



South Carolina Commission on Higher Education

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CAAL
5/12/2017
Agenda Item 5

May 12, 2017

MEMORANDUM

TO: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

FROM: John Lane, DMA, Director of Academic Affairs

Consideration of Request for Initial License
Southeastern University, Lakeland, FL at Seacoast Church, Mt. Pleasant, SC
Associate of Arts degree, General Education

Summary

Southeastern University (SEU) in Lakeland, FL (<https://www.seu.edu/>) requests approval of an initial license to offer courses leading to the Associate of Arts in General Education at its extension site at Seacoast Church in Mt. Pleasant, SC. The program will be delivered in a hybrid format, with courses offered primarily via distance, originating from the Lakeland campus. In tandem with this course delivery, a site director will be hired to oversee the program on site at Seacoast in Mt. Pleasant to coordinate activities between Seacoast and Southeastern University, thereby providing students with local support. SEU will begin advertising and enrolling students upon approval by the Commission and will implement the program in Fall 2017. SEU officials predict enrolling 10 students into the A.A. program offered at the Mt. Pleasant extension site during the first academic year. The attached Program Proposal addresses assessment, tuition and student borrowing, admissions policies, facilities, program purpose and justification, admission criteria, projected enrollment, curriculum, assessment, faculty and staff, student services, library resources, and accreditation.

SEU also intends to offer at its Mt. Pleasant extension site the program leading to the Associate of Ministerial Leadership, which is exempt from Commission licensure (SC Code of Laws, *Nonpublic Postsecondary Institution License Act*, Section 59-58-30. Exclusions).

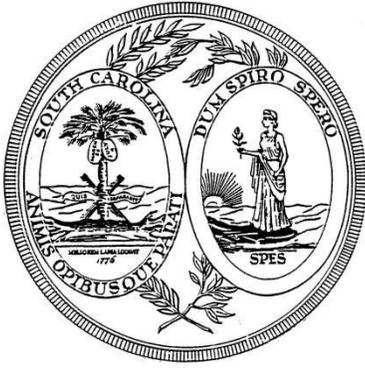
Background

Southeastern University was founded in 1935 as the Alabama Shield of Faith Institute. Today, SEU is a non-profit, Christ-centered, independent comprehensive institution with its main residential campus in Lakeland, FL, and operating more than 50 extension sites across 19 states.

The Southern Association of College and Schools Commission on Colleges (SACSCOC) has accredited SEU since 1986. Current accreditation extends through 2021. The extension sites are not considered by SACSCOC to be a substantive change, therefore not requiring an application to SACSCOC; SEU is only required to make notice to SACSCOC of its addition of the Mt. Pleasant site. Additionally, SEU is a member of the Independent Colleges and Universities of Florida association which includes 30 nonprofit institutions that are Florida-based, are SACSCOC-accredited, and offer secular degrees.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission an initial license for Southeastern University in Lakeland, Florida, to establish an extension site at Seacoast Church in Mt. Pleasant, SC, at which it will offer a program leading to the Associate of Arts in General Education. No state funds will be required or requested.



South Carolina Commission on Higher Education

Academic Affairs, Postsecondary Institution Licensing

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TEMPLATE

FOR

PROGRAM PROPOSAL

(ALSO SEE PROCEDURES FOR PROCESS, TIMELINES, AND FEES. INSERT ALL REQUESTED INFORMATION INTO THE DOCUMENT IN MICROSOFT WORD)

INSTITUTIONAL PROFILE (ONE PER INSTITUTION)

1. Cover Page

A. Name of the proposing institution

Southeastern University

B. Title of the proposed programs and concentrations, options, and tracks

Associate of Arts, General Education

C. Date of submission

December 1, 2016

D. Signature of the president or chief executive officer of the institution or system



E. Name, title, and contact information (include telephone and email) for institution official submitting request

Andrew Miller, Executive Director, School of Extended Education, aemiller@seu.edu, (863) 667-5703

F. Address and phone number for site(s) where program(s) will be offered

*Seacoast Church
757 Long Point Road
Mt. Pleasant, SC 29467
(843) 881-2100*

2. Assessment

A. A brief explanation of the assessments of student learning outcomes that will be used other than normal grading and testing

Student learning achievement is evaluated via several direct & indirect measures. Testing and assessments are executed at the course level. Evaluation methods include, but are not limited to exams, papers, presentations, and projects. Instruments are selected by each qualified faculty member teaching the course. Program learning outcomes, which are synonymous with the goals of student learning assessment, are assessed annually. Assessments for program learning outcomes (student learning goals) are selected by the academic unit housing the program. Assessments in place for the Associate of Arts program include pre/post exams, paper and presentation rubrics,

student surveys, Senior Student Satisfaction surveys, Bible Competency Exam, and the ETS proficiency profile. Once analysis of the assessment results is completed and student learning strengths and weaknesses are identified, the assessment coordinator will make various recommendations for the improvement of student learning.

In summation of the institution's assessment plan, there are five (5) distinct learning outcomes that are anticipated from each cohort of students that completes the Associate of Arts at Southeastern University. Students are expected to achieve and demonstrate: (1) a basic literacy of the Bible, (2) demonstrate oral communication skills, (3) demonstrate knowledge and skill in effective writing, (4) demonstrate critical thinking, (5) and demonstrate problem-solving skills in a broad range of significant mathematics. The first outcome will be measured with a Bible knowledge exam (pre/post), the results of which are analyzed by program faculty, with attention to trend data from year to year. Faculty measure the second outcome with a standard rubric for a given speech as well as scores on the ETS Proficiency Profile for Oral Communication. For the Writing outcome, students must produce an in-class essay that faculty will evaluate with a rubric designed to measure achievement of the stated outcome. Student scores in the Writing proficiency section of the ETS Proficiency Profile are also taken into account, with attention to longitudinal scores in the program. Faculty measure student achievement of the fourth outcome, Critical Thinking, with a standard rubric which is designed to evaluate student learning as evidenced in a research paper. The Proficiency Profile is also used as a tool for measuring this outcome. Unlike the previous outcomes, the Mathematics outcome is measured with only nationally benchmarked examinations of learning, namely the Pearson Math Test and the ETS Proficiency Profile. For all outcomes, indirect measures of learning are also leveraged annually in order to gain a more robust sense of student achievement via perceptions of learning. These include annual course evaluations, the Senior Exit Survey, and the Alumni Survey.

Please see Appendix A (Assessment Plan for the Associate of Arts in General Education, p.21) for more detail.

- B. A detailed discussion of the plan for programmatic assessment with a description of the program learning outcomes to be assessed and identification of multiple data to be collected (e.g., scores of graduates or national or certification exams, employment data for graduates, surveys sent to employers, graduates, or admissions committees for graduate and professional schools to which graduates apply).

Southeastern University engages in a comprehensive program of Institutional Effectiveness involving every campus unit (academic, administrative, financial, student life, development, and academic support). The entire IE process is explained in the Institutional Effectiveness Handbook, which applies to all academic and administrative function of the university. Every campus department submits annual and/or four-year cycle outcomes, assessments/plans, results/analysis, and recommendations within a reporting system maintained by the Office of Institutional Effectiveness. All new academic degree programs must submit an assessment plan and program learning outcome prior to approval by the Academic Programs Committee. Southeastern utilizes two types of reports for two purposes.

The Master Plan of Advance reports are used by all departments (academic and non-academic) and focus primarily on long range planning and assessment for improving departmental quality, programs, and student satisfaction. A typical goal for the MPA might deal with improving service or adding personnel, programs, or facilities. All MPA goals must be connected to the Institutional Strategic Plan, and thus reflective of the university's mission. Beginning in 2013, the MPA goals are on a four-year cycle and beginning in 2017 the MPAs will move to a 5-year cycle. The cycle changes are a part of our efforts to better align our departmental strategic plans with the institutional strategic plan. All 2013-2017 MPAs were reviewed by members of the Assessment Committee using a SMART checklist. (SMART: Specific, Measurable, Agreed Upon, Realistic, and Time-Based). The checklist is used by the University Assessment Committee every five years as a rubric of sorts to evaluate the Master Plans of Advance in terms of their specificity so that the teams, stakeholders, and constituents necessary to achieve the goals are defined; their measurability so that goal achievement can be quantitatively or qualitatively monitored and tracked; their achievability so that challenging goals are within feasible parameters; their relevance to the university mission; and their time-boundedness so that at least one target date has been set for each goal. This checklist is a tool for ensuring the success of the institution's 5-year improvement goals.

During the creation of departmental strategic goals, departments are required to review and updated their foundational document. This document is made up of foundational statements such as mission, vision, critical processes, constituents, and cultural values. All foundational statements must align with the institutional mission. All departments are expected to provide annual updates on the progress of their MPA goals. These updates are reviewed by the Institutional Effectiveness office using a checklist that is based on required or commonly overlook items. Documentation for MPA reports will include direct assessments, survey results, focus group findings, and demonstrable quality enhancements.

As a part of the annual assessment and planning process, all academic departments submit Program Learning Outcome (PLO) reports annually. The General Education Committee is responsible for evaluating the Associate of Arts degree program. These annual reports deal specifically with measurable learning outcomes for each degree program, regardless of the level or delivery system. Intended learning outcomes and assessments are submitted every Fall semester and results and recommendations are entered at the end of the Spring semester. All program learning outcomes are required to have direct assessments of student learning that are course embedded or end of program simulative measures (e.g. standardized exit exams/ePortfolios). The annual PLO reports are reviewed by the Institutional Effectiveness Office to ensure all outcomes include trend data, rubric and exam sub-scales (if applicable), an analysis of students' strengths and challenges in learning, recommendation for improvement, and results of actions taken in previous year, if applicable (closing the loop). Additionally all assessment expectations are discussed within the University Assessment Committee.

In addition to annual PLO reports, all academic programs are reviewed on a five-year cycle through the Academic Program Review (APR) process. The APR is a 2-year self-reflective process in which academic units will investigate a number of key performance indicators, including learning objectives, curriculum, teaching and learning methods, student learning assessments, and administrative processes and

procedures. The APR process embodies a philosophy of self-reflection and self-improvement, wherein departments articulate their outcomes and assess the extent to which these are achieved. Furthermore, the undergirding philosophy of this process is in keeping with the University's model of shared governance. The APR process encompasses an Academic Audit (AA), External Peer Reviewers Report (EPRR), Market Viability Report (MVR), and a five-year Academic Plan (AP).

- C. An explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program, if needed.

Extended Education Curriculum Committee. *The Extended Education Curriculum Committee is a standing committee of the Extended Education Council. The committee is comprised of one representative from each of the following administrative department: center for regional and extension education, center for online learning, student records office, academic advising, institutional effectiveness; one representative elected from each academic department with preference given to those involved in the delivery of nontraditional academic programs; one representative from the Steelman Library; and the executive director, school of extended education, who serves as a nonvoting, ex officio member. Its membership will not exceed twenty voting members at any given time. Additionally, when approving new programs, other voting members of the Committee will include one representative from the following departments: admission, financial aid, enrollment marketing, and business office. The committee will elect a faculty member from its membership to serve as chair at the beginning of each academic year.*

The primary function of the Extended Education Curriculum Committee is to decide issues related to curriculum and program alterations, additions and deletions. The committee is responsible for reviewing, assessing, and approving as detailed below all proposed additions, substitutions, and deletions to the curriculum and programs (all curricular changes) of Extended Education at Southeastern University as approved and submitted by representatives of the School of Extended Education.

The Committee operates under the following basic guidelines: (a) The Committee assesses the congruity of the proposed changes to the mission and purposes of the institution, the congruity of the proposed changes to the established goals of the program and School of Extended Education, and the Committee assesses the likely impact on the institution, including personnel recruitment, job placement, etc. (b) The Committee has the authority to forward proposals to the Extended Education Council with or without recommendation. (c) The Committee has the authority to ratify minor program changes and approve all syllabi. Major program changes must be forwarded to the Extended Education Council for ratification. Major proposals and those with budgetary and institutional mission implications must be forwarded from the Extended Education Council to the President's Leadership Team and Board of Trustees, as necessary, for ratification. Specific responsibilities include the following: approve new or deleted courses, approve substantive changes to current courses, approve new or alter existing programs, approve deletion of courses or programs, approve cross-referenced courses, approve additions or deletions to general education for nontraditional students. When approving new programs, this committee is also responsible for reviewing the academic, financial, and marketing feasibility of all new academic programs of the School of Extended Education.

3. Student Borrowing

- A. Institution's most recent three-year cohort default rate

Report on College Navigator shows the latest default rate for 2013 is 6.5%.

- B. Average student loan debt

Average student loan debt is \$7,053 for first-time entering freshman (including Lakeland and extension site students). This number does not include transfer students.

4. Institution Admissions Policy

- A. An outline of the institution's base admissions requirements

No applicant will be denied admission to Southeastern University on the basis of race, color, sex, or national or ethnic origin. Southeastern does not discriminate against individuals with physical or mental disabilities who are otherwise eligible for admission to the university.

The enrollment period for the extension site program is the beginning of the fall and spring semesters. The prospective student is accepted into SEU to ensure the prospective student is adequately prepared for living and learning in a Christian environment. The university's admission department at the Lakeland, FL campus evaluates the applicant's academic history, personal and vocational aspirations, and Christian character. Admission to the academic program at Southeastern University mandates that the student has earned a high school diploma or GED. Placement tests such as SAT or ACT are not required; however, the University will provide students the option to complete the local COMPASS exam for assessment purposes or automatically place the student within developmental studies, including Mathematics and English. Each student is required to provide the following items in the application process: a completed application, official high school transcripts or GED, SAT or ACT scores, Christian character reference, an essay, and any college transfer credits (if applicable).

Though admission determinations take place in Florida, there are no unique or additional admissions criteria for students enrolled at extension sites. Although students enrolled at SEU's extension site in SC will not by statute be eligible for SC-based scholarships and grants, they will be eligible to apply for participation in Title IV federal financial aid programs.

5. Facilities

- A. A description of facilities that will support the proposed programs and an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs or five years for all other degree programs

Seacoast Church has two classrooms that are 462 and 2014 square feet in total, each dedicated to the program. The first classroom (21 x 22) has seating for 18-20 students

utilizing tables and chairs, and a 40" flat screen projection monitor. The second classroom (53 x 38) has seating for 90 students utilizing tables and chairs, two 50" flat screen projection monitors, an AM soundboard, and the ability to run in-ear monitors. There are also six (6) individual study rooms for students that are approximately seventy to ninety square feet each. The church has ADA required parking spaces and the building, restrooms, and classrooms are ADA accessible, housed on one level. No additional educational facilities are provided at the Seacoast facility.

- B. A discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities

Not applicable.

FORMAT FOR NEW PROGRAM PROPOSALS (ONE PER PROPOSED PROGRAM)

1. Classification

A.	Program title, level of degree, and total number of credit hours	<i>Associate of Arts, General Education, 61 credit semester hours.</i>
B.	Concentrations, options, and tracks	<i>n/a</i>
C.	CIP code from the current U.S. Department of Education's Classification of Instructional Programs	<i>24.0199</i>
D.	Proposed date of implementation	<i>Fall 2017</i>
E.	Site	<i>Seacoast Church 757 Long Point Rd, Mt. Pleasant, SC 29467</i>
F.	Delivery mode (traditional, distance education, and/or blended)	<i>Blended</i>
G.	Area of certification for programs that prepare teachers and other school professionals	<i>n/a</i>
H.	Steps of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval	<i>An overview and Evaluation Report was presented to the Extended Education committee on 10.27.2016. A motion was presented and approved. The site was earlier presented and approved by the university's Leadership Team and vice presidents at its February 2, 2016 meeting.</i>
I.	Process to include within institutional accreditation	<i>The Associate of Arts degree is approved by SACSCOC. The new site does not trigger a SACSCOC substantive change until 50% of the degree is scheduled to be taught on-site. The timeline for submission of the prospectus is January 1, 2018.</i>
J.	Program director contact information	<i>Andrew Miller, amiller@seu.edu, (863)667-5703</i>

2. Purpose

A. A statement of the purpose and objectives of the program

The Associate of Arts (AA) in General Education allows students to build, refine, and expand their educational skills while exposing students to a foundation in general education, theology, the Bible, natural and behavioral sciences, mathematics, humanities & fine arts, and business. This degree includes the core learning components and competencies commonly accepted as foundational for a four-year baccalaureate degree by many colleges and universities. Total credit hours are 61 with an infusion of math, English, biblical and theology, science, and other liberal arts courses.

3. Justification

A. A discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. Include student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics, state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the Department of Employment and Workforce, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data. Programs that prepare teachers and other school professionals must cite the most recent data published by the [Center for Educator Recruitment, Retention, and Advancement](#) (CERRA).

NOTE: Student demand or interest may be cited in this section but, unsupported, does not constitute evidence of need. If student demand survey data is included, a copy of the survey (and basic survey methodology) must be provided.

The Associate of Arts (AA) degree is not an occupational degree. It is strictly intended for students to transfer into a four-year program. SEU will offer the Bachelor of Science in Ministerial Leadership at the Seacoast site. The AA in General Education is designed to transfer into this degree and may be transferable into other degrees at other South Carolina based schools.

B. A discussion of the relationship of the proposed program to other related programs within the institution

The Associate of Arts (AA) degree includes the core learning components and competencies commonly accepted as foundational for any four-year baccalaureate degree through Southeastern University, as well as many colleges and universities. Continued education through SEU is provided through its online learning programs, at the main campus, or at one of the university's other off-campus instructional sites. No partnerships or articulation agreements have been established with other colleges, as the university provides sufficient opportunities for students to complete a baccalaureate degree through the opportunities described above. The AA degree is also designed for students who desire recognition for completing the two-year prescribed curriculum.

- C. If the program is offered at other campuses, provide graduation and placement rates for the program for each site.

The AA in General Education will be new at the South Carolina extension site, so there are no graduates yet to provide data for graduation and placement rates. The AA is not offered at the main campus; it is only offered at the extension sites.

We do not differentiate between students entering to earn an associate's or bachelor's degree as this has not been required by law. IPEDS requires only that we identify students who are first-time in college (FTIC) students or are transfers. We assign cohorts according to undergraduate (transfer/FTIC, FTPT), graduate and doctorate. It is difficult therefore to "tease" out graduation rates for students earning only an associate's degree. In addition, we are just now collecting data on placements for students completing the associate's degree at other extension sites. Since associate level graduation rates are based on 3 years, only a few of our sites nationwide now have cohorts mature enough to begin collecting and reporting placement and graduation rates.

If you look beyond South Carolina, we do have a small sample of data. This is for sites that started prior to 2014. Please remember that this was the first or second year from many of these sites and the cohorts are small. 2012 is the first cohort, for which we have a three-year graduation rate for associates at these sites. The 2013 cohort reflects only two years of academic progress and approximately 13% of associate students are part-time.

Cohort and Graduated Totals Site	2012		2013		2-Yr Cohort
	Graduated	Cohort Total	Graduated	Cohort Total	Total
Chapel Hill Leadership School, Douglasville,	1	1		1	2
Equip for Life/HLC, Orlando, FL	1	1	3	5	6
Florida Multicultural District, District			3	3	3
Grace College, Lutz, FL				2	2
Griffin, GA Site				1	1
HLC Lakeland, FL Site			3	5	5
Miami Leadership College, Miami, FL				5	5
Miami, FL Site/Peacemakers Leadership College				9	9
Ministry Institute, Puyallup, WA			5	30	30
Sarasota College of Ministry, Sarasota FL				1	1
SEU Jacksonville Campus	5	6		9	15
Grand Total	7	8	14	71	79

Graduation Rate	3-Year Graduation Rate	2-Yeaer Graduation Rate
Chapel Hill Leadership School, Douglasville,	100%	
Equip for Life/HLC, Orlando, FL	100%	60%
Florida Multicultural District, District		100%
Grace College, Lutz, FL		
Griffin, GA Site		
HLC Lakeland, FL Site		60%
Miami Leadership College, Miami, FL		
Miami, FL Site/Peacemakers Leadership College		
Ministry Institute, Puyallup, WA		17%
Sarasota College of Ministry, Sarasota FL		
SEU Jacksonville Campus	83%	
Grand Total	88%	20%

D. A comprehensive list of similar programs in the state (not required for institutions applying for licensure to recruit in the State for out-of-state courses)

Associate of Arts-SEU at Seacoast-An important distinction of the Associate of Arts degree from Southeastern University is its focus on ministry preparation, biblical training, and theology. This focus is unique to the SEU education and reflects our mission to train Christian leaders for the church and marketplace. A survey of other institutions in SC offering the similar programs shows:

*Associate in Arts-Aiken Technical College- no religious component
Associate of Arts-Clinton College- in Liberal Arts or Religious Studies
Associate of Arts-Columbia International University-Biblical Studies
Associate of Arts-Florence Darlington Technical-no link to description
Associate in Arts-Horry Georgetown Technical-one religion course
Associate of Arts in Liberal Studies-Limestone College-no religious component
Associate in Arts-Orangeburg Calhoun Technical-one religion course
Associate in Arts-Piedmont Technical-no religious component
AA in General Studies-Southern Wesleyan University-three religion courses in its Gen.Ed requirements, but the tuition is higher than SEU
AA in General Studies-Spartanburg Methodist College-one religion course required*

4. Admission Criteria

A. A description of the admission criteria specific to the program

There are no specific criteria for acceptance into the Associate of Arts program that differ from the institutional admissions policies as stated in the Institution Profile.

5. Enrollment

- A. Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for associate degree programs or five years for all other degree programs; for institutions recruiting SC residents to out-of-state institutions, provide the number of SC residents the institution anticipates enrolling into the program.

Table A – Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017 – 18	10	120	10	120	10	120
2018– 19	15	180	15	180	15	180
2019 – 20	20	240	20	240	20	240

6. Curriculum

- A. A curriculum outline that lists the course numbers, titles, and credit hours

Proposed Programs & Activities: Associate of Arts Program Description

The Associate of Arts (AA) allows students to build, refine, and expand their educational skills while exposing students to a foundation in general education, theology, the Bible, natural and behavioral sciences, mathematics, humanities and fine arts, and business. Total credit hours are 61 with an infusion of math, English, biblical and theology, and other liberal arts courses. The program's CIP code is 24.0199.

Ideally, a student educated within Southeastern's Christian academic community displays these general education abilities and experiences:

- *Orally and in writing, communicates with assessed competence and clarity;*
- *Demonstrates the knowledge, skills, and maturity necessary for the profession he or she has chosen;*
- *Has acquired scholarly habits and can perform skilled research.*
- *Has rendered, to the campus and the community, service appropriate to a Christian citizen*
- *Demonstrates a broad cultural perspective informed by a Christian worldview.*

The Associate of Arts degree is only offered through the University's extended education deliveries, including extension site and online learning programs, and is not available to traditional students. For each delivery, the University specifies courses for the electives as indicated in the curriculum chart. Please see Appendix B (p.26) for the curriculum outline.

7. Faculty and Staff

A. The minimum educational and teaching qualifications for instructors

All faculty who teach at Southeastern University meet the academic, scholarly, and teaching qualification set forth by our regional accreditor, The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and each program specific (specialized) accreditor.

Any faculty member hired to teach courses in the Associate of Arts degree must possess the following minimum qualifications per SACSCOC requirements for faculty credentials.

- *A master's degree in the course discipline with at least 18 graduate hours in the discipline from a regionally accredited university.*
- *Depending on the subject matter (more practical disciplines), expectations may be set for professional experience. This is established by each academic college and department.*

The university seeks to hire well-credentialed faculty with graduate degrees from regionally accredited institutions in the discipline being taught. SEU must also monitor the percentage of courses taught by terminally qualified faculty, in order to meet SACSCOC guidelines for percentage of a major taught by terminal degree faculty. Once hired, the university provides a comprehensive set of faculty training tools, including the following: (1) an initial onboarding seminar, which is offered face-to-face and via streaming service (on-demand); (2) access to best practices courses in online instruction and course development; (3) a faculty development liaison to support by providing one-on-one assistance, webinars, and other electronic based training tutorials; and (4) various handbooks and other internet training systems. All faculty are required to receive adequate training, regardless of delivery.

Due to SACSCOC accreditation policies, SEU will not employ faculty who fail to meet these minimum qualifications.

B. Confirmation that at least one full-time faculty member will be employed for the program

At least one full-time faculty member will be employed to teach courses in the Associate of Arts degree. The search and retention process will commence upon state approval.

C. A description of the oversight for the program; provide the organizational structure of program and of the program's relation to the institution's organizational structure

Southeastern University's School of Extended Education (SEE) oversees all nontraditional programs offered at SEU's off-campus instructional sites and through distance learning. The School of Extended Education consists of two primary divisions, which execute the daily academic and operational needs of sites: The Center for Regional & Extension Education and the Center for Online Learning. Operations include, but are not limited to, course scheduling, faculty vetting, course registration and management, financial aid guidance, and student support services. As a part of the annual assessment and planning process, all academic departments submit Program Learning Outcome (PLO) reports annually. The School of Extended

Education in conjunction with the General Education Committee is responsible for evaluating the Associate of Arts degree program. These annual reports deal specifically with measurable learning outcomes for each degree program, no matter what the level or delivery system. Intended learning outcomes and assessments are submitted every Fall semester and results and recommendations are entered at the end of the Spring semester.

The administration of the extension site program and the degree program is housed at the Lakeland, FL campus, under the School of Extended Education. This unit serves as the administrative lead for the university's nontraditional deliveries, including online, extension sites, regional campuses, and study abroad.

The School ultimately reports to the President and Chief Executive Officer, Dr. Kent Ingle. In this role, the President is responsible for the institution's academic affairs, student services, and business and administrative services. Further, the School reports directly to the Vice President for Institutional Research and Extended Education, Dr. Andrew H. Permenter, who provides immediate oversight for the School's operations. Other vice presidential positions provide oversight for the remaining portions of the university's operations. Local supervision of the program is the responsibility of the site director, Kelli Hohm, who reports directly to Andrew Miller, Executive Director for the School of Extended Education. The President, his cabinet, the leadership for the School, and site director have the proper educational and professional qualifications. Through the overall university system, the School of Extended Education, and the local site directorship, the extension site program maintains an appropriate structure to assure the viability and quality of the program. Through the university's cabinet and School of Extended Education, the goals and purpose of the program are clearly identified, articulated and systematized. Further, the School ensures the continuity and improvement of the program through a close collaboration with the academic colleges and departments, wherein the academic courses and assessment plans reside. Through the university cabinet, each function of the university's operations is carefully managed and monitored to ensure sound business practices. Through the School and the site director, all facilities and related equipment are reviewed and supported. Through the existing support structure from the Lakeland, FL campus, students are provided reasonable support in the areas of academic advising (Office of Academic Advising), course registration (Registrar's Office), online learning support (Center for Online Learning), and career placement (Career Services Office).

D. A description of additional student support services for the program

The support services of the departments listed here are available to SEU's extension site students through the [learning portals](#) and [student intranet](#).

Center for Regional & Extension Education. *The Center for Regional and Extension Education (CREE) integrates operational and academic personnel administering SEU's blended evening and extension site programs through policies and procedures, course offerings, scheduling, vetting of faculty, training and orientation. CREE provides comprehensive support assisting extension site students, on-site faculty, and personnel in the areas of financial aid, student accounts, course registration and management, and much more. CREE is committed to proactive communication and exceptional service as the first point of contact for unresolved issues of any kind that impacts the evening or extension site student's SEU experience. The services are*

rendered from the Lakeland, FL campus and provided virtually to students at the site.

Center for Online Learning (COL). *The Center for Online Learning (COL) supports the Southeastern University Mission by partnering with faculty and staff in providing faith-based, formal educational opportunities for students who cannot attend classes on the main campus. We offer the university a focused, centralized service area that enables and supports the development and delivery of high-quality online education that is accessible anywhere and at any time, is affordable for everyone, and helps expand opportunities to prepare men and women to serve the kingdom of God. The COL's goals have focused on establishing and standardizing processes for online course development and delivery and on establishing baseline measures of service for ongoing quality improvement initiatives. The COL's operation is made up of two full-time staff members, who work with faculty members in the development and maintenance of online courses. In addition, technical support services are offered to all traditional, evening/weekend, online, graduate, and extension site students, and instructors teaching those students, using Southeastern's Learning Management System, MyFIRE (Moodle). The COL also provides 24/7 Support services of MyFIRE to all students, Faculty, and Staff. The services are rendered from the Lakeland, FL campus and provided virtually to students at the site.*

Academic Advising. *Academic Advising assists students in their personal and academic development as they prepare professionally to creatively serve their world. Academic Advisers support students in their collegiate journey through advising, mentoring, and modeling the integration of faith and learning. The staff recognizes that there is a critical relationship existing between academic advising and retention and is committed to placing an emphasis on promoting academic engagement, degree program completion, community service/involvement, leadership and success through effective student learning outcomes. This comprehensive plan focuses on the development, support, retention and graduation of students while assisting them towards the achievement of spiritual, life, academic, professional/vocational or ministry-orientated goals. The Office of Academic Advising services all traditional, evening/weekend, online, and extension site students. The services are rendered from the Lakeland, FL campus and provided virtually to students at the site.*

Academic Center for Enrichment (ACE). *The Academic Center for Enrichment (ACE) is a faculty-directed learning center serving administrators, faculty, staff, and all students of Southeastern University (i.e. traditional, evening/weekend, online, extension site, and graduate). ACE offers peer-facilitators from the Lakeland, FL campus who tutor students in subject areas across the curriculum. In addition, ACE offers peer-facilitator led workshops that work with students in a group study atmosphere. ACE also offers the opportunity for professors to require or to recommend ACE sessions for students who are at risk. All sessions are tracked and reported to indicated professors. The goal of the Academic Center for Enrichment is to provide a nonjudgmental, no-risk and congenial environment that promotes an atmosphere for clients that is conducive to learning. This goal includes establishing continually growing relationships with faculty to share best practices for encouraging client learning; creating opportunities to provide learning enriched experiences for clients*

through individual and collaborative sessions; training facilitators to meet the various learning modes presented by our clients; and providing continuing education for facilitators to keep up with client need and demand. Free web based (online) tutoring is offered for students who are enrolled in distance education programs. The services are rendered from the Lakeland, FL campus and provided virtually to students at the site.

Academic Success. *The Office of Academic Success (OAS) provides services to equip and accommodate ADA (American Disability Act) students throughout their academic career at Southeastern University. ADA students receive classroom accommodations within the needs of their respective medical documentations and diagnoses. A peer-mentoring program is also offered in an effort to bring guidance and strengthen the ADA student's overall college experience, providing academic and campus-life support. The OAS also offers testing services such as Educational Testing Services, vocational aptitudes surveys, and personality inventories. In addition, the office administers standardized tests including CAP, a Spanish Placement exam and College-Level Examination Program (CLEP), comparable to Advanced Placement (AP) testing. CLEP provides students with the opportunity to test out of General Education curriculum courses. The services are rendered from the Lakeland, FL campus and provided virtually to students at the site.*

The Center for Calling & Career. *Southeastern University's career exploration office, COMPASS, THE CENTER FOR CALLING & CAREER, exists to serve the University community – students, alumni, faculty, and staff – by providing professional recommendations and guidance related to continuing education and employment. We provide career assessments, career coaching, resume preparation, internship and job boards, professional networking and career workshops, church and career expos and recruiting events. These services are provided through career-focused courses, employability seminars, and group and individual sessions. Career assessment services are provided using the Myers-Briggs Type Indicator® (MBTI®), Strong Interest Inventory®, along with an online job service, College Central Network. All career services are available to extension students through remote success coaching protocols. The services are rendered from the Lakeland, FL campus and provided virtually to students at the site.*

Information Technology. *The Information Technology Department provides Christ-centered, high quality, reliable, service-oriented technology services to students, faculty, staff, alumni and University guests. Information Technology partners with all campus departments to implement technological solutions to meet the needs of our campus community. Necessary services are accomplished through effective communication with the university community and thorough research to ensure the best possible technology solutions. Information Technology provides a simple work request process that allows users to submit their needs, which are logged and tracked to ensure resolution. All services are available to undergraduate and graduate students, which will include students enrolled in the extension site program. The services are rendered from the Lakeland, FL campus and provided virtually to students at the site.*

Admission. *Southeastern University encourages students to develop to their fullest potential by integrating personal faith and higher learning. In keeping with this philosophy, the Admission Committee gives consideration to Christian character, academic achievement, ability, and purpose when reviewing applicants for admission. Consideration is given to all credentials required and/or submitted. Acceptance or rejection is made after evaluation of the applicant's complete qualifications. With regard to the extension site program, the Admission Office reviews and accept prospective students. The extension site is only responsible to forward prospective students to the university for review and admission.*

Registrar's Office. *The Office of the Registrar administers the following services to all students, including the extension and regional campuses: new students enrollment and orientation information, verifications of enrollment, official transcripts, Student Information account access, address updates, academic policies and procedures in the University catalog, registration of classes, course withdrawal process, graduation application and final degree audits, commencement coordination, awarding of degrees and diplomas, and student academic complaints and appeals process. Extension Site students have the full support of the Registrar's Office through the Learning Management System: <https://myfire.seu.edu/>. The services are rendered from the Lakeland, FL campus and provided virtually to students at the site.*

Student Financial Services. *The SEU Student Financial Services Department, in order to foster student success, assists students (traditional, evening/weekend, online, and graduate) in discovering resources to cover the cost of education through a variety of federal, state, private, and institutional grants, scholarships, work programs, and loans. The service is provided in person, on the telephone, via standard non-electronic correspondence, and electronically using the internet and/or e-mail. The Student Financial Services department assists extension site students with their financial payment plans. The services are rendered from the Lakeland, FL campus and provided virtually to students at the site.*

8. Equipment

- A. A brief discussion and identification of major equipment items which will be needed for at least three years for associate degree programs or five years for all other degree programs. Normal acquisitions of commonly used items for instruction and research may be excluded.

No major equipment is necessary for the implementation of the Associate of Arts degree. See Facilities section #5.

9. Library Resources

- A. Information that the institution will provide to enrolled students showing library resources, including local libraries, designating in some recognizable way those libraries with which the institution has a current formal agreement. The document should also include resources that are available to the students through the institution's main-campus and in-state libraries and the process for using those resources. (Not required for institutions applying for licensure to recruit in the State for out-of-state courses.)

Overview of Library Resources

The SEU library is well equipped to serve the needs of the programs offered at the extension sites. Currently, the library's collections include over 80,000 print books and almost 183,000 ebooks, over 4,500 DVD videos (both feature and non-fiction), 85 online videos, over 71,000 online recordings, over 9,600 CDs, and over 1,200 serial titles (including 640 periodical/journal subscriptions and access to an additional 3,045 titles through journal packages), as well as other types of resources. In addition, the library provides more than 50 databases, many with full text availability (over 22,000 titles). (See the Library's Annual Report for 2015--16).

Faculty and students may access the resources at the library and/or through online searching of the catalog, and searching the library's databases through EZProxy. The library uses the OCLC's WorldShare Management Services with WorldCat local serving as the library's catalog (library.seu.edu/). This adds a discovery feature as students are able to access the catalog and some databases essentially through one search. This also facilitates Inter Library Loan, and users can easily search the larger OCLC bibliographic database to locate additional sources. Users may request books from the library which are supplied by mail with postage -paid return envelopes, and the library will scan and email periodical articles as requested.

Twelve dedicated and professional staff members (dean, five faculty librarians, four full-time staff, and two part-time staff) provide the library's services. The five faculty librarians are reference librarians who are available to assist the students and faculty at a distance through telephone, email, video chat, video workshops, and/or consultations. Though all reference librarians are available to help distance students, one librarian (the Reference and Instruction Librarian and Assistant Director of the Library) is specifically trained to work with distance students as a part of that position's job description, and the library has requested a new position for a dedicated librarian to assist with the needs of distance students.

Students receive guidance in the use of the library services and resources through the following means. At the request of the sites and through funding by the Extension Site Office, a librarian has made four visits to three sites to provide training. Students have electronic access to LibGuides which bring together information about resources for various programs, some courses, and other more specialized topics. A LibGuide (library.seu.edu/Distance) is available especially for distance learners to introduce library services and to give them online library instruction (including instructional videos). There is a LibGuide that identifies the library's databases and includes a

tutorial on how to use these databases (library.seu.edu/databases/general). The university's LMS (MyFire) has a link to the library's webpage on MyFire's Welcome Page and in each course. The library webpage (library.seu.edu) provides links to the catalog, databases, and other LibGuides on a variety of topics including Citation Styles (library.seu.edu/citations) and Research Step-by-Step (library.seu.edu/Research).

The library makes every effort to supply extension students with the same high-quality service that on-campus users receive. The library is open from 7:30 am – 12 am Monday through Thursday, 7:30 – 8:30 on Friday, 12 pm – 8:30 pm on Saturday, and 1pm – 11 pm on Sunday. Online students and extension site students can generally reach a reference librarian during the day Monday through Friday, and an evening librarian is available until 11 pm Sunday through Thursday. Weekend staff can usually help users, but can forward requests to a reference librarian. The Library Dean and Assistant Director frequently answer research questions on weekends. A Research Request Form is available under the Services tab on the library webpage. This is a 24/7 form that sends an email to a reference librarian who will respond no later than the next open library day. Because of the university's membership in the Tampa Bay Library Consortium (TBLC), chat reference is provided through Florida's cooperative Ask a Librarian service. Even students outside of Florida may use this service as long as they are coming from one of the library's LibGuides or the library home page.

The library is not reliant upon any other library for resources relevant to the programs offered at these extension sites, and electronic databases provided by the library are not accessed through consortial or statewide groups.

10. Accreditation, Approval, Licensure, or Certification

- A. If the proposed program is subject to specialized or professional accreditation or approval by any entity other than the Commission (including other state agencies or boards), a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a projected timeline of when accreditation or approval may be reasonably expected.

Plan and projected timeline to achieve programmatic accreditation	
Steps	Projected dates

Not applicable.

- B. If licensure or certification is required for employment by any public or private agency, a brief description of the licensure or certification eligibility requirements and process and of the ways in which the proposed program will ensure that graduates can reasonably expect to achieve such certification or licensure.

Licensure and certification is not required to complete this program.

- C. For programs at the graduate level that focus directly on teacher education (not educational leadership, etc.), a concise but complete description of how the proposed program addresses the core propositions of the National Board for Professional Teaching

Standards.

Not applicable.

11. Tuition and fees

- A. A statement of tuition costs and fees by credit hour or term and total for program

As part of its commitment to ministerial preparation, SEU offers the church-based extension site program at a reduced tuition rate. During the 2016-17 academic year, tuition is charged at a rate of \$275 per credit hour. Therefore, a full-time student would be charged \$3,300 per semester for 12 hours (or \$6,600 annually for 24 credit hours). Additionally, a site fee of \$1,260 per semester (or \$2,520 annually) will be charged to the student. As collected and on a predetermined schedule, this fee of \$2,520 annually is reimbursed to the site to cover various expenses. A \$100 technology fee will also be charged each semester. Beyond the \$9,320 collected annually by the university, the extension site may charge additional fees for mission trips or other approved activities; however, these additional fees must be collected by the site. Other fees for textbooks, computers, travel and educational supplies are to be assumed by the student. Assuming a two-year plan, the total cost for the associate degree would be \$18,640.

12. Programs for Teachers and Other School Professionals (only)

- A. Compliance with South Carolina Department of Education requirements
- B. SPA or other national specialized and/or professional association standards

Not applicable.

Appendix A- Assessment Plan

ASSESSMENT PLAN FOR THE ASSOCIATE OF ARTS IN GENERAL EDUCATION

General Education Learning Outcomes

1.0 – Bible Knowledge

Description Students will demonstrate knowledge of the background, content, and themes of biblical texts.

Time-Frame Annual Review (July 1st – June 30th)

Assessment(s)

1.1 - Bible Knowledge Exam (pre/post)

To assess A.A. majors' knowledge of the Bible and theology a pre/post exam is administered to students during their first year (pre) and again at the end of their second year (post). This exam consists of 100 questions that measure biblical and theological knowledge. 1.2 - Student Course Evaluations: Introduction to the Bible, Old/New Testament

Question 1: "How much knowledge have you gained from this course?" Answers:

"None", "Some", "A lot". 1.3 - Student Satisfaction Surveys: Senior Exit Survey

Question: "Southeastern has helped me to understand how God's Word is a guide for my life." Scored on a Likert scale of 1 (strongly disagree) to 5 (strongly agree).

Analysis

The analysis of the data will include longitudinal trend data from past semesters that are broken down by mean scores on all assessments. A review of this data is performed and trends, weaknesses, and strengths are identified in student learning.

Recommendations

Once the analysis of the assessment results is completed and student learning strengths and weaknesses are identified the assessment coordinator will make various recommendations for the improvement of student learning. These recommendations for improvement can include:

- Modification of Pedagogical Strategies
- Modification of Curriculum Design
- Administration of Assessment Activities
- Integration of Assessment Activities
- Restructuring Outcome Statement
- Revision of Measurement Approach

Results of Action

During the review of assessment results at the end of the academic school year the recommendations from the past year are review and a summary of the impact of those recommendations are provided.

2.0 – Oral Communication

Description

Students will be able to demonstrate oral communication skills through research, topical development,

and style-specific presentation of focused material.

Time-Frame Annual Review (July 1st – June 30th)

Assessment(s)

2.1 - Persuasion Speech Rubric (Pre/Post in Fundamentals of Speech)

The standardized rubric (attached) is used to evaluate students on a pre/post basis. 2.2 - ETS Proficiency Profile Questions: Communication Competency 2.3 - Student Course Evaluations: Fundamentals of Speech

Question 1: How much knowledge have you gained from this course?" Question 2: "The instructor effectively communicated the subject matter." Question 3: "The assigned reading/assignments were helpful in acquiring a better understanding of the course." Answers: "None", "Some", "A lot". 2.4 - Other Indirect Assessments: Senior Exit Survey and Alumni Survey

Senior Exit Survey Question: "During my time at Southeastern, I believe that I have learned to communicate effectively in public speaking." Alumni Survey Question: "I learned to communicate effectively through public speaking."

Analysis

The analysis of the data will include longitudinal trend data from past semesters that are broken down by mean scores, subsection rubric scores, and final course evaluations. A review of this data is performed and trends, weaknesses, and strengths are identified in student learning.

Recommendations

Once the analysis of the assessment results is completed and student learning strengths and weaknesses are identified the assessment coordinator will make various recommendations for the improvement of student learning. These recommendations for improvement can include:

- Modification of Pedagogical Strategies
- Modification of Curriculum Design
- Administration of Assessment Activities
- Integration of Assessment Activities
- Restructuring Outcome Statement
- Revision of Measurement Approach

Results of Action

During the review of assessment results at the end of the academic school year the recommendations from the past year are review and a summary of the impact of those recommendations are provided.

3.0 – Writing

Description

Students will demonstrate knowledge and skill in effective writing by exhibiting competency on an objective exam and by producing a piece of writing that meets the requirements of standard English.

Time-Frame Annual Review (July 1st – June 30th)

Assessment(s)

3.1 - In-class Essay with Standard Rubric (English Composition I)

The standardized rubric (attached) is used to evaluate students' written papers in the following areas: Thesis, Support, Organization, Sentence Structure, and Mechanics 3.2 - ETS Proficiency Profile: Writing Levels 1, 2, & 3

Students are assessed using the ETS proficiency profile on 3 levels of rigor and groups students into 2 categories: proficient and non-proficient. 3.3 - Student Course Evaluation: English Composition I

Question 1: How much knowledge have you gained from this course?" Question 2: "The instructor effectively communicated the subject matter." Question 3: "The assigned reading/assignments were helpful in acquiring a better 3.4 - Other Indirect Assessments: Senior Exit Survey and Alumni Survey

Senior Exit Survey Question: "During my time at Southeastern, I believe that I have learned to communicate effectively in writing." Alumni Survey Question: "I learned to communicate effectively through writing."

Analysis

The analysis of the data will include longitudinal trend data from past semesters that are broken down by mean scores, subsection rubric scores, and final course evaluations. A review of this data is performed and trends, weaknesses, and strengths are identified in student learning.

Recommendations

Once the analysis of the assessment results is completed and student learning strengths and weaknesses are identified the assessment coordinator will make various recommendations for the improvement of student learning. These recommendations for improvement can include:

- Modification of Pedagogical Strategies
- Modification of Curriculum Design
- Administration of Assessment Activities
- Integration of Assessment Activities
- Restructuring Outcome Statement
- Revision of Measurement Approach

Results of Action

During the review of assessment results at the end of the academic school year the recommendations from the past year are review and a summary of the impact of those recommendations are provided.

4.0 – Critical Thinking

Description

Students will demonstrate the ability to interpret, analyze, and evaluate statements, arguments, and evidence in order to construct well-supported, clearly articulated conclusions or positions

Time-Frame Annual Review (July 1st – June 30th)

Assessment(s)

4.1 - Research Paper with Standard Rubric (English Composition II)

The standardized rubric (attached) is used to evaluate students' written papers in the following areas:

Thesis/Support, Rhetorical Development, Organization, MLA Document, Mechanics/Style.

4.2 - ETS Proficiency Profile: Reading Levels 1 and 2 and Critical Thinking (pre/post)

Students are assessed using the ETS proficiency profile on 2 levels of rigor for reading and a 3rd level on critical thinking and groups students into 2 categories: proficient and non-proficient. Students are assessed once during their first semester (pre) and again during their last semester (post). 4.3 - *Student Course Evaluation: English Composition II*

Question 1: How much knowledge have you gained from this course?" Question 2: "The instructor effectively communicated the subject matter." Question 3: "The assigned reading/assignments were helpful in acquiring a better 4.4 - *Other Indirect Assessments: Senior Exit Survey and Alumni Survey*

Senior Exit Survey Question 1: "During my time at Southeastern, I believe that I have learned to gather, organize, and analyze information." Senior Exit Survey Question 2: "During my time at Southeastern, I believe that I have learned to solve problems and think critically." Alumni Survey Question 1: "I learned to gather / organize / and analyze information." Alumni Survey Question 2: "I learned to solve problems and think critically."

Analysis

The analysis of the data will include longitudinal trend data from past semesters that are broken down by mean scores, subsection rubric scores, and final course evaluations. A review of this data is performed and trends, weaknesses, and strengths are identified in student learning.

Recommendations

Once the analysis of the assessment results is completed and student learning strengths and weaknesses are identified the assessment coordinator will make various recommendations for the improvement of student learning. These recommendations for improvement can include:

- Modification of Pedagogical Strategies
- Modification of Curriculum Design
- Administration of Assessment Activities
- Integration of Assessment Activities
- Restructuring Outcome Statement
- Revision of Measurement Approach

Results of Action

During the review of assessment results at the end of the academic school year the recommendations from the past year are review and a summary of the impact of those recommendations are provided.

5.0 – Mathematics

Description Students will demonstrate problem-solving skills in a broad range of significant mathematics.

Time-Frame Annual Review (July 1st – June 30th)

Assessment(s)

5.1 - Pearson Math Test (Pre/Post in Liberal Arts Math I & II)

The Pearson Math Test provides an average score for student at the beginning of the Liberal Arts Math I course (pre) and again at the end of the Liberal Arts Math II (post). 5.2 - *ETS Proficiency Profile:*

Mathematics Levels 1, 2, & 3 (pre/post)

Students are assessed using the ETS proficiency profile on 3 levels of rigor and groups students into 2 categories: proficient and non-proficient. Students are assessed once during their first semester (pre) and again during their last semester (post). 5.3 - Student Course Evaluation: Liberal Arts Math I & II

Question 1: How much knowledge have you gained from this course?" Question 2: "The instructor effectively communicated the subject matter." Question 3: "The assigned reading/assignments were helpful in acquiring a better 4.4 - Other Indirect Assessments: Senior Exit Survey and Alumni Survey

Senior Exit Survey Question: "During my time at Southeastern, I believe that I have learned to understand and apply mathematical reasoning." Alumni Survey Question: "I learned to understand and apply mathematical reasoning."

Analysis

The analysis of the data will include longitudinal trend data from past semesters that are broken down by mean scores, subsection rubric scores, and final course evaluations. A review of this data is performed and trends, weaknesses, and strengths are identified in student learning.

Recommendations

Once the analysis of the assessment results is completed and student learning strengths and weaknesses are identified the assessment coordinator will make various recommendations for the improvement of student learning. These recommendations for improvement can include:

- Modification of Pedagogical Strategies
- Modification of Curriculum Design
- Administration of Assessment Activities
- Integration of Assessment Activities
- Restructuring Outcome Statement
- Revision of Measurement Approach

Results of Action

During the review of assessment results at the end of the academic school year the recommendations from the past year are review and a summary of the impact of those recommendations are provided.

Appendix B- Curriculum Outline

Arts of Communication – 9 Hours

COMM 1433 – FUNDAMENTALS OF SPEECH

This course is a study in both theory and practice in the principles of speech development and presentation.

ENGL 1133 – ENGLISH COMPOSITION I

Study and practice in the critical reading and effective writing of expository prose, with an emphasis on fluency and style.

ENGL 1233 – ENGLISH COMPOSITION II

Study and practice in the critical reading and effective writing of argumentative and expository prose, with an emphasis on the documented paper. Satisfactory completion of a research paper is required for a passing course grade.

Behavioral & Social Sciences – 9 Hours

PSYC 1133 – INTRODUCTION TO PSYCHOLOGY

An introduction to the field of psychology, with special emphasis on the more applied areas of psychology. Topics addressed include perception, intelligence, learning, personality, and social behavior.

HIST 2013 – AMERICAN HISTORY TO 1877

A survey of American history from discovery to 1877. Topics include the colonial period, the Revolutionary era, the Constitution, Jeffersonianism, economic and territorial expansion, sectional tensions, the Civil War, and Reconstruction.

SSCI 2133 – INTRODUCTION TO SOCIOLOGY

This scientific study of sociology is an introduction to key concepts including agency, social structure, socialization, culture, structured social inequality, social institutions, and social change. It will also introduce some of the major theoretical perspectives and research methods of the discipline. Emphasis is placed on developing greater awareness and appreciation for the wide range of social cultural diversity and characteristics shared by people across our society and the world.

Business Electives – 3 Hours

BUSI 1903 – PERSONAL FINANCIAL STEWARDSHIP

This course covers personal Financial Stewardship from a Christian perspective. Biblical truths are used to help build a personal financial stewardship plan. Topics include cash flow management, use of credit, investing as a steward, insurance and life planning.

FINC 1903 – PERSONAL FINANCE

This study covers the principles of individual and family financial management, including coverage of budgeting, planning and personal goal-setting, personal banking, home ownership, insurance needs, and other personal finance subjects.

Humanities and Fine Arts – 6 hours

ENGL 2233 – INTRODUCTION TO HUMANITIES

An integrated course designed to increase the student's understanding and appreciation of the creative and expressive arts through the study of representative materials.

ENGL 2133 – INTRODUCTION TO LITERATURE

This course introduces a variety of works, from the novel to poetry to drama. The selections have been chosen to provide the student with an eclectic literary experience, featuring works from various time periods and places.

Mathematics – 3 Hours

MATH 1313 – TOPICS IN MATHEMATICS

This course is an introduction to the fundamental concepts and mastery of the basic operational skills involved in the areas of informal geometry, logic, probability, and statistics.

Natural Science – 4 Hours

NSCI 1034 – LIFE SCIENCE

The content of this course includes the major biological principles and their application to the general health and wellbeing of humankind. Problem solving and explanation of biological phenomena is expected to be the basic process development approach. This is a laboratory course and includes hands-on applied technology and field-oriented experiences using scientific inquiry for discovery and problem solving.

Biblical and Theological Studies - 15 Hours

BINT 1233 - NEW TESTAMENT SURVEY

An overview of the books of the New Testament in the context of their first century historical environment. The course emphasizes the teachings of each New Testament book, and includes a section on the canon and text of the New Testament.

Prerequisite for Bible courses at the 2000 level or above.

BIOT 1133 - OLD TESTAMENT SURVEY

This course presents a synthetic study of the books of the Old Testament in their religious and historical context. The class develops an appreciation for each book as a unit and for its contribution to God's plan of redemption as it develops in the Old Testament.

THEO 1313 – SURVEY OF CHRISTIAN THEOLOGY

A survey of the main Christian doctrines and their relevance today. The Bible is used as the primary source to establish and defend our theological position. Areas to be addressed include the doctrines of God, Christ, the Holy Spirit, Human Creation, Sin and Salvation, the Church and the Last Things.

THEO 1503 - CHRIST, CULTURE, AND THE UNIVERSITY

This course serves as an introduction to the mission of Southeastern University and the academic tradition of liberal arts education. The course prepares students for academic and social success by focusing on the areas of critical thinking, personal

and spiritual formation, and social responsibility.

PHIL 2003 – PRINCIPLES OF ETHICS

An examination of moral and social conduct and decision making in light of biblical and theological teaching. Contemporary ethical issues are addressed (abortion, euthanasia, human rights, etc.). This course requires careful study of and reflection upon the appropriate biblical texts. This course is cross-referenced with PMIN 2003 and THEO 2003.

Ministerial Practicum (General Electives) – 12 Hours

These practicum courses stress involvement in the practical ministry of the local church through supervised ministry activities. The main emphases of these courses are ministry leadership, observation, experience, and reflection.

*Extension students participate in on-site practicums each semester (2 or 3 hours each semester) over a 2-year period. Practicum credits are classified as elective credits for the 2016-17 catalog and are separate from any other general electives that may be required.