

TRUETT MCCONNELL UNIVERSITY FACT BOOK

2025-2026



Truett McConnell
UNIVERSITY

INSTITUTIONAL
EFFECTIVENESS

Preface

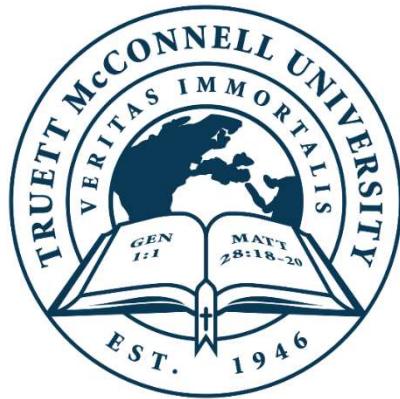
The Truett McConnell University Fact Book assembles tables of current and historical data for various areas of the University. Its purpose is to serve as a comprehensive reference and planning tool for members of the university community, and to provide a single source for many kinds of data and information. All current year data is based on a “snapshot” taken on October 15, 2025. This resource is a collaborative effort between the Office of Institutional Effectiveness and the Office of Institutional Research, and I thank Cody Bond, Truitt Franklin, and Corrinne Yeh, for their contributions and many hours of data gathering.

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TMU Fact Book 2025-2026: University Information



Accreditation

Truett McConnell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Truett McConnell University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Truett McConnell University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

SACSCOC Accreditation Information for TMU

Accreditation Granted: 1/1/1966

Distance Education Approval Date: 1/19/2010

Last Reaffirmation: 2020

Next Fifth-Year Review: 2026

Next Reaffirmation: 2030

Degree Level: V (Highest Degree Level Offered – Doctoral)

Discipline specific accreditation and approval:

- Truett McConnell University is an accredited institutional member of the National Association of Schools of Music.
- Truett McConnell University's Bachelor of Science in Education (elementary and middle grades) and Bachelor of Science in Music Education degrees are approved by the Georgia Professional Standards Commission.
- Truett McConnell University's Bachelor of Science in Nursing is approved by the Georgia Board of Nursing.
- Truett McConnell University's Bachelor of Science in Nursing is accredited by the Commission on Collegiate Nursing Education.
- Truett McConnell University's Hans Hut School of Business has been awarded conditional accreditation status by the Accreditation Council for Business Schools and Programs for the following Bachelor of Science in Business Administration degree program concentrations: General Business, Management and Leadership, Marketing, Non-Profit Management, Sports Management, Supply Chain Management, Industrial and Organizational Psychology, MBA Track as well as the Bachelor of Science in Accounting and the Master of Business Administration. The following degree programs are candidates for accreditation by ACBSP: Bachelor of Science in Business Administration with concentrations in: Cybersecurity and MBAAC Track, Master of Accountancy, Master of Public Administration, and Doctor of Business Administration.

History of the University

Truett McConnell has deep roots in the mountains of North Georgia. In 1887, Fernando McConnell and his cousin George W. Truett established a private Christian academy in Hiawassee, Georgia to educate “mountain preachers.” Changing economic conditions forced the closing of the school. However, McConnell and Truett each went on to make major contributions in Southern Baptist life and in the world for the cause of Christ.

When the Georgia Baptist Convention saw the need for a Baptist College in North Georgia, they chose Cleveland, Georgia. On July 23, 1946, ceremonies were held naming the newly chartered Truett-McConnell College in memory of those Baptist pioneers and prominent Baptist leaders. The following year, September of 1947, the College opened its doors in temporary facilities to the first class of fifty-five students. Work then soon began on building the present campus and in 1956 the Miller Building became the first building to be occupied. The campus has expanded greatly from those fledgling years. Buildings, programs, facilities, and athletics have all expanded in order to provide a Biblical Worldview education from a campus of more than 200 acres in the beautiful foothills of the Blue Ridge Mountains in Northeast Georgia.

Truett McConnell was a junior college until 2003 when it gained accreditation to grant baccalaureate degrees as a four-year institution. In 2014 it was granted accreditation to begin the first master’s degree program and on May 14, 2016, it became Truett McConnell University. On December 8, 2024, SACSCOC awarded Truett McConnell University’s membership as a Level V institution, allowing the offering of doctoral degrees. Truett McConnell continues to expand to meet the needs of a growing student body and to equip each generation to meet the challenges of presuming their calling in the real world.

Mission Statement

The mission of Truett McConnell University is to equip students with the Truth, through a Biblically-centered education, to fulfill the Great Commission.



Academic Structure

Truett McConnell University (TMU) is proud to house ten distinguished schools within three colleges. Each school has its own unique offerings, yet all united in our mission to equip students for the Great Commission. At TMU, we prioritize providing a Christ-centered education in a dynamic environment.

THE COLLEGE OF ARTS AND LETTERS

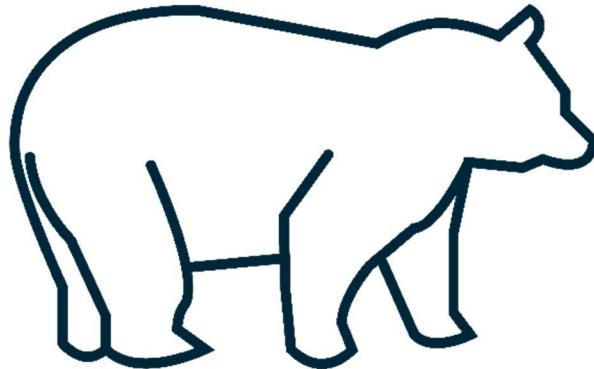
- The Hans Denck School of Communication
- The Conrad Grebel School of The Humanities
- The Balthasar Hubmaier School of Theology and Missions
- The Felix Manz School of Music

THE COLLEGE OF HEALTH & SCIENCES

- The Pilgram Marpeck School of Science, Technology, Engineering and Mathematics
- The Martha Rielin and Elizabeth Salmen School of Nursing
- The Leonhard Schiemer School of Psychology and Biblical Counseling

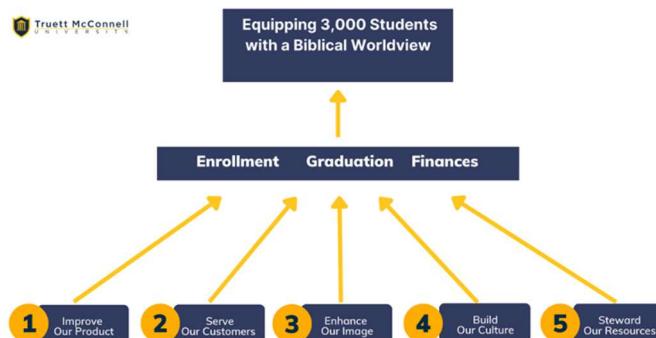
THE COLLEGE OF PROFESSIONAL STUDIES

- The Hans Hut School of Business
- The Michael Sattler School of Public Service
- The Peter and Gredel Walpot School of Education



Five-Year Strategic Plan Overview

TMU's 2024-2029 Strategic Plan casts a vision of equipping 3,000 students to fulfill the university's mission.



TMU develops annual administrative action plans focused on meeting the strategic growth goals in the areas of enrollment, retention/graduation, and finances in addition to academic assessments for each degree program. These are published annually in an Institutional Effectiveness Annual Assessment (IEAA) report.

Assessing Student Achievement

TMU evaluates student achievement as an essential part of its mission and strategic plan. The information provided in this Fact Book as well as the Student Achievement webpage is utilized by TMU to implement a comprehensive approach to assess and enhance student achievement. SACSCOC Comprehensive Standard 8.1 highlights this emphasis on the evaluation, enhancement, and support of student learning:

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (SACSCOC 2024 Principles for Accreditation, Standard 8.1)

Assessing Achievement – Key Student Completion Indicator

TMU has identified the Six-Year National Student Clearinghouse (NSC) Total Completion Rate as its Key Student Completion Indicator (KSCI). The most recent cohort (Fall 2018) was 60%. The Five-Year strategic plan aims for a target KSCI completion rate of 65%.

KSCI Disaggregation

Additionally, TMU assesses student success among student population subgroups. Current and historically tracked data featured in the Fact Book is used to assess student achievement with regard to retention, persistence, and completion rates among disaggregated student populations. This data is used to develop academic and administrative action plans to improve success in vulnerable areas. KSCI Data disaggregation is detailed in a later section of this Fact Book.

Assessing Achievement - Critical Thinking Assessment Test (CAT)

Every year TMU administers the CAT test to incoming first-year students and graduating seniors. The CAT instrument is a unique tool designed to assess and promote the improvement of critical thinking and real-world problem-solving skills. The instrument, produced by Tennessee Tech University, involved extensive development, testing, and refinement with a broad range of institutions, faculty, and students across the country. All the questions are interesting and engaging for students, derived from real world situations, and require short answer responses. Faculty are encouraged to use the CAT data for developing authentic assessments and learning activities in their own discipline that improve students' critical thinking and real-world problem-solving skills.

Skills Assessed by the CAT instrument:

Evaluating Information

- Separate factual information from inferences.
- Interpret numerical relationships in graphs.
- Understand the limitations of correlational data.
- Evaluate evidence and identify inappropriate conclusions.

Creative Thinking

- Identify alternative interpretations for data or observations.
- Identify new information that might support or contradict a hypothesis.
- Explain how new information can change a problem.

Learning and Problem Solving

- Separate relevant from irrelevant information.

- Integrate information to solve problems.
- Learn and apply new information.
- Use mathematical skills to solve real-world problems.

Communication

- Communicate ideas effectively.

2024-2025 TMU student CAT results:

Lower Division Average	National Average
12.43	15.55
Senior Division Average	National Average
15.44	17.64

Quality Enhancement Plan (QEP)

“Pressing toward the Call: Serving and Pursuing God’s Call for Your Life”



TMU endeavors to encourage and equip students in seeking and pursuing God's call for their lives through three key elements: (1) exploration of potential majors available at the University; (2) centralized accessible academic advisement; and (3) learning communities enhancing mentorship and professional development. The topic stems also from the heart of the University community in that it reflects the desire that each student purposefully seek God's will for his or her life as the key element of "student success." To assist in this process, the University's QEP will provide students with three new elements designed to provide support from the time they are admitted to TMU to their graduation.

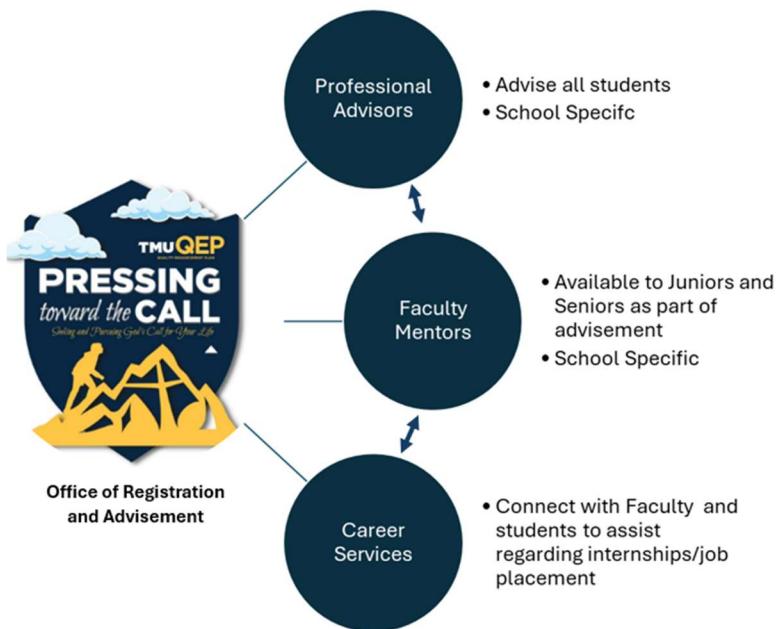
➤ TM 100 Pathfinders

This course is a one-hour online class in which the incoming student learns about each of the University's ten Schools and the majors within each one. They will watch video

presentations by TMU faculty who will discuss candidly the requirements of these fields of study as well as their professional potential. Within the course, students will have access to the degree program checklists and the timetables for the curriculum outlines for each of the degree programs, along with information about how to plan and complete registration. Moreover, the class will include aptitude and interest inventories. YouScience.com and a version of the Myers Briggs Type Indicator will be used to help students identify their strengths and interests. Students will establish an e-portfolio as a repository for their reflections, decisions and course scheduling.

➤ **Office of Academic Advisement**

The creation of this office provides an important resource for the students who remain undeclared in their choices of majors. Students who *have* declared their majors will benefit from being mentored by faculty within their own degree program as well as having access to advisement from the Director and staff in the Office of Academic Advisement.



➤ **Learning Communities**

Perhaps the most exciting element of the QEP is the establishment of learning communities within the different Schools. Each School will be required to create two types of communities: **Academic**, designed to strengthen the student's sense of purpose, calling, and professionalism; and **Mentoring**, a plan for mentorship wherein faculty and staff work closely with students to guide them in their academic and vocational decisions. These communities offer potential for the student by creating opportunities for experiential learning, pride in achievement and a sense of belonging.

The three elements will work in tandem to help students identify, pursue, and complete a program of study. The SACSCOC QEP requirement (Standard 7.2) provides the opportunity for the University to fulfill its mission and calling by helping our students to find theirs.

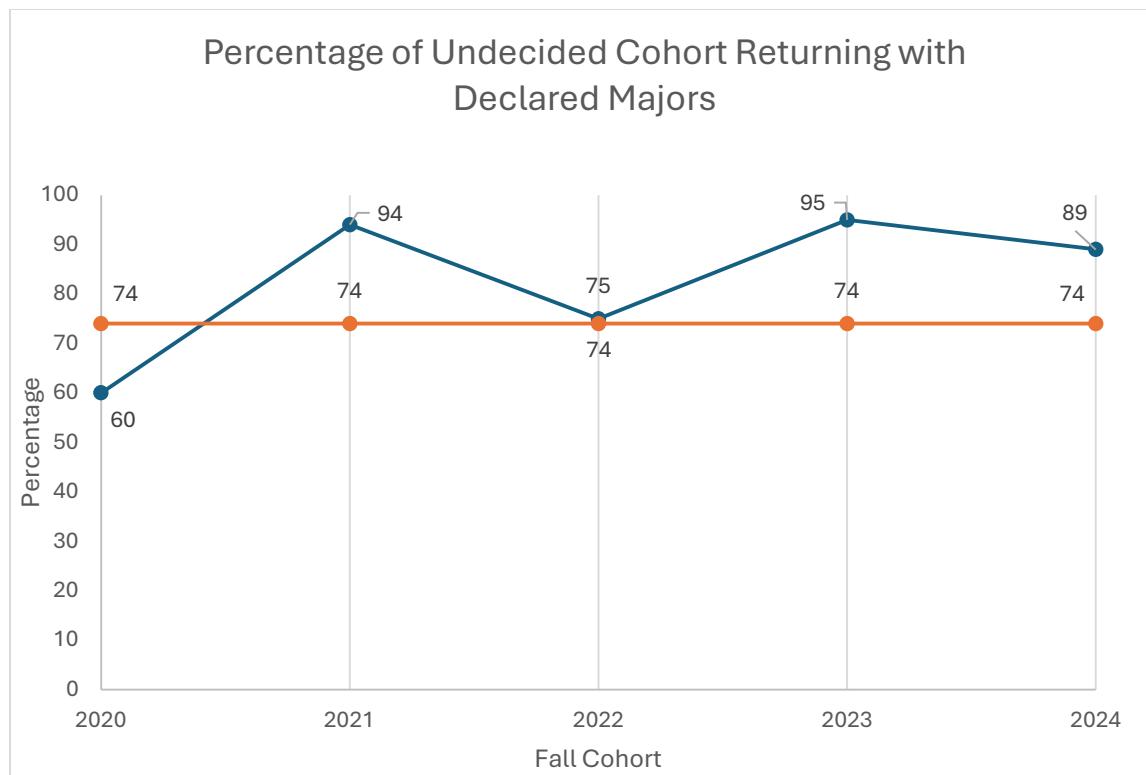
The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (SACSCOC 2024 Principles for Accreditation, Standard 7.2)

The QEP was rolled out in August 2020, following TMU's Decennial reaffirmation from SACSCOC of that year. In March 2026, TMU will submit its five-year QEP Impact Report to SACSCOC in addition to its Fifth-Year Interim Report.

Recent data collected from the QEP:

One of the primary goals of TMU's QEP was to reduce the number of students with unknown majors upon their return (fall semester to fall semester). Baseline data was identified using the Fall 2017 and Fall 2018 first-time cohorts (the Fall 2019 Cohort was removed from baseline data consideration due to high retention data related to COVID-19). During the two years prior to the implementation of the QEP, 54 total students were undecided with regard to major, and 27 of those continued enrollments at the institution the consecutive following fall semester. Out of those 27 students, seven returned as undecided, identifying a baseline of 74% of the Cohort's undecided students returning to TMU with a newly declared major. This 74% baseline is identified in the orange line in Table 1 below. From 2020 to 2025, undecided students in the first-time fall cohorts experienced an improved rate of declaring majors upon their return to TMU in four of these five years:

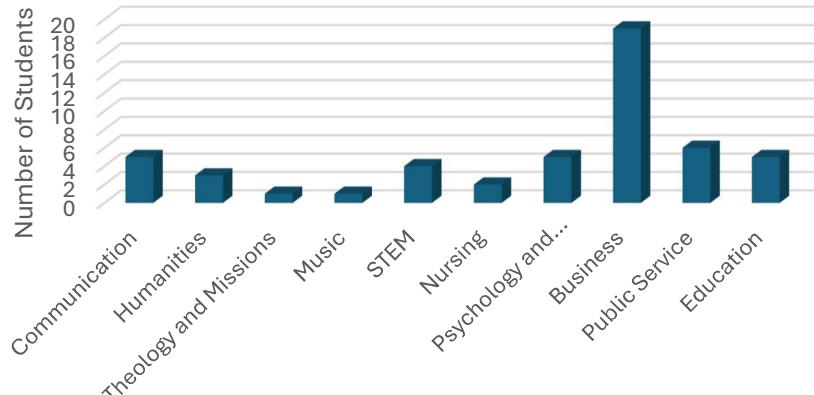
Table 1 – Percentage of Undecided First-Time Cohort Returning with Declared Majors



One of the other successes of the QEP during the past five years was the gain of newly declared majors among each of the institution's ten schools. Upon their return to TMU the subsequent fall, first-year students with undeclared majors selected majors that were distributed among the ten schools during the past five years. This data served to confirm success with regard to the initial goal of the plan to equip students to discover their unique calling by God, with pathways varying among a wide range of studies to which the students were exposed. Table 2 below illustrates the enrollment of students within each of the schools as they returned the following fall semester and declared a major.

Table 2 – Gains Made by TMU Schools Upon Undecided Students' Declaration of Majors

Schools Receiving Undecided Students Upon Declaring of Major (2021-2025)



TMU Fact Book 2025-2026: Current Student Information



Student Information: Fall 2025 Headcount

UNDERGRADUATE Headcount and Recent Outcomes

UNDERGRADUATE STUDENTS		Retention Rate	67%
On Campus	655	(% of new Fall first-time freshman cohort re-enrolling the following Fall)	
Online	112		
Dual Enrollment	1682	IPEDS 150% Graduation Rate	38%
Prison OCIS*	34	(% of Fall 2018 first-time, full-time bachelor's degree seeking freshmen cohort completing a bachelor's degree within six years of start date)	
Audit	3		
Transient	1		
Total	2487	KSCI (NSC 6-Year Completion Rate)	60%
		(% of Fall 2018 First-time, full- & part-time Cohort completing from any university within six years of start date)	

*OCIS = Off-Campus
Instructional Site

**Fall 2025 FTE (Full Time-Equivalent)* (undergraduate students only;
includes dual enrolled high school students)**

1531.42

**FTE is the sum of hours of students with less than 12 hours divided by 12 added to the total number of students with 12 or more hours.*

TMU Dual Enrollment Students Matriculating as Degree-Seeking Students (Fall 2025): 74

UNDERGRADUATE Student Enrollment Details – Fall 2025
Enrollment Status

Full-Time	815
Part-Time	1672

Gender

Male	1144
Female	1343

By Ethnicity

<i>U.S. Nonresident</i>	89
<i>Hispanic/Latino</i>	104
<i>American Indian or Alaska Native</i>	14
<i>Asian</i>	60
<i>Black or African-American</i>	297
<i>Native Hawaiian or Other Pacific Islander</i>	2
<i>White</i>	1667
<i>Two or more races</i>	24
<i>Race/Ethnicity Unknown</i>	230

By Age

<i>Under 18</i>	1500
<i>18-19</i>	575
<i>20-21</i>	271
<i>22-24</i>	71
<i>25-29</i>	15
<i>30-34</i>	12
<i>35-39</i>	7
<i>40-49</i>	18
<i>50-64</i>	14
<i>65 and over</i>	4

By Country (Citizenship)

Argentina	3	Ethiopia	2	Russia	1
Belgium	1	France	3	Serbia	1
Benin	1	Germany	8	South Africa	2
Bolivia	2	Great Britain	15	South Korea	1
Brazil	3	India	1	Spain	10
Canada	4	Malawi	1	Sweden	1
Chile	2	Mexico	2	Thailand	2
China	3	Myanmar	1	Togo	2
Colombia	2	Netherlands	1	United States	2400
Czech Republic	2	Norway	1	Venezuela	1
Dominican Republic	1			Vietnam	11

By State

Alabama	24	Illinois	4	Pennsylvania	3
Alaska	1	Indiana	4	South Carolina	11
Arkansas	1	Minnesota	1	Tennessee	11
California	1	Nevada	1	Texas	6
Florida	26	North Carolina	15	Virginia	2
Georgia	2284	Ohio	3	Washington	1

By Georgia County

Appling	2	Dade	1	Jasper	3	Richmond	8
Banks	13	Dawson	15	Jeff Davis	6	Rockdale	12
Barrow	79	Dekalb	20	Jones	2	Screven	1
Bartow	11	Dooly	1	Lamar	7	Spalding	12

Berrien	3	Dougherty	32	Laurens	4	Stephens	8
Bibb	22	Douglas	25	Lee	16	Stewart	1
Brantley	1	Elbert	9	Long	1	Sumter	1
Brooks	1	Emanuel	2	Lowndes	4	Talbot	3
Bryan	4	Evans	3	Lumpkin	10	Tattnall	4
Bulloch	19	Fannin	15	Madison	22	Terrell	2
Butts	10	Fayette	54	McDuffie	1	Thomas	3
Camden	1	Floyd	15	McIntosh	1	Toombs	3
Candler	1	Forsyth	53	Meriwether	5	Towns	1
Carroll	14	Franklin	4	Miller	1	Troup	6
Catoosa	23	Fulton	113	Mitchell	3	Union	15
Charlton	2	Gilmer	11	Monroe	4	Upson	16
Chatham	3	Glynn	6	Morgan	11	Walker	10
Chattahoochee	2	Gordon	6	Murray	5	Walton	141
Cherokee	57	Grady	1	Muscogee	57	Ware	3
Clarke	46	Greene	2	Newton	30	Washington	1
Clayton	28	Gwinnett	262	Oconee	82	Wayne	4
Cobb	148	Habersham	38	Oglethorpe	7	White	90
Coffee	1	Hall	70	Paulding	33	Whitfield	8
Colquitt	1	Haralson	2	Peach	1	Wilkes	3
Columbia	31	Harris	31	Pickens	9	Worth	4
Cook	2	Hart	8	Pierce	3		
Coweta	38	Heard	1	Pike	6		
Crawford	1	Henry	142	Polk	2		
Crisp	4	Houston	25	Putnam	5		
		Jackson	61	Rabun	9		

UNDERGRADUATE Student Enrollment Details – Fall 2025
The College of Arts and Letters

The Hans Denck School of Communication	Bachelor of Arts in Communication	Bachelor of Arts in Communication	21
TOTAL			21
The Conrad Grebel School of The Humanities	Bachelor of Arts in English & Creative Writing	Bachelor of Arts in English & Creative Writing	10
	Bachelor of Arts in History	Bachelor of Arts in History	12
	Bachelor of Arts in Humanities	Bachelor of Arts in Humanities	2
TOTAL			24
The Balthasar Hubmaier School of Theology and Missions	Bachelor of Arts in Christian Studies	Bachelor of Arts in Christian Studies (concentration in Biblical and Theological Studies)	79
		Bachelor of Arts in Christian Studies (concentration in Missions)	1
		Bachelor of Arts in Christian Studies (concentration in Student Ministry)	16
		Bachelor of Arts in Christian Studies (concentration in Women's Studies)	3
	Bachelor of Arts in Global Studies	Bachelor of Arts in Global Studies	17
TOTAL			116
The Felix Manz School of Music	Bachelor of Arts in Music	Bachelor of Arts in Music (concentration in General Music)	8
		Bachelor of Arts in Music (concentration in Outside Studies)	4
		Bachelor of Arts in Music (concentration in Worship and Church Music)	10
	Bachelor of Science in Music Education	Bachelor of Science in Music Education	10
TOTAL			32

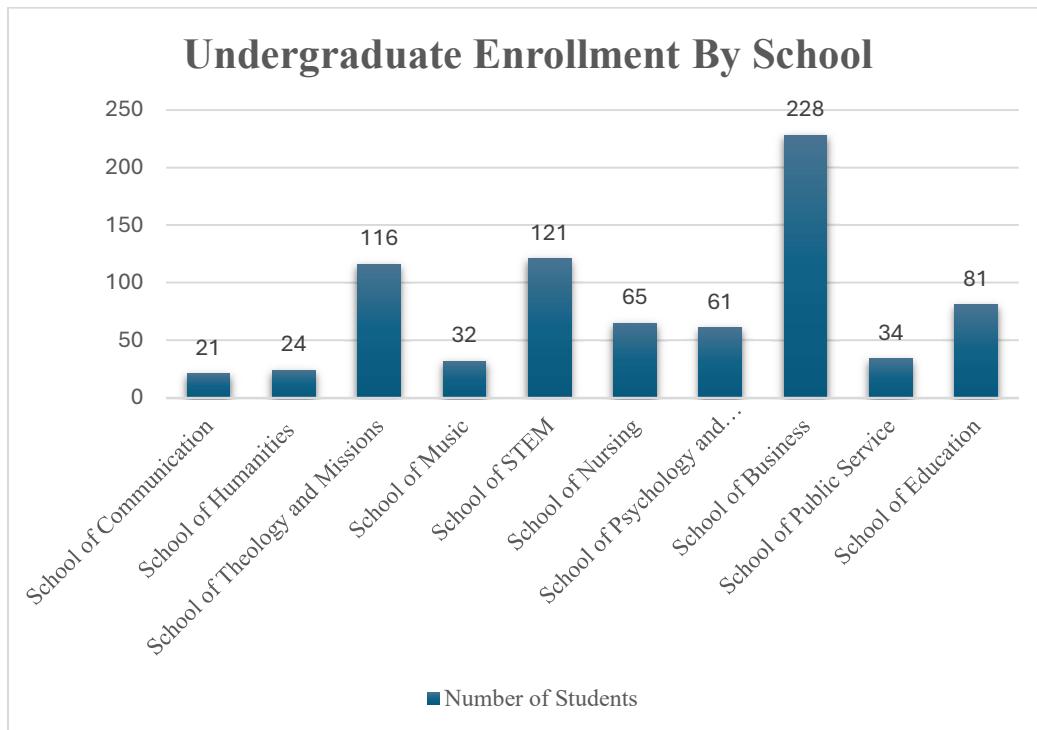
The College of Life and Health Sciences

The Pilgram Marpeck School of Science, Technology, Engineering, and Mathematics	Bachelor of Science in Biology	Bachelor of Science in Biology	31
	Bachelor of Science in Exercise Science	Bachelor of Science in Exercise Science	75
	Bachelor of Science in Forensic Science	Bachelor of Science in Forensic Science	15
	TOTAL	121	
The Martha Rielin and Elizabeth Salmen School of Nursing	Bachelor of Science in Nursing	Bachelor of Science in Nursing	65
	TOTAL	65	
The Leonhard Schiemer School of Psychology and Biblical Counseling	Bachelor of Science in Psychology	Bachelor of Science in Psychology (concentration in General Psychology)	32
	Bachelor of Science in Psychology (concentration in Clinical and Counseling Psychology)	Bachelor of Science in Psychology (concentration in Clinical and Counseling Psychology)	21
	Bachelor of Science in Psychology (concentration in Development, Marriage, and Family)	Bachelor of Science in Psychology (concentration in Development, Marriage, and Family)	2
	Bachelor of Science in Psychology (concentration in Neuroscience)	Bachelor of Science in Psychology (concentration in Neuroscience)	2
	Bachelor of Science in Psychology (concentration in Social Services)	Bachelor of Science in Psychology (concentration in Social Services)	4
	TOTAL	61	

The College of Professional Studies

The Hans Hut School of Business	Bachelor of Science in Accounting	Bachelor of Science in Accounting	13
		Bachelor of Science in Accounting with MBA Track (BSA-MBA)	4
		Bachelor of Science in Accounting with MBAAC Track (BSA-MBAAC)	3
	Bachelor of Science in Business Administration	Bachelor of Science in Business Administration (concentration in Cyber Security)	16
		Bachelor of Science in Business Administration (concentration in Cyber Security-MBA Track)	1
		Bachelor of Science in Business Administration (concentration in General Business)	104
		Bachelor of Science in Business Administration (concentration in Industrial & Organizational Psychology)	0
		Bachelor of Science in Business Administration (concentration in Management and Leadership)	16
		Bachelor of Science in Business Administration (concentration in Marketing)	28
		Bachelor of Science in Business Administration (concentration in BS-MBA)	12
		Bachelor of Science in Business Administration (concentration in BS-MBAAC)	0
		Bachelor of Science in Business Administration (concentration in Nonprofit Management)	4
		Bachelor of Science in Business Administration (concentration in Nonprofit Management-MPA Track)	1
		Bachelor of Science in Business Administration (concentration in Sports Management)	26
		Bachelor of Science in Business Administration (concentration in Supply Chain Management)	0
	TOTAL		228

The Michael Sattler School of Public Service	Bachelor of Science in Criminal Justice	Bachelor of Science in Criminal Justice (General Concentration)	7
		Bachelor of Science in Criminal Justice (concentration in Law Enforcement)	20
		Bachelor of Science in Criminal Justice (concentration in Leadership and Executive Management)	0
		Bachelor of Science in Criminal Justice (concentration in Pre-Law)	7
		TOTAL	34
The Peter and Gredel Walpot School of Education	Bachelor of Science in Elementary Education	Bachelor of Science in Elementary Education	49
	Bachelor of Science in Middle Grades Education	Bachelor of Science in Middle Grades Education (concentration in Language/Social Studies)	19
		Bachelor of Science in Middle Grades Education (concentration in Math/Science)	13
		TOTAL	81



STUDENT INFORMATION: Fall 2025 Headcount (Continued)

GRADUATE (Master's and Doctoral) Headcount and Recent Outcomes

GRADUATE STUDENTS

On Campus	15
Online	70
Audit	1
Total	86

Retention (Fall 2024 Cohort)

<i>% of Fall new student cohort re-enrolling next Fall</i>	
On Campus	83%
Online	82%
All	82%

GRADUATE Student Enrollment Details – Fall 2025

Enrollment Status

Full-Time	42
Part-Time	44

Gender

Male	55
Female	31

By Ethnicity

<i>U.S. Nonresident</i>	13
<i>Hispanic/Latino</i>	6
<i>American Indian or Alaska Native</i>	2
<i>Asian</i>	0
<i>Black or African-American</i>	2
<i>Native Hawaiian or Other Pacific Islander</i>	0
<i>White</i>	57
<i>Two or more races</i>	1
<i>Race/Ethnicity Unknown</i>	5

By Age

<i>Under 18</i>	0
<i>18-19</i>	0
<i>20-21</i>	7
<i>22-24</i>	33
<i>25-29</i>	14
<i>30-34</i>	3
<i>35-39</i>	7
<i>40-49</i>	9
<i>50-64</i>	11
<i>65 and over</i>	2

By Country

Argentina	1	Togo	6
Benin	3	United States	73
Great Britain	2	Venezuela	1

By State

Florida	6	Indiana	1
Georgia	65	Tennessee	1

By Georgia County

Carroll	1	Forsyth	2	Henry	4	Pike	1
Cobb	2	Fulton	2	Jackson	1	Rockdale	1
Colquitt	1	Gilmer	1	Lowndes	3	Stephens	3
Columbia	1	Gordon	1	Madison	1	Tatnall	1
Dawson	1	Gwinnett	6	McDuffie	1	Union	1
Dodge	1	Habersham	6	Newton	1	White	11
Elbert	1	Hall	6	Oconee	2	Whitfield	1
Evans	1						

GRADUATE Student Enrollment Details – Fall 2025
The College of Arts and Letters

The Balthasar Hubmaier School of Theology and Missions	Master of Arts in Bible and Theology	2
	Master of Arts in Christian Ministry	2
	Master of Arts in Theology	11
	Master of Arts in Theology with Thesis	4
	Master of Divinity	6
	Total	25

The College of Life and Health Sciences

The Leonhard Schiemer School of Psychology and Biblical Counseling	Master of Arts in Clinical Mental Health Counseling	Certificate in Biblical Counseling	11
	Master of Arts in Global Mental Health Counseling	Master of Arts in Clinical Mental Health Counseling	5
	Master of Arts in Global Mental Health Counseling w/ Sports Psychology	Master of Arts in Global Mental Health Counseling	6
		Total	22

The College of Professional Studies

The Hans Hut School of Business	Master of Business Administration	22
	MBA with Accounting	1
	Master of Accountancy	4
	Master of Public Administration	3
	Doctor of Business Administration	6
		Total
		36

The Peter and Gredel Walpot School of Education	Master of Education	2
	Total	2

Exclusively Distance Education Enrollment

Total Students Enrolled Exclusively in Distance Education (Fall 2025): 1086

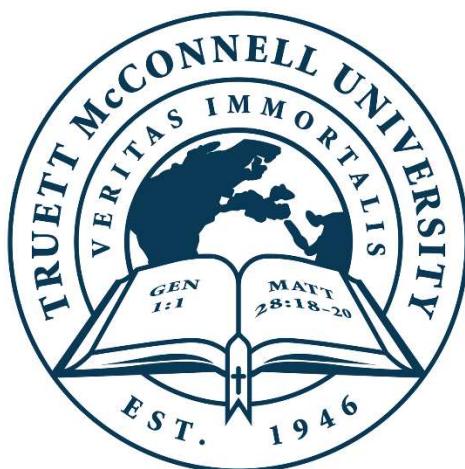
State Locations of Students Enrolled Exclusively in Distance Education

Alabama (AL)	16	Georgia (GA)	1063	Tennessee (TN)	1
Florida (FL)	2	South Carolina (SC)	2	Texas (TX)	1

	Average Class Size*				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
All Undergraduate	18	19	19	18	19
On Campus	18	16	16	16	18
Online	11	15	14	17	14
Dual Enrollment	21	22	21	20	21
Off campus					
Dual Enrollment	26	27	28	27	24
Online					
Hybrid	3	3	3	5	5
Phillips State					
Prison Site	26	24	23	N/A	28
Whitworth					
Women's Facility	N/A	N/A	N/A	N/A	6
 All Graduate	 7	 9	 7	 8	 6
On Campus	7	6	5	5	3
Online	8	10	9	10	8
Online-					
Francophone	N/A	14	10	N/A	N/A
Hybrid	1	4	N/A	N/A	2

*location and mode of delivery as coded on class schedule

TMU Fact Book 2025-2026: Recent Completion Data



STUDENT INFORMATION: 2024-2025 Degrees Conferred

Undergraduate Degrees Conferred
July 1, 2024 to June 30, 2025
(includes all modes of delivery)

Total Number of Degrees	165
Total Number of Students Receiving Degrees	165

The College of Arts and Letters

The Hans Denck School of Communication

Degree Program	Program of Study	On Campus	Online	Total
BA in Communication		2		2

The Conrad Grebel School of The Humanities

Degree Program	Program of Study	On Campus	Online	Total
BA in English	Creative Writing			0
	Literature			0
BA in History				0
BA in The Humanities				0

The Balthasar Hubmaier School of Theology and Missions

Degree Program	Program of Study	On Campus	Online	Total
BA in Christian Studies	Biblical & Theo. Studies	27	4	31
	Missions	1		1
	Student Ministry		3	3
	Women's Studies	2		2
BA in Global Studies		3		3

The Felix Manz School of Music

Degree Program	Program of Study	On Campus	Online	Total
BA in Music	General Music	2		2
	Worship & Church Music	1		1
	Business Studies	1		1
BS in Music Education		3		3

The College of Life and Health Sciences

The Pilgram Marpeck School of Science, Technology, Engineering, and Mathematics

Degree Program	Program of Study	On Campus	Online	Total
BS in Biology		1		1
	Cellular & Molecular	2		2
	Pre-Health Sciences	2		2
BS in Exercise Science		5		5
BS in Forensic Science				0

The Martha Rielin and Elizabeth Salmen School of Nursing

Degree Program	Program of Study	On Campus	Online	Total
BS in Nursing		17		17

The Leonhard Schiemer School of Psychology and Biblical Counseling

Degree Program	Program of Study	On Campus	Online	Total
BS in Psychology	General Psychology	6	4	10
	Clinical & Counseling	3		3
	Dev., Marriage, & Family			0
	Neuroscience	2		2
	Social Services			0

The College of Professional Studies
The Hans Hut School of Business

Degree Program	Program of Study	On Campus	Online	Total
BS in Accounting		4		4
	with MBA Track			0
	with MBAAC Track			0
BS in Business Administration	Cybersecurity			0
	Cybersecurity w MBA Track			0
	Fin. Account. w/ MBA Track	2	1	3
	General Business	7	3	10
	Industrial & Org. Psych.			0
	Management & Leadership	1	1	2
	Marketing	5	1	6
	with MBA Track	7	5	12
	with MBAAC Track			0
	Nonprofit Management			0
	Sports Management	5	1	6
	Supply Chain Management	1		1

The Michael Sattler School of Public Service

Degree Program	Program of Study	On Campus	Online	Total
BS in Criminal Justice		3	1	4
	Forensic Science	1		1
	Law Enforcement	2	1	3
	Leadership & Exec. Mang.		1	1
	Pre-Law	1		1

The Peter and Gredel Walpot School of Education

Degree Program	Program of Study	On Campus	Online	Total
BS in Elementary Education		7		7
BS in Middle Grades Education	Language/Social Studies	6		6
	Math/Science	7		7

Undergraduate Degrees Conferred
July 1, 2024 to June 30, 2025
(ONLINE students only)

Bachelor of Arts in Christian Studies	7	Bachelor of Science in Criminal Justice	3
Bachelor of Science in Business Administration	12	Bachelor of Science in Psychology	4

Graduate Degrees Conferred
July 1, 2024 to June 30, 2025
(includes all modes of delivery)

Total Number of Degrees	43
Total Number of Students Receiving Degrees	43

The College of Arts and Letters

The Balthasar Hubmaier School of Theology and Missions

Degree Program	Program of Study	On Campus	Online	Total
MA in Bible & Theology				0
MA in Christian Ministry		1	2	3
MA in Global Studies				0
MA in Theology with Thesis			1	1
Master of Divinity		1	1	2
MA in Theology			2	2

The College of Life and Health Sciences

The Leonhard Schiemer School of Psychology and Biblical Counseling

Degree Program	Program of Study	On Campus	Online	Total
MA in Clinical Mental Health Counsel.		5	4	9
MA in Global Mental Health Counsel.		3	3	6

The College of Professional Studies

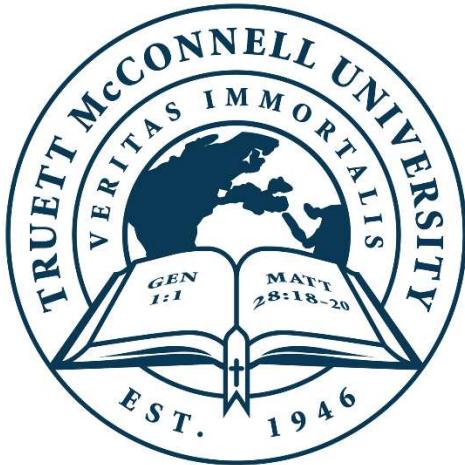
The Hans Hut School of Business

Degree Program	Program of Study	On Campus	Online	Total
Master of Accountancy				0
MBA			20	20
MBA with Accounting				0
MPA				0

The Peter and Gredel Walpot School of Education

Degree Program	Program of Study	On Campus	Online	Total
Master of Education in Elem. Ed.				0

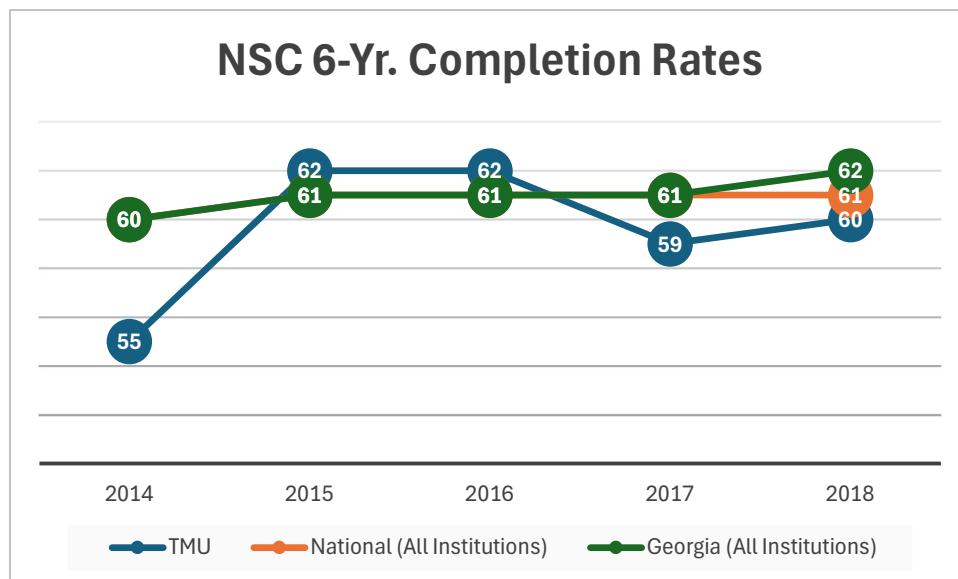
TMU Fact Book 2025-2026: KSCI Data Disaggregation



STUDENT INFORMATION: Five-year KSCI data

TMU's 6-Year National Student Clearinghouse Completion Rates

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
TMU	55%	62%	62%	59%	60%
National (All)	60%	61%	61%	61%	62%
Georgia (All)	60%	61%	61%	61%	61%



Fall 2018 Cohort Completion Rate (60%) Disaggregated by Student Populations:			
Males	46%	Females	73%
Pell Grant Recipients	46%	Non-Pell Recipients	72%
Athletes	58%	Non-Athletes	64%

TMU's Persistence Rates by Recent FT Cohorts and Student Population Subgroups

Persistence rate is measured by the percentage of students who return to college at any institution for their second year.

<https://nscresearchcenter.org/persistence-retention/>

Fall 2019
92%

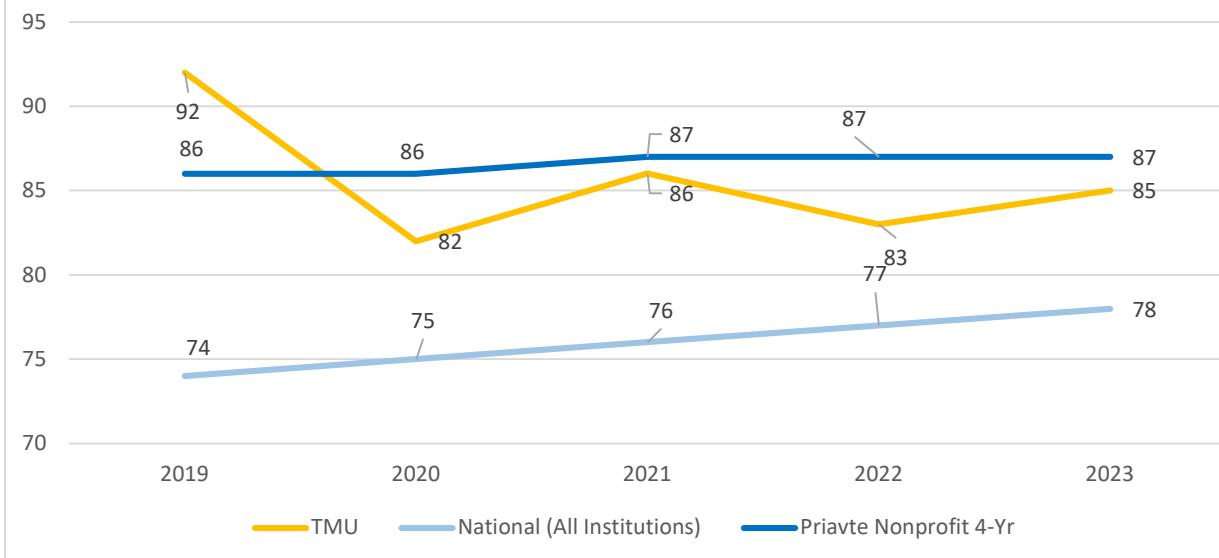
Fall 2020
82%

Fall 2021
86%

Fall 2022
83%

Fall 2023
85%

Persistence Rates (First-Time Undergraduate Cohort - TMU vs. National Averages)



Fall 2023 Cohort Persistence Rate (85%) Disaggregated by Student Populations:

Males	83%	Females	87%
Pell Grant Recipients	74%	Non-Pell Recipients	91%
Athletes	86%	Non-Athletes	85%

TMU's Retention Rates by Recent FT Cohorts and Student Population Subgroups
(Fall full-time/first-time degree-seeking cohorts as reported to IPEDS; enrollment as of 10/15 of respective year)

Fall Cohort	2020	2021	2022	2023	2024
Overall	61%	69%	59%	68%	67%
Athletic Participation					
Athletes	52%	72%	55%	68%	64%
Non-Athletes	72%	64%	71%	69%	73%
Gender					
Females	67%	70%	63%	72%	74%
Males	55%	68%	56%	65%	52%
Pell Awards					
Pell Recipients	53%	59%	55%	59%	67%
Non-Pell Recipients	50%	74%	61%	72%	67%

Fall 2018 First-Time Cohort KSCI Data (NSC 6-Year Completion Rate)

Overall (285 Students)		
Retention Rate (179 of 285):	63%	
Persistence Rate (242 of 285):	85%	
Completion Rate (171 of 285):	60%	
Males (145 Students)		Females (140 Students)
Retention Rate (81 of 145):	56%	Retention Rate (98 of 140):
Persistence Rate (112 of 145):	77%	Persistence Rate (130 of 140):
Completion Rate (67 of 145):	46%	Completion Rate (102 of 140):
Pell Grant Recipients (129 Students)		Non-Pell (156 Students)
Retention Rate (77 of 129):	60%	Retention Rate (102 of 156):
Persistence Rate (104 of 129):	81%	Persistence Rate (138 of 156):
Completion Rate (59 of 129):	46%	Completion Rate (112 of 156):
Athletes (179 Students)		Non-Athletes (106 Students)
Retention Rate (106 of 179):	50%	Retention Rate (73 of 106):
Persistence Rate (145 of 179):	81%	Persistence Rate (97 of 106):
Completion Rate (103 of 179):	58%	Completion Rate (68 of 106):

"The persistence rate is measured by the percentage of students who return to college at any institution for their second year, while the retention rate represents the percentage of students who return to the same institution."

<https://nscresearchcenter.org/persistence-retention/>

TMU Fact Book

2025-2026:

Faculty

Information



FACULTY INFORMATION

Number of Full-Time Faculty Employed by Fall Semester*					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-Time Faculty	64	64	60	66	69

*Based on Full-Time Faculty List from Office of Academic Services. Includes full-time Faculty with Rank and Lecturer faculty only (Updated for Fall 2023 and Fall 2024 using new full-time faculty definitions in 2023-2024 Policy Manual). Administrative faculty and coaches are excluded.

Note: This number may vary in comparison to IPEDS reports. Full-time instructional faculty counts reported to IPEDS are based on HR definitions that may differ from the academic definitions outlined in TMU's Policy Manual.

Percent of Full-Time Faculty with Doctorate Degree					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Percent	64%	59%	57%	53%	61%

Student to Faculty Ratio As Reported on IPEDS Fall Enrollment Survey					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Student to faculty ratio	17 to 1	17 to 1	16 to 1	16 to 1	15 to 1

Full-Time Faculty – Faculty Oversight Percentage (FOP) by School – AY 2024-2025		
<i>The institutional threshold for FOP is 55%</i>		
<i>The definition of FOP is provided in the glossary at the end of this resource.</i>		
Institutional Aggregate FOP	Total AY 2024-2025	62%

The Hanks Denck School of Communication	Bachelor of Arts in Communication	88%
The Conrad Grebel School of the Humanities	Bachelor of Arts in English	70%
	Bachelor of Arts in History	83%
	Bachelor of Arts in The Humanities	56%
The Balthasar Hubmaier School of Theology & Missions	Bachelor of Arts in Christian Studies	70%
	Bachelor of Arts in Global Studies	74%
	Master of Arts in Bible and Theology	82%
	Master of Arts in Christian Ministry	51%
	Master in Divinity	60%
	Master of Arts in Theology with Thesis	63%
	Master of Arts in Global Studies	N/A

The Felix Manz School of Music	Bachelor of Arts in Music Bachelor of Science in Music Education	55% 78%
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Full-Time Faculty FOP by School – AY 2024-2025 (Continued)		
The Pilgram Marpeck School of STEM	Bachelor of Science in Biology Bachelor of Science in Exercise Science Bachelor of Science in Forensics	84% 89% 79%
The Martha Reilin and Elizabeth Salmen School of Nursing	Bachelor of Science in Nursing	100%
The Leonhard Schiemer School of Psychology and Biblical Counseling	Bachelor of Science in Psychology Master of Arts in Clinical Mental Health Counseling Master of Arts in Global Mental Health Counseling	68% 75% 81%
The Hans Hut School of Business	Bachelor of Science in Accounting Bachelor of Science in Business Administration Master of Accountancy Master of Business Administration Master of Business Administration in Accounting	90% 80% 86% 80% 80%
The Peter and Gredel Walpot School of Education	Bachelor of Science in Elementary Education Bachelor of Science in Middle Grades Education Master of Education	95% 78% N/A
The Michael Sattler School of Public Service	Bachelor of Science in Criminal Justice	90%

TMU Fact Book

2025-2026:

Five Year

Historical Data

Tracking



UNDERGRADUATE STUDENT INFORMATION

	Fall Headcount				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
On Campus	671	672	608	618	655
Online	140	131	137	126	112
Dual Enrollment	1770	1857	1844	1780	1682
Audit	3	1	1	2	3
Transient	0	0	0	0	1
Phillips State Prison	27	25	23	N/A	28
Whitworth Women's Facility	N/A	N/A	N/A	N/A	6
TOTAL	2611	2686	2613	2526	2487

	Fall FTE*				
	<i>(undergraduate students only; includes dual enrolled high school students)</i>				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
FTE	1566.83	1592.67	1544.25	1518.33	1531.42

*FTE is sum of hours of students with less than 12 hours divided by 12 added to total number of students with 12 or more hours

	Fall Headcount by Enrollment Status**				
	<i>(includes dual enrolled high school students)</i>				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Full-Time	834	830	790	742	815
Part-Time	1777	1856	1823	1784	1672

**An undergraduate student is considered full-time if enrolled for 12 or more semester hours.

	Fall Headcount by Gender				
	<i>(includes dual enrolled high school students)</i>				
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Male	1197	1234	1178	1184	1144
Female	1414	1452	1435	1342	1343

Fall Headcount by Age <i>(includes dual enrolled high school students)</i>					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Under 18	1496	1603	1609	1580	1500
18-19	600	589	562	572	575
20-21	315	293	271	245	271
22-24	119	127	106	86	71
25-29	20	21	17	18	15
30-34	15	9	10	7	12
35-39	9	10	3	5	7
40-49	17	15	18	8	18
50-64	16	14	12	5	14
65 and over	4	5	5	2	4

Fall Headcount by Ethnicity <i>(includes dual enrolled high school students)</i>					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
U.S. Nonresident	32	26	62	88	92
Hispanic/Latino	94	113	131	141	102
American Indian or Alaska Native	7	7	8	15	14
Asian	62	64	48	53	60
Black or African American	231	265	291	293	296
Native Hawaiian or Other Pacific Islander	0	0	4	2	2
White	1781	2044	1916	1748	1667
Two or more races	0	0	29	54	24
Race/Ethnicity Unknown	404	167	119	132	230

TMU Dual Enrollment Students Matriculating as Degree Seeking Students					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Number	66	51	51	48	74

Freshman Retention <i>(percent of fall first time freshman cohort re-enrolling the following fall)</i>					
	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
All*	61	70	59	68	67
On Campus	63	72	59	70	68
Online	39	50	57	47	54

*reported to IPEDS

Graduation Rate – 6 Year					
<i>(percent of fall first time, full-time bachelor's degree seeking freshman cohort completing a bachelor's degree within 6 years of start date)</i>					
	2014	2015	2016	2017	2018
All*	35	35	46	41	38
On Campus	36	35	47	42	40
Online	0	38	40	40	28

*reported to IPEDS

Undergraduate Degrees Conferred					
July 1 to June 30					
<i>(includes all modes of delivery)</i>					
	2020-21	2021-22	2022-23	2023-24	2024-25
Total Number of Degrees	131	146	167	139	165
Total Number of Students Receiving Degrees	131	146	167	139	165
Bachelor of Arts in Communication	N/A	N/A	1	2	2
Bachelor of Arts in Christian Studies	12	15	14	4	37
Bachelor of Arts in Global Studies (formerly World Missions)	3	6	10	3	3
Bachelor of Arts in English	1	2	3	0	0
Bachelor of Arts in History	3	1	1	3	0
Bachelor of Arts in Humanities	0	1	0	1	0
Bachelor of Arts in Music	2	4	6	3	4
Bachelor of Science in Biology	4	4	3	7	5
Bachelor of Science in Exercise Science	6	9	5	8	5
Bachelor of Science in Nursing	22	20	15	12	17
Bachelor of Science in Psychology	18	15	24	19	15
Bachelor of Science in Accounting	N/A	N/A	N/A	6	4
Bachelor of Science in Business Administration	38	45	57	48	40
Bachelor of Science in Elementary Education	9	7	10	7	7
Bachelor of Science in Middle Grades Education	10	6	2	6	13
Bachelor of Science in Music Education	2	4	3	2	3
Bachelor of Science in Criminal Justice	4	6	13	8	10

Undergraduate Degrees Conferred July 1 to June 30 <i>(online students only)</i>					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Bachelor of Arts in Christian Studies	10	9	5	4	7
Bachelor of Science in Business Administration	19	19	19	21	12
Bachelor of Science in Criminal Justice	2	0	0	2	3
Bachelor of Science in Psychology	7	10	11	6	4
Bachelor of Arts in Interdisciplinary Studies	0	1	N/A	N/A	N/A

Graduate Degrees Conferred July 1 to June 30 <i>(all modes of delivery and sites)</i>					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Number of Graduate Degrees Conferred	31	20	38	31	43
Master of Arts in Education	11	1	0	0	0
Master of Arts in Professional Counseling	2	7	17	7	N/A
Master of Arts in Clinical Mental Health Counseling	N/A	N/A	N/A	3	10
Master of Arts in Global Mental Health Counseling	N/A	N/A	N/A	4	5
Master of Arts in Theology	5	3	1	0	3
Master of Arts in Christian Ministry	N/A	N/A	N/A	0	3
Master of Science in Biology	1	N/A	N/A	N/A	N/A
Master of Business Administration	12	5	16	16	20
Master of Arts in Global Studies	N/A	4	3	1	0
Master of Divinity	N/A	N/A	1	0	2

UNDERGRADUATE AND GRADUATE STUDENT INFORMATION

Fall Enrollment by School, Degree, and Major <i>(includes graduate degree programs; enrollment as of 10/15/25)</i>					
	2021	2022	2023	2024	2025
Non-Degree Seeking	1768	1858	1845	1783	1686
Undecided	38	26	36	26	18
<i>The College of Arts and Letters</i>					
School of Communication					
Bachelor of Arts in Communication	N/A	6	9	12	21
School of the Humanities					
Bachelor of Arts in English & Creative Writing	9	8	9	3	10
Bachelor of Arts in History	7	9	9	9	12
Bachelor of Arts in Humanities	5	3	2	2	2
<i>School of the Humanities Total</i>	21	20	20	14	24
School of Theology and Missions					
Bachelor of Arts in Christian Studies	97	90	82	66	99
Bachelor of Arts in Global Studies (World Missions)	30	23	13	16	17
Bachelor of Arts in Interdisciplinary Studies	1	N/A	N/A	N/A	N/A
Master of Arts in Global Studies	9	5	1	0	0
Master of Arts in Theology	18	29	N/A	N/A	N/A
Master of Arts in Theology- Local Church Min	N/A	N/A	17	3	11
Master of Arts in Theology- Biblical Studies	N/A	N/A	4	1	0
Master of Arts in Theology with Thesis	N/A	N/A	1	4	4
Master of Arts in Christian Ministry	N/A	N/A	1	5	2
Master of Arts in Bible and Theology	N/A	N/A	N/A	1	2
Master of Divinity	N/A	4	4	10	6
<i>School of Theology and Missions Total</i>	163	159	150	106	141
School of Music					
Bachelor of Arts in Music	18	23	19	14	22
Bachelor of Science in Music Education	15	9	10	13	10
<i>School of Music Total</i>	33	32	29	27	32

The College of Life and Health Sciences

	2021	2022	2023	2024	2025
School of STEM					
Bachelor of Science in Biology	31	36	28	26	31
Bachelor of Science in Exercise Science	55	53	61	61	75
Bachelor of Science in Forensics	N/A	N/A	N/A	5	15
<i>School of STEM Total</i>	86	89	89	92	121
School of Nursing					
Bachelor of Science in Nursing	81	77	67	72	65
<i>School of Nursing Total</i>	81	77	67	72	65
School of Psychology & Biblical Counseling					
Bachelor of Science in Psychology	88	79	65	57	61
Certificate in Biblical Counseling	1	0	1	1	N/A
Master of Arts in Professional Counseling	49	46	N/A	N/A	N/A
Master of Arts in Clinical Mental Health Counseling	N/A	N/A	33	19	11
Master of Arts in Clin. Ment. Health Counseling with Sports Psychology	N/A	N/A	N/A	N/A	0
Master of Arts in Global Mental Health Counseling	N/A	N/A	7	12	5
Master of Arts in Global Ment. Health Counseling with Sports Psychology	N/A	N/A	N/A	N/A	6
<i>School of Psych & Biblical Counseling Total</i>	138	125	106	89	83

The College of Professional Studies

	2021	2022	2023	2024	2025
School of Business					
Bachelor of Science in Business Administration	233	241	222	222	208
Bachelor of Science in Accounting	N/A	N/A	N/A	20	20
Master of Business Administration	24	32	30	33	22
Master of Accountancy	N/A	N/A	N/A	4	4
Master of Business Admin w/ Accounting	N/A	N/A	N/A	N/A	1
Master of Public Administration	N/A	N/A	N/A	N/A	3
Doctor of Business Administration	N/A	N/A	N/A	N/A	6
<i>School of Business Total</i>	257	273	252	279	264

School of Public Service

	2021	2022	2023	2024	2025
Bachelor of Science in Criminal Justice	63	66	56	44	34
<i>School of Public Service Total</i>	63	66	56	44	34

School of Education

	2021	2022	2023	2024	2025
Bachelor of Science in Education - Elementary	49	47	44	41	49
Bachelor of Science in Education - Middle Grades	23	31	36	34	32
Continuing Ed – Dyslexia Endorsement	N/A	N/A	44	0	0
Master of Education - Elementary	0	0	0	0	2
<i>School of Education Total</i>	72	78	124	75	83

TMU Fact Book

2025-2026:

General

Education

Assessment



In order to equip students with the Truth, through a Biblically-centered education to fulfill the Great Commission, all students graduating from Truett McConnell University should:

- Read well, communicate well, think critically, be socially refined, historically aware, and physically healthy.
- Be morally sound and consistently logical in spiritual matters.
- Be competently trained within their chosen fields of study.

General Education Rationale

The institution has established a core curriculum applicable to all degree programs. The basic competencies of the core curriculum (general education) focus on students' oral and written communication skills. The variety of disciplines emphasized is defined by the humanities, natural science and social science distribution requirements. In the humanities, students are expected to demonstrate Biblical literacy and an understanding of literature and the arts. Students should also become conversant with basic scientific theories and concepts in at least one field of science. The social science requirements ensure that students will be able to trace important developments in Western Civilization and American government and relate them to human interactions and social systems. A commitment to lifelong health and fitness is the rationale for the physical education requirements.

General Education Goals

- Each student's ability to communicate should improve after exposure to a variety of disciplines.
- Each student's ability to think critically should improve after exposure to a variety of disciplines.
- Each student's ability to recognize, articulate, assess and apply a Christian worldview should improve after exposure to the Great Commission Minor coursework.

General Education Assessment

Five areas are assessed within the core curriculum:

- Written Communication
- Oral Communication
- Analytic Critical Thinking
- Quantitative Critical Thinking
- Christian Worldview

Work is assessed on a 0-4 scale utilizing rubrics for each of the five areas. TMU has established a threshold average score of 2.75 and a target of 3.0 average score for each of these areas. Data collected through the previous five years is provided in the following table:

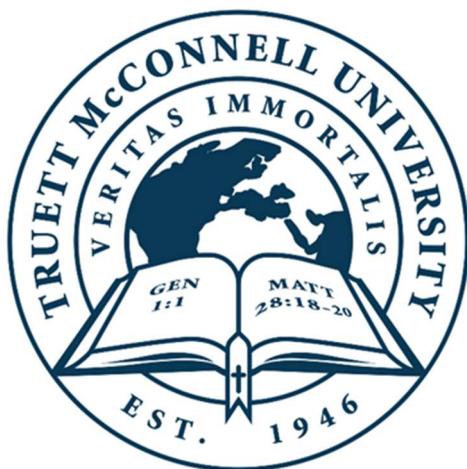
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	AVG
Written Communication	3.01	2.97	2.92	2.92	2.85	2.94
Oral Communication	3.05	3.19	3.30	3.39	3.35	3.26
Analytic Critical Thinking	3.1	3.16	3.18	3.08	2.92	3.09
Quantitative Critical Thinking	2.72	3.4	--	3.03	3.04	3.05
Christian Worldview	3.01	3.07	3.32	3.13	3.58	3.22

TMU Fact Book

2025-2026:

School

Spotlight



FEATURE: *Hans Hut School of Business – Student Achievement Report*


Truett McConnell
 UNIVERSITY
 THE HANS HUT SCHOOL *of* BUSINESS

At TMU's Hans Hut School of Business, student success is at the core of our mission. Aligned with the rigorous standards set by the Accreditation Council for Business Schools and Programs (ACBSP), we continuously assess and monitor key indicators of student achievement, including enrollment, retention rates, graduation rates, and performance on key assessments.

Our programs are designed to foster not only academic excellence, but also practical, real-world skills rooted in a biblical worldview. This commitment to holistic student development has resulted in consistently high levels of academic performance, successful career placements, and overall student satisfaction. As we uphold ACBSP's commitment to quality and continuous improvement, we remain dedicated to ensuring that our students excel academically while becoming principled business leaders in their communities and beyond.

Achievement 1: Called

This metric reflects the success of the School of Business in attracting students who resonate with the mission of TMU and academic offerings. Enrollment growth and student demographics serve as indicators of our outreach effectiveness. The School of Business reports enrollment data by degree program and modality from Fall to Fall.

Enrollment by Program and Year	2021-22	2022-23	2023-24	2024-25	2025-26
Bachelor of Science in Business Administration	197	205	160	187	171
Bachelor of Science in Business Administration (Online)	41	42	60	44	37
Bachelor of Science in Accounting	N/A	N/A	2	14	13
Master of Business Administration	24	32	30	32	22
MBA with Accounting	N/A	N/A	N/A	N/A	1
Master of Accountancy	N/A	N/A	N/A	4	4
Doctor of Business Administration	N/A	N/A	N/A	N/A	6

Achievement 2: Equip

This metric captures how well students are being equipped academically and personally throughout their educational journey. Retention rates reflect how effectively we support students in persisting to graduation, while student satisfaction surveys provide quantitative and qualitative data on the perceived quality of faculty, resources, advising, and overall academic experience.

Fall 2024 FT Cohort Retention Rates *(Fall full-time/first-time degree-seeking cohorts as reported to IPEDS; enrollment as of 10/15 of respective year)*

Total Cohort	Declared Business Majors	All Online Students	Online Business Majors
67%	73%	67%	63%

Achievement 3: Send

Graduation rates and post-graduation employment data serve as key indicators of how prepared students are to transition into their careers or further education. These metrics, collected through graduation data and exit surveys, demonstrate our effectiveness in sending well-prepared graduates into their fields of study or service to fulfill the Great Commission.

First Time (FT) Cohort 6-Year Completion Rates

6-Year NSC Completion Rate - Truett McConnell University	FT Enrollment Count (School of Business - All modalities)	6-Year NSC Completion Rate	FT Enrollment Count (School of Business - Online Only)	6-Year NSC Completion Rate
Fall 2015 62%	35	54%	4	50%
Fall 2016 62%	38	76%	3	100%
Fall 2017 59%	36	44%	5	40%

Notes: Completion Rates for the School of Business track incoming First-Time (FT) students in a Fall Cohort who began as Business majors and completed an award in a six-year period. Online students are identified by their modality as defined by their first semester enrolled.

Achievement 4: Serve

This metric evaluates the extent to which students are applying their knowledge in service to others through internships, community projects, and service-learning opportunities. It focuses on how well we foster ethical leadership and a Great Commission mindset, reflecting the university's mission.

Following a Hans Hut School of Business Networking Event in 2024-2025, students provided feedback regarding their experience. This first alumni business networking event connected students, alumni, and business advisors/partners. It was met with great interest and feedback. Students rated the event with high satisfaction, scoring the event at a 4.76 satisfaction rate on a 5-point scale. Additionally, all 74 respondents confirmed that the event strengthened their sense of belonging to the academic community.

Networking Event Impression Data

MARCH 20TH | 5PM
NIX STUDENT CENTER

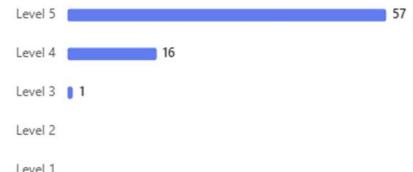
 **Truett McConnell**
UNIVERSITY
THE HANS HUT SCHOOL of BUSINESS

ANNUAL NETWORKING EVENT

 TATE GAINES VICE PRESIDENT KNIGHT AND GAINES INSURANCE GROUP	 ALICE STEPHENS ENTREPRENEUR
 ROGER NIXON VP OF BUSINESS DEVELOPMENT CKH GROUP INC.	 BROOKE HOFFMAN CO-OWNER & STORYTELLER MAGNOLIA MEDIA GROUP
 SYDNEY CASEY MANAGER, MARKETER MANSFIELD ENERGY	 CAMERON KOWALSKI FOUNDER KOWALSKI LLC ENTERPRISES
 KAREN MCGRATH DIRECTOR, TALENT ACQUISITION MANSFIELD ENERGY	 CHARLES DAUGHERTY RED FERN DYNAMICS
 DONALD HARRIS UNITED COMMUNITY BANK	 COLE KAMINSKI KUBOTA
 HANNAH BENTLY FIRM ADMINISTRATOR ALEXANDER, ALMAND & BANGS, LLP	 JORI REEVES ACCOUNTANT HVMG
 BRITNEY VICKERY FABULA	 JUSTIN MCCARTY INSIDE SALES HARBIN LUMBER COMPANY
 BRIAN HORTON AMERIS BANK	 ROBERT WHITEHEAD PILLARS OF THE REPUBLIC
 JOSH JOHNSTON TAKE A STEP	 KEVIN HARRIS CITY OF CLEVELAND
 BROOKE HOFFMAN CO-OWNER & STORYTELLER MAGNOLIA MEDIA GROUP	 SHANNON MCFARLIN INVESTOR WEALTH DEVELOPMENT DIRECTOR 1ST FRANKLIN FINANCIAL

2. Rate your overall experience at the Business Networking Event (0 point)

4.76
Average Rating

ANNUAL NETWORKING EVENT

MARCH 20TH | 5PM | NIX STUDENT CENTER

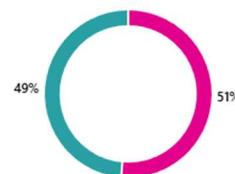
JOIN US TO EXPAND YOUR
PROFESSIONAL NETWORK AND
GAIN VALUABLE INSIGHTS
INTO THE BUSINESS FIELD!

PARTICIPANT REGISTRATION



3. The Learning Community (Business Networking Event) strengthened my sense of belonging to the academic community (school of business/university) (0 point)

● Does Not Meet Expectations	0
● Meets expectations	38
● Exceeds expectations	36
● N/A	0



TMU Fact Book

2025-2026:

Glossary of Terms



Truett McConnell University Glossary of Terms

ACBSP	The Accreditation Council for Business Schools and Programs - a global business education accrediting body and the first organization to offer accreditation to all levels of collegiate business educational degree programs from associate to doctoral (acbsp.org). TMU's Hans Hut School of Business was awarded accreditation status in the ACBSP for many of its business programs.
Accelerated Course	A course taught in under 16 weeks (e.g. summer, practicums, winterims) but still meeting the required number of credit hours.
Adjunct Faculty	Faculty teaching on a course-by-course basis regardless of location or mode of delivery. No additional duties are required other than providing academic assistance as noted in the contract.
Administrative Faculty	An administrator or staff member who has been given faculty rank and teaches at least two classes per academic year.
Auditing Student	Any student who pays for the privilege of taking a course but does not receive any academic credit for completion of the course.
Baccalaureate Degree Program	A bachelor's degree embodies a coherent course of study compatible with the mission of the institution and consists of the general education and degree specific requirements that lead to a specialization in the field of study appropriate to higher education. A bachelor's degree must contain at least 120 semester hours, 39 of which must be upper-level courses. Rare exceptions to the number of upper-level course hours may be made by the Vice President for Academic Services based on a program's external accreditation.
CAT	The Critical-thinking Assessment Test (CAT) instrument is a unique tool designed to assess and promote the improvement of critical thinking and real-world problem-solving skills (www.tntech.edu). TMU administers this test to all first-year freshmen and well as seniors prior to graduation.

CCNE

Commission of Collegiate Nursing Education - Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency/fellowship programs in nursing (aacnnursing.org). TMU's Bachelor of Science in Nursing is accredited through this agency.

Closing the Loop

An annual meeting in which chairs meet with degree program coordinators and all other faculty in their school to discuss findings, analysis of findings, and specific degree program improvements (action plans); as well as the effectiveness of the academic programs to support the mission of TMU. The chairs then meet as a group with the vice president for academic services to discuss results of their school "closing the loop" meeting.

Cohort

A specific group of students established for tracking purposes (IPEDS definition).

Cognate

A cognate in the doctoral program is defined as a set of four graduate-level courses (12 credit hours) that are directly applicable to the doctoral degree requirements. These courses enhance the doctoral student's specialization. The completion of a cognate provides advanced knowledge in a specific area and contributes to the depth of expertise necessary for doctoral-level study.

Combined Course

A course combining instruction of undergraduate and graduate students that clearly differentiates the course requirements for both groups and requires the graduate students to perform work at a substantially higher level of complexity and maturity.

Concentration

Baccalaureate Degree Programs: A concentration consists of 12 to 18 hours of major specific courses, of which a minimum of 12 hours must be upper-level courses.

Correspondence Course

A course in which course materials are sent to students to complete at their own pace. **TMU does not offer correspondence courses.**

Cross-listed Course

Identical courses that are listed in two disciplines.

D/CAST	(Dean/Chair Activity Summary Table) - The main vehicle for assessment used in annual Dean/Chair evaluations.
Degree Program Coordinator	An assigned full-time faculty member who provides leadership of assessment of degree programs within the respective school.
Degree-Seeking Student	A degree-seeking student is any student who enrolls in a course or courses for the purpose of completing a degree program and obtaining a degree from Truett McConnell University.
Developmental Studies	The developmental studies courses at Truett McConnell University are for students who are in need of special academic assistance. Courses are designed to improve students' basic abilities in the areas of study skills, writing, reading, and mathematics. TMU currently does not offer these courses.
Distance Learning (IPEDS)	Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.
Doctoral Degree Program	Doctoral programs embody a coherent course of study, compatible with the mission of the institution, designed to prepare students for professional practice, teaching, and advanced research and scholarship. These programs require a minimum of 48 credit hours of study beyond the master's level.
Dual-Enrollment Student	Any student who has not completed high school or its equivalency and is taking university courses that provide both university and high school hours simultaneously. This includes students who are participating in Georgia's Dual Enrollment program which provides state government funding to cover the cost of university tuition for high school students (public, private or home school) who are dually enrolled.
Entering Students (IPEDS)	Students at the undergraduate level, both full-time and part-time, enrolled at the institution for the first time during the IPEDS enrollment reporting period (e.g., fall term or preceding summer session for Fall Enrollment survey component). This includes all degree/certificate-seeking first-time students, degree/certificate-seeking transfer-in students, and non-degree/non-certificate-seeking students new to the institution (not including high school students).

Faculty Oversight Percentage (FOP)

A percentage of full-time faculty associated with each of their respective degree programs for the specific academic year. The FOP is calculated by a credit hour weighted average of the percentage of full-time faculty teaching each individual course in the program.

Faculty with Rank

Full-time faculty who receive an annual contract to teach or perform administrative duties equivalent to 24 semester hours per academic year. Required to affirm theological alignment with the Baptist Faith and Message 2000 as well as serve on institutional committees as assigned. Has voting rights within both their respective school and the University as a whole.

Fall Cohort

The group of full-time, first-time students entering in the fall term established for tracking purposes. When tracking Fall Cohorts in context of the KSCI (6-year National Student Clearinghouse Completion Rate), part-time, first-time students are included.

FAST

(Faculty Activity Summary Table) - The main vehicle for assessment used in annual faculty evaluations.

First-time Freshman

Any student who has completed less than 30 semester hours or 45 quarter hours of university-level academic credit at a regionally accredited college or university

First-time Student (IPEDS)

According to the IPEDS Glossary, a first-time student is "A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level." This means that the student is first-time in terms of postsecondary education (or the student is not known to have attended another postsecondary institution). There are two exceptions: (1) students who attended any institution for the first time the summer prior to entering your institution in the fall term are to be counted as "first-time", as are (2) students who entered with advanced standing (college credits earned before graduation from high school)

Freshman

A student making satisfactory progress toward an undergraduate degree having completed 0 to 29 semester credit hours.

Full-time Faculty

Faculty with annual contracts with full-time loads (equivalent to 18-24 semester hours per academic year). These are either lecturers or faculty with rank.

Full-Time Student	An undergraduate student enrolled in 12 or more credit hours in a semester. A graduate student enrolled in 9 or more hours in a semester.
GPSC	Georgia Professional Standards Commission - an organization that participates in student-focused collaboration with other Georgia education agencies and the Governor's office. The GPSC facilitates student success by aligning policymakers, education agencies, and strategic partners to promote a shared commitment and improve educational outcomes (gapsc.com). TMU's Bachelor of Science in Education (elementary and middle grades) and Bachelor of Science in Music.
Gender	Either male or female. Gender information is self-reported by applicants by indicating gender at birth. The institution will make a judgement on indicating gender if a student does not indicate on the application.
Graduate Student	Any student who enrolls in a graduate program at Truett McConnell University having already completed the requirements for a Bachelor's degree at a regionally accredited college or university.
Grievance	When someone feels treated unfairly or faces unnecessary hardship. TMU classifies two types: academic and student. The institution's formal grievance policies and procedures are posted on myTMU.
Hybrid Course	A traditional semester or accelerated course in which instruction is delivered through a combination of face-to-face instruction and distance learning and in which more than 25% of the instruction occurs through distance learning.
ICE	Instructor Course Evaluations

**Integrated
Postsecondary
Education Data
System (IPEDS)**

The Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Education Statistics. IPEDS began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); Completions (C); Employees by Assigned Position (EAP); Fall Staff (S); Salaries (SA); Enrollment (EF); Graduation Rates (GRS); Finance (F); and Student Financial Aid (SFA).

**International
Student**

Any individual who is required to obtain an F-1 student visa from the United States Department of State.

Junior

A student making satisfactory progress toward an undergraduate degree having completed 60 to 89 semester credit hours.

**Key Student
Completion
Indicator**

The primary completion metric selected to effectively increase student achievement through research and identifying effective strategies for improvement. In 2018, TMU selected the 6-Year National Student Clearinghouse (NSC) Total Completion Rate.

Lecturer

Full-time faculty contracted to teach the equivalent of 18 semester hours per academic year. May teach an additional overload per semester if desired. Required to affirm the Baptist Faith and Message 2000. Has voting rights within their respective school (other duties, responsibilities, and privileges as noted in the policy manual and/or contract).

Major

A major is a coherent collection of progressively advanced courses in the field of study consisting of 39 semester hours of school/discipline specific courses, 21 of which are upper level.

**Master's Degree
Program**

A master's degree embodies a coherent course of study compatible with the mission of the institution that is progressively more advanced in academic content than associated bachelor's degrees. The degree should be structured to include a knowledge of the literature of the discipline and to ensure engagement in research and/or appropriate professional practice and training. A master's degree consists of a minimum of 30 semester hours directly aligned with the content area (The Biblical component of the master's degree applies to this standard of being "directly aligned with the content area" because the incorporation of the Great Commission is specific to the respective workplace in the field of study). All remaining hours must be school/discipline specific. Courses outside the school/discipline must include a rationale and approval of the appropriate school.

Minor

A minor is a secondary area of study consisting of 15 to 21 semester hours. A minimum of 3 hours in a minor must be upper-level courses. General education courses cannot contribute to a minor, except for the Great Commission Minor which is considered an institutional minor. The Great Commission minor is granted exceptions within this definition due to its importance as a foundational component aligned with the institution's unique mission, allowing for its universal accessibility among degree-seeking undergraduate students. Students may not minor in the same area as their major.

NASM

National Association of Schools of Music - an organization of schools, conservatories, colleges, and universities with approximately 628 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials for music and music-related disciplines, and provides assistance to institutions and individuals engaged in artistic, scholarly, educational, and other music-related endeavors (nasm.arts-accredit.org). TMU is an accredited institutional member in NASM.

**Non-Degree
Seeking Student**

Any student who enrolls in a course or courses without the intent or ability to complete a degree program or obtain a degree from Truett McConnell University

Online Completer

Any student who completed a degree at TMU who during their first and last terms was enrolled as an online student.

Online Course

A traditional semester or accelerated course which is usually taught asynchronously where the student joins through technological means. Students in online classes are assigned work that equates with 37 1/2 hours of out-of-class work per semester hour.

Online Student

Any student who is enrolling exclusively in on-line courses or who is taking at least 12 hours per semester through the online program

Part-Time Student

An undergraduate student enrolled in fewer than 12 credit hours in a semester.

Persistence Rate

Persistence rate is measured by the percentage of students who return to college at any institution for their second year. (<https://nscresearchcenter.org/persistence-retention/>)

Quality Enhancement Plan

The Quality Enhancement Plan (QEP) is the component of the accreditation process that reflects and affirms the commitment of the Commission on Colleges to the enhancement of the quality of higher education and to the proposition that student learning is at the heart of the mission of all institutions of higher learning. The QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning.

Re-admitted Student

Any student who was previously enrolled at Truett McConnell University whose enrollment has been interrupted for any reason for one or more semesters excluding summer term.

Retention Rate

A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. It is comprised of the percentage of first-time degree-seeking students from the previous fall who are again enrolled in the current fall.

SACSCOC

The **Southern Association of Colleges and Schools Commission on Colleges** (SACSCOC) is an institutional accreditor for quality assurance in higher education. SACSCOC accredits institutions that award associate, baccalaureate, master's, or doctoral degrees, including those offered via distance and correspondence education, and direct assessment within these institutions. It serves as the common denominator of shared values and practices among its members in the United States and international institutions of higher education approved by the SACSCOC Executive Council, Board of Trustees, and the Appeals Committee of the College Delegate Assembly. (Source: sacscoc.org)

SAP

(Satisfactory Academic Progress) - The Truett McConnell University Satisfactory Academic Progress Policy measures a student's performance in the following areas: completion rate, maximum time frame, and cumulative grade point average (CGPA). The intent of this policy is to ensure that students who are receiving federal and state financial aid are making measurable progress toward completion of a degree program within a reasonable time frame. All students receiving any federal and state student financial aid must adhere to the University's SAP policy. Satisfactory progress is the minimum requirement for a student to receive federal, state, and institutional financial aid. Some financial aid programs have requirements that are more rigorous. SAP consists of two types of measurements: quantitative (pace) and qualitative (GPA). To accurately measure a student's progress in a program, more than a qualitative (GPA) standard is needed. A student who is maintaining a high GPA by withdrawing from attempted courses may meet a qualitative standard but may not be progressing towards graduation. While grades for prior attempts (repeats) may be excluded when calculating a student's GPA, credits from all attempts must be included when assessing the quantitative SAP standard. The Financial Aid Office monitors the SAP of all financial aid recipients by reviewing a student's academic record after grades are posted at the end of each fall, spring, and summer semester. The completion rate calculation and maximum time frame calculation (quantitative measurement), as well as the GPA calculation (qualitative measurement), are reviewed using grades and hours from the student's total academic record. Failure to meet the standards in any of the three calculations may result in the cancellation of a student's awards.

Senior	A student making satisfactory progress toward an undergraduate degree having completed 90 or more semester credit hours.
Sophomore	A student making satisfactory progress toward an undergraduate degree having completed 30 to 59 semester credit hours.
Special Student	Any student who does not intend to receive a degree but who wishes to take courses for personal enrichment, professional advancement, licensure, or certification purposes.
Substantive Change	A significant modification or expansion of the nature and scope of an accredited institution. The university is required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of changes in accordance with the SACSCOC substantive change policy and, when required, seek approval prior to the initiation of changes.
Target	Its single purpose is to communicate clearly the level of accomplishment expected of student performance; flows directly from a stated measure (TMU IE Newsletter, Issue 1, 2023).
Threshold of Acceptability	A reference data point for a given measure of student achievement that represents a minimum level of acceptable performance set by the institution itself in the context of its mission, student populations, programs, and strategic priorities. In other words, thresholds indicate levels of performance below which the institution does not want to fall or levels of performance that trigger alarm (SACSCOC definition).
Traditional Course	A systematic plan of study which may utilize lecture, discussion, laboratory, recitation, seminar, workshop, studio, independent study, internship, or other similar teaching formats to facilitate learning for the student in a traditional face-to-face classroom environment.
Transfer Student	Any student who has previously enrolled in another regionally accredited college or university and has completed a minimum of 30 semester hours or 45 quarter hours of university-level academic credit post high school graduation.

Transient Student	Any student enrolled at another college or university who applies for the privilege of temporary registration at Truett McConnell University.
Undergraduate Student	Any student who enrolls without having first completed a Bachelor's degree from a regionally accredited college or university.
U.S. Nonresident (IPEDS Definition)	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Assessment Terms & Definitions

Assessment	Deciding what we want our students to learn and making sure they learn it (Suskie, 2018)
Authentic Assessment	Asking students to complete messy real-world tasks with multiple acceptable solutions, rather than fabricated problems for which there is only one correct answer (Suskie, 2018).
Benchmark	A data point that can be used for comparison; for preparation for future performance (TMU IE Newsletter, Issue 1, 2023).
Bloom's Taxonomy	A framework for categorizing levels of knowledge/cognition; broken into six areas from less to more complex: remember, understand, apply, analyze, evaluate and create (Suskie, 2018), (TMU IE Newsletter, Issue 1, 2023).
Capstone	A holistic activity that students complete as they approach the end of a learning experience (Hauhart & Grahe, 2015). Capstones give students an opportunity to see the big picture: To integrate, synthesize, apply, and reflect on what they have learned through their studies (Suskie, 2018).
Checklist	A list of traits that should be present in student work. It does not assess the frequency or quality of those traits (Suskie, 2018).
Curriculum Alignment	Ensuring that a course, program or general education curriculum is designed to give every student enough opportunity to achieve its key learning goals (Suskie, 2018).
Curriculum Map	A matrix which aligns courses with program-level student learning outcomes in order to see what is taught and when; may showcase where there are gaps, over-concentration or misalignments in the curriculum (TMU IE Newsletter, Issue 1, 2023).
Data Visualization	Presenting data visually to help people understand its meaning and significance (Suskie, 2018).
Data/Information	Data are a set of numbers. Information makes clear the story that the numbers are telling (Suskie, 2018).

Direct Evidence of Student Learning	A type of measure that requires students to demonstrate their knowledge and skills; examples include tests, research papers, projects, performances, capstone experiences, portfolios of student work, etc. (TMU IE Newsletter, Issue 1, 2023).
Flipped Classroom	Students first learn basic content outside of the classroom, and then they reinforce and deepen their learning in the (face-to-face or online) classroom. Class time is spent in interactive engagement with fellow students, under the guidance of the professor, applying learning to new situations, analyzing, evaluating, creating, and above all, thinking (Suskie, 2018).
Formative Assessment	Undertaken while student learning is taking place rather than at the end. Because formative assessments are used midstream, faculty can use evidence from them to improve the learning of current students by making immediate changes to classroom activities and assignments and by giving students prompt feedback on their strengths and weaknesses (Suskie, 2018)
General Education	The part of a liberal arts education that is shared by many or all undergraduates at a college (Humphreys, 2013). It may go by another name as core curriculum. General education curricula at TMU comprised of the study of arts, humanities, social sciences, natural sciences, and Christian studies.
Goals	Broad, general statement of what a course, program, or activity intends to accomplish (TMU IE Newsletter, Issue 1, 2023).
High Impact Practices (HIPs)	Educational experiences that make a significant difference in student learning, persistence, and success because they engage students actively in their learning (www.aacu.org/resources/high-impact-practices). They include learning communities, service learning, field experiences, capstone courses and projects, undergraduate research, etc.
Indirect Evidence of Student Learning	A type of measure that gathers perceptions/opinions of student learning; examples include surveys, interviews, focus groups, etc. (TMU IE Newsletter, Issue 1, 2023).
Measure	An instrument or tool used to determine student achievement; indicated by numbers or categories (TMU IE Newsletter, Issue 1, 2023).

**Performance
Assessment**

Asks students to demonstrate their skills rather than describe or explain those skills through traditional tests. Performance assessments have two components: assignment guidelines that tell students what they are expected to do or produce and assessment criteria – usually a rubric – used to assess completed work. Performance assessments are sometimes called alternative assessments because they are alternatives to traditional tests (Suskie, 2018).

Portfolios

Collections rather than single examples of student learning. Their defining features include a clear educational purpose, student participation in selecting the contents, assessment criteria usually specified in a rubric, and student reflection (Eynon & Gambino, 2017; Light, Chen, & Ittelson, 2011).

**Qualitative
Assessment**

Use flexible, naturalistic methods and are usually analyzed by looking for recurring patterns and themes. Reflective writing, online discussion threads, and surveys are examples (Suskie, 2018).

**Quantitative
Assessment**

Use structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistically. Multiple-choice tests, rubrics, and rating scales are examples of quantitative assessments (Suskie, 2018).

Reliability

The degree to which the results of an assessment are dependable and yield consistent results across multiple administrations and across multiple/scorers/raters (TMU IE Newsletter, Issue 1, 2023).

Rubric

A tool that articulates the expectations for an assignment by listing criteria, and for each criterion, describing levels of quality. A rubric may be used in formative assessment as well as in summative evaluation (Berkeley.edu)

**Student Learning
Outcome**

A specific description of what a student will know and/or be able to do at the end of a course program, or activity (TMU Newsletter, Issue 1, 2023).

**Summative
Assessment**

Completed at the end of a course, program, or other learning experience (Suskie, 2018). Is comprehensive in nature; may include final exams, capstones, internships, etc. (TMU IE Newsletter, Issue 1, 2023). Summative assessments may be used to improve the learning of future student cohorts (Suskie, 2018).

Target	Its single purpose is to communicate clearly the level of accomplishment expected of student performance; flows directly from a stated measure (TMU IE Newsletter, Issue 1, 2023).
Traditional Assessment	The kinds of tests that have been around for decades, if not centuries; multiple-choice and other objectives tests, essay tests, and oral examinations. Students have historically completed traditional assessments in controlled, time examinations settings (Suskie, 2018).
Validity	Refers to whether the assessment tool measures the desired performance it purports to measure; the assessment accurately reflects the learning it was designed to measure (TMU IE Newsletter, Issue 1, 2023).
References:	<p>Eynon, B. & Gambino, L.M. (2017). <i>High-impact eportfolio practice: A catalyst for student, faculty, and institutional learning</i>. Sterling, VA: Stylus.</p> <p>Hauhart, R.C. & Grahe, J.E. (2015). <i>Designing and teaching undergraduate capstone courses</i>. San Francisco, CA: Jossey-Bass.</p> <p>Light, T.P., Chen, H.L. & Ittelson, J.C. (2011). <i>Documenting learning with eportfolios: A guide for college instructors</i>. San Francisco: CA: Jossey-Bass.</p> <p>Suskie, L. (2018). <i>Assessing student learning - A common sense guide</i> (3rd ed.). San Francisco, CA: Jossey-Bass.</p>

Key J1 Reports & Descriptions

These data reports available in J1 for staff and faculty to utilize.

*TMU:APPLYING for GRADUATION This Year - r_graduates_current_app_date_cy

*This report uses the degree history table to display **all students who have applied for graduation starting from August 1st of the current year**. It includes the Grad Year and Grad Term based on the student's exit date. The students are displayed by major and sorted by name. It includes ID, Student Name, Division, Degree, Major, Application Date, Date Conferred, and Email.*

*TMU:COHORT - Detailed Totals for SClass, M/O - Enter Year - r_cohort_info_no_deg_cy

*This report is the most robust cohort report on the top report list. Its uses include **obtaining counts or cleaning up data for a cohort**. Cohorts included are First-time, Part-time, and Transfers with counts based mainly on State Classification. Some of the major tables included are Stud Term Sum Div and Student Div Mast. It is grouped with counts for State Classification and Gender and sorted by the Student's Name. It includes the last Ethnicity chosen by a student despite the current degree for that term. This report also includes counts for students who are athletes and/or Pell recipients. ID, Name, Gender, Ethnicity, entry year and term, division, part-time/full-time, tuition status codes, degree, and major are all fields on this report. For cleanup purposes, this report displays those students who have no Term added to their record and should be removed up. It also is useful for showing missing data in all the included fields. One retrieval argument will need to be entered to display the report, which is the Cohort Year desired (Ex. 2025).*

*TMU:COMPLETIONS for 1 Year (July -July)- All Grad Fields

*This report displays information regarding **completions for a desired year from July 1 through June 30**. This report includes all completion and conferred fields for the purpose of **cleaning up data for commencement and completion reports**. The core tables are degree history and graduation stage. It is sorted by degree code and student's name. It is largely based on the Conferred Date field but includes those who could potentially have a date conferred in that year. It includes information on all five stages to graduation and review date. In addition, it displays students who have graduated in June of the year before to find anyone with a unique summer conferred date. The report itself gives counts by division, gender, and potential additions to the completion list. Other fields that are added are ID, Student Name, Degree Period, Deg Yr/Term (for Business office), NSC Period, Degree Code, Major, Minor, Application Date, Exit Date, and Honors. One retrieval argument will be requested, which is the desired Year (Ex. 2024).*

***TMU:COURSES - Currently Enrolling - r_courses_current_cy**

*This report is used to **aid in registration by advisors**. It shows **all current courses of the current registration term**. It is based on the Section Master and Section Schedules tables. It includes most course information needed in registration including, Course Code, Subterm, Title, Instructor, Division, Status, Cap, Current Enrollment, Location, Building, Room, Days, Start Time, End Time, and Prerequisites. It is sorted by Course Code.*

***TMU:ENROLLED STUDENTS by CIP Code and Class w Std Details - x_enrolled_cur_for_professor_by_cip_cy**

*This report displays **all currently enrolled degree-seeking students, which does not include dual enrollment**. It is based on the current semester for the current degree of each student. The core tables of this report is Stud Term Sum Div, Student Term Table, and Degree History. It is broken down by Departments, which is based on the first two numbers of the CIP Code. The fields that are used includes ID, Student Name, Division, Degree, Major, Gender, Birthday, Email, Phone, Current GPA, Current GPA Hours, and Address. It is grouped by Department, Major, and Classification.*