



TRUETT MCCONNELL UNIVERSITY FACT BOOK 2024-2025

TMU Office of Institutional Effectiveness
November 1, 2024

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, 2024. 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, Associate VP of Business and Data Management, and Corrinne Yeh, Software Support Specialist, for their contributions and many hours of data gathering.

Gary Bennett
Director of Institutional Effectiveness
November 1, 2024
(Updated February 1, 2025)
Phone (706) 865-2134, ext. 2110
gbennett@truett.edu

Contents

University Information.....	6
Accreditation	7
SACSCOC Accreditation Information for TMU	7
History of the University	8
Mission Statement	8
Academic Structure	9
Five-Year Strategic Plan Overview	10
Assessing Student Achievement	10
Quality Enhancement Plan (QEP)	12
Current Student Information.....	15
Student Information: Fall 2024 Headcount	16
Average Class Size	25
Recent Graduation Data.....	26
KSCI Data.....	29
Disaggregation	29
Faculty Information	33
Number of Full-Time Faculty Employed by Fall Semester	34
Percent of Full-Time Faculty with Doctorate Degree	34
Student to Faculty Ratio	34
Five Year Historical Data Tracking.....	36
UNDERGRADUATE STUDENT INFORMATION	37
Fall Headcount	37
Fall FTE*	37
Fall Headcount by Enrollment Status**	37
Fall Headcount by Gender	37
Fall Headcount by Age	38
Fall Headcount by Ethnicity	38
TMU Dual Enrollment Students Matriculating as Degree Seeking Students	38
Freshman Retention	38
Graduation Rate – 6 Year	39
Undergraduate Degrees Conferred	39
July 1 to June 30	39
Undergraduate Degrees Conferred	41
Graduate Degrees Conferred	41
Fall Enrollment by School, Degree, and Major	42
General Education.....	45
School Spotlights	48
Fall 2023 FT Cohort Retention Rates	50
<i>(Fall full-time/first-time degree-seeking cohorts as reported to IPEDS; enrollment as of</i>	
<i>10/15 of respective year)</i>	50
Glossary of Terms.....	52

TMU Fact Book 2024-2025: 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 received candidacy status for the Accreditation Council for Business Schools and Programs.

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. 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

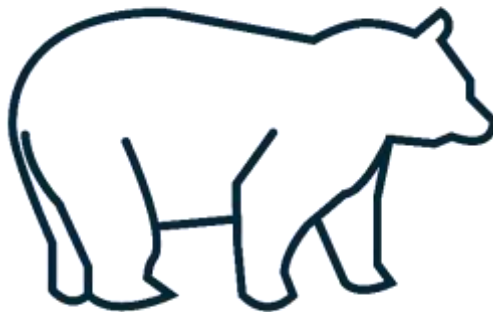
- The Balthasar Hubmaier School of Theology and Missions
- The Conrad Grebel School of The Humanities
- The Felix Manz School of Music
- The Hans Denck School of Communication

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



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 2017) was 59%. 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.

2023-2024 TMU student CAT results:

Lower Division Average	National Average
13.21	15.55
Senior Division Average	National Average
15.63	17.64

Quality Enhancement Plan (QEP)

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



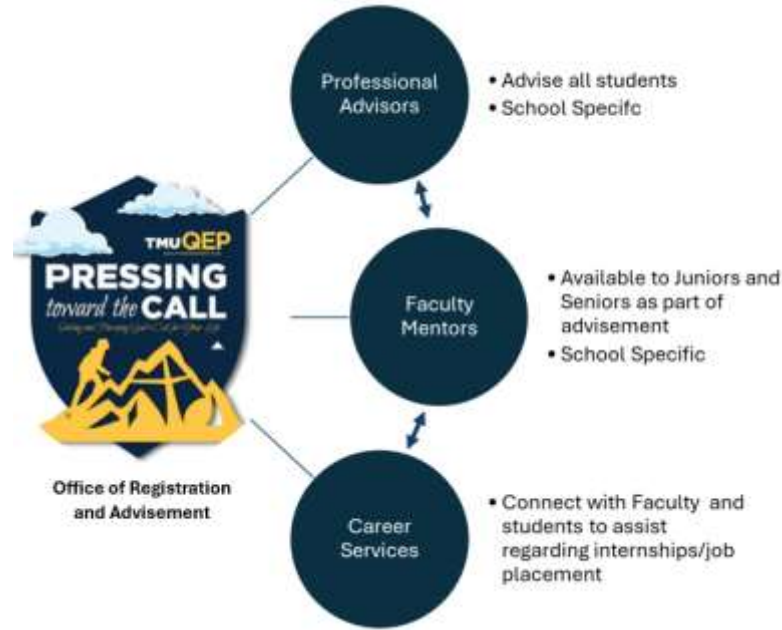
TMU endeavors to encourage and equip students in seeking and pursuing God’s call for their lives through three key elements: (1) exploration of potential majors available at the University; (2) centralized accessible academic advisement; and (3) learning communities enhancing mentorship and professional 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:

During the summer of 2024, 181 students had been identified as “QEP graduates”; these students graduated from TMU since joining in Fall 2020 and had experienced TM 100, Academic Advising, and Learning Communities during their collegiate experience as a Bear. These graduates were invited to share their feedback regarding the QEP in the form of a satisfaction survey. The results of the survey responses collected (N=39) are detailed below:

"QEP Graduate" Survey Responses: Summer 2024	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Question 1: I have positive recollections and reflections of the various assignments I engaged in throughout the TM 100 (Pathfinders) course:	8%	3%	39%	26%	24%
Question 2: Overall, the TM 100 (Pathfinders) course helped me to identify God's calling on my academic pursuits.	5%	21%	37%	21%	16%
Question 3: Participation in learning community activities as a student in my degree program affirmed/ strengthened my degree choice(s).	3%	0%	16%	45%	37%
Question 4: Participation in learning community activities as a student within my degree program provided me with a sense of belonging and professionalism.	3%	0%	18%	47%	32%
Question 5: Participating in these learning community activities strengthened my Biblical worldview.	3%	0%	13%	45%	39%

TMU Fact Book 2024-2025: Current Student Information



Student Information: Fall 2024 Headcount

UNDERGRADUATE Headcount and Recent Outcomes
--

<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">UNDERGRADUATE STUDENTS</td> </tr> <tr> <td style="width: 50%;">On Campus</td> <td style="text-align: right;">618</td> </tr> <tr> <td>Online</td> <td style="text-align: right;">126</td> </tr> <tr> <td>Dual Enrollment</td> <td style="text-align: right;">1780</td> </tr> <tr> <td>Audit</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">2526</td> </tr> </table>	UNDERGRADUATE STUDENTS		On Campus	618	Online	126	Dual Enrollment	1780	Audit	2	Total	2526	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Retention Rate</td> <td style="text-align: right;">68%</td> </tr> <tr> <td colspan="2"><i>(% of new Fall first-time freshman cohort re-enrolling the following Fall)</i></td> </tr> <tr> <td>IPEDS 150% Graduation Rate</td> <td style="text-align: right;">41%</td> </tr> <tr> <td colspan="2"><i>(% of Fall 2017 first-time, full-time bachelor's degree seeking freshmen cohort completing a bachelor's degree within six years of start date)</i></td> </tr> <tr> <td>KSCI (NSC 6-Year Completion Rate)</td> <td style="text-align: right;">59%</td> </tr> <tr> <td colspan="2"><i>(% of Fall 2017 First-time, full- & part-time Cohort completing from any university within six years of start date)</i></td> </tr> </table>	Retention Rate	68%	<i>(% of new Fall first-time freshman cohort re-enrolling the following Fall)</i>		IPEDS 150% Graduation Rate	41%	<i>(% of Fall 2017 first-time, full-time bachelor's degree seeking freshmen cohort completing a bachelor's degree within six years of start date)</i>		KSCI (NSC 6-Year Completion Rate)	59%	<i>(% of Fall 2017 First-time, full- & part-time Cohort completing from any university within six years of start date)</i>	
UNDERGRADUATE STUDENTS																									
On Campus	618																								
Online	126																								
Dual Enrollment	1780																								
Audit	2																								
Total	2526																								
Retention Rate	68%																								
<i>(% of new Fall first-time freshman cohort re-enrolling the following Fall)</i>																									
IPEDS 150% Graduation Rate	41%																								
<i>(% of Fall 2017 first-time, full-time bachelor's degree seeking freshmen cohort completing a bachelor's degree within six years of start date)</i>																									
KSCI (NSC 6-Year Completion Rate)	59%																								
<i>(% of Fall 2017 First-time, full- & part-time Cohort completing from any university within six years of start date)</i>																									

Fall 2024 FTE (Full Time-Equivalent)* (*undergraduate students only; includes dual enrolled high school students*) **1518.33**

**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 2024): **48**

UNDERGRADUATE Student Enrollment Details – Fall 2024

Enrollment Status

Full-Time	742
Part-Time	1784

Gender

Male	1184
Female	1342

By Ethnicity

<i>U.S. Nonresident</i>	13
<i>Hispanic/Latino</i>	145
<i>American Indian or Alaska Native</i>	14
<i>Asian</i>	73
<i>Black or African-American</i>	301
<i>Native Hawaiian or Other Pacific Islander</i>	2
<i>White</i>	1792
<i>Two or more races</i>	54
<i>Race/Ethnicity Unknown</i>	134

By Age

<i>Under 18</i>	1580
<i>18-19</i>	572
<i>20-21</i>	245
<i>22-24</i>	86
<i>25-29</i>	18
<i>30-34</i>	7
<i>35-39</i>	5
<i>40-49</i>	8
<i>50-64</i>	5
<i>65 and over</i>	2

By Religious Denomination (expressed as a percentage; includes dual enrolled students)

7 th Day Adventists	0.1	Methodist	0.8
Assembly of God	0.4	Non-denominational	5.0
Baptist	17.6	Pentecostal	0.8
Catholic	2.3	Presbyterian	0.9
Christian	14.1	Protestant	0.7
Church of Christ	0.4	Other	4.5
Church of God	0.4	Unknown	52.0

By Country

Argentina	1	India	1	Spain	4
Australia	1	Ireland	1	Sweden	3
Canada	3	Netherlands	1	Thailand	1
Chile	1	Mexico	2	Togo	2
Colombia	1	Norway	2	Ukraine	1
Czech Republic	3	Puerto Rico	1	United States	2479
Germany	3	Serbia	1	Venezuela	1
Great Britain	12	South Africa	3		

By State

Alabama	21	Minnesota	1	South Carolina	8
California	5	Mississippi	1	Tennessee	15
Colorado	1	Nevada	1	Texas	7
Florida	18	New Jersey	1	Virginia	6
Georgia	2362	New Mexico	1	Washington	1
Illinois	5	North Carolina	20	West Virginia	1

Indiana

3

Oklahoma

1

By Georgia County

Appling	1	Dawson	14	Jeff Davis	4	Randolph	1
Banks	13	Decatur	2	Jones	2	Richmond	6
Barrow	69	Dekalb	40	Lamar	4	Rockdale	12
Bartow	9	Dodge	3	Laurens	2	Screven	3
Berrien	2	Dougherty	43	Lee	20	Spalding	13
Bibb	19	Douglas	26	Lincoln	1	Stephens	11
Bleckley	4	Elbert	8	Long	3	Stewart	1
Brooks	2	Emanuel	1	Lowndes	2	Sumter	1
Bryan	2	Evans	2	Lumpkin	13	Talbot	5
Bulloch	18	Fannin	9	Macon	3	Tattnall	4
Butts	9	Fayette	64	Madison	25	Terrell	1
Camden	1	Floyd	10	McDuffie	1	Thomas	1
Carroll	13	Forsyth	59	McIntosh	1	Tift	1
Catoosa	26	Franklin	11	Meriwether	5	Toombs	5
Chatham	4	Fulton	105	Mitchell	4	Towns	6
Chattahoochee	2	Gilmer	11	Monroe	9	Troup	24
Cherokee	46	Glynn	4	Morgan	9	Twiggs	1
Clark	2	Gordon	8	Murray	2	Union	16
Clarke	40	Grady	2	Muscogee	50	Upson	9
Clay	1	Greene	2	Newton	29	Walker	17
Clayton	22	Gwinnett	290	Oconee	83	Walton	128
Cobb	165	Habersham	27	Oglethorpe	4	Ware	3
Coffee	1	Hall	92	Paulding	33	Washington	3
Colquitt	2	Haralson	3	Peach	4	Wayne	5
Columbia	44	Harris	39	Pickens	6	White	87
Cook	2	Hart	7	Pierce	1	Whitfield	9
Coweta	38	Henry	126	Pike	5	Wilkes	3
Crawford	1	Houston	21	Polk	1	Worth	4
Crisp	2	Jackson	48	Putnam	4		
Dade	2	Jasper	3	Rabun	8		

UNDERGRADUATE Student Enrollment Details – Fall 2024

The College of Arts and Letters

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)	45
		Bachelor of Arts in Christian Studies (concentration in Missions)	4
		Bachelor of Arts in Christian Studies (concentration in Student Ministry)	13
		Bachelor of Arts in Christian Studies (concentration in Women's Studies)	3
	Bachelor of Arts in Global Studies	Bachelor of Arts in Global Studies	16
		TOTAL	81
The Conrad Grebel School of The Humanities	Bachelor of Arts in English	Bachelor of Arts in English (Concentration in Creative Writing)	2
		Bachelor of Arts in English (Concentration in Literature)	1
	Bachelor of Arts in History	Bachelor of Arts in History	9
	Bachelor of Arts in Humanities	Bachelor of Arts in Humanities	2
		TOTAL	14
The Felix Manz School of Music	Bachelor of Arts in Music	Bachelor of Arts in Music (concentration in General Music)	6
		Bachelor of Arts in Music (concentration in Business Studies)	3
		Bachelor of Arts in Music (concentration in Worship and Church Music)	5
	Bachelor of Science in Music Education	Bachelor of Science in Music Education	13
		TOTAL	27
The Hans Denck School of Communication	Bachelor of Arts in Communication	Bachelor of Arts in Communication	12
		TOTAL	12

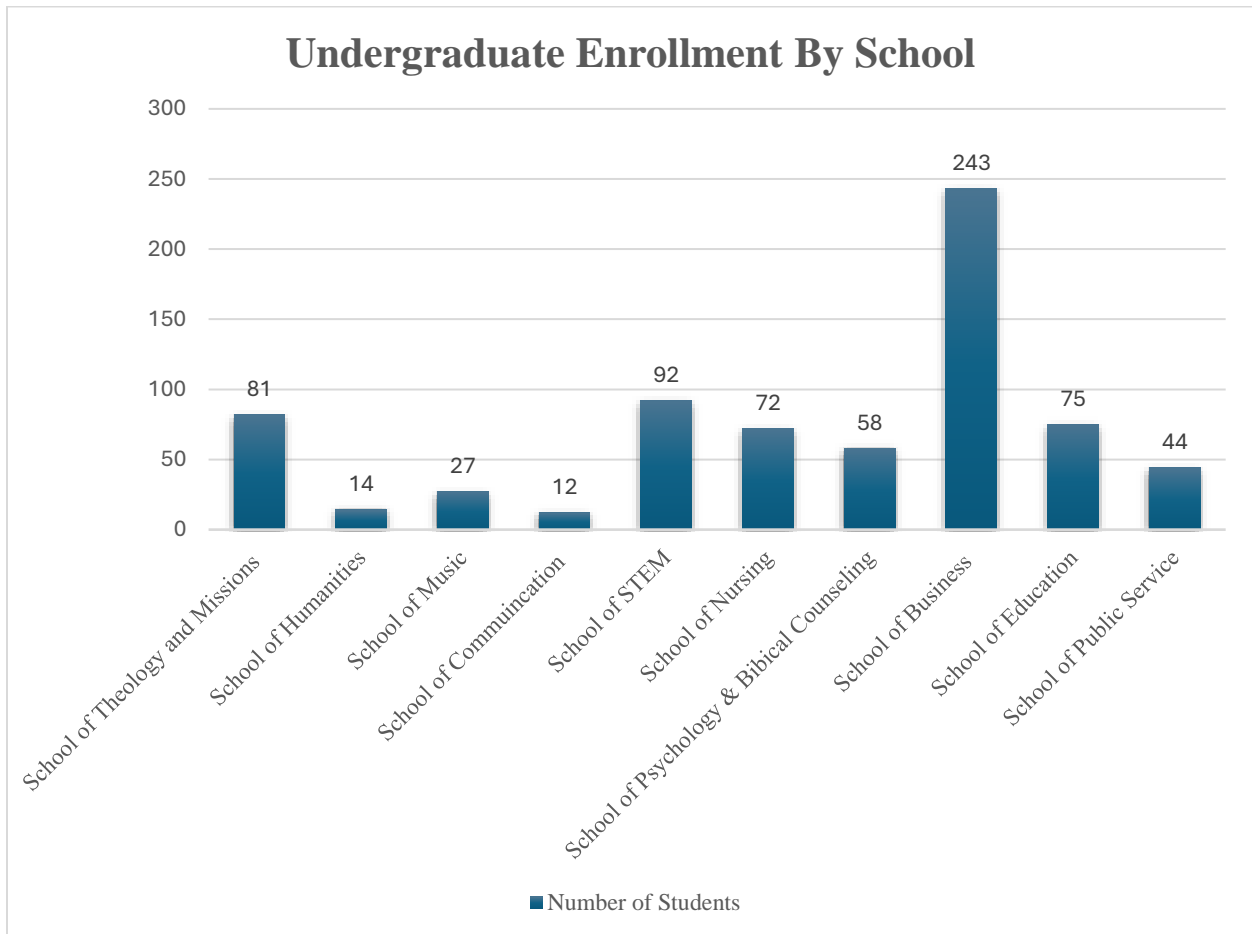
The College of Life and Health Sciences

The Pilgram Marpeck School of Science, Technology, Engineering, and Mathematics	Bachelor of Science in Biology	Bachelor of Science in Biology	5
		Bachelor of Science in Biology (concentration in Pre-Health)	3
		Bachelor of Science in Biology (concentration in Cellular and Molecular)	11
		Bachelor of Science in Biology (concentration in Organismal and Ecological)	7
	Bachelor of Science in Exercise Science	Bachelor of Science in Exercise Science	61
	Bachelor of Science in Forensic Science	Bachelor of Science in Forensic Science	5
		TOTAL	92
The Martha Rielin and Elizabeth Salmen School of Nursing	Bachelor of Science in Nursing	Bachelor of Science in Nursing	72
		TOTAL	72
The Leonhard Schiemer School of Psychology and Biblical Counseling	Bachelor of Science in Psychology	Bachelor of Science in Psychology (concentration in General Psychology)	28
		Bachelor of Science in Psychology (concentration in Clinical and Counseling Psychology)	24
		Bachelor of Science in Psychology (concentration in Development, Marriage, and Family)	4
		Bachelor of Science in Psychology (concentration in Neuroscience)	2
		Bachelor of Science in Psychology (concentration in Social Services)	
		TOTAL	58

The College of Professional Studies

The Hans Hut School of Business	Bachelor of Science in Accounting	Bachelor of Science in Accounting	15
		Bachelor of Science in Accounting with MBA Track (BSA-MBA)	11
		Bachelor of Science in Accounting with MBAAc Track (BSA-MBAAc)	
	Bachelor of Science in Business Administration	Bachelor of Science in Business Administration (concentration in Cyber Security)	13
		Bachelor of Science in Business Administration (concentration in General Business)	102
		Bachelor of Science in Business Administration (concentration in Industrial & Organizational Psychology)	1
		Bachelor of Science in Business Administration (concentration in Management and Leadership)	22
		Bachelor of Science in Business Administration (concentration in Marketing)	21
		Bachelor of Science in Business Administration (concentration in BS-MBA)	20
		Bachelor of Science in Business Administration (concentration in BS-MBAAc)	
		Bachelor of Science in Business Administration (concentration in Nonprofit Management)	5
		Bachelor of Science in Business Administration (concentration in Sports Management)	33
		Bachelor of Science in Business Administration (concentration in Supply Chain Management)	1
		TOTAL	243
	The Peter and Gredel Walpot School of Education	Bachelor of Science in Elementary Education	Bachelor of Science in Elementary Education
Bachelor of Science in Middle Grades Education		Bachelor of Science in Middle Grades Education (concentration in Language/Social Studies)	16

		Bachelor of Science in Middle Grades Education (concentration in Math/Science)	18
		TOTAL	75
The Michael Sattler School of Public Service	Bachelor of Science in Criminal Justice	Bachelor of Science in Criminal Justice (General Concentration)	17
		Bachelor of Science in Criminal Justice (concentration in Forensic Science)	5
		Bachelor of Science in Criminal Justice (concentration in Law Enforcement)	15
		Bachelor of Science in Criminal Justice (concentration in Leadership and Executive Management)	1
		Bachelor of Science in Criminal Justice (concentration in Pre-Law)	6
		TOTAL	44



STUDENT INFORMATION: Fall 2024 Headcount (Continued)

GRADUATE Headcount and Recent Outcomes

GRADUATE STUDENTS		Retention (Fall 2023 Cohort)	
On Campus	22	<i>% of Fall new student cohort re-enrolling next Fall</i>	
Online	69	On Campus	83%
Audit	0	Online	77%
Total	91	All	79%

GRADUATE Student Enrollment Details – Fall 2024

Enrollment Status		Gender	
Full-Time	55	Male	54
Part-Time	36	Female	37

By Ethnicity		By Age	
<i>U.S. Nonresident</i>	2	<i>Under 18</i>	0
<i>Hispanic/Latino</i>	6	<i>18-19</i>	0
<i>American Indian or Alaska Native</i>	0	<i>20-21</i>	8
<i>Asian</i>	1	<i>22-24</i>	40
<i>Black or African-American</i>	8	<i>25-29</i>	19
<i>Native Hawaiian or Other Pacific Islander</i>	0	<i>30-34</i>	4
<i>White</i>	67	<i>35-39</i>	3
<i>Two or more races</i>	0	<i>40-49</i>	8
<i>Race/Ethnicity Unknown</i>	7	<i>50-64</i>	7
		<i>65 and over</i>	2

By Country			
Argentina	1	Venezuela	1
United States	89		

By State			
Alabama	1	North Carolina	1
Florida	8	South Carolina	2
Georgia	74	Tennessee	1
Indiana	1	Texas	1

By Georgia County							
Banks	1	Franklin	1	Jackson	1	Stephens	2
Barrow	1	Fulton	3	Lamar	1	Towns	1
Butts	1	Gilmer	1	Lowndes	1	Union	1
Carroll	3	Gordon	1	Newton	1	Walton	1

Columbia	2	Gwinnett	6	Oconee	4	White	13
Dawson	2	Habersham	10	Pike	1		
Evans	2	Hall	4	Rabun	1		
Floyd	2	Henry	2	Richmond	1		
Forsyth	1	Houston	1	Rockdale	1		

By Religious Denomination

Baptist	66%	Methodist	2%	Other	6%
Catholic	3%	Non-denominational	9%	Unknown	9%
Church of God	3%	Pentecostal	2%		

GRADUATE Student Enrollment Details – Fall 2024

The College of Arts and Letters

The Balthasar Hubmaier School of Theology and Missions	Master of Arts in Bible and Theology	Master of Arts in Bible and Theology	1
	Master of Arts in Christian Ministry	Master of Arts in Christian Ministry	5
	Master of Arts in Theology	Master of Arts in Theology	4
	Master of Arts in Theology with Thesis	Master of Arts in Theology with Thesis	4
	Master of Divinity	Master of Divinity	10
	Total		24

The College of Life and Health Sciences

The Leonhard Schiemer School of Psychology and Biblical Counseling	Certificate in Biblical Counseling	Certificate in Biblical Counseling	1
	Master of Arts in Clinical Mental Health Counseling	Master of Arts in Clinical Mental Health Counseling	19
	Master of Arts in Global Mental Health Counseling	Master of Arts in Global Mental Health Counseling	11
		Total	31

The College of Professional Studies

The Hans Hut School of Business	Master of Business Administration	Master of Business Administration	32
	Master of Accountancy	Master of Accountancy	4
		Total	36

Exclusively Distance Education Enrollment

Total Students Enrolled Exclusively in Distance Education (Fall 2024): 1225

State Locations of Students Enrolled Exclusively in Distance Education

Alabama (AL)	14	Indiana (IN)	1	South Carolina (SC)	6
Colorado (CO)	1	Mississippi (MS)	1	Tennessee (TN)	2
Florida (FL)	11	North Carolina (NC)	4	Texas (TX)	2
Georgia (GA)	1179	Nevada (NV)	1	Virginia (VA)	1

Average Class Size*

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
All Undergraduate	20	18	19	19	18
On Campus	19	18	16	16	16
Online	12	11	15	14	17
Dual Enrollment Off campus	21	21	22	21	20
Dual Enrollment Online	27	26	27	28	27
Hybrid	5	3	3	3	5
Phillips State Prison Site	28	26	24	23	N/A
All Graduate	8	7	9	7	8
On Campus	7	7	6	5	5
Online	7	8	10	9	10
Online- Francophone	N/A	N/A	14	10	N/A
Hybrid	11	1	4	N/A	N/A

*location and mode of delivery as coded on class schedule

TMU Fact Book 2024-2025: Recent Graduation Data



STUDENT INFORMATION: 2023-2024 Degrees Conferred

Undergraduate Degrees Conferred
July 1, 2023 to June 30, 2024
(includes all modes of delivery)

Total Number of Degrees	139
<i>Total Number of Students Receiving Degrees</i>	<i>139</i>

The College of Arts and Letters

Bachelor of Arts in Christian Studies		Bachelor of Arts in Music	1
(Concentration in Biblical Theological Studies)	4	(Concentration in Worship & Church Music)	2
Bachelor of Arts in Global Studies	3	Bachelor of Science in Music Education	2
Bachelor of Arts in History	3	Bachelor of Arts in Communication	2
Bachelor of Arts in Humanities	1		

The College of Life and Health Sciences

Bachelor of Science in Biology		Bachelor of Science in Psychology	14
(Concentration in Pre-Health Sciences)	2	(Concentration in Clinical/Counseling)	4
Bachelor of Science in Exercise Science	8	(Concentration in Dev, Marriage, Family)	1
Bachelor of Science in Nursing	12		

The College of Professional Studies

Bachelor of Science in Business Administration		Bachelor of Science in Education	
(Concentration in General Business)	15	(Concentration in Elementary Education)	7
(Concentration in Healthcare Administration)	2	(Concentration in Middle Grades Education -	
(Concentration in Management)	3	Language Arts /Social Studies)	3
(Concentration in Marketing)	7	(Concentration in Middle Grades Education -	3
(Concentration in Sports Management)	9	Math/Science)	
(Concentration in Non-profit Management)	1	Bachelor of Science in Criminal Justice	4
(Concentration in MBA track)	11	(Concentration in Forensic Psychology)	1
Bachelor of Science in Accounting	6	(Concentration in Law Enforcement)	1
		(Concentration in Pre-Law)	2

Undergraduate Degrees Conferred
July 1, 2023 to June 30, 2024
(ONLINE students only)

Bachelor of Arts in Christian Studies		Bachelor of Science in Criminal Justice	2
Bachelor of Science in Accounting	2	Bachelor of Science in Psychology	6
Bachelor of Science in Business Administration	21		

**Graduate Degrees Conferred
 July 1, 2023 to June 30, 2024
 (includes all modes of delivery)**

Total Number of Degrees	31
Total Number of Students Receiving Degrees	31

The College of Arts and Letters

Master of Arts in Global Studies	1
----------------------------------	---

The College of Life and Health Sciences

Master of Arts in Professional Counseling	7	Master of Arts in Global Mental Health	4
Master of Arts in Clinical Mental Health Counseling	3	Counseling	

The College of Professional Studies

Master of Business Administration	16
-----------------------------------	----

**Graduate Degrees Conferred
 July 1, 2023 to June 30, 2024
 (ONLINE students only)**

Master of Arts in Global Studies	1	Master of Arts in Global Mental Health	3
Master of Arts in Professional Counseling	2	Counseling	
Master of Arts in Clinical Mental Health Counseling	2	Master of Business Administration	16

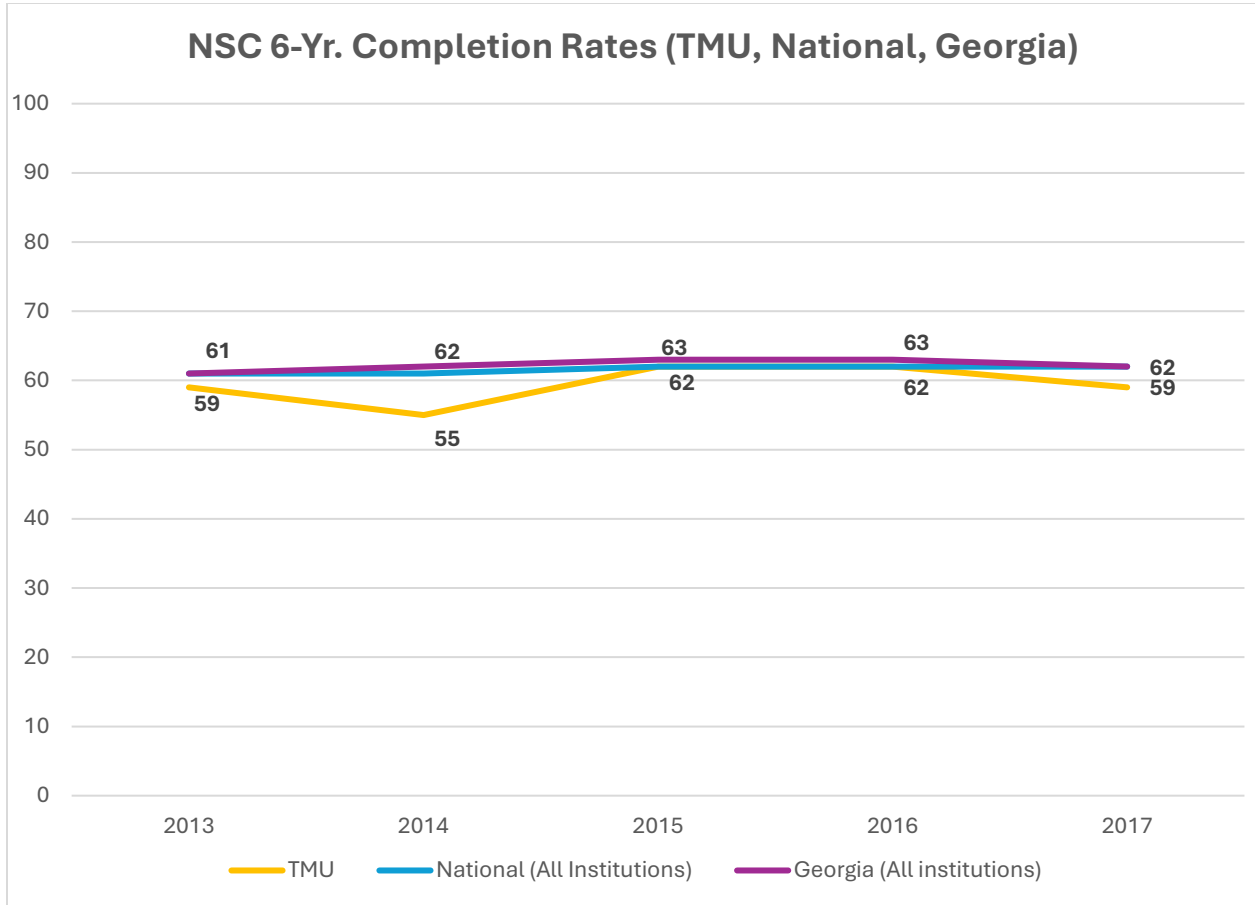
TMU Fact Book 2024-2025: KSCI Data Disaggregation



STUDENT INFORMATION: Five-year KSCI data

TMU's 6-Year National Student Clearinghouse Completion Rates

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
59	55	62	62	59



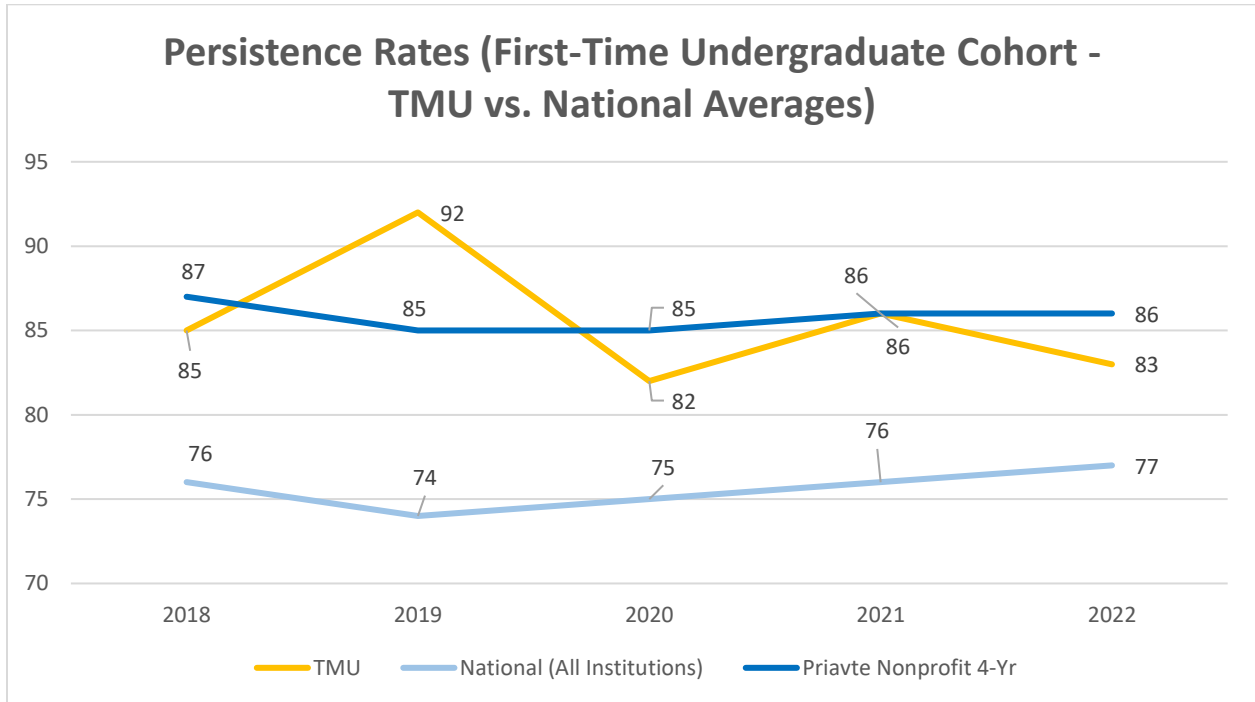
Fall 2017 Cohort Completion Rate (59%) Disaggregated by Student Populations:			
Males	52%	Females	67%
Pell Grant Recipients	51%	Non-Pell Recipients	66%
Athletes	59%	Non-Athletes	60%

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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
85%	92%	82%	86%	83%



Fall 2022 Cohort Persistence Rate (83%) Disaggregated by Student Populations:			
Males	80%	Females	87%
Pell Grant Recipients	81%	Non-Pell Recipients	84%
Athletes	83%	Non-Athletes	82%

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	2019	2020	2021	2022	2023
Overall	79	61	69	59	68
Athletic Participation					
Athletes	81	52	72	55	68
Non-Athletes	76	72	64	71	69
Gender					
Females	78	67	70	63	72
Males	80	55	68	56	65
Pell Awards					
Pell Recipients	75	53	59	55	59
Non-Pell Recipients	81	50	74	61	72

Fall 2017 First-Time Cohort KSCI Data (NSC 6-Year Completion Rate)

Overall (217 Students)

Retention Rate (127 of 217):	59%
Persistence Rate (176 of 217):	81%
Completion Rate (129 of 217):	59%

Males (106 Students)

Retention Rate (53 of 106):	50%
Persistence Rate (70 of 106):	75%
Completion Rate (55 of 106):	52%

Females (111 Students)

Retention Rate (74 of 111):	67%
Persistence Rate (97 of 111):	87%
Completion Rate (74 of 111):	67%

Pell Grant Recipients (92 Students)

Retention Rate (50 of 92):	54%
Persistence Rate (68 of 92):	74%
Completion Rate (47 of 92):	51%

Non-Pell (125 Students)

Retention Rate (77 of 125):	62%
Persistence Rate (108 of 125):	86%
Completion Rate (82 of 125):	66%

Athletes (127 Students)

Retention Rate (67 of 127):	53%
Persistence Rate (99 of 127):	78%
Completion Rate (75 of 127):	59%

Non-Athletes (90 Students)

Retention Rate (60 of 90):	67%
Persistence Rate (77 of 90):	86%
Completion Rate (54 of 90):	60%

*"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 2024-2025: 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	70

**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	16 to 1

Full-Time Faculty – Faculty Oversight Percentage (FOP) by School – AY 2023-2024

The institutional threshold for FOP is 55%

The definition of FOP is provided in the glossary at the end of this resource.

The Balthasar Hubmaier School of Theology & Missions	Bachelor of Arts in Christian Studies	57%
	Bachelor of Arts in Global Studies	63%
	Master of Arts in Bible and Theology	73%
	Master of Arts in Christian Ministry	70%
	Master in Divinity	68%
	Master of Arts in Theology with Thesis	80%
The Conrad Grebel School of the Humanities	Master of Arts in Global Studies	72%
	Bachelor of Arts in English	70%
	Bachelor of Arts in History	83%
The Felix Manz School of Music	Bachelor of Arts in The Humanities	56%
	Bachelor of Arts in Music	66%
The Hans Denck School of Communication	Bachelor of Science in Music Education	77%
	Bachelor of Arts in Communication	100%

Full-Time Faculty FOP by School – AY 2023-2024 (Continued)

The Pilgram Marpeck School of STEM	Bachelor of Science in Biology	86%
	Bachelor of Science in Exercise Science	84%
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	75%
	Master of Arts in Clinical Mental Health Counseling	89%
	Master of Arts in Global Mental Health Counseling	100%
The Hans Hut School of Business	Bachelor of Science in Accounting	83%
	Bachelor of Science in Business Administration	88%
	Master of Business Administration	67%
	Master of Business Administration in Accounting	60%
	Master of Accountancy	75%
The Peter and Gredel Walpot School of Education	Bachelor of Science in Elementary Education	90%
	Bachelor of Science in Middle Grades Education	78%
	Master of Education	N/A
The Michael Sattler School of Public Service	Bachelor of Science in Criminal Justice	85%

TMU Fact Book 2024-2025: Five Year Historical Data Tracking



UNDERGRADUATE STUDENT INFORMATION

Fall Headcount					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
On Campus	676	671	672	608	619
Online	157	140	131	137	126
Dual Enrollment	1967	1770	1857	1844	1781
Audit	0	3	1	1	2
Transient	0	0	0	0	0
Phillips State Prison	28	27	25	23	N/A
TOTAL	2828	2611	2686	2613	2528

Fall FTE*					
<i>(undergraduate students only; includes dual enrolled high school students)</i>					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
FTE	1686.08	1566.83	1592.67	1544.25	1521.33

*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 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Full-Time	852	857	834	830	746
Part-Time	2132	1971	1777	1856	1782

**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 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Male	1309	1269	1197	1234	1185
Female	1675	1559	1414	1452	1343

Fall Headcount by Age <i>(includes dual enrolled high school students)</i>					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Under 18	1622	1496	1603	1609	1580
18-19	697	600	589	562	572
20-21	319	315	293	271	245
22-24	105	119	127	106	86
25-29	25	20	21	17	18
30-34	15	15	9	10	7
35-39	11	9	10	3	5
40-49	17	17	15	18	8
50-64	15	16	14	12	5
65 and over	2	4	5	5	2

Fall Headcount by Ethnicity <i>(includes dual enrolled high school students)</i>					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
U.S. Nonresident	49	32	26	13	13
Hispanic/Latino	72	94	113	132	145
American Indian or Alaska Native	7	7	7	7	14
Asian	47	62	64	70	73
Black or African American	186	231	265	294	301
Native Hawaiian or Other Pacific Islander					2
White	1335	1781	2044	1963	1792
Two or more races Race/Ethnicity	0	0	0	28	54
Unknown	1132	404	167	106	134

TMU Dual Enrollment Students Matriculating as Degree Seeking Students					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Number	59	66	51	51	48

Freshman Retention <i>(percent of fall first time freshman cohort re-enrolling the following fall)</i>					
	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024
All*	76	61	70	59	68
On Campus	80	63	72	59	70
Online	67	39	50	57	47

*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	40
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>					
	2019-20	2020-21	2021-22	2022-23	2023-24
Total Number of Degrees	138	131	146	167	139
Total Number of Students Receiving Degrees	138	131	146	167	139
Bachelor of Arts in Christian Studies					
Concentration in Biblical Theological Studies	12	8	11	9	4
Concentration in Missions	0	0	1	1	0
Concentration in Student Ministry	2	4	2	4	0
Concentration in Women's Studies	0	0	1	0	0
Bachelor of Arts in Global Studies (formerly World Missions)	2	3	6	10	3
Bachelor of Arts in English					
Concentration in Creative Writing	2	1	2	2	0
Concentration in Literature	0	0	0	1	0
Bachelor of Arts in History	2	3	1	1	3
Bachelor of Arts in Humanities	0	0	1	0	1
Bachelor of Arts in Music					
No concentration	2	0	4	5	1
Concentration in Contemporary Worship	1	0	0	0	0
Concentration in Worship and Church Music	8	2	0	0	2
Concentration in Business Studies	0	0	0	1	0
Bachelor of Arts in Communication	N/A	N/A	N/A	1	2
Bachelor of Arts in Interdisciplinary Studies					
Concentration in Missions/Business	0	0	1	0	0
Concentration in Missions/Psychology	1	0	0	0	0

**Undergraduate Degrees Conferred –
Continued from previous page**

	2019-20	2020-21	2021-22	2022-23	2023-24
Bachelor of Science in Biology					
No concentration	2	2	4	1	2
Concentration in Pre-Health Sciences	5	2	0	2	5
Bachelor of Science in Exercise Science	5	6	9	5	8
Bachelor of Science in Nursing	16	22	20	15	12
Bachelor of Science in Psychology					
No concentration	11	12	10	19	14
Concentration in Clinical/Counseling	3	3	2	4	4
Concentration in Development, Marriage, Family	3	0	0	1	1
Concentration in Social Services	0	3	3	0	0
Bachelor of Science in Accounting	N/A	N/A	N/A	N/A	6
Bachelor of Science in Business Administration					
Concentration in General Business	9	13	21	24	15
Concentration in Healthcare Administration	2	2	1	0	2
Concentration in Management	9	11	7	9	3
Concentration in Financial Accounting	3	0	2	4	0
Concentration in Marketing	7	6	10	9	7
Concentration in Sports Management	3	6	4	9	9
Concentration in Non-Profit Mngmnt	N/A	N/A	N/A	1	1
Concentration in MBA	N/A	N/A	N/A	1	11
Bachelor of Science in Education					
Concentration in Elementary Education	14	9	7	10	7
Concentration in Middle Grades Education - Language Arts/Social Studies	4	5	3	1	3
Concentration in Middle Grades Education – Math/Science	0	5	3	1	3
Bachelor of Science in Music Education	2	2	4	3	2
Bachelor of Science in Criminal Justice	3	2	4	7	4
Concentration in Law Enforcement	3	1	2	2	1
Concentration in Pre-Law	1	1	0	2	2
Concentration in Forensic Science Chem	N/A	N/A	N/A	2	0
Concentration in Forensic Psychology	N/A	N/A	N/A	N/A	1

Undergraduate Degrees Conferred
July 1 to June 30
(online students only)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Bachelor of Arts in Christian Studies	4	10	9	5	4
Bachelor of Science in Business Administration	14	19	19	19	21
Bachelor of Science in Criminal Justice	0	2	0	0	2
Bachelor of Science in Psychology	6	7	10	11	6
Bachelor of Arts in Interdisciplinary Studies	0	0	1	N/A	N/A

Graduate Degrees Conferred
July 1 to June 30
(all modes of delivery and sites)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Number of Graduate Degrees Conferred	29	31	20	38	31
Master of Arts in Education	7	11	1	0	0
Master of Arts in Professional Counseling	6	2	7	17	7
Master of Arts in Clinical Mental Health Counseling	N/A	N/A	N/A	N/A	3
Master of Arts in Global Mental Health Counseling	N/A	N/A	N/A	N/A	4
Master of Arts in Theology	6	5	3	1	0
Master of Science in Biology	1	1	N/A	N/A	N/A
Master of Business Administration	9	12	5	16	16
Master of Arts in Global Studies	N/A	N/A	4	3	1
Certificate in Biblical Counseling	1	0	0	0	0
Master of Divinity	N/A	N/A	N/A	1	0

UNDERGRADUATE AND GRADUATE STUDENT INFORMATION

Fall Enrollment by School, Degree, and Major <i>(includes graduate degree programs; enrollment as of 10/15/24)</i>					
	2020	2021	2022	2023	2024
Non-Degree Seeking	1966	1768	1858	1845	1783
Undecided	24	38	26	36	26

The College of Arts and Letters

School of Theology and Missions

Bachelor of Arts in Christian Studies	104	97	90	82	66
Bachelor of Arts in Global Studies (World Missions)	33	30	23	13	16
Bachelor of Arts in Interdisciplinary Studies	1	1	N/A	N/A	N/A
Master of Arts in Global Studies	N/A	9	5	1	0
Master of Arts in Theology	25	18	29	N/A	N/A
Master of Arts in Theology- Local Church Min	N/A	N/A	N/A	17	3
Master of Arts in Theology- Biblical Studies	N/A	N/A	N/A	4	1
Master of Arts in Theology with Thesis	N/A	N/A	N/A	1	4
Master of Arts in Christian Ministry	N/A	N/A	N/A	1	5
Master of Arts in Bible and Theology	N/A	N/A	N/A	N/A	1
Master of Divinity	N/A	N/A	4	4	10
<i>School of Theology and Missions Total</i>	129	163	159	150	106

School of the Humanities

Bachelor of Arts in English	12	9	8	9	3
Bachelor of Arts in History	6	7	9	9	9
Bachelor of Arts in Humanities	2	5	3	2	2
<i>School of the Humanities Total</i>	20	21	20	20	14

School of Music

Bachelor of Arts in Music	16	18	23	19	14
Bachelor of Science in Music Education	13	15	9	10	13
<i>School of Music Total</i>	29	33	32	29	27

School of Communication

Bachelor of Arts in Communication	N/A	N/A	6	9	12
-----------------------------------	-----	-----	---	---	----

The College of Life and Health Sciences

School of STEM

Bachelor of Science in Biology	36	31	36	28	26
Bachelor of Science in Exercise Science	53	55	53	61	61

Bachelor of Science in Forensics	N/A	N/A	N/A	N/A	5
Master of Science in Biology	1	N/A	N/A	N/A	N/A
<i>School of STEM Total</i>	90	86	89	89	92

School of Nursing

Bachelor of Science in Nursing	108	81	77	67	72
<i>School of Nursing Total</i>	108	81	77	67	72

School of Psychology & Biblical Counseling

Bachelor of Science in Psychology	82	88	79	65	57
Certificate in Biblical Counseling	0	1	0	1	1
Master of Arts in Professional Counseling	31	49	46	N/A	N/A
Master of Arts in Clinical Mental Health Counseling	N/A	N/A	N/A	33	19
Master of Arts in Global Mental Health	N/A	N/A	N/A	7	12
<i>School of Psych & Biblical Counseling Total</i>	113	138	125	106	89

The College of Professional Studies

School of Business

Bachelor of Science in Business Administration	220	233	241	222	222
Bachelor of Science in Accounting	N/A	N/A	N/A	N/A	20
Master of Business Administration	28	24	32	30	33
Master of Accountancy	N/A	N/A	N/A	N/A	4
<i>School of Business Total</i>	248	257	273	252	279

School of Education

Bachelor of Science in Education - Elementary	53	49	47	44	41
Bachelor of Science in Education - Middle Grades	31	23	31	36	34
Continuing Ed – Dyslexia Endorsement	N/A	N/A	N/A	44	0
Master of Education - Elementary	12	0	0	0	0
<i>School of Education Total</i>	96	72	78	124	75

School of Public Service

Bachelor of Science in Criminal Justice	66	63	66	56	44
<i>School of Public Service Total</i>	66	63	66	56	44

TMU Fact Book 2024-2025: 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:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	AVG
Written Communication	2.98	3.01	2.97	2.92	2.92	2.96
Oral Communication	3.39	3.05	3.19	3.30	3.39	3.26
Analytic Critical Thinking	2.94	3.1	3.16	3.18	3.08	3.09
Quantitative Critical Thinking	2.77	2.72	3.4	--	3.03	2.98
Christian Worldview	3.15	3.01	3.07	3.32	3.13	3.14

TMU Fact Book

2024-2025:

School

Spotlights



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	2020-21	2021-22	2022-23	2023-24	2024-25
Bachelor of Science in Business Administration	165	197	205	160	187
Bachelor of Science in Business Administration (Online)	56	41	42	60	44
Bachelor of Science in Accounting	N/A	N/A	N/A	2	14
Master of Business Administration	28	24	32	30	30
Master of Accountancy	N/A	N/A	N/A	N/A	4

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 2023 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
68%	71%	57%	47%

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.

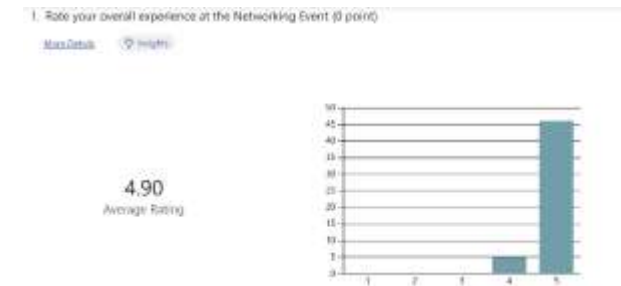
Following a Hans Hut School of Business Networking Event in 2023-2024, students provided feedback regarding their experience. This first alumni business networking event connected students, alumni, and business advisors/partners. It was met with great interest and feedback. Students rated the event with high satisfaction, scoring the event at a 4.9 satisfaction rate on a 5-point scale. Additionally, all 51 respondents confirmed that the event expanded their understanding of the School of Business, which highlighted the importance placed on aligning the School's specific mission with opportunities to connect with professionals in the field.

Networking Event Impression Data



THE HANS HUT SCHOOL OF BUSINESS
NETWORKING EVENT
 The Hans Hut School of Business is excited to highlight the businesses that will be a part of our Networking Event.

 Stephen Jackson Chief Support Officer Kaiser Aluminum	 Rich Cannon CEO A&P
 Luko Cerep President Cerep - East Tennessee Products	 Matt Stal Managing Partner Steel Plateworks
 Craig Chapin Chairman Lambert Co., LLC	 Maggie Adams Basis, LPA, J.D., CPA
 Charles and Pam Daugherty Real Estate Investors	 Alice Stephens Group Director The Springs Golf Club
 Erion Harman Commercial Building Officer Arista Bank	 Josh Johnston Training/Instructors Teaching AstronautRYSEM, Founder - Take a Trip
 Shannon McFarlin Executive Health Development Director/Investment Center - An InsideOut Financial	 Boni Page-Dowdy Executive Vice President, Business Development Building Learning Solutions
 Erica Clark Asset Manager at RBC Capital Markets, LLC	 Brian Akin Member Georgia Council of State
 Cele Kaminski HR Services at Fabrics Manufacturing	 Donna Clark, and Margo Allison United Community



TMU Fact Book 2024-2025: 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 has received candidacy status in the ACBSP.
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	<p>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.</p> <p>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.</p>
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	<p>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 (aacnursing.org). TMU's Bachelor of Science in Nursing is accredited through this agency.</p>
Closing the Loop	<p>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.</p>
Cohort	<p>A specific group of students established for tracking purposes (IPEDS).</p>
Combined Course	<p>A course combining instruction of undergraduate and graduate students clearly differentiate the course requirements for both groups and require the graduate students to perform work at a substantially higher level of complexity and maturity.</p>
Concentration	<p>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. Graduate Degree Programs: A concentration is a arrangement of courses representing a specialized area of study within a program and should have enough unique courses to distinguish it from another concentration. Concentrations will be considered for degree programs only if required by the program's external accreditation or state agency approval organization.</p>
Correspondence Course	<p>A course in which course materials are sent to students to complete at their own pace. TMU does not offer correspondence courses.</p>
Cross-listed Course	<p>Identical courses that are listed in two disciplines</p>
D/CAST	<p>(Dean/Chair Activity Summary Table) - The main vehicle for assessment used in annual Dean/Chair evaluations.</p>

Degree Program Coordinator	An assigned 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.
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 coming into the institution for the first time (in the fall term) at the undergraduate level. Includes: students who initially attended the prior summer term and returned again in the fall (all first-time, first-year undergraduate-level students; students transferring into the institution at any undergraduate level for the first time; both full-time and part-time students; and all degree and certificate-seeking as well as non-degree/certificate seeking 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.
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.

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 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.