go very well. Students enjoyed the experience and several students were able to land positions in the healthcare field. The healthcare field is 17% of our economy and growing. Middle-Tennessee is home to over 300 health-care related companies and the financial impact is over \$40 billion. The department is hopeful this will encourage more of our Management majors to consider careers in this growing field. Regardless of their career choice students that complete this course will be better prepared to deal with healthcare related issues related to their businesses. All companies, for profit and not-for-profit, have to deal with the myriad of healthcare regulations.</p>	<p>choice. Management students will choose two of three courses. The new course will be one of the choices.</p>	
<p><b>Business Admin. – Marketing (BBA)</b></p>	<p><b>(Concentration)</b></p>			
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog outcome #2:</u> Demonstrate adequate theoretical preparation for their careers.</p>	<p>Marketing concentration seniors will be placed in a sub-group when completing the ETS major field achievement test in the Business Policy course. This will allow us to separately evaluate these majors on the Marketing section of this test.</p>	<p>This year’s percentile was 11 and our four-year rolling average is 47. It is apparent that our marketing students performed poorly on this assessment. It is worth noting that only two marketing majors completed the test and they both struggle in the majority of their courses. With that being said, the department feels that both of the students will be successful. In fact, one of the students has landed a marketing position with Chick-Fil-A.</p> <p>Currently the department has one full-time marketing professor who teaches the majority of the courses and performs 100% of the student advising.</p>	<p>In order to lighten the marketing professor’s load a bit and maybe relieve some pressure the department was able to add a half-time position beginning in the fall. The half-time instructor has been teaching a few marketing courses as an adjunct, but this new position will make her much more visible to the marketing students. Eventually we hope to transfer a portion of the advising load to a few Marketing majors.</p> <p>The new half-time instructor has a tremendous amount of marketing experience and really connects with the students. The students like her open classroom discussions and practical knowledge she brings.</p>	<p>Greg Runyan, Dept. Chair / Assoc. Professor Business Administration</p>

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

Business Admin. – Music Business (BBA)	(Concentration)			
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog Outcome #3:</u> Music Business students will be prepared for job placement in the field.</p>	<p>Full-time faculty and adjunct course loads</p>	<p>In order to better prepare students for entering the field of music business it has been determined that we need more consistency in the classroom. Since 2010 we have only had one Trevecca faculty member in the Music Business program with the bulk of courses taught by a collection of adjunct teachers. While all of our adjuncts are imminently qualified in their various fields of expertise, not all have been good teachers. And, those that are good teachers are not always available to teach when we need them which has resulted in some last-minute changes of teachers creating constant shifts in what is being taught. Finally, our reliance on adjuncts has created a bit of a disconnect between how the various areas of Music Business are taught leaving the student with a somewhat fractured view of the music industry as opposed to seeing the bigger, more cohesive view of how all of the various aspects of music business work together. As a result, we believe we need more consistency within the program. We hope to achieve this by reducing the number of adjuncts involved and relying more on our own faculty . This will improve the consistency and quality of instruction and cohesion among the various music business disciplines being taught. Any loss of opposing viewpoints caused by a reduction in the number of instructors can be made up through the use of guest lecturers.</p>	<p>Effective Fall of 2016 we are bringing in a Part-Time Instructor of Music Business who has a Doctor of Jurisprudence degree and has worked in artist management, music publishing, concert management, record label marketing and as an entertainment attorney. The new part-time instructor is also an excellent teacher that understands how to present material in an effective manner. His broad experience and expertise will help us to present music business to our students in a much more cohesive and consistent manner.</p>	<p>Greg Runyan, Dept. Chair / Assoc. Professor Business Administration</p>



### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

#### Department of Information Technology:

<b>Business Admin. – Digital Multimedia Comm. (BBA)</b>	<b>(Concentration)</b>			
Assessment plan submitted; <i>(No students at point of assessment)</i>				Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.
<b>Business Admin. – E-Commerce (BBA)</b>	<b>(Concentration)</b>			
Assessment plan submitted; <i>(No students at point of assessment)</i>				Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.
<b>Business Admin. – Information Tech. (BBA)</b>	<b>(Concentration)</b>			
Assessment plan/ results/analysis submitted <u>Catalog Outcome #1:</u> Able to demonstrate knowledge of current IT languages, databases, and technologies	Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 1 of the exam (Information Technology Skills) will be evaluated against the national results of all IT / IS students taking the exam.	Students scored an average of 43.8% on the Information Technology Skills portion of the ISA exam. The students fell below the 50.7% national average by 7.0%. The evaluation criterion was not met. The assessments of the learning outcome are mixed. Students do well in their understanding of technology in their internship, but did not do well in their understanding of technology on a closed book examination. This suggests that students are able to lookup required knowledge in a job situation and find the information they need, but do not have the required information available as memorized facts.	The faculty has reviewed the topics on the ISA exam and is revising our technology review material to better address the technology topics. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students	Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.
<u>Catalog Outcome #2:</u> Able to solve business problems using information technologies and critical thinking	Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 2 (Organizational and Professional Skills) and	Students scored an average of 48.2% on selected section of the Organizational and Professional Skills and Strategic Organizational Systems Development with IS portions of the ISA exam. The students fell below the 56.3% national average by 8.1%. The evaluation criterion was not met. The assessments of the learning outcome are mixed. Employers feel the students are able to apply technology appropriately to help solve business problems, but students were unable to	The faculty has reviewed the topics on the ISA exam and is revising our problem solving review material to better address these topics on the ISA exam. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students.	Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.

### 3.3.1.1 – 2015 – 2016 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...
	section 3 (Strategic Organizational Systems Development with IS) of the exam will be evaluated against the national results of all IT / IS students taking the exam.	properly apply technology and critical thinking skills to business problems in a tested business scenario. This suggest that students do well in a job environment when coworkers are available to help guide them through the application of knowledge to solve a business solution, but do not do well when they must apply knowledge on their own in test condition		
<b>Information Technology (AS) (BS)</b>	<b>(Core curriculum)</b>			
Assessment plan/ results/analysis submitted <u>Catalog Outcome #1:</u> Able to demonstrate knowledge of current IT languages, databases, and technologies	Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 1 of the exam (Information Technology Skills) will be evaluated against the national results of all IT / IS students taking the exam.	Students scored an average of 49.1% on the Information Technology Skills portion of the ISA exam. The students fell below the 50.7% national average by 8.8%. The evaluation criterion was not met. The assessments of the learning outcome are mixed. Students do well in their understanding of technology in their internship, but did not do well in their understanding of technology on a closed book examination. This suggests that students are able to lookup required knowledge in a job situation and find the information they need, but do not have the required information available as memorized facts.	The faculty has reviewed the topics on the ISA exam and is revising our technology review material to better address the technology topics. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students.	Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.
<u>Catalog Outcome #2:</u> Able to solve business problems using information technologies and critical thinking	Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 2 (Organizational and Professional Skills) and section 3 (Strategic Organizational Systems Development with IS) of the exam will be evaluated	Students scored an average of 45.3% on selected section of the Organizational and Professional Skills and Strategic Organizational Systems Development with IS portions of the ISA exam. The students fell below the 56.3% national average by 11%. The evaluation criterion was not met. The assessments of the learning outcome are mixed. Employers feel the students are able to apply technology appropriately to help solve business problems, but students were unable to properly apply technology and critical thinking skills to business problems in a tested business scenario. This suggest that students do well in a job environment when coworkers are available to	The faculty has reviewed the topics on the ISA exam and is revising our problem solving review material to better address these topics on the ISA exam. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students.	Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.

### 3.3.1.1 – 2015 – 2016 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...
	against the national results of all IT / IS students taking the exam.	help guide them through the application of knowledge to solve a business solution, but do not do well when they must apply knowledge on their own in test condition.		
<p><u>Catalog Outcome #3:</u> Able to clearly communicate business requirements and technical information.</p>	<p>The means of assessment will focus on an analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 2 (Organizational and Professional Skills) and section 3 (Strategic Organizational Systems Development with IS) of the exam will be evaluated against the national results of all IT / IS students taking the exam.</p>	<p>Students scored an average of 55.0% on selected section of the Interpersonal Skills and Project Management with IS portions of the ISA exam. The students exceeded the 61.1% national average by 6.1%. The evaluation criterion was not met. The assessments of the learning outcome are mixed. Students do well in real business environment, but do not demonstrate these same skills in a test environment. The ISA exam, were students did not demonstrate this learning outcome, does not directly assess communication skills, but rather tests the broader interpersonal relationship skill in given scenarios. This suggests that the students do well in a real business environment in communicating technical requirements, but perform poorly in a testing situations were a given scenario is presented to them.</p>	<p>The faculty has reviewed the topics on the ISA exam and is revising our business communication review material to better address these topics on the ISA exam. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students.</p>	<p>Dr. Mike Leih, Director / Assoc. Prof. Info. Tech Dept.</p>
<p><b>Information Technology Specialized Computing (BS)</b></p>	<p><b>(Concentration)</b></p>			
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog Outcome #1:</u> Able to demonstrate knowledge of current IT languages, databases, and technologies</p>	<p>Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 1 of the exam (Information Technology Skills) will be evaluated against the national results of all IT / IS students taking the exam.</p>	<p>Students scored an average of 39.6% on the Information Technology Skills portion of the ISA exam. The students fell below the 50.7% national average by 11.1%. The evaluation criterion was not met. The assessments of the learning outcome are mixed. Students do well in their understanding of technology in their internship, but did not do well in their understanding of technology on a closed book examination. This suggests that students are able to lookup required knowledge in a job situation and find the information they need, but do not have the required information available as memorized facts.</p>	<p>The faculty has reviewed the topics on the ISA exam and is revising our technology review material to better address the technology topics. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students.</p>	<p>Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.</p>

### 3.3.1.1 – 2015 – 2016 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><u>Catalog Outcome #2:</u> Able to solve business problems using information technologies and critical thinking.</p>	<p>Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 2 (Organizational and Professional Skills) and section 3 (Strategic Organizational Systems Development with IS) of the exam will be evaluated against the national results of all IT / IS students taking the exam.</p>	<p>Students scored an average of 43.7% on selected section of the Organizational and Professional Skills and Strategic Organizational Systems Development with IS portions of the ISA exam. The students fell below the 56.3% national average by 12.6%. The evaluation criterion was not met. The assessments of the learning outcome are mixed. Employers feel the students are able to apply technology appropriately to help solve business problems, but students were unable to properly apply technology and critical thinking skills to business problems in a tested business scenario. This suggest that students do well in a job environment when coworkers are available to help guide them through the application of knowledge to solve a business solution, but do not do well when they must apply knowledge on their own in test condition.</p>	<p>The faculty has reviewed the topics on the ISA exam and is revising our problem solving review material to better address these topics on the ISA exam. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students.</p>	<p>Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.</p>
<p><u>Catalog Outcome #3:</u> Able to clearly communicate business requirements and technical information</p>	<p>Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 2 (Organizational and Professional Skills) and section 3 (Strategic Organizational Systems Development with IS) of the exam will be evaluated against the national results of all IT / IS students taking the exam.</p>	<p>Students scored an average of 48.2% on selected section of the Interpersonal Skills and Project Management with IS portions of the ISA exam. The students exceeded the 61.1% national average by 13.0%. The evaluation criterion was not met. The assessments of the learning outcome are mixed. Students do well in real business environment, but do not demonstrate these same skills in a test environment. The ISA exam, were students did not demonstrate this learning outcome, does not directly assess communication skills, but rather tests the broader interpersonal relationship skill in given scenarios. This suggests that the students do well in a real business environment in communicating technical requirements, but perform poorly in a testing situations were a given scenario is presented to them.</p>	<p>The faculty has reviewed the topics on the ISA exam and is revising our business communication review material to better address these topics on the ISA exam. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students.</p>	<p>Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.</p>

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

<b>Information Technology Web Development (BS)</b>	<b>(Concentration)</b>			
Assessment plan submitted <i>(No students at point of assessment)</i>				Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.
<b>Graphic Design and Technology (BS)</b>				
Assessment plan/ results/analysis submitted  <u>Catalog Outcome #1:</u> Able to demonstrate knowledge of current IT concepts and technologies	Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 1 of the exam (Information Technology Skills) will be evaluated against the national results of all IT / IS students taking the exam.	Students scored an average of 42.4% on the Information Technology Skills portion of the ISA exam. The students fell below the 50.7% national average by 8.3%. The evaluation criterion was not met. The graphic design and technology students did not meet the technology knowledge level expected based on the ISA exam. In addition, none of the students completed an internship (because they either completed an internship at a different school or have yet completed their internship), the internship assessment could not be evaluated. Based on the ISA exam alone, students are not achieving the technical knowledge learning outcomes expected by the graphic design and technology program.	The faculty has reviewed the topics on the ISA exam and is revising our technology review material to better address the technology topics. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students. In addition, students who transfer in with their internship already completed will be asked to complete an internship evaluation survey. This will help insure that all students will have an internship evaluation form to be used during end of program evaluations	Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.
<u>Catalog Outcome #2:</u> Able to solve business problems using graphic design technologies and critical thinking.	Analysis of results from selected section of the Information Systems Analyst (ISA) exam developed by Institute of Certified Computer Professionals (ICCP). Results from section 2 (Organizational and Professional Skills) and section 3 (Strategic Organizational Systems Development with IS) of the exam will be evaluated	Students scored an average of 41.6% on selected section of the Organizational and Professional Skills and Strategic Organizational Systems Development with IS portions of the ISA exam. The students fell below the 56.3% national average by 14.7%. The evaluation criterion was not met. The graphic design and technology students did not meet the level expected to solve business problems based on the ISA exam. In addition, none of the students completed an internship (because they either completed an internship at a different school or have yet completed their internship); the internship assessment could not be evaluated. Based on the ISA exam alone, students	The faculty has reviewed the topics on the ISA exam and is revising our problem solving review material to better address these topics on the ISA exam. The review material will be updated and covered in the senior seminar course prior to ISA exam to better prepare students. In addition, students who transfer in with their internship already completed will be asked to complete an internship evaluation survey. This will help insure that all students will have an internship evaluation form to be used during end of program evaluations.	Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

	against the national results of all IT / IS students taking the exam.	are not achieving the skills needed to solve business problems using graphic design technology and critical thinking learning outcomes expected by the graphic design and technology program.		
--	---	---	--	--

<b>Management (MBA) (MS)</b>				
Assessment plan/ (incomplete) results/analysis submitted  <u>Catalog Outcome #1:</u> Synthesize and apply the functional areas of business to meet organizational goals.	An End-of-Program survey will be administered to graduating students. They will be queried on whether they are able to Analyze and evaluate organizational related artifacts to make appropriate management decisions. This question will be measured using a 5-point Likert Scale	While we were not able to get all the survey data that we would have liked, we were able to act on more survey data from both faculty, staff, and students	The program added a 3-hour Introduction to Graduate Business Studies course to address all functional areas of business.	Dr. Rick Mann, Professor / Director, Graduate/ Professional Studies
<u>Catalog Outcome #2:</u> Design and manage the implementation of complex business solutions.	An End-of-Program survey will be administered to graduating students. They will be queried on whether they are able to Design and manage the implementation of complex business solutions. This question will be measured using a 5-point Likert Scale	While we were not able to get all the survey data that we would have liked, we were able to act on more survey data from faculty, staff, and students.	All students will now do a business startup project that addresses complex business solutions.	Dr. Rick Mann, Professor / Director, Graduate/ Professional Studies
<u>Catalog Outcome #4:</u> Analyze and evaluate organizational related artifacts to make appropriate management decisions.	An End-of-Program survey will be administered to graduating students. They will be queried on whether they are able to Analyze and evaluate organizational	While we were not able to get all the survey data that we would have liked, we were able to act on more survey data from both faculty, staff, and students	Additional business analytics has been added through two courses that have been changed in the curriculum. These include the addition of Introduction to Graduate Business Studies as well as Business Analytics.	Dr. Rick Mann, Professor / Director, Graduate/ Professional Studies

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

	related artifacts to make appropriate management decisions. This question will be measured using a 5-point Likert Scale			
--	---	--	--	--

#### SCHOOL OF EDUCATION:

Early Childhood PreK-3 (BS)				
Assessment plan/ results/analysis submitted				
<u>Catalog Outcome #1:</u> Understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students	Field Experience (Teaching) rubric item <i>Understands Content</i> for the following courses with embedded teaching field experiences: ECE 3310, ECE 3200, and EDU 2350.	In the rubric assessment, 96% of the candidates scored “Acceptable” or “Target” and 4% of the candidates scored “Unacceptable”. Stated criteria was met. While 96% of the candidates <i>Understand Content</i> when tutoring students during field experiences, 4% of the candidates are lacking in their knowledge of content taught. It is of utmost importance that 100% of our candidates demonstrate adequate content knowledge while tutoring students during a field experience. Communication with cooperating teachers is essential for ensuring candidates are accurately teaching content during tutoring sessions.	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors of courses with field experiences will be instructed to monitor student performance for accuracy of content taught throughout the semester.	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
<u>Catalog Outcome #4:</u> Understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.	Field Experience (Teaching) rubric item <i>Designs Instructional Strategies</i> for the following courses with embedded teaching field experiences: ECE 3310, ECE 3200, and EDU 2350.	In the rubric assessment, 100% of the candidates scored “Acceptable” or “Target”. Stated criteria was met.	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors will carefully observe instructional strategies utilized during tutoring sessions and attention will be given to making sure engaging <i>Hooks</i> for each tutoring session are being created and executed (ECE 3310, ECE 3200, EDU 2350).	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
Elementary Educ. K-6 (BS)				
Assessment plan/ results/analysis submitted				Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt,

### 3.3.1.1 – 2015 – 2016 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...
<u>Catalog Outcome #1:</u> Understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students	Field Experience (Teaching) rubric item <i>Understands Content</i> for the following courses with embedded teaching field experiences: EDU 2350, EDU 3455, and ENG 3180.	In the rubric assessment, 96% of the candidates scored “Acceptable” or “Target” and 4% of the candidates scored “Unacceptable”. Stated criteria was met. While 96% of the candidates <i>Understand Content</i> when tutoring students during field experiences, 4% of the candidates are lacking in their knowledge of content taught. It is of utmost importance that 100% of our candidates demonstrate adequate content knowledge while tutoring students during a field experience. Communication with cooperating teachers is essential for ensuring candidates are accurately teaching content during tutoring sessions.	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors of courses with field experiences will be instructed to monitor student performance for accuracy of content taught throughout the semester.	Assoc. Professor, School of Education
<u>Catalog Outcome #4:</u> Understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.	Field Experience (Teaching) rubric item <i>Designs Instructional Strategies</i> for the following courses with embedded teaching field experiences: EDU 2350, EDU 3455, and ENG 3180.	In the rubric assessment, 100% of the candidates scored “Acceptable” or “Target”. Stated criteria was met.	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors will carefully observe instructional strategies utilized during tutoring sessions and attention will be given to making sure engaging <i>Hooks</i> for each tutoring session are being created and executed (EDU 2350, EDU 3455, ENG 3180).	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
<b>Special Education K-12 (BS)</b>				
Assessment plan/ results/analysis submitted				
<u>Catalog Outcome #1:</u> Understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students	Field Experience (Tutoring) rubric item <i>Understands Content</i> for the following courses with embedded teaching field experiences: EDU 3510, SED 3010, and SED 3020.	In the rubric assessment, 96% of the candidates scored “Acceptable” or “Target” and 4% of the candidates scored “Unacceptable”. Stated criteria was met. While 96% of the candidates <i>Understand Content</i> when tutoring students during field experiences, 4% of the candidates are lacking in their knowledge of content taught. It is of utmost importance that 100% of our candidates demonstrate adequate content knowledge while tutoring students during a field experience.	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors of courses with field experiences will be instructed to monitor student performance for accuracy of content taught throughout the semester. Communication with cooperating teachers is essential for ensuring candidates are accurately teaching content during tutoring sessions.	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
<u>Catalog Outcome #4:</u> Understands and uses a variety of instructional	Field Experience (Tutoring) rubric item <i>Designs Instructional</i>	In the rubric assessment, 100% of the candidates scored “Acceptable” or “Target”. Stated criteria was met.	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors will carefully observe	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt,



### 3.3.1.1 – 2015 – 2016 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...
strategies to encourage students' development of critical thinking, problem solving, and performance skills.	<i>Strategies</i> for the following courses with embedded teaching field experiences: EDU 3510, SED 3010, and SED 3020.		instructional strategies utilized during tutoring sessions and attention will be given to making sure engaging <i>Hooks</i> for each tutoring session are being created and executed (EDU 3510, SED 3010, SED 3020).	Assoc. Professor, School of Education
<b>Secondary Education (BS)</b>				
Assessment plan/ results/analysis submitted  <u>Catalog Outcome #1:</u> Understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students	Field Experience (Teaching) rubric item <i>Understands Content</i> for the following courses with embedded teaching field experiences: EDU 2300 and EDU 4230.	In the rubric assessment, 96% of the candidates scored "Acceptable" or "Target" and 4% of the candidates scored "Unacceptable". Stated criteria was met. While 96% of the candidates <i>Understand Content</i> when tutoring students during field experiences, 4% of the candidates are lacking in their knowledge of content taught. It is of utmost importance that 100% of our candidates demonstrate adequate content knowledge while tutoring students during a field experience.	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors of courses with field experiences will be instructed to monitor student performance for accuracy of content taught throughout the semester. Communication with cooperating teachers is essential for ensuring candidates are accurately teaching content during tutoring sessions.	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
<u>Catalog Outcome #4:</u> Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Field Experience (Teaching) rubric item <i>Designs Instructional Strategies</i> for the following courses with embedded teaching field experiences: EDU 2300 and EDU 4230.	In the rubric assessment, 100% of the candidates scored "Acceptable" or "Target". Stated criteria was met.	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors will carefully observe instructional strategies utilized during tutoring sessions and attention will be given to making sure engaging <i>Hooks</i> for each tutoring session are being created and executed (EDU 2300, EDU 4230).	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
<b>Teaching K-6 / 7-12 (MA)</b>				
Assessment plan/ results/analysis submitted <u>Catalog Outcome #1:</u> Understands content: Demonstrates content knowledge as delineated in standards	E-Portfolio Assessment rubric item K1 "Understands Content."	On the E-Portfolio rubric assessment, 96% of the candidates scored "acceptable" or "target" and 4% of the candidates scored "unacceptable". A stated criterion was met. While 96% of MAT candidates <i>Understand Content</i> as denoted as	Faculty will be made aware of assessment results at SOE and Adjunct meetings. Instructors of courses with <i>Teaching</i> field experiences will be instructed to monitor student performance for accuracy of content	Dr. Mindy Burch, Director, MAT Program, School of Education

### 3.3.1.1 – 2015 – 2016 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><i>Acceptable</i> and <i>Target</i> through their E-portfolio presentations, 4% of the candidates are lacking in their knowledge of content taught. It is of utmost importance that 100% of our candidates demonstrate adequate content knowledge while teaching students in classroom settings. Lack of candidate content knowledge translates to student achievement gaps.</p>	<p>taught throughout the semester. Communication with cooperating teachers is essential for ensuring candidates are accurately presenting content during teaching sessions.</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>Student Teaching (Candidacy) Summative Assessment item D4 “Instructional Plans, Student Work, Standards and Objectives, Environment”</p>	<p>On the Summative rubric assessment, 96% of the candidates scored “acceptable” or “target” and 4% of the candidates scored “unacceptable”. A stated criterion was met. While 96% of MAT candidates demonstrate knowledge of the components included in the TEAM evaluation rubric as denoted through their <i>Student Teaching Summative</i> assessment, 4% of the candidates are lacking in their knowledge of what it takes to create and execute an effective lesson. It is of utmost importance that 100% of our candidates be able to utilize <i>Best Practices</i> in teaching so optimum student performance is achieved.</p>	<p>Faculty will be made aware of assessment results at SOE and Adjunct meetings. University Supervisors will be instructed to carefully observe and document student performance in the areas of lesson planning, selection of appropriate instructional strategies, and creation of effective classroom environment throughout the student teaching semester.</p>	<p>Dr. Mindy Burch, Director, MAT Program, School of Education</p>
<p><b>Curriculum, Assessment, Instruction K-12 (MEd)</b></p>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog outcome #13:</u> Pursues Spiritual development: Acts with integrity, fairness, and in an ethical manner. Demonstrates an ideal of fairness and belief that all students can learn.</p>	<p>Disposition: EDU 6725 Disposition rubric item B3 - “Character and Compassion”.</p>	<p>When candidates complete EDU 6725, they are evaluated by the instructor using the Disposition rubric found at the end of this document. The rubric measuring their competence in content knowledge showed 72% received “target”, 28% received “acceptable”, and 0% received “unacceptable”. Since 100% scored “target or acceptable”, the 90% goal was met.</p>	<p>Although the total for this was 100%, further analysis found that 28% of the students had room for improvement in the area of Character and Compassion. One of the changes that will be made in the future is to require discussion of the devotions for the class. Currently, the devotions are made available, but nothing is in place to monitor whether or not they are being utilized.</p>	<p>Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education</p>

### 3.3.1.1 – 2015 – 2016 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...
<b>Educational Leadership (MEd)</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog outcome #5:</u> Manages and motivates: Instructional delivery</p>	<p>Program Completion: EDU 6050 Summative Presentation rubric items in the D2 category Manages and Motivates: Instructional Delivery</p>	<p>100% of candidates scored at the “acceptable” or “target” category on the rubric items in the B2 category Professionalism: Provides accurate, high quality feedback to teachers about instructional practices.</p>	<p>Although 100% of candidates scored in the acceptable or target area for equipping Educational Leadership candidates to manage and motivate others to provide quality instructional delivery, there is still room for growth. The SOE faculty will participate in professional development training on September 28, 2016. During this training, updated information regarding the Tennessee Evaluation Assessment Model will be presented. The area of managing and motivating is a specific area that will be addressed. New information presented in the training may result in the modification of the rubric used to evaluate this outcome.</p>	<p>Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education</p>
<b>English Second Language PreK-12 (MEd)</b>				
<p>Assessment plan/ results/analysis submitted</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>Field Experience: ESL 6060 Field Experience rubric item D1 - “Designs Instructional Strategies.”</p>	<p>No data was collected for this learning outcome. This is a new class that was taught in the Fall of 2015, and although the rubric for this had been created on paper, it had not been uploaded to our new LiveText assessment system at the time it was needed.</p>	<p>The rubric has now been placed in LiveText, and the instructor for the course is receiving training on how to complete it. An adjunct meeting is scheduled for the fall semester so that all instructors who teach this course can have training on how to do this.</p>	<p>Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education</p>
<b>Visual Impairments Special Educ. (MEd)</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog Outcome #1:</u> Understands content: Demonstrates content</p>	<p>The exit assessment rubric will be used to evaluate this learning outcome. The</p>	<p>The exit assessment rubric was used to evaluate the learning outcome, Understands content: <i>Demonstrates content knowledge as delineated in</i></p>	<p>The vision program will be transitioning from the exit assessment format to the Live Text format at the conclusion of the current</p>	<p>Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education</p>

### 3.3.1.1 – 2015 – 2016 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...
knowledge as delineated in standards	exit assessment given to the candidates at the end of the program (June/July 2016) allows for them to choose a case study and prepare a full report on the case (VIS 6090). This assessment has a component that focuses on the candidate's ability to collaborate with both teachers and parents.	<i>standards.</i> The exit assessment given to the candidates at the end of the program (June/July 2016) allowed for them to choose a case study and prepare a full report on the case (VIS 6090). This assessment has a component that focuses on the candidate's ability to collaborate with both teachers and parents. Based on the results of the exit assessment rubric, 100% of the candidates scored in the "acceptable" or "target" range.	cohort (Vision 6). The rationale for making this change is to align the Vision Program with the e-portfolio assessments that are conducted at the conclusion of all School of Education degree programs. Candidates will present their Live Text e-portfolio to Vision faculty.	
<b>Library and Information Sci. (MLIS)</b>				
Assessment plan/ results/analysis submitted  <u>Catalog Outcome #7:</u> Plan and integrate: Able to plan. Integrate standards-based practices and strategies to foster academic achievement and lifelong learning	Candidates must complete a major program assessment in MLI 5060-Strategic Long Range Plan.	Only 75% or 6 of the 8 candidates scored "target" on the assessment rubric for the long range plan in MLI 5060. MLIS faculty felt that not sufficient time in class was devoted to fully explaining and providing an exemplar of a well-designed long range plan.	a. MLIS faculty will provide more discussion and student question and answer time around the major project of the long range plan in the course outline. b. MLIS faculty will provide an example of a well designed and implemented long range library plan for student review and class discussion.	Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education
<b>Turnaround School Leadership (EdS)</b>				
Assessment plan/ results/analysis submitted  <i>(No specific change provided)</i>				Dr. Judy Bivens, Assoc. Professor and Dr. Amy Conditt, Assoc. Professor, School of Education

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

#### SCHOOL OF GRADUATE AND CONTINUING STUDIES:

##### Adult Studies Programs (Degree completion):

General Studies (AA)				
No report submitted (No students at point of assessment)				Dr. Heidi Frederick, Assoc. VP and Dean for SGCS
Christian Ministry (AA)				
No report submitted (No students at point of assessment)				Dr. Heidi Frederick, Assoc. VP and Dean for SGCS
Business Management (AS)				
No report submitted (No students at point of assessment)				Dr. Heidi Frederick, Assoc. VP and Dean for SGCS
M.H.R. (BA)				
Assessment plan/ results/analysis submitted				Dr. Heidi Frederick, Assoc. VP and Dean for SGCS
<b>Catalog Outcome #1:</b> Examine the major teachings of the Scripture from a Christian perspective and how they relate to management and personal relationships. (Analysis)	Artifact for review – Action Research Project (ARP) paper which is the culminating project worked on throughout the entire 13-month program. A panel of 4 faculty will evaluate a sample of ARPs from across sites and delivery methods using a rubric and 4-point Likert scale with 1 being <i>Beginning</i> and 4 <i>Exemplary</i>	Results showed that the <u>criteria for success was not met</u> . 27% percent of the sample of 11 individual papers that had been scored was scored as 3.25 or higher. The overall average was 2.05. 63% of the sample of 11 individual papers that had been scored was scored as 2 or lower. (Of note: Of the 60 faculty returned rubrics, 23 had this marked as N/A to the ARP.) Based on 38% of the faculty returning the rubric with a notation that this objective was not applicable, the ARP does not appear to be the correct artifact to assess students' understanding of a Christian perspective.	In the 2016-2017 academic year, the last course in the program will be revised to be a capstone course and include an artifact that can appropriately capture this element of student learning.	
<b>Catalog Outcome #2:</b> Construct a personal value system within the context of career, social, and educational experiences.	Artifact for review – Action Research Project (ARP) paper which is the culminating project worked on throughout the entire	Results showed that the <u>criteria for success was not met</u> . 75% percent of the sample of 12 individual papers that had been scored was scored as 3.25 or higher. The overall average was 3.13. 0% of the sample of 11 individual papers that had	In the 2016-2017 academic year, the last course in the program will be revised to be a capstone course and include an artifact that can appropriately capture this element of student learning.	Dr. Heidi Frederick, Assoc. VP and Dean for SGCS

### 3.3.1.1 – 2015 – 2016 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...
(Synthesis)	13-month program. A panel of 4 faculty will evaluate a sample of ARPs from across sites and delivery methods using a rubric and 4-point Likert scale with 1 being <i>Beginning</i> and 4 <i>Exemplary</i>	been scored was scored as 2 or lower. (Of note: Of the 60 faculty returned rubrics, 10 had this marked as N/A to the ARP.) Based on 17% of the faculty returning the rubric with a notation that this objective was not applicable, the ARP does not appear to be the correct artifact to assess students' understanding of a value system		
<b>Catalog Outcome #9:</b> Explain the influence of management theory on organizational systems and behavior. (Evaluation)	Artifact for review – Action Research Project (ARP) paper which is the culminating project worked on throughout the entire 13-month program. A panel of 4 faculty will evaluate a sample of ARPs from across sites and delivery methods using a rubric and 4-point Likert scale with 1 being <i>Beginning</i> and 4 <i>Exemplary</i>	Results showed that the <u>criteria for success was partially met</u> . 80% percent of the sample of 15 individual papers was scored as 3.25 or higher. The overall average was 3.24. 0% of the sample of 15 individual papers that had been scored were scored as 2 or lower. It may be that the ARP artifact is related to a consulting project of research and recommendations, and students are not fully explaining their recommendations based on management theories. Faculty marked Not Applicable on two of the rubrics when they were attempting to score. Students may not be fully grasping the importance of management theories as the foundation to what they are learning in application and case studies.	Management theory is taught in the following courses: <ul style="list-style-type: none"> <li>MHR4410 Systems Management – Demings management model</li> <li>MHR4420 Human Resources Management – general leadership and management models</li> <li>MHR4430 Principles of Management and Leadership – motivational theories, situational leadership theory, and servant leadership theory</li> </ul> <u>Changes:</u> <ul style="list-style-type: none"> <li>Thread</li> <li>Scope and sequence</li> <li>Earlier introduction</li> <li>Connection of application to the foundational theory(ies)</li> </ul>	Dr. Heidi Frederick, Assoc. VP and Dean for SGCS
<b>Computer Information Technology (BS)</b>				
Assessment plan/ results submitted  <i>(No specific changes provided)</i>				Dr. Mike Leih, Dir. / Assoc. Prof., Info. Tech Dept.
<b>Health Care Admin. (BS)</b>				
Assessment plan submitted  <i>(No students at point of assessment)</i>				Dr. Brandee Norris, Assistant Professor, Dir., Health Care Admin. Programs

### 3.3.1.1 – 2015 – 2016 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...
<b>Health Information Technology (BS)</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><b>Catalog Outcome #2:</b> Display knowledge of quality improvement initiatives to ensure security of health information and patient privacy.</p>	<p>1. Questions will be extrapolated from AHIMA’s Certified Healthcare Technology Specialist (CHTS) practice exams, formerly known as the HIT Pro Exam. The selected questions will create a formal HIT Assessment Exam for TNU’s HIT Program. Section III, entitled Quality Assurance of HIT and Patient Data Integrity &amp; Security, will assess student’s knowledge of HIPAA, AHIMA Code of Ethics and Bylaws, and risk management measures that HIT/HIM professionals may implement to safe guard patient data and prevent unauthorized access to patient information</p>	<p>On the pre-exam, the average student score for section III was 44%. On the post-exam, the average student score for section III was 45%. Criteria not met. <b>NOTE:</b> The cohort size decreased by two (2) students between the pre and post assessment exams. Nevertheless, there was a slight increase in overall performance for section III.</p> <p>Cohort 4 consisted of eight (8) students during the administration of the Pre HIT Assessment Examination and resulted in six (6) students during the administration of the Post HIT Assessment Examination. Each student was administered the Pre HIT Assessment Exam during the Fall of 2014 and the Post HIT Assessment Exam during the Fall of 2015. Furthermore, students in cohort 4 completed the HIT program during the fall semester of 2015 and participated in the commencement ceremonies in May 2016.</p>	<ul style="list-style-type: none"> <li>• Revisions were made to the existing HIT Assessment Exam to ensure students are tested on current material as it aligns with HIT industry standards and analogous with course room content.</li> <li>• Pre and Post Examinations were administered to assess level of improvement upon completing most of the core coursework and successfully passing each course.</li> </ul> <p>There was a decrease in cohort size between administration of the pre and post examinations. Nevertheless, it is evident that student in cohort 4 scored higher on the post assessment exam.</p>	<p>Dr. Brandee Norris, Assistant Professor, Dir., Health Care Admin. Programs</p>
<p><b>Catalog Outcome #3:</b> Demonstrate the ability to implement information systems and provide administrative oversight of deployment within a healthcare setting.</p>	<p>Questions will be extrapolated from AHIMA’s Certified Healthcare Technology Specialist (CHTS) practice exams, formerly known as the HIT Pro Exam. The selected questions will create a formal HIT Assessment Exam for</p>	<p>Average student score for Cohort 4 rated the following on sections one through four of the Pre HIT <u>Assessment Exam</u>:</p> <p>Section I – 14.875 out of 25 (60%)            Section II -13.375 out 25 (54%)            Section III – 11 out of 25 (44%)            Section IV – 12.375 out of 25 (50%)</p> <p>Criteria not met.</p> <p>Although students in cohort 4 did not successfully meet the 70% percentile benchmark, there was</p>	<ul style="list-style-type: none"> <li>• Made necessary changes to curriculum to meet industry standards and expectations.</li> <li>• Revised the HIT Assessment Exam to ensure exam questions aligned with course content of all courses in the HIT Program.</li> <li>• Administered a pre and post assessment examination for further analysis of improved performance.</li> </ul>	<p>Dr. Brandee Norris, Assistant Professor, Dir., Health Care Admin. Programs</p>

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

	TNU's HIT Program. Successful completion of the HIT Assessment Exam (all sections) will assess student's ability to implement information systems and provide administrative oversight of ITS deployments in healthcare settings	improvement in their overall performance on each of the four sections of the Post HIT Assessment Exam.		
--	--	--	--	--

#### Graduate Leadership:

Organizational Leadership (MOL)				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog Outcome #2:</u> Demonstrate Christian values in the role of servant leader.</p>	<p>Students are required to create a mind-map visual chart illustrating their top five personal values. These values are required to be defined and will influence their personal leadership standards. They are encouraged to use visual images and creativity to properly define each value. The engaged student will express and clearly define their five personal values. These values will be used to identify their personal leadership standards.</p>	<p>The mind map core values assignment was conducted in the spring session of MOL 5010 and there were 19 participants. One hundred percent of students scored 85-100 on the activity using visual images/creativity to clearly define their personal core values; however, there were significant issues with using the mind map technology.</p> <p>The overall exercise was successful in that students clearly defined their core values and used meaningful images to further explain/illustrate their perspective. A free online mind mapping technology was used for the assignment but it became a frustration for some students which required a lot of troubleshooting. While the results were successful, the actual completion of the assignment was harder than anticipated.</p> <p>The Center for Innovative Instruction Team was consulted to find a solution for the mind map technology. The creators of the mind map technology changed their interface and upgraded their system while the course was underway which made the instructions for the assignment unclear.</p>	<p>A change was made to the assignment moving forward for the fall of 2016 to solve the frustration with technology. As a result, there is a change in the assignment instructions to move toward using a power point presentation instead of creating a mind map for the sake of simplifying the technology. The power point will still require that student use images to further define their core values; however, it is an easier and more familiar technology which should make the student experience less frustrating. The overall goals of the assignment will be met by using this method.</p>	<p>Dr. Tom Middendorf, Assistant Professor, Director of Master of Organizational Leadership Program</p>



### 3.3.1.1 – 2015 – 2016 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><u>Catalog Outcome #3:</u> Connect theories from multiple disciplines to the practice of leadership.</p>	<p>From the various leadership theories in multiple disciplines reviewed, students are required to (1) complete a Culminating Activity that graphically depicts the intersection of three leadership theories on three measures: unique characteristics of each theory, characteristics that are common to two theories, and characteristics that are common to three theories and (2) write a 500-600 word reflection explaining their reasons for the design.</p>	<p>“6.2 Culminating Activity” was included in MOL 5020 in 2016 Spring semester to assess the MOL Program’s Student Outcome #2. The average grade for the 24 students who completed the assignment during the semester was 90.5%. Of the 24 students completing the activity: 83.3% (20 of 24) scored 85 or above; 1 scored in the low 80%; 2 scored in the 70%, and one scored less than 20%. The majority of students understood the specific components of the leadership theories studied; were able to synthesize them; and were able to compare the elements to other leadership theories. This activity required not only a thorough understanding of the theories but also moved the students into the higher level of Bloom’s Taxonomy, analysis and synthesis. The students who did not reach the level of 85% (excluding the one student who scored 16.7%) missed one or two of the comparison details and also made basic grammar errors in their writing narrative.</p>	<p>a. Two additional videos focusing on leadership theories (required viewing) have been added to the course in order to strengthen students’ understanding of important theories and ability to compare and contrast various theories.</p> <p>b. A written reminder has been added to the syllabus for students to review APA writing guidelines to improve their skill in acceptable formatting of written work at the graduate level.</p>	<p>Dr. Tom Middendorf, Assistant Professor, Director of Master of Organizational Leadership Program</p>
<p><b>Leadership and Professional Practice (EdD)</b></p>				
<p>Assessment plan/ results submitted</p> <p>Curriculum and instruction – development of fully online program</p>	<p>Meetings with faculty and Center for Innovative Instruction</p>	<p>The EdD program underwent a significant change during the 2015-2016 academic year. Fall 2015 was spent putting the final plans into place to take the doctoral program fully online. These plans included meetings with faculty and Center for Innovative Instruction to develop curriculum from the face-to-face program for a digital environment. Courses in the online program are sequenced to be in tandem with the face-to-face sequence. The same texts are used for both face-to-face and online. For those courses in which the face-to-face professor is not teaching the online course too, the face-to-face instructor has met and continues to keep the courses as close in proximity as possible. Interviews were held by the EdD selection team to select the students to begin Spring 2016. The faculty and alumni panel conducted oral interviews</p>	<p>The first online doctoral cohort began Spring 2016.</p>	<p>Dr. Alice Patterson, Assoc. Professor, Dir. EdD Program</p>

### 3.3.1.1 – 2015 – 2016 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>and requested each applicant to submit a writing sample. This process was the same the selection with face-to-face with the exception of the collaborative activity. The first online doctoral cohort began Spring 2016.</p> <p>For the Summer semester, face-to-face doctoral program meets Intensified Summer Learning Experience (ISLE) that covers 2 long weekends in which 7-9 semester hours of course credit is accrued. There is no ISLE experience for the online program.</p>		
--	--	--	--	--

### SCHOOL OF MUSIC AND WORSHIP ARTS:

#### Department of Music:

Music (AA)				
<p>Assessment plan submitted</p> <p><i>(No students enrolled in major)</i></p>				Dr. David Diehl, Dean of School of Music, Professor
Music-Commercial (BA)				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog Outcome #1, #2, #4, #5:</u> The student will demonstrate performing competence.</p>	<p>The student will perform a 4<sup>th</sup> semester jury or applied proficiency for the faculty and will be evaluated for readiness to move into upper division study (rubric provided)</p>	<p>63% (5 of 8) students passed this jury on their first attempt. The faculty was concerned that the criteria for success on this item was not met. There are several variables related to this result that we took into consideration. 1. The ability and work ethic of the students being assessed. 2. The pedagogical skills and effectiveness of our adjunct teachers. 3. The actual issues within each assessment that was causing students not to pass. One of the key elements was the lack of student knowledge in theory and sight reading. We believe a combination of all three of these contributed to the low pass rate.</p>	<ol style="list-style-type: none"> <li>We are beginning to study the possibility of creating an audition process to enter the Department of Music. This audition will include an evaluation of each students musical ability, work ethic (as demonstrated through their work on the audition process), and musical background. This will help to ensure that students have the requisite attributes they need to successfully complete a music degree.</li> <li>The music faculty agreed to teach in a way that reinforced the common concepts being taught throughout the curriculum. Examples:               <ol style="list-style-type: none"> <li>Vocal health and technique</li> </ol> </li> </ol>	Dr. David Diehl, Dean of School of Music, Professor

### 3.3.1.1 – 2015 – 2016 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>taught in voice lessons will be reinforced in vocal ensembles.</p> <p>b. Sight reading techniques taught in Aural Theory will match what is being used in lessons and ensembles.</p> <p>c. Theory concepts will be reinforced in lessons and ensembles.</p>	
<p>Catalog Outcome #1, #2, #3, #5: The student will demonstrate the ability to compose and/or arrange music</p>	<p>The student will complete an arranging project in their Commercial Theory class. Minimum of 32 measures long.</p>	<p>42% (5 of 12) of students scored an 85 or higher on this assessment. The music faculty was deeply disturbed by this result. We did have a conversation about the means and criteria for success and believe that those are valid.</p>	<p>Theory concepts will be reinforced throughout the curriculum in lessons, piano classes, ensembles, and other related classes. We believe that if students will demonstrate understanding and be able to apply their theory knowledge in multiple settings, it will deepen their overall theory knowledge and allow them to raise their scores on this theory assessment.</p>	<p>Dr. David Diehl, Dean of School of Music, Professor</p>
<b>Music-General (BS)</b>				
<p>Assessment plan submitted</p> <p><i>(Assessment results not completed; no specific changes provided )</i></p>				<p>Dr. David Diehl, Dean of School of Music, Professor</p>
<b>Music Education (BS)</b>				
<p>Assessment plan/results submitted</p> <p><i>(No specific changes provided)</i></p>				<p>Dr. David Diehl, Dean of School of Music, Professor</p>
<b>Theory &amp; Composition (BM)</b>				
<p>Assessment plan/results (incomplete) submitted</p> <p><i>(No specific changes provided)</i></p>				<p>Dr. David Diehl, Dean of School of Music, Professor</p>

### 3.3.1.1 – 2015 – 2016 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...
<b>Praise and Worship (Certificate) (AA)</b>				
<p>Assessment plan submitted</p> <p><u>Program changes 2015-16</u></p>	<p>Data collected over three years from students, adjunct instructors, broader base of students called to do musing for the Church.</p>	<p>The NPWI curriculum went through a major change by developing and implementing a new curriculum that was approved by Academic Council in the spring of 2016. Student learning outcomes will be assessed through the successful completion of all coursework and the completion of required proficiencies: SALT, music theory, piano, and guitar.</p> <p>The vision statement was changed to reflect as follows: The goal of the Praise and Worship Program is to provide a creative environment that trains and equips students who desire to be a worship pastor, worship leader, Christian artist, or songwriter for the local church and the church at large. Our curriculum models real world practicums that engage students in a learning environment and that places the band at the center of that training.</p> <p>The majority of the new learning outcomes are tested through rubrics, proficiencies, or standard; however, the first Learning Outcomes talks about a heart to serve the body of Christ. The addition of SALT, which is a proficiency-based assessment, is a fair means to encourage and help develop a student's training beyond the classroom. When we serve a local church or community or help train someone on an instrument, this serves others and turns the inward to outward.</p>	<ol style="list-style-type: none"> <li>1. New learning outcomes developed</li> <li>2. The new vision statement encompasses the three main areas of music for the Church: Worship pastor / leader, songwriter, and Christian artist</li> <li>3. Reduces the number of NPW hours for the certificate and Associate's degree from 48 to 36. This gives students a more manageable schedule as well as the opportunity to take Gen Ed courses towards an Associate's or beyond.</li> <li>4. Removes redundancy in subject matter.</li> <li>5. Introduces specialized courses for 2nd year students that gives them a choice to take five hours that focus on their specific academic interests.</li> <li>6. Encourages students to balance their schedule between school work and rehearsal time.</li> <li>7. Promotes a smoother transition towards obtaining a Bachelor's degree</li> </ol> <p>Approved by Academic Council Spring 2016.</p>	<p>Mark Hosny, Director NPWI Program</p>
<b>Worship Arts / Worship and Church Ministry (BA)</b>				
<p>Assessment plan submitted</p> <p><u>Program changes 2015-16</u></p>	<p>1. An advisory group composed of a senior pastor, three worship pastors, two students, and two faculty members met to discuss what improvements could be</p>	<p>The Center for Worship Arts houses two majors, the Bachelor of Arts in Worship Arts and the Bachelor of Arts in Worship and Church Ministry. Both majors have the same core curriculum that is interdisciplinary in nature. The 2015-2016 academic year included a significant revision in the curriculum, and as a result, the planned</p>	<p>The 2015-2016 academic year included a significant revision in the curriculum, and as a result, the planned assessments were not completed. During the fall 2015 semester, a proposal was presented to the Worship Arts Curriculum committee that recommended some courses would be deleted and that</p>	<p>Dr. Sam Green, Director of Worship Arts Program</p>

### 3.3.1.1 – 2015 – 2016 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>made to the worship arts curriculum.</p> <p>2. A group of three graduating worship arts majors met to discuss ways to improve the overall curriculum for the degree.</p> <p>3. Discussions with Dean of School of Religion</p>	<p>assessments were not completed.</p>	<p>several music courses be added, which included courses from the Praise and Worship program and courses from the Department of Music. The University's Academic Council approved the deleted and added courses in late 2015, with implementation to occur in the 2016-2017 school year.</p> <p>Included in the proposal was departmental course prefixes that if taken would count as Worship Arts electives. The statement was added in the University catalog.</p> <p>With the additions and deletions of courses, the worship arts minor degree was increased to 18-credit hours. The new worship art minor was added to the 2016-2017 University catalog.</p> <p>Worship arts students enrolled in Issues in Systematic Theology: The God We Worship should be able to complete the course specifically for them every other year beginning fall 2017. In the past, the course included both religion and worship arts majors. It was recommended that worship arts students be able to focus more directly on the objectives of the course through the lens of worship arts, rather than in a more general way.</p>	
--	---	--	--	--

### SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY:

<b>Religion / Religious Studies (BA)</b>	<b>Prof. Minors: Worship Min, Pastoral Min, Youth Min, Children's Min, Compassionate Min, Intercultural Studies</b>			
Assessment plan/ results/analysis submitted	> Graduating Seniors will be presented with a survey including five questions regarding their self-	Both means of assessment met the desired goals regarding content and student opinion regarding significant perceptions of training in church history. It is clear that students' perceptions are	When this assessment is carried out in three years, we will ask Seniors to write a brief essay regarding what they regard the five most significant events of church history to	Dr. Tim Green, Dean / Professor, School of Theology and Christian Ministry
<b>Catalog outcome #5:</b>				

### 3.3.1.1 – 2015 – 2016 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>Know the major movements of the history of the Christian Church.</p>	<p>evaluation of their knowledge of the major movements of the Christian church to which they will respond Highly Agree through Highly Disagree.</p> <p>&gt; Graduating Seniors will be given an objective exam regarding the major movements of the history of the Christian Church.</p>	<p>significantly higher than what their test results demonstrate however. We believe that the content exam itself has such specific content information that it is unfair for students in their second semester Senior year to recall such specific information from their first semester Sophomore year. The results do not indicate that the curriculum itself requires changes to improve student learning. However, we do feel that the means of assessment itself needs to be changed (see above) in order for us to comprehend not as much the students' knowledge of simply specific, detailed content but rather the broad picture of church history and its relevance for doing ministry in contemporary society and culture.</p>	<p>be for the life of theology and the church today. At the end of the second semester of church history (church history is two semesters in length), students will be examined over the key issues in church history from the broad perspective (rather than detailed specific content).</p>	
<p><u>Catalog outcome #7:</u> Articulate and understand the Articles of Faith of the Church of the Nazarene</p>	<p>&gt; Graduating Seniors will be presented with a survey including five questions regarding their self-evaluation of the Articles of Faith of the Church of the Nazarene to which they will respond Highly Agree through Highly Disagree.</p> <p>&gt; Graduating Seniors will be given an objective exam regarding the Articles of Faith of the Church of the Nazarene.</p>	<p>With the exception of Q4 in the survey, percentages were extremely high; Q4 met the minimal requirement of 75%. Likewise, the content exam did meet the minimal criterion score of 70% (at 78%). Therefore, both assessments met and exceeded all criteria for success.</p>	<p>Two changes will take place to continue to place emphasis upon this very significant student outcome:</p> <ul style="list-style-type: none"> <li>c. A new theology instructor arrived 2015-16 year. This year is his second year to teach Systematic Theology in which the Articles of Faith particularly emerge. In the coming 2017-18 year, the course will develop a means by which students can make a direct correlation between what they are learning in Systematic Theology and the Articles of Faith. The instructor will develop this means in conversation with the Dean of the School of Theology and Christian Ministry.</li> <li>d. Because the content assessment used for this past year was devised by a former instructor, the content assessment will be examined by the new instructor and when this outcome is assessed in three years, the new instructor's revised content exam will be used so that it parallels more efficiently his vision for the core course in relationship to the Articles of Faith.</li> </ul>	<p>Dr. Tim Green, Dean / Professor, School of Theology and Christian Ministry</p>

### 3.3.1.1 – 2015 – 2016 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><u>Catalog outcome #9-4:</u> Know and demonstrate rudimentary skills in the practice of professional Christian ministry in the areas of congregational administration and care (only administered to Religion majors)</p>	<p>(NOTE: The surveys below will have the student indicate which professional ministry s/he focused in so that specific professional courses might be better assessed.)</p> <p>&gt; Graduating Seniors will be presented with a survey including five questions regarding their self-evaluation of their knowledge of and ability to carry out rudimentary skills in congregational care and administration to which they will respond Highly Agree through Highly Disagree.</p> <p>&gt; Alumni/ae from the past three years (2015, 2014, 2013) will be provided ten questions regarding their preparation in rudimentary skills for pastoral care and administration (with additional space for feedback on the curriculum in these areas) to which they can respond from Highly Agree to Highly Disagree.</p>	<p>This outcome is related to two specific areas: administration and pastoral care. As one examines the results of the assessments, the pastoral care elements meet or exceed criteria for pastoral care; however, the results of the assessment for administration indicate shortcomings. As noted, the assessments were further divided between Pastoral Ministry and other professional minors. The shortcoming particularly appears in the other professional minors. Therefore, changes need to be made to those taking the course for youth and children.</p>	<p>While we have had separated sections and instructors for our pastoral ministry minors and all of our other professional minors, courses (titles and numbers) will remain distinct while all students will be in the same section taught by a common instructor (a seasoned senior pastor), thus allowing our other professional minors to learn from and be guided by an instructor and curriculum immersed in church leadership as well as for those students to learn within the context of church staff.</p>	<p>Dr. Tim Green, Dean / Professor, School of Theology and Christian Ministry</p>
<p><b>Intercultural Studies (BA)</b></p>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog outcome #5:</u> Know the major movements of the history of the</p>	<p>&gt; Graduating Seniors will be presented with a survey including five questions regarding their self-evaluation of their knowledge of the major</p>	<p>Both means of assessment met the desired goals regarding content and student opinion regarding significant perceptions of training in church history. As in Religion/Religious Studies majors, student perceptions seem to be higher than what their test results demonstrate. As noted in the</p>	<p>When this assessment is carried out in three years, we will ask Seniors to write a brief essay regarding what they regard the five most significant events of church history to be for the life of theology and the church today. At the end of the second semester of</p>	<p>Dr. Tim Green, Dean / Professor, School of Theology and Christian Ministry</p>

### 3.3.1.1 – 2015 – 2016 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...
Christian Church.	<p>movements of the Christian church to which they will respond Highly Agree through Highly Disagree.</p> <p>&gt; Graduating Seniors will be given an objective exam regarding the major movements of the history of the Christian Church.</p>	<p>Religion/Religious Studies analysis, we believe that the content exam itself has such specific content information that it is unfair for students in their second semester Senior year to recall such specific information from their first semester Sophomore year. Similar to our analysis of Religion/Religious Studies students, the results do not indicate that the curriculum itself requires changes to improve student learning. However, we do feel that the means of assessment itself needs to be changed (see above) in order for us to comprehend not as much the students' knowledge of simply specific, detailed content but rather the broad picture of church history and its relevance for doing ministry in contemporary society and culture.</p>	<p>church history (church history is two semesters in length), students will be examined over the key issues in church history from the broad perspective (rather than detailed specific content). Because ICS students take only the first semester of Church history and then a semester of mission history, this means of analysis will also allow us to examine whether the specific mission history course meets our desired outcomes for church history.</p>	
<p><u>Catalog outcome #7:</u> Articulate and understand the Articles of Faith of the Church of the Nazarene</p>	<p>&gt; Graduating Seniors will be presented with a survey including five questions regarding their self-evaluation of the Articles of Faith of the Church of the Nazarene to which they will respond Highly Agree through Highly Disagree.</p> <p>&gt; Graduating Seniors will be given an objective exam regarding the Articles of Faith of the Church of the Nazarene.</p>	<p>In the student survey, 3 out of 5 questions were at 100%. Although 2 out of the 5 questions were at the minimal 75%, 3 out of 4 of the students responded agree or highly agree. Likewise, the content exam did meet the minimal criterion score of 70% (at 84%). Therefore, both assessments met and exceeded all criteria for success.</p>	<p>While the criteria were met, we do plan to make two changes to assure that we are continuing to do highly acceptable work in the training of the Articles of Faith of the Church of the Nazarene. As noted in our analysis of Religion/Religious Studies majors:</p> <ol style="list-style-type: none"> <li>a. A new theology instructor arrived 2015-16 year. This year is his second year to teach Systematic Theology in which the Articles of Faith particularly emerge. In the coming 2017-18 year, the course will develop a means by which students can make a direct correlation between what they are learning in Systematic Theology and the Articles of Faith. The instructor will develop this means in conversation with the Dean of the School of Theology and Christian Ministry.</li> <li>b. Because the content assessment used for this past year was devised by a former instructor, the content assessment will be examined by the new instructor and</li> </ol>	



### 3.3.1.1 – 2015 – 2016 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...
			when this outcome is assessed in three years, the new instructor's revised content exam will be used so that it parallels more efficiently his vision for the core course in relationship to the Articles of Faith.	
<b>Christian Ministry (AA) (BA)</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog outcome #4:</u> Define and appropriate the disciplines of the Christian faith for personal and ministerial growth.</p>	<p>Students in CMN 4250 <i>Personal &amp; Spiritual Development</i> will complete the activities required for the <u>Spiritual Development Participation</u> assignment. This is submitted by the students as a self-assessment and thus demonstrates that they have appropriated the disciplines of the Christian faith for personal and ministerial growth. The instructor creates a "checklist card" for each student.</p>	<p>83% of the students scored 80+ points. The opening self-assessment of the assignment measures, in part, the student's marital relationship as part of spiritual development.</p>	<p>For next year, the self-assessment will be modified to accommodate students who are not married.</p>	<p>Gail Pusey, Assoc. Dir., Christian Ministry Program</p>
<b>Religious Studies (MA)</b>	<b>(Preaching, Biblical St., Theological Studies)</b>			
<p>Assessment plan submitted</p> <p><u>Program change to online format</u></p>		<p>As documented in the Graduate and Continuing Studies Committee minutes (03/14/2016) a Pastoral Counseling track was added to the MA – Religious Studies program as of Fall 2016. Rationale for the new track includes:</p> <ul style="list-style-type: none"> <li>This (track) should attract a different pool of potential students than our existing options of Christian Ministry and Biblical/Theological Studies. There are many in family, shepherding, and compassionate ministries</li> </ul>	<p>The MA – Religious Studies program is in a time of transition from a face-to-face format to a complete online format. The online format began Fall 2015 and has resulted in an increased enrollment from 39 in Fall 2015 to 85 in Fall 2016. As noted in the 2014-15 assessment report, the changes in curriculum will focus in one of two areas (rather than four broad areas); and in light of this assessment, it begins with a course on</p>	<p>Dr. Tim Green, Dean / Professor, School of Theology and Christian Ministry</p>

### 3.3.1.1 – 2015 – 2016 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>who will find this concentration attractive.</p> <ul style="list-style-type: none"> <li>This is the area that is requested the most by prospective students. Also, other similar ministry programs who have this concentration option find more than half of incoming students choose this concentration.</li> </ul>	<p>methodology, (introduction of) issues, and general scholarship. The new track does not lead to licensure and is therefore separate from Graduate Counseling offerings.</p>	
--	--	---	---	--

#### GRADUATE PHYSICIAN ASSISTANT PROGRAM:

Physician Assistant (MSM)				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog outcome #1:</u> Able to understand, evaluate, and apply <i>medical knowledge</i> to clinical scenarios.</p>	<p>The comprehensive self-assessment tool called the Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) is taken both at the end of the Didactic portion of the Program (PACKRAT 1) and within 6 weeks of graduation from the Program</p>	<p>The Criteria for Success were not completely met. The TNU PA program Class of 2015 performed above national average on all task areas in PACKRAT 1 and PACKRAT 2 except for <i>Clinical Intervention</i> on PACKRAT 2, where the TNU PA program Class of 2015 had 64.68% correct and the national average was 67% correct. To increase the performance on the PACKRAT exam, as a marker of the ability of the students “to understand, evaluate, and apply medical knowledge to clinical scenarios,” curriculum changes to the didactic and clinical phases of the TNU PA program have been and are being implemented.</p>	<p>1. An organ-based sequencing of the didactic phase curriculum. In this model, the normal physiology of an organ system is covered first, followed shortly afterwards by pharmacotherapeutics associated with the organ system. Following this instructional unit, the clinical medicine of the organ system is covered, incorporating and integrating previous covered medical knowledge with the skills in critical thinking and clinical intervention needed for practice as a physician assistant. This pattern of curriculum design and sequencing continues for each of the major organ system of the body promoting the integration of the various types of medical knowledge needed for effective clinical practice.</p> <p>2. Greatly increase the instructional time for several courses. Clinical Medicine was increased from 12 credit hours to 24 credit hours, allowing for a much more thorough and in depth coverage of all the topics on the exam blueprint for the national certifying exam for physician assistants (the ‘PANCE blueprint’) and for clinical practice, reflecting improvement in the <i>Clinical Intervention</i> skill area. The credit hours for</p>	<p>Dr. Erica Martinez, Assistant Professor, Curriculum Coordinator, Graduate Physician Assistant Program</p>

### 3.3.1.1 – 2015 – 2016 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>physiology and pathophysiology increased from 4 to 12 credit hours, increasing the time for covering information that applies to the <i>Scientific Concepts</i> skill area. The pharmacotherapeutics course series increased from 8 credit hours to 11 credit hours, increasing the time for covering information related to the <i>Clinical Therapeutics</i> knowledge and skill area.</p> <p>3. Pharmacotherapeutics course series has been improved. Our new course instructor is a currently practicing pharmacist, who, in addition to teaching the organ-systems sequencing pharmacotherapeutics course series in the didactic phase, also teaches pharmacotherapeutics review sessions during the clinical phase of the program when students return to campus.</p>	
<p><b>Catalog Outcome #3:</b> Provide care with the utmost <i>professionalism</i>, demonstrating a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.</p>	<p>Evaluated by his/her clinical preceptor on his/her ability to provide care with <i>professionalism</i> during each of the 8 clinical rotations. Professionalism is assessed via the ability to show professionalism in 9 categories (Attendance, Punctuality, Professional Appearance, Work Habits, Self-Motivation, Understanding the PA Role, Interpersonal Skills with Others, Constructive Feedback, Lifelong Learning Habits).</p>	<p>The criterion for success was met as all students of the Class of 2015 received credit for satisfactory professionalism on all eight of their clinical rotations upon preceptor evaluation. While this is a positive result and we are pleased that no students were deemed to not have met professionalism standards, we know there is room for improvement in assessing this important competency of physician assistant practice. We believe this assessment, with a “yes/no” type of response for assessing professionalism, did not provide enough detailed information and may therefore not allow for certain students with specific deficiencies in certain aspects of professionalism to be identified. Preceptors may have felt pressured to score students as meeting the standard of professional behavior as it was an “all or nothing” type of scoring. Identification of students deficient in certain aspects of professionalism is necessary so that the program can provide guidance on how to correct behaviors in order to prepare graduates who will practice with the highest degree of professionalism</p>	<p>For future cohorts in the clinical year, the program plans to require preceptors to score the students individually on each of the nine aspects of professionalism (Attendance, Punctuality, Professional Appearance, Work Habits, Self-Motivation, Understanding the PA Role, Interpersonal Skills with Others, Constructive Feedback, Lifelong Learning Habits). Students will be assessed on each of these aspects using the following scale: Performance exceeds expectations (A), Performance excels in some areas (B), Performance meets minimum standards (C), Clearly inadequate, deficiency evident (F), Not applicable/Did not observe (N/A). Criteria for success will be determined for the new, detailed type of assessment. Students who are scored with an F on any of the aspects will meet with the clinical faculty to assist in correction of the deficiency in professionalism.</p>	<p>Dr. Erica Martinez, Assistant Professor, Curriculum Coordinator, Graduate Physician Assistant Program</p>

### 3.3.1.1 – 2015 – 2016 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><u>Catalog Outcome #4:</u> Engage in <i>practice-based learning and improvement</i>, participating in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement.</p>	<p>Each student in the Clinical Phase of the program writes a critical review of a recent change in clinical medicine, analyzing clinical literature and making conclusions on the validity of the studies and the applicability to patient care. This paper is assessed by faculty based on an established rubric.</p>	<p>1) <i>Study validity</i>: 4.54 2) <i>Conclusions from the Clinical Studies</i>: 4.39 The Criteria for Success were not completely met, as the average score for <i>Study validity</i> was above the benchmark of 4.5, but the average score for <i>Conclusions from the Clinical Studies</i> was slightly below the benchmark of 4.5. The requirements for the <i>Study validity</i> section of the paper include identifying and analyzing at least five aspects of the paper which influence study validity (e.g. sample size, randomization, blinding, inclusion/exclusion criteria, sponsorship, biased or unsound measurements, appropriate statistical analysis). Students met the benchmark for this section, suggesting that they completed this task thoroughly, highlighting the ways that each of the factors influenced study validity.</p> <p>The requirements for the <i>Conclusions from the Clinical Studies</i> section were to thoroughly discuss the nature of the important outcomes of the study (i.e. whether they are Patient-oriented evidence in Medicine (POEM) or Disease-oriented evidence (DOE)), the statistical significance and clinical significance of the findings in the study, and the <i>overall</i> conclusions made by the student about the importance of the topic to clinical practice given the factors influencing study validity. Since the benchmark was not met for this section, this suggests the students did not thoroughly cover these requirements. This could have occurred for several reasons. The students could have had incomplete understanding of the requirements for the section and its importance for the overall paper, spending little time and effort on the section. Alternatively, the students could have not known how to properly classify the nature of the outcome. They may have also not known how to properly assess clinical and statistical significance or how to make an overall conclusion about the importance of the study.</p>	<p>Several changes have been implemented for the next cohort and will continue to be developed for future cohorts. One of the most important changes made in the Research Seminar paper for the upcoming cohort was to put the main focus of the paper (and the largest portion of the text of the paper) on the most important objectives for the course, which are to critical analyze the validity of studies and to make sound conclusions based on this analysis, relating these conclusions to the impact on patient care. To pursue this goal, the background section of the paper (relating topics such as the pathophysiology, epidemiology, and standard of care for a specific clinical problem) has been made much smaller (one page instead of three pages), allowing for the majority of the focus and the volume of text to cover the main objectives. In addition, the syllabus has been improved to provide a detailed list of the requirements for each of the sections, making completion of the paper more straightforward. In an effort to further increase the student's ability to critical analyze and make conclusions on the validity of the medical literature, the instructor of the Research Seminar course will closely coordinate with the instructor for the Research Methods and Design course in the PA program, in which these skills are first taught and practiced. This coordination will involve ensuring students receive adequate instruction in determining the nature of the outcomes of the clinical study, practice in making sound conclusions of their own upon analysis of the medical literature, and training in applying conclusions to patient care. These changes will help to ensure that students are engaging in proper 'practice-based learning and improvement' while in</p>	<p>Dr. Erica Martinez, Assistant Professor, Curriculum Coordinator, Graduate Physician Assistant Program</p>

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

			the program, honing these important skills for their future as practicing physician assistants.	
--	--	--	---	--

### GRADUATE COUNSELING PROGRAMS:

Clinical Mental Health Counseling (MA); Marriage & Family Counseling/Therapy (MMFT)				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog outcome #1:</u> Possess knowledge of the field of counseling or marriage and family counseling/therapy.</p>	<p>1a. Comprehensive Exam (in house) (for students who began the program prior to the fall 2013 semester) completed during one of their internship semesters.</p> <p>1b. GSA-NCC results. The Graduate Student Administration for National Certified Counselor (GSA-NCC) - a national exam that MA (Counseling) students have the option to take after students have completed core counseling courses.</p> <p>1c. CPCE results. The Counselor Preparation Comprehensive Examination (CPCE) - nationally developed exam assessing student knowledge in core counseling areas administered after students</p>	<p>Three means of assessment were used to measure the outcome regarding students' knowledge of the field. On the in-house comprehensive exam, the means of assessment results are that "50% 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 2015-2016 academic year scored at or above a 75%", which does not meet 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 2015-2016 academic year will score at or above a 75%." Last year, the program chose to increase this benchmark to 75% from 65% (65% reflects the passing score), in an effort to provide more meaningful data. Upon review of the exam results for 2015-2016, we discovered the sample size was smaller than anticipated; the majority of the students completing the comprehensive exam this past academic year did so under the new comprehensive exam procedure. At this point, the majority of students in the program are taking a revised comprehensive exam, but the data compiled based on the specific means of assessment does not reflect results from the</p>	<p>The program will adjust the means of assessment (in-house comprehensive exam) going forward in order to compile data from the majority of students and from the most currently used comprehensive exam (called the <i>Specialty</i> exam, which students are required to pass before taking the CPCE). The program may also reassess the increased benchmark, which reflects a <i>significant</i> increase to the previous standard, moving from 80% of students scoring at 65% or higher to 80% of students scoring at 75% or higher; for example, perhaps setting the benchmark as "75% of students scoring at a 75% or higher" or "80% of students scoring at a 70% or higher".</p> <p>Update: The 2016-17 plan indicates 85% to pass at minimum of 65% on specialty exam.</p>	<p>Dr. Peter Wilson, Professor, Director, Grad. Counseling / Heather Ambrefe, Asst. Director Graduate Counseling</p>

### 3.3.1.1 – 2015 – 2016 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>have completed the core counseling courses.</p>	<p>most current comprehensive exam. The program will adjust the means of assessment going forward to compile data from the most current comprehensive exam, which is now completed by the majority of students. The program will also reassess the increased benchmark, which reflects a <i>significant</i> increase to the previous standard.</p> <p>During the fall 2015 and spring 2016 semesters, a total of 16 students took GSA-NCC, a nationally developed exam; of the 16 students, 15 passed the exam (94%). In addition, 97% of the students taking the CPCE exam, another nationally developed exam, during the fall and spring semester of the 2015-2016 academic year passed. Students complete the GSA-NCC, CPCE, and in-house comprehensive exam toward the end of their program, at which point most or all of their coursework has been completed; these means of assessment provide valuable information on not only a programmatic level but also a national level as to students' knowledge of the field of counseling and marriage and family counseling/therapy.</p>		

### 3.3.1.1 – 2015 – 2016 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...
<b>Clinical Counseling: Teaching &amp; Supervision (PhD)</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog Outcome #1:</u> 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 2016, 78% scored a passing score on the Marriage &amp; Family/Counseling portion* of the exam. Initial assessments utilized all portions of the Ph.D. Clinical Counseling written comprehensive exams for measurement of this outcome.</p>	<p>It was decided after the 2014-2015 assessment that one portion of the written comprehensive exam— the Counseling cognate of the program) or the Marriage and Family Counseling/Therapy portion (taken by students in the MFT cognate of the program)—would act as the best measurement of advanced proficiency in practicing the art of therapy. On future assessments, first-attempt passing on all portions of the written comprehensive exam will be measured in conjunction with various other outcomes.</p>	<p>Dr. Susan Lahey, Dir. Clinical Counseling (PhD) Program; Assoc. Professor / Emily Kilbourn, Admin. Asst.</p>

### INTERDISCIPLINARY PROGRAMS:

<b>Social Justice (BS)</b>	<b>Prof. Minors: Non-profit &amp; Congregational Worship, Public Policy, Environmental Justice</b>			
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog Outcome #2:</u> Able to secure employment in a setting that addresses social justice issues.</p>	<p>Social Justice graduates will receive a survey in August 2016, regarding employment status in a social justice setting</p>	<p>This assessment consisted of surveying four social justice graduates. Three of the graduates pursued employment in a social justice setting. One of the graduates pursued graduate education; thus his survey was deemed invalid for this assessment. Due to assessing three social justice graduates for this outcome, the appearance of not meeting the criteria for success should take into consideration the low number of students evaluated for the assessment which affects the percentage employed in a social justice setting.</p>	<p>One recommendation would be to update the Student Learning Outcome to add “pursuing graduate work” as an additional criterion for Outcome #2 as student success upon graduation is deemed via employment in a social justice setting or to pursue graduate work following graduation.</p>	<p>Jamie Casler, Assistant Professor / Director, Center for Social Justice</p>

### 3.3.1.1 – 2015 – 2016 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...
----------------------------------	------------------------------	------------------------	---	---

#### GENERAL EDUCATION COMPETENCIES:

General Education Core Competencies (Traditional Undergraduate)				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Catalog Outcome #1:</u> Demonstrate competency in oral and written communication exhibiting an awareness of content, purpose, and audience while accurately using Standard English. (Written)</p>	<p>1a. 30 randomly selected students will submit a writing assignment from Christian Life and Ministry to be evaluated by faculty according to a modified rubric adapted from the English faculty, including subcategories addressing each of the six aspects named in the outcome. The rubric will rank the quality of the paper from 1 (Beginning) to 6 (Exceptional).</p> <p>1b. The skill sub-score of the PROFICIENCY PROFILE Test entitled Writing will be used to assess this outcome. This test will be given to a selection of students enrolled in REL4000/4100</p>	<p>Our students scored well on the TNU-administered writing assessment, but we did not meet the goal on the Writing section of the ETS Proficiency Profile, on which we scored in the 58<sup>th</sup> percentile. While the goal was to score in the top 1/3 of the country (67<sup>th</sup> percentile), we believe scoring in the top ½ of all students in the country who took the test is still a positive result.</p>	<p>We believe our students scored well and that the goal set by the previous committee was exceptionally high, therefore we have changed the criterion for this goal for next year. Because we believe scoring in the top ½ of all those assessed in the country is a good result, we decided to change the goal for our students to score above the 50<sup>th</sup> percentile of all students assessed in the country.</p>	<p>Dr. Tim Green, Chair, General Education Committee; Dr. Mindy Burch, General Education Committee member - assessment oversight</p>
<p><u>Catalog Outcome #4:</u> Use the scientific method, scientific inquiry, and perform basic mathematical and statistical tasks to analyze and solve problems.</p>	<p>2a. The context portion of the PROFICIENCY PROFILE Test entitled “Natural Sciences” will be used to assess the outcome. This test will be given to a selection students enrolled in REL4000/4100.</p>	<p>2a. The aggregate Natural Science mean score of all tested students was at the 55<sup>th</sup> percentile for all students taking the test nationally. 2b. The aggregate Math mean score of all tested students was at the 53<sup>rd</sup> percentile for all students taking the test nationally. We did not meet any of these goals. However, for all three goals we did score in the top ½ of all</p>	<p>We believe our students scored well and that the goal set by the previous committee was exceptionally high, therefore we have changed the criterion for this goal for next year. Because we believe scoring in the top ½ of all those assessed in the country is a good result, especially given the fact that one of</p>	<p>Dr. Tim Green, Chair, General Education Committee; Dr. Mindy Burch, General Education Committee member - assessment oversight</p>



### 3.3.1.1 – 2015 – 2016 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...
	2b. The skill sub-score of the PROFICIENCY PROFILE Test entitled Math will be used to assess this outcome. This test will be given to a selection of students enrolled in REL4000/4100.	students assessed in the country. The Mathematics section of the ETS PP is heavy on computation and application while not all TNU students must take a math course that emphasizes those skills, hence there is a disconnect between the two.	our main required math courses does not align with the test, we decided to change the goal for our students to score above the 50 <sup>th</sup> percentile of all students assessed in the country.	
<p><u>Catalog Outcome #6:</u> Demonstrate an understanding and practice of various intellectual modes of thinking.</p>	<p>3a. The criterion-referenced score of the PROFICIENCY PROFILE Test entitled Critical Thinking will be used to assess this outcome. This test will be given to a selection of students enrolled in REL4000/4100.</p> <p>3b. A total of at least 30 students will be randomly selected from all sections of one laboratory science. One laboratory exercise per student will be chosen and scored by two readers according to a pre-determined rubric: see attached.</p>	<p>We met 7 of the 9 parts of these two goals. We would love to see higher levels of students scoring as “Proficient” on the ETS PP, although our scores still put us in the top ½ of all students assessed in the country.</p> <p>We are looking further into how critical thinking is measured on the ETS PP so our instruction can be more aligned with it. The TNU-administered assessment showed that our students do score adequately on 6 of the 7 scores when the assessment matches ideas and processes used in class.</p>	<p>We have changed the ETS PP criterion to focus on the percentile of where our students score compared to all others who are assessed in the country rather than to focus on scoring categories.</p>	<p>Dr. Tim Green, Chair, General Education Committee; Dr. Mindy Burch, General Education Committee member - assessment oversight</p>
<p><u>Survey question:</u> Students will value the general education curriculum of their degree program.</p>	<p>The final multiple choice question was given with the PP. Students chose only one option that corresponded best to their understanding of General Education and their major.</p>	<p>73% of students responded in the 2 through 5 range. 35% of students responded in the 3 through 5 range. We did not meet the goal, although the first part was only 2% away from the criterion.</p>	<p>We did not change a course based on this result, but we did change the question. It is now a Likert scale question that includes a list of the types of courses we are trying to assess. The results from this new question during the fall assessment were very positive.</p> <p><u>The new question is:</u> “Mastering basic skills and knowledge in English, math, science, history, and the humanities makes me a more well-rounded, college-educated person.” (Strongly agree, Agree, Undecided, Disagree, Strongly disagree)</p>	<p>Dr. Tim Green, Chair, General Education Committee; Dr. Mindy Burch, General Education Committee member - assessment oversight</p>

### 3.3.1.2 – 2015 – 2016 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...
-------------------------	------------------------------	------------------------	--	---

#### EXTERNAL RELATIONS:

<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #1:</u> Resources for the University will be increased.</p>	<p>1a.Comparative report/giving summary</p>	<p>1a.We met criteria for overall total giving, and new planned gifts but did not meet criteria for other objectives. Our goals were reached in overall giving because we received 7 gifts over \$100,000 this fiscal year. As we launched the quiet phase of the capital campaign this year, we have made a significant effort to increase our emphasis on planned giving, using the help of a consultant to reach our planned giving goal. We did not reach our goal in operating budget due to a staffing transition in this area. In addition, we received an unrestricted annual gift last year from an estate, which was not renewed this year. With an increased number of graduates each year, the alumni gift participation percentage is not a realistic measure of success. The 5% goal listed was not realistic.</p>	<p>1a. The comprehensive capital campaign that began this fiscal year will continue into the upcoming year, providing focus for our overall, major, and planned giving goals. In addition to the use of a planned giving consultant, we have hired a stewardship officer who will work with major and planned giving prospects. We have also made a personnel change in annual giving, moving it under the umbrella of the Office of Alumni and Church Engagement. This emphasis moves us away from a transactional annual giving program to a relational one. Finally, as suggested above, the alumni gift participation percentage is not a helpful measure of success. Next year, we intend to use the metric of actual alumni donors compared from year to year.</p>	<p>Christy Grant, Director, Development Operations and Stewardship Resources</p>
<p><u>Service Outcome #1:</u> Resources for the University will be increased.</p>	<p>1b.Solicitation and giving reports</p>	<p>1b. We did not meet our goal for positive solicitation rate. These results reflect personnel changes in annual giving over the past year. In addition, as we prepared to launch the quiet phase of the capital campaign this year, it took a few months to solidify the campaign planning and brand. This delayed our annual giving initiatives at the beginning of the year. Furthermore, after looking at comparatives of rates from previous years, our positive solicitation rate has stayed flat at just under 13%. It was unrealistic to expect a 5% growth in this area.</p>	<p>1b. Effective July 1, 2016 we now have a dedicated staff person in the area of major and planned giving which will impact our overall donor numbers, particularly with donors over \$1,000 annually. This summer, we launched the church capital campaign, aimed at engaging not only our churches, but also church members in giving to the campaign. This will provide momentum for our efforts and engage new donors in the process. Finally, we have contracted with a new data product, Giving Tree that will allow us to better engage with our donors through social media, as well as provide tools for fundraisers to more effectively prospect, visit, and engage with donor prospects.</p>	<p>Christy Grant, Director, Development Operations and Stewardship Resources</p>

### 3.3.1.2 – 2015 – 2016 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...
Service Outcome #2: Relationships with constituents will be initiated and invigorated (note: this includes the Development, Alumni Relations, and Marketing operations.)	2a. Contact reports	2a. We met the criterion for cultivation touches, in part as a result of higher event attendance (particularly from two new one-time events this year) and the ability to more effectively track event attendance through our data system. Additionally, Michael Johnson, the Director of Alumni and Church Engagement, spent much of the year on the road meeting personally with alumni, pastors, and church leaders.	2a. The Office of Alumni and Church Engagement made plans for the upcoming fiscal year to host regional alumni gatherings through the year, utilizing Alumni Board members to help staff and promote these events. As mentioned above, the use of our new Giving Tree product and its mapping features will help fundraisers more effectively and efficiently plan visits with constituents.	Christy Grant, Director, Development Operations and Stewardship Resources
	2b. Tracking online activity	2b. We met the criteria for online engagement particularly because of our partnership with the marketing department and efforts to use social media and online giving to engage our constituents.	2b. The use of our new software product, Giving Tree, will impact our engagement with donors through online and social media. We are also in the process of looking for a new online giving solution provider that will provide an optimum customer experience for donors (recurring giving, credit card updates, account creation, etc.)	Christy Grant, Director, Development Operations and Stewardship Resources
	2d. Event attendance	2d. We met the criteria for overall event attendance in part because of two new one-time donor events hosted this year.	2d. With the public launch of the comprehensive capital campaign tentatively scheduled for this Homecoming, we will plan to have an increased number of events this year specifically focused on the campaign. In addition, our alumni team is planning several regional alumni events through the year.	Christy Grant, Director, Development Operations and Stewardship Resources

### UNIVERSITY PROVOST: Associate Provost – Student Development:

Security:				
Assessment plan/ results/analysis submitted <u>Service Outcome #1:</u> Replace current campus emergency alert system (IRIS), with more effective and efficient emergency alert system called RAVE.	Implementation deadline	By August 1 <sup>st</sup> , 2016, have ITS install the new RAVE alert system which will integrate with COLLEAGUE,	The new RAVE system was installed and is now on line. Providing a more efficient emergency alert system. RAVE will add phone numbers automatically, eliminating the need for the community members to log on and enter their phone number.	Norm Robinson, Director of Security
<u>Service Outcome #2:</u> Provide a safe living, and working environment for all students, faculty, staff, administrators, and visitors to the campus community.	Tennessee Bureau of Investigation Crime Statistics Unit yearly crime printout.	The T.B.I. posted the TNU crime statistics for 2015. Again, TNU was within the safest 10 campuses in the State.	Security increased the number of video cameras throughout the campus, improving our ability to detect criminal activity.	Norm Robinson, Director of Security

### 3.3.1.2 – 2015 – 2016 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...
-------------------------	------------------------------	------------------------	--	---

#### Institutional Effectiveness:

<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #1:</u> The Office of Institutional Effectiveness will track QEP activities in a timely manner.</p> <p>(Job description item #9)</p>	<p>QEP tracking documents including:</p> <ul style="list-style-type: none"> <li>&gt; QEP timeline – semester update</li> <li>&gt; Research foundations rubrics</li> <li>&gt; FLARE rubrics</li> <li>&gt; QEP process activities</li> </ul>	<ol style="list-style-type: none"> <li>1. The QEP timeline was updated fall and spring semester and emailed to the QEP coordinator and the Provost. (Met criterion)</li> <li>2. Rubrics for INT 1100, ENG 1020, and ENG 1080 QEP assignments were tabulated and reported to faculty for fall and spring semester (INT 1100 is only reported for fall semesters). (Met criterion)</li> <li>3. QEP assessment form updated Sept. 2, 2016 rather than Aug. 1, 2016. (Did not meet criterion)</li> <li>4. FLARE rubrics not formatted consistently. Therefore, FLARE projects results were not tracked. (Did not meet criterion)</li> </ol>	<p>4. FLARE rubrics will be reformatted for the 2016-17 projects as communicated in an email from the QEP Coordinator dated 5/17/2016. The rubrics will be provided to FLARE coordinators by October 1, 2016.</p> <p>UPDATE: The FLARE coordinators did not receive the additional rubric template until Spring semester. In working with the new Director of Undergraduate Research, the Office of Institutional Effectiveness has provided the templates for the 2017-18 faculty sponsors at a meeting in March 2017 which provided an opportunity to explain how the rubric data will be used for the final QEP assessment.</p>	<p>Donna Tudor, Director, Institutional Effectiveness</p>
---	--	---	--	---

#### FINANCIAL SERVICES:

<p><b>Financial Services – Accounting, Financial Aid</b></p>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #1:</u> Receive an unmodified audit opinion on our financial statement audit, and shorten the onsite visit by a half day.</p>	<p>Review the audit report to see what opinion was reported by the auditors, and track what time the audit team leaves TNU</p>	<p>We received an unmodified opinion. We got the audit team out earlier than last year but it was 3:10 before they left.</p>	<p>We have refined that list of audit reports we prepare to those that are really needed and asked for. Discontinued some that we have been doing for years but are no longer needed.</p>	<p>Chuck Seaman, Director of Financial Services</p>

<p><b>Human Resources</b></p> <p><i>(Report not submitted)</i></p>				<p>Steve Sexton, Director of Human Resources</p>
--	--	--	--	--

<p><b>Information Technology</b></p> <p><i>(Report not submitted)</i></p> <p><i>(Leadership transition during 2016)</i></p>				
---	--	--	--	--

### 3.3.1.2 – 2015 – 2016 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...
<b>Plant Operations</b>				
Assessment plan/ results/analysis submitted  <u>Service Outcome #1:</u> reduce cost in areas with predictable weekly bills	Compare weekly bills from July2015 to May 2016	Analysis of different bills	Costs cut down in housekeeping, lawn care, overall laundry rental - savings of at least \$5000	C. da Cunha

### 3.3.1.3 – 2015 – 2016 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...
-------------------------	------------------------------	------------------------	--	--------------------------------

#### OFFICE OF THE PRESIDENT:

<b>Office of the Chaplain:</b>				
Assessment plan/ results/analysis submitted				Shawna Gaines, Chaplain
<u>Service Outcome #1:</u> Within the Trevecca Nazarene University Community, members of the community will participate in communal events focused upon prayer - believing that this serves as a means of God's grace for life transformation.	Opportunities to participate in personal and corporate prayer through our worship gatherings.	The office of the Chaplain offered 5 chapel services dedicated to corporate prayer each semester and encouraged personal prayer in discipleship groups	We now have more student leadership in prayer, both in a student led worship service and in our main chapel gatherings in hopes that peer leadership in this area will be more effective.	(Change of leadership as of August 2016)
<u>Service Outcome #3:</u> During their life at Trevecca Nazarene University, each person will encounter an invitation to the life of holiness, a challenge to Christian ministry in relationship to a chosen career, and a communal understanding of Christianity.	Invitation to the life of holiness through chapel speakers, D-groups, ministry involvement and Missions opportunities.	The results of our survey showed that the invitation to holy living is broadly reflected throughout campus life such as in classroom activities and social life as well as chapel and spiritual life activities. However, students engagement with these invitations in chapel services were much lower we would like.	We responded to several of the suggestions student noted on the survey such as more speakers and preachers, more diversity in presentations, opportunities for students to ask questions in our Community conversation chapels, addressing "real-life, hard" conversations, and trying to limit distractions. We have also included more student leadership from diverse student groups.	Shawna Gaines, Chaplain  (Change of leadership as of August 2016)

#### UNIVERSITY PROVOST:

##### Associate Vice President – Academic Services:

<b>Academic Records:</b>				
Assessment plan/ results/analysis submitted				Sheridan Henson; Becky Niece, Registrar
<u>Service Outcome #2:</u> Staff will fulfill requests for transcripts upon receipt of requests and will ensure their timely processing.	An Excel spreadsheet will be used to record the date and time of daily requests and the date and time of their completions.	90% of all transcripts requested were processed efficiently and in a timely manner. The 10% of transcripts which were not processed within a timely manner were the results of external factors (such as financial holds not allowing transcripts to be released and weekends and holidays) that delayed the processing of requests.	Academic Records is now partnering with the National Student Clearinghouse in producing eTranscripts. This allows the delivery of most transcripts to occur within a matter of minutes or a few hours.	

### 3.3.1.3 – 2015 – 2016 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...
<b>Center for Innovative Instruction (CII):</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #1:</u> Create, improve and advance education using technology</p>	<p>Survey and evaluation for Canvas and Blackboard LMS options</p>	<p>The results from the taskforce: 75% was in favor in Blackboard; 17% Canvas; 8% Undecided The guiding principles or key objectives on how we made our LMS decision:</p> <ul style="list-style-type: none"> <li>• A system that meets the 21<sup>st</sup> century needs of student and faculty encouraging innovation in education for teaching and learning.</li> <li>• A system that will be used for multiple purposes (e.g. track attendance, continuing education courses, early alert, and financial aid reporting)</li> <li>• A product that will support different modalities to deliver content in audio or video format, opposed to just text and mobile learning.</li> <li>• An enterprise system that will integrate with our Student Information System that provides optimal performance/stability and supports increased enrollment of 4,000 additional students by 2017.</li> </ul>	<p>Blackboard was chosen/ implemented as the new LMS for Trevecca.</p>	<p>LaMetrius Daniels, Director of CII</p>
<p><u>Service Outcome #2:</u> Inspire creative thought and imaginative possibilities using technology for online and face-to-face classrooms</p>	<p>Blackboard Survey Results</p>	<p>20 training sessions - 176 participants</p> <ul style="list-style-type: none"> <li>• The training helped the faculty understand Blackboard for teaching. (<b>54% Strongly Agree, 29% Agree, 11% neither or strongly disagree</b>)</li> <li>• The training provide concepts to start building courses in Blackboard (<b>37% Strongly Agree, 42% Agree, 6% neither or strongly disagree</b>)</li> <li>• I plan on incorporating about adding Content, including the syllabus to Blackboard Shell (<b>41% Strongly Agree, 34% Agree, 10% neither or strongly disagree</b>)</li> <li>• The training help faculty understand they must use Blackboard to track attendance (<b>64% Strongly Agree, 19% Agree, 2% neither or strongly disagree</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty will utilize the system to track attendance for Pilot to send an alert to the Retention Office for students with 3, 6, and/or 9 absences.</li> <li>• Faculty will post final and mid-term grades to Blackboard in order to give Academic Records a real-time update on student's transcripts.</li> </ul>	<p>LaMetrius Daniels, Director of CII</p>

### 3.3.1.3 – 2015 – 2016 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><u>Service Outcome #3:</u> Inspire creative thought and imaginative possibilities using technology for online and face-to-face classrooms</p>	<p>Voice Thread Analytics Current Users Report</p>	<p>The Voice Thread Faculty Usage from 2015-2016</p> <ul style="list-style-type: none"> <li>Total of <b>40</b> Faculty Members using Voice Thread for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Voice Thread will be used for instructional purposes to help improve student engagement and active participation.</li> <li>The audio and video response will also serve as an authentication mechanism for online students.</li> </ul>	<p>LaMetrius Daniels, Director of CII</p>
<p><b>Admissions/Recruitment – School of Graduate &amp; Continuing Studies:</b></p>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #1:</u> Provide marketing that efficiency and effectively targets our market.</p>	<p>Feedback from prospective students who did not enroll, students who did enroll, site administrators, recruiters.</p>	<p>In the 2015-2016 year, these changes were implemented:</p> <ul style="list-style-type: none"> <li>2.5 FTE new positions created and hired, including specific to digital marketing</li> <li>Determined personas for SGCS online programs</li> <li>Created landing pages for every program</li> <li>Emphasized marketing the value of the program (key values)</li> <li>Implemented campaign on success stories</li> <li>Implemented public relations efforts specific to nontraditional</li> <li>Hired Love and Science (digital agency)</li> <li>Established social media presence</li> <li>Launched military marketing campaign</li> </ul>	<p>In the 2016-2017 year, the marketing area has the following strategic objectives:</p> <ul style="list-style-type: none"> <li>Work with University Marketing to streamline marketing materials and collateral to produce a more cohesive voice and tone across Trevecca SGCS.</li> <li>Evaluate, streamline and adjust processes for recruiter support from SGCS marketing.</li> <li>Continue work with Director of Digital Marketing to offer support and insight into Trevecca SGCS.</li> <li>Increase social media efforts across various platforms:</li> </ul>	<p>Dr. Heidi Frederick, Assoc. VP and Dean, School of Graduate and Continuing Studies</p>
<p><u>Service Outcome #2:</u> Provide efficient and consistent student experience through the enrollment process</p>	<p>Feedback from prospective students who did not enroll, students who did enroll, site administrators, recruiters.</p>	<p>In the 2015-2016 year, these changes were implemented:</p> <ul style="list-style-type: none"> <li>New position created and hired for military liaison</li> <li>Transitioned EDD recruiter to handle both f2f and online applicants</li> <li>Transitioned to having a full-time dedicated School of Ed recruiter</li> <li>Implemented system for employee evaluation and follow-up</li> <li>Implemented outreach structure with offsite lead systems</li> <li>Gained designation as Military Friendly School for first time</li> </ul>	<p>In the 2016-2017 year, the enrollment area has the following strategic objectives:</p> <ul style="list-style-type: none"> <li>Cultivate a highly effective recruitment team</li> <li>Add new position for assistant director of recruitment</li> <li>Align recruitment team for success.</li> <li>Collaborate with Marketing.</li> <li>Collaborate with campus teams and create new process/protocol.</li> </ul>	<p>Dr. Heidi Frederick, Assoc. VP and Dean, School of Graduate and Continuing Studies</p>



### 3.3.1.3 – 2015 – 2016 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><u>Service Outcome #3:</u> Provide efficient and consistent student experience through the admissions process</p>	<p>&gt; Feedback from prospective students who did not enroll, students who did enroll, site administrators, recruiters.</p> <p>&gt; Evaluate admissions requirements as appropriate and useful in the decision process.</p>	<ul style="list-style-type: none"> <li>• Implemented Student Veteran Association</li> <li>• Created undergrad and grad teams for recruiters</li> </ul> <p>In the 2015-2016 year, these changes were implemented:</p> <ul style="list-style-type: none"> <li>• New position created and hired</li> <li>• ImageNow implemented for scanning and sharing documents</li> <li>• Lead import system implemented to enhance efficiency</li> <li>• Implemented bi-weekly transfer evaluation meetings with dean, executive director of enrollment, director of advising, and director of registration to discuss policies and unusual cases</li> </ul> <p>Determined that several requirements were not standard practice in other institutions (i.e., MBA) in the admissions decisions and MBA academic leadership took action to remove them.</p> <p>Simplified the application and doubled applicants with 958 received one term and 1,652 in the next comparable term</p>	<p>In the 2016-2017 year, the admissions area has the following strategic objectives:</p> <ul style="list-style-type: none"> <li>• Move Transcript Analyst to a consulting role for TRAD enrollment</li> <li>• Create SGCS Admissions Office Process handbook</li> <li>• Subscribe to AACRAO EDGE – AACRAO Electronic Database for Global Education</li> <li>• Refine Name Change process in Colleague for SGCS students</li> </ul>	<p>Dr. Heidi Frederick, Assoc. VP and Dean, School of Graduate and Continuing Studies</p>
<b>Admissions/Recruitment – Graduate Counseling (MA/MMFC/T):</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #3:</u> Students completing the MA in Clinical Mental Health Counseling or Master of Marriage &amp; Family Counseling/Therapy will state that library <b>resources</b> were adequate for their area of study.</p>	<p>Student program evaluation completed by students during one of the practicum/ internship semesters.</p>	<p>Assessment results indicate that 86% of the students completing the program evaluation for the Graduate Counseling Program for the first time in the 2015-2016 academic year agree or strongly agree with the statement “Library resources were adequate for my area of study”, which exceeds the benchmark of 80%. These assessment results are meaningful in light of the previous year’s results, which did not distinguish between <i>services</i> and <i>resources</i> (result for previous academic year was 73%); in past years, the program has assessed library services and resources together. We now have data providing</p>	<p>While the criterion for success was met with regards to library resources, the program is working with data from just one academic year. Given the decision to survey students in an effort to gather more information pertaining to library services (above), <u>the survey will also request feedback from students regarding library resources, to enhance scope of the data prior to considering changes.</u></p>	<p>Heather Ambrefe, Assistant Director of Graduate Counseling</p>

### 3.3.1.3 – 2015 – 2016 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...
		more specific insight as to students' satisfaction with resources specifically. The program will continue to monitor this outcome to gain a larger sample and to assess for continue success.		
<b>Admissions/Recruitment – Graduate Counseling (PhD):</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #1:</u> Prospective student inquiring about the PhD in Clinical Counseling, Teaching and Supervision will receive program information in a timely manner.</p>	Inquiry form	Inquiry forms for the period September 1, 2016 to June 30, 2016 show that 100% of the prospective students making inquiries during this time period were mailed or emailed program information within one week of initial inquiry.	In October, 2015, an administrative assistant for the Ph.D. Clinical Counseling: Teaching and Supervision program was added to the Graduate Counseling program staff. The Assistant Director of Graduate Counseling had been communicating with prospective students, and the responsibility for that communication was transitioned to the new assistant by mid-October 2015. With this administrative change and with the increase in initial inquiries through website and email communication, inquiry forms are no longer being used. A prospective student database has been formed, and all communication with prospective students is recorded within that database, including date of first contact and first response.	Dr. Susan Lahey, Director of the Ph.D. Program – Clinical Counseling
<b>Admissions/Recruitment – Graduate Physician Asst.:</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #2:</u> The Academic Support Team will promote achievement of the educational outcomes of the Program by coordinating a Didactic curriculum which ensures student attainment of the AAPA Physician Assistant Competencies and by supporting student success via faculty advising.</p>	Student satisfaction with the Faculty-student advising process during the Didactic portion of the Program will be assessed using surveys completed by students in the Class of 2017 during the Didactic portion of the Program. The survey will use a 4	The Criteria for Success were not completely met, as the question “ <i>I felt that the advising process helped me to make needed changes to my studies to maximize success</i> ” had an average score below the benchmark of 3. The responses suggest that the students felt that the didactic advising process did help them to assess their academic performance and to share thoughts and suggestions with the program. This is an encouraging finding, especially when coupled with another benefit from the advising process that was consistently mentioned in student	The didactic advising survey could be updated for future cohorts to better assess the reasons behind students not strongly agreeing that the advising process helped them make needed changes to studying to maximize academic success. In addition, a training or refresher course on the goals of academic advising could be held with faculty to ensure they are striving to meet all the goals of the didactic advising process. Improvements could also be made to the way student suggestions about the program are recorded and processed in order	Dr. Erica Martinez, Assistant Professor, Curriculum Coordinator, Graduate Physician Assistant Program

### 3.3.1.3 – 2015 – 2016 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>point Likert scale with the scoring as follows: Strongly agree (4), Agree (3), Disagree (2), Strongly Disagree (1).</p>	<p>comments: getting to talk one on one with a professor who was invested in their education. However, the students did not strongly feel that the advising process helped them make changes to their studies to maximize their academic success. This could be due to three factors: 1) they were already doing well academically and did not need to make any changes to achieve academic success, or 2) they were not provided with advice, or 3) they were provided with advice that did not help them maximize academic success. It is difficult to know the exact reason for the results observed; therefore, it would be beneficial to change the question or add additional questions to the survey to help discover the reasons. However, when reading comments given by the students on the survey, many students suggested that the didactic advising process happened too frequently and was not necessary for students who were doing well academically. Therefore, we hypothesize that this may be a major reason behind the results.</p>	<p>to better communicate with the students about their concerns if necessary.</p> <p>Update: The survey was updated.</p>	
<p><b>Service Outcome #3:</b> The Clinical Support Team will promote achievement educational outcomes of the Program by recruiting, scheduling, and managing clinical rotations, providing educational seminars, administering exercises to assess student learning, and supporting student success via faculty advising.</p>	<p>Student satisfaction with the Faculty-student advising process during the Didactic portion of the Program will be assessed using surveys completed by students in the Class of 2017 during the Didactic portion of the Program. The survey will use a 4 point Likert scale with the scoring as follows: Strongly agree (4), Agree (3), Disagree (2), Strongly Disagree (1).</p>	<p>The Criteria for Success were met on this first student assessment of the new Clinical advising process. Students largely agreed that the process helped them to assess their performance on EOR exams and on rotations. They also agreed that the process helped to guide them in studying for the national certification exam for physician assistants, the PANCE. In addition, clinical advising also effectively allowed students to share thoughts and comments about their clinical rotation experiences.</p> <p>While these are encouraging findings, several pieces of important information were gained from observing the comments provided by students on the clinical advising survey. One notable finding was that some students had different experiences with the advising process than others. For example, some students felt that they merely went over the EOR exam score and breakdown very quickly, but did not receive much advice about clinical practice or preparing for their job search.</p>	<p>Holding a training or refresher course on the goals of clinical advising could be held with faculty to ensure they are striving to meet all the goals of the clinical advising process, including important mentoring on their future career as a physician assistant. This would help to ensure that students are receiving a consistent experience with their clinical advising process. Adjustments to the PANCE-prep advising process (such as moving it to an earlier time point) will be considered in light of student concerns.</p> <p>Update: To take place for new summer cohort.</p> <p>Student satisfaction at the completion of the PA program is one way to analyze the efficacy of the clinical advising process, but other important sources of outcome data will be gathered in the near future. As this is the first class for which this new type of clinical advising process was carried out, we will still</p>	<p>Dr. Erica Martinez, Assistant Professor, Curriculum Coordinator, Graduate Physician Assistant Program</p>

### 3.3.1.3 – 2015 – 2016 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>However, others felt they had a very thorough experience with the clinical advising process, receiving guidance and mentoring not only on exams and grades, but on their future as a physician assistant. Several other students commented that they would have appreciated have the in-depth PANCE-prep advising meeting (which occurred at EOR 8 just prior to graduation) at least one rotation earlier in order to better help them plan their test-prep strategy for the PANCE.</p>	<p>be analyzing the end results of the process in terms on PANCE pass rates and scores, job placement, and employer satisfaction for several years.</p>	
<b>Admissions/Recruitment – Nursing:</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #1:</u> Pass rate for NCLEX state licensure exam is increased to 85% or greater on student's first attempt.</p>	<p>Pass/Fail results from TN State Board of Nursing</p>	<p>NCLEX first attempt pass rate for December is 83.4%. NCLEX first attempt pass rate for May is 82.5%. Trevecca Nursing graduates did not meet the 85% NCLEX pass rate as reported by the TN State Board of Nursing.</p>	<ul style="list-style-type: none"> <li>• Beginning Fall 2016, the Belmont School of Nursing has instituted the Kaplan Integrated Testing Plan (KITP) throughout the Program of Study. A standardized normed Kaplan test will be given in all nursing courses except Professional Nursing and Senior Practicum. These tests will be included in the grade for the course (although at no more than 10%). Remediation of each question is required. The KITP also includes content videos and content review that can be used at all levels as well as sample tests.</li> <li>• Belmont Nursing has further enhanced the test preparation in the final semester by adding an Assessment Test. The student must bring the test analysis (review of each question missed – including related content of question and why student thinks they missed it) with them to individual conferences.</li> <li>• The Kaplan NCLEX Review Course is now required. This course will take place the last week of school – following final exams. In addition, the Capstone faculty is intensifying the mentoring and support of the student following graduation until they take the exam.</li> </ul>	<p>Ellen Musick, On-campus Nursing Program Coordinator</p>

### 3.3.1.3 – 2015 – 2016 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...
<b>Center for Leadership, Calling, Service (CLCS):</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #5:</u> Tutors will indicate that the training workshops they attend are useful to them as they tutor the traditional undergraduate students in general education classes.</p>	<p>Planned survey of tutors for Spring 2016</p>	<p>This tutor training program for the 2015-16 academic year was not assessed for the following reasons:</p> <ul style="list-style-type: none"> <li>• The development of the iWork Program will include all student employees this coming academic year (2016-17) and, therefore, will change the structure of the tutor training program.</li> <li>• A new tutor training program has been created during the 2015-16 academic year and will be implemented during the 2016-17 academic year.</li> </ul> <p>The iWork Program/ new tutor training program will add a professional development component this year to the training for the tutors.</p>	<p>The new tutor training program, which will be implemented during the 2016-17 academic year, will be assessed by the spring semester 2017. A survey will be sent to the tutors during the spring of 2017, asking them rate the usefulness of the training program they complete:</p> <ul style="list-style-type: none"> <li>• The tutor training will include a professional development component.</li> <li>• The tutor training program will have new training modules.</li> <li>• Part of the training program will be accessible online so that tutors can complete the modules at their convenience.</li> </ul>	<p>Michelle Gaertner, Director, Center for Leadership, Calling, and Service (CLCS)</p>
<p><u>Service Outcome #6:</u> Students (undergraduate and graduate, face-to-face and online) will indicate that their writing services experiences have helped them to become better writers and that they are satisfied with the timeliness of paper review response.</p>	<p>A planned e-mail survey of students who used the CLCS Writing Services (including paper reviews, face-to-face and online consultations, and writing workshops) during the Spring 2016 semester</p>	<p>The Writing Services area of Academic Services was not formally assessed this past academic year (2015-16) as it has been regularly in past years for the following reasons:</p> <ul style="list-style-type: none"> <li>• The writing tutors will be included this coming academic year (2016-17) in the iWork Program, which will add new components to training for the tutors, including a professional development component.</li> </ul>	<p>The associate director of academic services has examined the Writing Services area (2015-16) and is implementing (2016-17) new approaches to handling the volume of writing needs in order to be more effective and timely. The volume of writing services requests has increased overwhelmingly so that a revised approach must be taken in order to meet the Writing Services' needs. This revised approach for the Writing Services area will be implemented during the 2016-17 academic year, and the area will be assessed during the spring 2017 semester. In addition, a professional development component, in conjunction with the iWork Program, will be included for writing tutors.</p>	<p>Michelle Gaertner, Director, Center for Leadership, Calling, and Service (CLCS)</p>
<b>Library</b>				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #1:</u> The Library will provide quality services to its patrons</p>	<p>Librarians will survey students and faculty in LEAP classes to see if</p>	<p>While we did not meet our criteria for success for 1b. only about 6% of students found the Research Guides not helpful (disagreed or strongly</p>	<p>The librarian(s) who work with the LEAP groups will work to provide information earlier and more often so that students know</p>	<p>Dr. Ruth Kinnersley, Associate Professor, Director of Library Services</p>

### 3.3.1.3 – 2015 – 2016 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>by helping students with research and informational needs. For 2015-2016, the emphasis will be on QEP research needs.</p>	<p>they found the Library Research Guides designed to assist with their career assignments to be useful. Librarians will also place a link to a survey on the newly modified pages of Research Guides designed to assist with QEP assignments in English classes and in the FLARE classes to see if the modifications were useful. Students and faculty for those classes will be encouraged to complete the survey.</p>	<p>disagreed with the statements on the survey). The remaining students were neutral, or did not use the Research Guides. This suggests that either students did not know about the Research Guides created for their LEAP assignments, or did not use them, or didn't find exactly what they were looking for. It is uncertain about whether better information about the assignment and about the Research Guides would improve the students' level of success with the assignment or not. Also, we failed to discover the FLARE classes so that we could create or modify Research Guides specifically for those courses. FLARE classes change each year, and information about them may not be widely distributed. Adoption of new tools and resources takes time – students and LEAP group leaders must know that the tools exist, and must become familiar with the tools. Given the low number of negative responses, it appears that more information about the Research Guides would improve their use, and students' success. Beyond the survey responses, there were 3812 views of the Research Guide during the Fall semester. So it was used extensively by the students.</p>	<p>about the Research Guides as they work on their QEP assignments. We will also work to discover the FLARE courses being offered this year, to evaluate whether or not we can develop a Research Guide to support the research needs for those courses.</p>	

#### Associate Provost and Dean of Enrollment Management:

Admissions/Recruitment – Traditional Undergrad.				
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #2:</u> Increase the number of transfer enrollees for Fall 2016.</p>	<p>Fall enrollment report for Fall 2016</p>	<p>Admissions tracks the entire year of transfer applications-to-deposits. The Admissions Department did not meet its goal with a final Fall 2016 Transfer enrollment of 77 as compared to 85 last fall.</p>	<p>We are planning to increase the amount of digital marketing that is aimed at potential transfer students to try and increase our numbers again for the next recruiting year.</p>	<p>Holly Whitby, Associate Provost, Dean of Enrollment Management</p>

### 3.3.1.3 – 2015 – 2016 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...
-------------------------	------------------------------	------------------------	--	--------------------------------

#### Associate Provost and Dean of Student Development:

Dean's Office – Residential/Community Life												
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service outcome #1:</u> Resident Assistants will report that RA Training prepared them for their RA role during the year.</p>	<p>1b. Surveys will be administered to all RAs at the end of both fall and spring semesters.</p>	<p>Due to the small number of RA In-Services, one survey was given at the last in-service of the year. The survey yielded the following as 'helpful' or 'very helpful':</p> <table border="0"> <tr> <td>Mental Health/Suicide</td> <td>92%</td> </tr> <tr> <td>Grief/Loss</td> <td>76%</td> </tr> <tr> <td>Moving Past Setbacks</td> <td>52%</td> </tr> <tr> <td>Spectrum Kids in College</td> <td>76%</td> </tr> </table> <p>The 'helpful' or 'very helpful' responses averaged 74%.</p> <p>Note: The 'Moving Past Setbacks' was not the original plan for that training date. The speaker scheduled for that date cancelled at the last minute and the 'fill-in' topic was not perceived as helpful.</p>	Mental Health/Suicide	92%	Grief/Loss	76%	Moving Past Setbacks	52%	Spectrum Kids in College	76%	<p>We have plans to re-structure the RA In-Service for the coming year, starting with changing the times we meet so that more of our RA staff will be able to attend and benefit from the training. We plan to meet one Friday per month at 10 am throughout the year. The nature of the topics presented during RA In-Services is geared toward enrichment and connecting with one another as opposed to training, since the training portion is so heavy during the RA Workshop in August. The residence life staff will brainstorm topics that may be more useful to the RA staff as they move through the year and ask for more input from the RAs themselves.</p> <p>Another planned change is to utilize our 3 and 4 year RAs as resources to assist with training presentations and to give guidance to the training topics. We have contacted them and they have responded favorably to this opportunity.</p>	<p>Steve Harris, Associate Provost and Dean of Student Development</p>
Mental Health/Suicide	92%											
Grief/Loss	76%											
Moving Past Setbacks	52%											
Spectrum Kids in College	76%											
Intercollegiate Athletics												
<p>Assessment plan/ results/analysis submitted</p> <p><u>Service Outcome #2:</u> Equip: to develop life skills that embody the mission of the university: to be rather than to seem</p>	<p>Development of the Leadership Academy with implementation of three levels:</p> <ol style="list-style-type: none"> <li>1. Student-Athlete Leap Group</li> <li>2. Emerging Leaders Group</li> <li>3. Rising Stars Group</li> </ol>	<p>Leadership Academies (North Carolina Leadership Academy &amp; LeHigh University Academy) were researched to make improvements in our own Academy.</p>	<p>We were able to implement leadership training specifically for student-athletes in the Student Leap classes for the 2015-16 academic year in order to develop their leadership skills.</p>	<p>Jayme Crowley, Assistant Professor, Exercise and Sport Science, Volleyball Coach</p>								