



University-Wide Goals

This document contains the university's values statements, student learning goals, goals for the liberal arts core, the quality enhancement plan, and the university strategic plan (Vision 2020). Each program goal and/or student learning goal should be associated with at least one of these goals. When referencing the university goal in the program assessment, use the goal numbers in red in this document (e.g. **LA-G1**). For the LA goals, if you are only focusing on one of the objectives, you do not need to reference the main goal as well (e.g. if you are assessing LA-G1a, but not LA-G1b, only reference LA-G1a and not LA-G1 in your program assessment). Similarly, for the Vision 2020 goals, if you are focusing on one of the goals, you don't need to reference the initiative (e.g. if you are assessing VIS-I-G1, you would only put that and would not need to include VIS-I as well).

University Identity and Values

Carson-Newman is a university with a Christian commitment. We believe that faith as well as learning make the whole person and are dedicated to developing both the mind and spirit of each student. The university is a community of learners committed to academic quality and personal growth by encouraging **selfless service, excellence, learning, and leadership**. These values form the basis of our identity as an institution of higher learning and provide guidance to members of our organization. Devotion to these values helps us to achieve our mission and guide us toward fulfilling our vision as a university. Carson-Newman is committed to:

1. **UV-1:** Preparing **servant leaders** by providing men and women of character and intellect to serve with and among others. Our graduates will be equipped to occupy places of leadership and will use their God-given talents in service to others.
2. **UV-2:** Working toward **excellence in all that we do** by developing individuals who are better able to live out their faith as educated citizens, promoting an attitude of stewardship for God's creation, and fostering an appreciation for truth, beauty, and goodness.
3. **UV-3:** Providing **access to higher education** to students through additional, flexible educational opportunities outside the conventional course delivery model.
4. **UV-4:** Promoting the **wholeness of life** by recognizing the inherent value of self as well as others and welcoming a diverse population to share in the pursuit of excellence.
5. **UV-5:** Being an **integral part of the Appalachian region** by providing multifaceted resources, opportunities, and community engagement programs.
6. **UV-6:** Confronting and **addressing the challenges of the future** by providing its graduates with the capabilities to be lifelong learners.

University Learning Goals

Carson-Newman recognizes that there are many pathways to success. Traditional as well as post-traditional students are encouraged to pursue their passions as well as to become lifelong learners and servant leaders. To this end, the University's curriculum is designed to provide graduates

with the skills and knowledge needed to be competitive in a rapidly and continually changing world. In order to achieve these aims, Carson-Newman has identified the following goals:

1. **ULG-1:** Provide a **breadth of knowledge** through the delivery of the Liberal Arts Core curriculum to produce graduates with the ability to assimilate a range of knowledge across multiple academic disciplines with varied learning practices.
2. **ULG-2:** Provide a **depth of knowledge** through the comprehensive study of an academic discipline to produce graduates with the appropriate skills to grow intellectually and ensure that all students are prepared for career success.
3. **ULG-3:** Ensure students can demonstrate **critical and analytical reasoning** skills when evaluating information by accessing and gathering relevant information, identifying pertinent suppositions, recognizing relationships, applying scientific principles, evaluating arguments, and solving problems by employing suitable strategies.
4. **ULG-4:** Ensure students are able to **communicate effectively** by demonstrating the ability to formulate clear written and oral arguments, speak articulately, and correspond with others using appropriate means.
5. **ULG-5:** Ensure students exhibit **social responsibility and ethical awareness** by understanding and embracing moral principles, acquiring the capacity for self-evaluation, acting responsibly, and fostering justice.
6. **ULG-6:** Ensure students have an appreciation for **cultures and traditions** by demonstrating an understanding of global perspectives and diversity, recognizing the values and beliefs of multiple societies, and exhibiting an awareness of the arts.

Liberal Arts Core Goal Statements

1. LA Core Component: Introduction to the Liberal Arts

Goal (LA-G1): *Gain knowledge of the history of Christian Liberal Arts and Carson-Newman and of the skills such education promotes*

Learning Objectives:

LA-G1a. Students will articulate the values and purposes of a Christian Liberal Arts education.

LA-G1b. Students will present information clearly, critically, and convincingly using various communication methods.

2. LA Core Component: Studies in Biblical traditions

Goal (LA-G2): *Acquire knowledge of the scholarly study of the Judeo-Christian scriptures and their content*

Learning Objectives:

LA-G2a. Students will demonstrate an awareness and knowledge of the literary genres, socio-historical context, and key critical approaches regarding the Old Testament and New Testament.

LA-G2b. Students will apply insights from selected Biblical traditions to contemporary life.

3. LA Core Component: Studies in Communication

Goal (LA-G3): *Develop effective communication skills in both written and spoken English*

Learning Objectives:

LA-G3a. Students will demonstrate the ability to write a college-level paper that addresses an appropriate audience, has a focused thesis/enthymeme, is clearly organized and developed, and has minimal grammar and punctuation errors.

LA-G3b. Students will demonstrate the ability to compose and deliver a well-organized oral presentation suitable to the topic, purpose, setting and audience.

4. LA Core Component: Studies in Mathematics and Science

Goal (LA-G4): *Exhibit scientific literacy and quantitative reasoning skills critical for making informed decisions*

Learning Objectives:

LA-G4a. When presented with an analytical problem, students will choose an appropriate model with which to solve the problem, use quantitative techniques to arrive at a solution, and interpret their solution in writing.

LA-G4b. Students will develop conclusions from a particular set of observations or experiments.

5. LA Core Component: Studies in Personal/Social Awareness

Goal (LA-G5): *Demonstrate the ability to think critically and to apply appropriate research techniques to the study of human behavior, social systems, and cultures of the world*

Learning Objectives:

LA-G5a. Students will articulate the interaction between the discipline and social issues.

LA-G5b. Students will critically analyze interrelationships between individual and sociohistorical forces.

6. LA Core Component: Studies to Enhance a World Perspective

Goal (LA-G6): *Display a broad knowledge of human actions, imagination, and expression*

Learning Objectives:

LA-G6a. Students will demonstrate a critical understanding of two or more cultural perspectives, artistic forms, value systems, and/or philosophical or religious ideas in relation to the larger human context.

LA-G6b. Students will recognize basic relationships between history, language and literature, culture, and the fine arts.

7. Senior Capstone Course/Experience (taken within student's major/discipline):

Goal (LA-G7): *Students will demonstrate mastery of the five LAC competencies (critical reading, critical thinking, oral communication, written communication, and information literacy) at a level appropriate for graduation*

<http://www.cn.edu/undergraduate/undergraduate-studies/liberal-arts-core>

Q.E.P. Goal Statements

There are two **goals** for c-nvolved, the first addresses impact on campus and the second addresses student learning.

- By the end of the five year plan, our goal is that 70% of students who graduate from Carson-Newman with an undergraduate degree will have had a developmental service-learning experience within their academic discipline.
- Among the students participating in the standardized service-learning program, our goal is that 80% of those students will show improvement in identified student learning outcomes.

Desired Student Learning Outcomes

The student learning outcomes (SLOs) help assess movement toward the goals stated above. The SLOs also support the mission of the college, which is “to help our students reach their full potential as educated citizens and worldwide servant leaders by integrating academic excellence and Christian commitment within a caring community” (Carson-Newman, 2011). The student learning outcomes are as follows:

QEP-SLO1: Critical Reflection – Students will connect knowledge from an academic discipline to their service-learning experience.

This SLO focuses on integrating academic excellence as well as helping students reach their full potential as educated citizens. Helping students connect knowledge from an academic discipline to their service-learning experience not only requires reflection, but also provides a pathway to learning. Service-learning integrates community service with instruction and reflection within academic disciplines in such a way that students can apply to their service an array of theoretical constructs, identify the societal problem addressed through service, describe their contribution, and assess whether the key concepts or theories learned in the course apply/operate in the real world of service.

QEP-SLO2: Intercultural Knowledge and Competence – Students will identify the assumptions and attitudes they bring to service-learning issues.

This SLO focuses on helping students become educated citizens and worldwide servant leaders. Educated citizens and worldwide servant leaders will understand their own assumptions and attitudes in order to assess more helpfully the needs of the diverse world in which they serve. A thorough understanding of self should help students avoid conflicts or miscommunication created by false or inadequate presuppositions and begin to transcend their own perspectives by examining broader systemic issues related to politics, culture, and social justice.

<http://www.cn.edu/undergraduate/programs/c-nvolved-a-service-learning-program>

Vision 2020 Strategic Plan Goals

***Learning goals initiated in the Vision 2020 Strategic Plan are continued in the current Acorns to Oaks Strategic Plan (2021).**

Strategic Initiative I (VIS-I) – Transform teaching and learning to meet the needs of emerging students.

Goal 1 (VIS-I-G1): Identify world-class innovative teaching methods for each discipline by March 2016. Develop a comprehensive Teaching and Learning Program to prepare faculty in innovative teaching methods by August 2018.

Goal 2 (VIS-I-G2): Identify by August 2016 infrastructure upgrades and budgets for classrooms, laboratories, technology, etc., required to support new innovative teaching methods with implementation by August 2018.

Goal 3 (VIS-I-G3): Continue to build on Carson-Newman's historic commitment to service by implementing service-learning and civic engagement experiences, increasing undergraduate student involvement to 80% annually.

Goal 4 (VIS-I-G4): Develop a student-centered, systemic program which enhances the transformational nature of the student life experience by August 2018.

Goal 5 (VIS-I-G5): Create advising and mentoring training modules by January 2017 that focus on clear pathways to graduation and prepare students for their first job [or continuing career].

Goal 6 (VIS-I-G6): Develop a first-year to graduate Career Path Program in the Career Development Center by August 2016.

Goal 7 (VIS-I-G7): Identify, prioritize, and develop a plan for learning communities programming to increase retention and graduate rates by August 2016. Fully implement the plan by August 2019.

Strategic Initiative II (VIS-II) – Establish and sustain a financial plan to grow unrestricted revenue to 5% greater than operating expenses annually.

Goal 1 (VIS-II-G1): Develop an aggressive enrollment management plan that grows overall enrollment by 4% annually to 3,000 students by 2020.

Goal 2 (VIS-II-G2): Increase 6-year graduation rate to 60% by May 2019.

Goal 3 (VIS-II-G3): Increase unrestricted giving 15% per year beginning in 2016, with a goal of \$1.8 million by 2020.

Goal 4 (VIS-II-G4): Develop a Cost Management plan.

Strategic Initiative III (VIS-III) – Improve and steward living, learning, and working spaces to create a welcoming, friendly, 21st century campus.

Goal 1 (VIS-III-G1): Develop and implement new fundraising campaign in support of campus-wide capital improvement plan by June 2016.

Goal 2 (VIS-III-G2): Develop a Facilities Stewardship Plan prioritizing living, learning, and working spaces with the most need for updating/renovating/building by January 2016. Complete work by August 2019.

Goal 3 (VIS-III-G3): Develop a plan for renovation of and/or building of residence housing space based on enrollment goals by August 2019.

Goal 4 (VIS-III-G4): Develop an Environmental Awareness and Education plan for stewardship of campus resources.

Strategic Initiative IV (VIS-IV) – Create “A Great College to Work for” Culture as per *The Chronicle of Higher Education*.

Goal 1 (VIS-IV-G1): Add 401K retirement benefit at 2% by August 2016.

Goal 2 (VIS-IV-G1): Develop a Faculty and a Staff Compensation Plan.

Goal 3 (VIS-IV-G1): Develop robust Staff Development Program by May 2016.

Goal 4 (VIS-IV-G1): Develop comprehensive Faculty Enhancement Program by August 2016.

Goal 5 (VIS-IV-G1): Develop plan to assess faculty and staff workload issues by August 2016.

<http://www.cn.edu/administration/presidents-office/vision-2020-strategic-plan>