

TIFFIN UNIVERSITY



Office of Assessment & Accreditation

Assessment Guidelines

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Understanding Assessment

What is Assessment?

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta, 1999). Assessment is a *formative* process that focuses on *student learning*. Assessment involves...

- *Setting explicit student learning goals* or outcomes for an academic program
- *Evaluating* the extent to which students are reaching those goals, and
- *Using the information* for program development and improvement

The purpose of assessment is to understand how educational programs are working and to determine whether they are contributing to student growth and development (Palomba & Banta, 1999). Assessment is considered an important tool that facilitates discussion about academic & student programs and provides useful information to faculty and administrative leaders about program strengths and areas for development or improvement.

Who requires Assessment?

The Higher Learning Commission (HLC) of the North Central Association (NCA) is TU's accrediting agency. Member institutions are reviewed for re-accreditation every 10 years; TU's next visit will be in 2009/2010. Like all higher education accrediting agencies in the United States, the HLC/NCA requires member institutions to engage in assessment as a means of continuous quality improvement, and assessment has become increasingly important in re-accreditation.

The HLC/NCA expects assessment of academic programs to be focused on student learning, systematic, on-going, and implemented and sustained by faculty and administrative commitment to excellent teaching and effective learning. In addition to requirements for demonstrating assessment methods and results, the HLC also requires that institutions demonstrate how assessment results are used to improve teaching, learning, and delivery of services to students.

The HLC/NCA has articulated specific expectations for institutional and program-level assessment, and specific expectations regarding the role of faculty members, department heads, and administrators in the assessment process. These are described in the HLC/NCA's Levels of Implementation. The Levels of Implementation will be used by consultant evaluators during TU's re-accreditation visit in 2009/2010.

Areas of Assessment

Program Outcomes Assessment - evaluation of student achievement of expected outcomes in a major.

Outcomes assessment within a degree program is a process of articulating expected student learning outcomes for degree programs, collecting data to evaluate the extent to which students achieve those outcomes, and using that information for program development.

The faculty should guide their program's outcomes assessment process by defining program's expected educational outcomes, identifying and implementing appropriate tools for evaluating student achievement of program goals, and actively using the information to justify what's working well in the program and to identify areas for program growth and development.

General Education Assessment – evaluation of student achievement of basic skills competencies and general education learner goals.

The purpose of assessment of general education is to evaluate student achievement of institutionally recognized competencies in general education including communication, analytical, quantitative, ethical, cultural, and critical thinking skills.

Assessment of Student and Alumni Satisfaction (Surveys) – evaluation of Students' perceptions of educational experiences including satisfaction with support service, academic curriculum, and the faculty.

What Assessment is NOT!

- Assessment is NOT an evaluation of individual faculty members, staff, or students.
- Student Course Evaluations are NOT considered to be good tools for program outcomes assessment because they focus on the performance of individual faculty performance.
- Assessment is NOT simply collecting and reporting data. Instead, it is a tool for facilitating discussion and providing a variety of types of feedback about the curriculum or about the educational impact of student programs.
- Assessment is NOT going away!

Who is Responsible for Assessment?

Assessment at TU results from the coordinated efforts of faculty, administrators, and professional staff throughout the university community. The Vice President for Academic Affairs, the Office of Assessment and Accreditation, the Tiffin University Outcomes Assessment Advisory Council and

the University Curriculum Committee facilitate and guide the development of TU's assessment program.

Tiffin University Outcomes Assessment Advisory Council. (OAAC)

This committee is chaired by the Dean of Assessment and Accreditation and is comprised of faculty members from each academic school as well as representatives from the non-academic units.

Its mission statement is:

“Consistent with the missions of Tiffin University, The Higher Learning Commission (HLC) of the North Central Association (NCA) and The Ohio Board of Regents (OBR), The Tiffin University Outcomes Assessment Advisory Council (OAAC) communicates accreditation expectations to all university constituencies and facilitates the development of outcome assessment processes to inspire a culture committee to significant student learning.”

In administering this charge, TU requires that all academic programs conduct Program Outcomes Assessment to comply with the assessment mandates of the HLC/NCA and OBR. Each academic unit is required to have an assessment plan on file with the Office of Assessment and Accreditation that describes expected student learning outcomes for each degree program and the methods used to evaluate those outcomes. Academic units are also required to file brief annual reports describing their assessment activity from the previous year.

Assessment of student learning in all academic units is a beneficial tool for facilitating dialogue about the curriculum and encouraging continuous programmatic improvement throughout the campus. Program Outcomes Assessment provides feedback to an academic unit on the performance of its curriculum; thereby allowing informed decisions regarding the need for changes. Assessment is, therefore, an integral part of the commitment at TU to sustain and enhance academic quality and the student educational experience.

OAAC supports the idea that academic units are best suited to determine how to assess their students' learning outcomes and how to use assessment results for program improvement. The Council and the Office of Assessment and Accreditation work to facilitate assessment activities by providing information, guidelines, and other resources to conduct effective assessment and by coordinating assessment at the program and institutional level.

The Council encourages academic units to develop and implement Program Outcomes Assessment with the following concepts in mind. These characteristics form the basis for providing feedback to academic units regarding assessment methods and uses of results.

- Program Outcomes Assessment is based on a process in which faculty have identified the desired student outcomes that are consistent with the objectives of the academic unit. Assessment focuses on evaluating student achievement of these expected learning outcomes. Assessment

- results must not be used for any evaluations or annual appraisals of faculty or staff.
- Program Outcomes Assessment seeks to help faculty understand and improve student learning by asking key questions such as “What should graduates of this program know or be able to do?”, “Have the graduates of our program acquired this learning?”, and “How can student learning, or our curriculum, be improved?”
 - Program Outcomes Assessment should provide feedback to the academic unit and contribute to program development. Assessment should not simply be viewed as collecting data for program evaluation; it should be viewed as integral to ongoing self-evaluation, development, and improvement of the program.
 - Program Outcomes Assessment should include a variety of measures that are suited to evaluate the unique learning objectives in the unit.
 - Assessment should optimally include direct and indirect measures of student learning. Direct measures include a capstone experience, senior project, portfolio assessment; standardized tests, certification and licensure exams, locally developed exams, exams blind scored by multiple scorers, juried review of student performances and projects, external evaluation of student performance in internships. For graduate programs, direct measures also include faculty review of theses and practicum. Indirect measures include data from student surveys, alumni surveys, exit interviews, retention and transfer rates, length of time to degree, graduation rates, job placement, and program acceptance.
 - The same assessment methods do not have to be used every year. Program Outcomes Assessment should be systematic and ongoing; the timetable for implementing assessment measures should be appropriate for the curriculum and resources of the program.
 - Each academic unit should periodically review and evaluate the assessment methods and determine how these methods contribute to program development. Assessment methods may change over time as different concerns emerge regarding the curriculum or student learning.
 - Assessment reports should be brief summaries of the assessment activities in an academic unit and are requested annually to comply with requirements of the HLC/NCA and OBR. The reports should be shared with faculty in all academic units and reviewed by the dean of the appropriate school. The reports are used for continued accreditation with the HLC/NCA and a variety of programmatic accrediting agencies.

Assessment at TU is divided into:

Program outcomes Assessment. Faculty members and administrative leaders within each department, school, or program are responsible for program outcomes assessment for each degree program in their unit. Typically, one faculty member is designated as the ‘assessment coordinator’ for an academic school, and he/she is responsible for the assisting with program’s assessment and annual reports. The assessment program itself is the responsibility of the entire faculty.

Entry-Level Assessment. Entry-level assessment is jointly conducted by Faculty, Admissions, and the Office of Assessment and Accreditation. Academic Advisors also play a critical role in implementing effective entry level assessment.

General Education Assessment. Assessment of General Education is guided by the Faculty and the University Curriculum Committee. The University Curriculum Committee approved the development of general education assessment, and the Office of Assessment and Accreditation assists in implementing the assessment methods.

Assessment of Student & Alumni. Student and alumni surveys are coordinated by the Office of Institutional Research and Office of Career Services.

Duties for Outcomes Assessment

University Faculty Members

University faculty members are the key driver in the assessment process. They are responsible for:

- Determining student learning outcomes for the General Education Curriculum (GEC)
- Determining assessment methods and expectation standards for these GEC outcomes
- Determining Program Outcome Assessment Plans for majors within their departments
- Collecting and analyzing data as specified within the Program Outcomes Assessment Plan specific to their major

Department Chairs

Department Chairs work with their department colleagues to determine appropriate student learning outcomes respective to their majors. They are also responsible for:

- Coordinating assessment efforts for majors as well as for any GEC courses within their department
- Updating Program Outcomes Assessment Plans as needed
- Updating minimum course content guides with respect to embedded assessment expectations
- Completing the Goal Assessment Form (GAR) for each major and/or GEC course and submitting it to the academic dean by June 1 of each academic year
- Following-up on all action plans as specified within the GAR

Academic Deans

Academic Deans coordinate the efforts of all academic assessment plans within their schools. They are also responsible for:

- Determining with school faculty, holistic student learning outcomes

- Determining specific student learning outcomes specific to school core curriculum goals
- Updating school assessment plans as needed
- Collecting data as specified in the school assessment plan, completing a GAR for each goal assessed and following-up on action plans as specified
- Collecting GARs from each department regarding Program Outcome Assessment Plans
- Analyzing department GARs and completing a school executive summary as part of the school's annual assessment report and submitting it to the Office of Assessment and Accreditation by July 1 of each academic year

Academic Assessment Coordinators

Academic Assessment Coordinators are faculty members who work with their colleagues to develop and implement assessment plans within their respective academic schools. They are also responsible for:

- Serving on the TU OAAC
- Assisting school faculty with completing Program Outcome Assessment Plans
- Assisting school department chairs with completing the GAR for each major
- Sharing assessment information with school faculty and curriculum planning committees as needed
- Assisting school deans and department chairs with implementing assessment plans
- Assisting school deans with preparing and submitting annual assessment reports to the Office of Assessment and Accreditation
- Assisting the Dean of Assessment and Accreditation as needed

Faculty Curriculum Committee

Faculty Curriculum Committee is comprised of faculty members representing their individual school and department programs. They are responsible for:

- Determining student learning outcomes and assessment methods for the GEC
- Assisting the Dean of Assessment and Accreditation as needed with respect to GEC outcome goals
- Evaluating the Program Outcome Assessment Plans of new program proposals as well as any other form of curricular change

Office of Assessment and Accreditation

The Office of Assessment and Accreditation is responsible for coordinating all assessment efforts throughout the TU campus. It is also responsible for:

- Chairing the TU OAAC
- Serving on the Faculty Curriculum Committee
- Collecting and analyzing GEC outcome goal data
- Creating the TU Annual Outcome Assessment Report
- Assisting faculty with Program Outcome Assessment Plans for new program proposals

- Assisting the Vice President for Academic Affairs as needed
- Working with HLC/NCA, ACBSP, and OBR with respect to any and all assessment requests/needs.

Do we have to do assessment every year?

Yes and No. Assessment in academic units should be *ongoing*, and the frequency of the assessment should reflect *a commitment* to the assessment process.

Annual assessment reports are requested every year, but the timetable for doing assessments should be established in the academic unit's assessment plan. Assessment plans may be set up so that some assessment methods are conducted in alternate years or some assessment methods take several years to complete. Academic programs with very small enrollments may benefit from assessment plans that are established with alternate or multiple year timetables for implementation.

Assessment Methods

The most important criterion when selecting an assessment method is whether it will provide useful information – information that indicates whether students are learning and developing in ways faculty have agreed are important

Direct Assessment Methods

Direct Assessment Methods require students to demonstrate knowledge and skills and provide data that directly measure achievement of expected outcomes. These measures are outlined in the minimum course content guidelines for those courses used in assessment.

Examples:

- Capstone Course or Senior-Level projects, papers, presentations, performances, portfolios, or research evaluated by faculty or external review teams. These are effective as assessment tools when the student work is evaluated in a standard manner that focuses on student achievement of program-level outcomes.
- Exams – locally developed comprehensive exams or entry-to-program exams, national standardized exams, certification or licensure exams, or professional exams.
- Internship or Practicum – evaluations of student knowledge and skills from internship supervisors, faculty overseers, or from student participants themselves. This may include written evaluations from supervisors focused on specific knowledge or skills or evaluation of student final reports or presentations from internship experiences.
- Portfolios – reviewed by faculty members from the program, faculty members from outside the program, professionals, visiting scholars, or industrial boards.
- Professional Jurors or Evaluators – assessment of student projects, papers, portfolios, exhibits, performances, or recitals.
- Course-embedded Assessments – projects, assignments, or exam questions that directly link to program-level expected learning outcomes and are scored using established criteria.

Indirect Assessment Methods

Indirect Assessment Methods such as surveys and interviews ask students to reflect on their learning.

Examples:

- Exit Interviews and Student Surveys – to provide meaningful assessment information, exit interviews or students surveys should focus on student learning (knowledge, skills abilities) in addition to student satisfaction. The questions should be designed to gain insight into student knowledge and skills. The questions might also focus on student experiences such as internships, participation in research, independent projects, numbers of papers written or oral presentations given, and familiarity with tools of the discipline.
- Faculty Surveys aimed at getting feedback about perceptions of student knowledge and skills.
- Alumni Surveys aimed at evaluating perceptions of knowledge, skills, and abilities gained while studying in the program.
- Surveys of Employers / Recruiters aimed at evaluating specific competencies, skills or outcomes.

Assessment Results

The best use of assessment results is to share it with faculty members and use the information as a tool for facilitating discussion about the continuous development and improvement of the curriculum or degree program. Assessment information should be used to justify things that are working well in the program or curriculum and to identify areas for development or improvement. Assessment information is of little value unless it is shared with appropriate audiences and used in meaningful ways). For this reason, all academic programs are asked to describe uses of assessment results in their annual reports.

Intended Uses of Assessment Results

- Changes in course content
- Addition / deletion of courses or changes in course sequences
- Changes in degree requirements or degree sheet options
- Changes in emphasis for new or vacant faculty positions
- Facilitate curriculum discussions at faculty meetings, curriculum meetings, and faculty retreats
- Use of assessment information to guide changes in degree programs and development of new degree program options
- Changes and to show program improvement resulting from those changes
- Changes in advising processes
- Development of academic services for students
- Development of new career exploration and career services for students
- Changes to student academic facilities such as computer labs, sciences labs, and study areas
- Development of program-based websites to provide students with academic and program information
- Sharing assessment information to alumni and industrial review boards
- Further refine the assessment methods or to implement new assessment methods

General Education Curriculum Assessment

The purpose of assessment of general education is to evaluate student achievement of institutionally recognized competencies in general education including communication, analytical, and critical thinking skills. TU students typically take general education courses throughout their undergraduate career. For this reason, general education assessment focuses on student attainment of general education competencies throughout the undergraduate curriculum and not simply at a mid-point.

The university faculty appoints a sub-committee to focus on general education assessment. The Faculty Curriculum Committee consists of five faculty members from a variety of disciplines serving each academic school. The Vice President for Academic Affairs and the Dean of Assessment and Accreditation serve the committee as *ex officio* members. The group is charged with developing and implementing a plan for assessing general education. The group has adopted a holistic approach to assessing general education, and the group's philosophy is that effectiveness of the general education program should be demonstrable across the curriculum and not only in general education courses. Assessment methods, therefore, focus on general education courses and courses in the major.

The following are the primary student learning goals for general education. General education courses must identify one or more of these as goals in the course:

- Students will be able to write and speak with clarity and precision
- Students will be able to read and listen with comprehension and with a critical spirit
- Students will build a sense of the social and ethical dimensions of all human knowledge and activity
- Students will acquire skills in both verbal and quantitative arenas given the complexity of modern information technologies and the necessity of logical thinking and critical analysis.
- Students will experience how a variety of academic disciplines approach learning and the development of knowledge

Assessment plans for the GEC are the responsibility of the Faculty Curriculum Committee with the guidance of the Dean of Assessment and Accreditation.

Developing Program Outcomes Assessment Plans

Every TU degree program must have an assessment plan that describes expected student learning outcomes for the degree program and the methods used to evaluate student achievement of those outcomes.

Basically, an assessment plan articulates what faculty expects students to know and be able to do upon degree completion. It identifies appropriate tools for evaluating the extent to which students are achieving those outcomes and describes how faculty will act on the resulting information. An assessment plan also describes how faculty will evaluate student achievement in the program's expected learning outcomes and use the information in order to work towards a continuous improvement of the academic programs.

Student Learning Outcome

Assessment starts with explicit student learning outcome statements. These statements outline what the faculty expects students to know and be able to do upon degree completion. Bloom's revised taxonomy for categorizing levels of cognitive development commonly occurring in educational settings is a useful model in which to structure educational goals. A summary of the taxonomy is below.

Competence	Skills Demonstrated
Knowledge	observation and recall of information knowledge of dates, events, places knowledge of major ideas mastery of subject matter Question/Activity Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	understanding information grasp meaning translate knowledge into new context interpret facts, compare, contrast order, group, infer causes predict consequences Question/Activity Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	use information use methods, concepts, theories in new situations solve problems using required skills or knowledge Question/Activity Cues:

	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	seeing patterns organization of parts recognition of hidden meanings identification of components Question/Activity Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	use old ideas to create new ones generalize from given facts relate knowledge from several areas predict, draw conclusions Question/Activity Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	compare and discriminate between ideas assess value of theories, presentations make choices based on reasoned argument verify value of evidence recognize subjectivity Question/Activity Cues assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

In addition to student learning goal statements, assessment criteria must be determined. These criteria explain where the knowledge or skill is taught, how it is demonstrated and at what level students are expected to achieve. Samples of student learning outcomes and assessment criteria are listed below. A sample of a student learning goal planning sheet using Bloom's Taxonomy is provided at the end of this manual.

Samples from TU programs.

Student Outcomes for English:

- Students will demonstrate familiarity with and knowledge of the literary canon.
- Students will understand and apply critical theory.
- Students will demonstrate acceptable composition skills.
- Students will demonstrate acceptable grammar skills.
- Students will create and research an original project.

Student Outcomes for Sports Management:

- Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by demonstrating foundational managerial knowledge in the context of sport.
- Graduates will demonstrate competency in effectively resolving unstructured problems and critically analyzing cases in the context of sport and recreation management.
- Graduates will demonstrate comprehension of requirements for planning, designing, and operating sport facilities.
- Graduates will demonstrate a broadened knowledge of career opportunities and qualifications for employment in the sport and recreation field.
- Graduates will demonstrate application of enhanced oral and written presentation skills integrating technology for instructional purposes.
- Graduates will successfully integrate theoretical information in practical situations associated with segments of the sport & recreation industry.

Student Outcomes for Justice Administration Fast Track:

- Adult learners will demonstrate the ability to collect and interpret data for intelligence and crime analysis.
- Adult learners will demonstrate the ability to communicate effectively, orally and written.
- Adult students will demonstrate a detailed understanding of the relationships between society, justice systems, and crime/terrorism.
- Adult learners will understand and appreciate historical influences on crime and terrorism.
- Adult learners will demonstrate the ability to analyze a contemporary problem and develop an effective solution.
- Adult learners will demonstrate an appreciation for individual and group differences in contemporary society.

What to include in Assessment Plans

The following information should be provided in the plan for program outcomes assessment. Program outcomes assessment refers to the measurement of students' achievement of program-level expected learning outcomes and the use of the results of these assessments to improve the program.

- Name of the degree program(s) covered by this assessment plan.
Every TU degree program must have an assessment plan that describes expected student learning outcomes for the degree program and the methods used to evaluate student achievement of those outcomes. Please provide the name of the author of the plan and the date the plan was approved by program faculty.
- Program Rational and Marketing Statements
What is the purpose for this degree program and who is the target market for the program? In other words, why is the program needed and who will benefit. The rational and marketing statements should guide the assessment

process. Assessment should provide feedback on the extent to which the program is accomplishing its publicly stated goals.

- Program goals and classes where goals are taught.
What are the Primary Student Learning Outcomes for this program? What do faculty members expect students will know and be able to do upon degree completion? A program may have many expected outcomes; please provide 3-5 statements of assessable student learning outcomes that program faculty believe to be most important. The plan may include more than five if it is believed that they are essential for the program or if an accreditation process requires more. However, the most important outcomes should be listed first and it is expected that reported assessment activity will reflect the relative importance of various outcomes.

In developing these goal statements, consider the curriculum – where are students “getting” this knowledge and these skills? For a program-level outcome, one assumes they might get “pieces” of it in various courses. These “pieces” may define the criteria that should be used for assessing achievement of the outcome. There may be some work (project, paper, exam) that requires students to “put the pieces together” so that their level of knowledge/skills at the program level can be assessed.

- Intended student learning Outcomes
These are basically a restatement of the program goals describing what students will know or be able to do upon degree completion.
- Methods and Assessment Criteria
What *Assessment Methods* will be used to measure student achievement of these expected outcomes? What types of activities will be used and in which class(es). If the plan is to use multiple measures for one outcome, please describe all methods. If one method will be used to assess multiple outcomes, please list that method for all expected outcomes it will be used to assess. Both direct and indirect measures can be included. Examples of direct measures (such as certification exams, subject tests) and indirect methods (exit interviews, alumni satisfaction surveys) can be considered.

What *Assessment Criteria* or standard will be expected to determine if students have met the learning goal? How will faculty determine the extent to which students have achieved the outcomes? What rubrics or other evaluation instruments will be used.

- Timetable to identify goal assessment rotations.
Please indicate the timeframe for each assessment to be conducted (each semester, annually, in alternate years).

Tips

- Include faculty members in the development of the assessment plan, particularly those involved in curriculum planning.
- Create a plan that is reasonable to implement. Use a timetable to identify annual assessments and bi-annual or tri-annual assessments.
- Send a copy of the assessment plans to the Office of Assessment and Accreditation for approval prior to new program proposal or curriculum changes.
- Assessment plans should be updated periodically to reflect program changes in expected student learning outcomes or assessment methods. Assessment plans do not need to be updated yearly.

The Dean of Assessment & Accreditation keeps on file a copy of all Program Assessment Plans for the schools, each major and each concentration. Only when a Program Assessment Plan is changed is it necessary to submit the “new” plan to the Dean of Assessment & Accreditation. “New” plans are due by July 1st each year. Reports should be submitted in Microsoft Word format and sent as an email attachment.

Sample of Program Outcomes Assessment Plans

School of Criminal Justice and Social Sciences – Assessment Plan BA – Government & National Security Major

School of Criminal Justice & Social Sciences Mission Statement

The School of Criminal Justice and Social Sciences educates our graduates for life and for work. Its undergraduate programs provide comprehensive preparation both for post-baccalaureate employment and for entry into graduate-level education in Law Enforcement, Corrections, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis, Homeland Security Administration, and Forensic Psychology. The School of Criminal Justice and Social Sciences also is committed to developing and offering educational programs of the highest quality in other domains of criminal justice, national security, forensics, and the social and behavioral sciences as the need arises.

Program Rationale/Purpose Statement

College graduates with foreign language and area studies expertise, who also have a solid grasp of national security policy, have been vital to American security interests since the United States emerged on the world stage after 1945. The need for scholars proficient in the language, history, politics, and culture of a specific region or country of the world is as strong today-if not stronger-as it was fifty years ago, and will, no doubt, be even more imperative fifty years from now.

From 1945 until 1990, the emphasis in foreign affairs was on understanding the Soviet Union, communism, and Russian culture. Today, it is on understanding the history, culture, and politics of the diverse ethnic and religious groups that reside in the Middle East. Tomorrow it may be a different area of the world. It is in the best interests of this country and the rest of the world, that the United States graduate scholars possessing an in-depth understanding of the world we live in and a firm grounding in American national security policy. A high quality international security studies program containing both of these requirements has the potential to improve the conduct of American foreign policy and make the world a more peaceful and prosperous place. Georgetown University's *Careers in International Relations* puts it best, "In the 21st century, we will expect students to acquire a knowledge of foreign societies---their histories, norms, values, aspirations, capacities and perceptions---and the language abilities to understand and reach them.

This knowledge will come from an interdisciplinary, intercultural, and multilingual education." In addition, a recent report from the College Placement Foundation says, "employers value nonacademic training and experience as highly as knowledge, principles, and practice of a particular academic discipline." (*Careers*, p.3)

Market/Recruitment Target Statement

The uncertainty of world events now and in the future has heightened the potential of a national security studies major to attract quality students in significant numbers. While the focus today is on the Middle East, the focus of America’s national security interests in the future could include North Korea, China, Russia, Pakistan, or India, to name just a few. In any of these scenarios, college graduates with areas studies and national security expertise will be required. The new Homeland Security Department has the potential to add “about 2,000 new jobs” requiring education in area studies and national security studies. (CNN.com August 21, 2002) In addition, federal, state, and local government, business, and criminal justice departments have added thousands of additional new jobs in the field of security. (*Newsweek*, December 11, 2001) A recent career publication lists over 100 job areas in government and business for students with areas studies and national security degrees. (*Careers in International Affairs*, 1997) Data from the Tiffin University Admissions Office indicate that each year approximately “85-100 students inquire about a history, political science, or language major.” In addition, a recent informal survey of “Political Processes” students at Tiffin University, over 70% responded that they would be interested in an International Security Studies major. Finally, the nature of the degree and the language requirement has the potential to attract the highest caliber of high school graduates.

Goals of the Program/Corresponding Classes

To be able to analyze, and devise solutions for, problems in national security within the framework of our instruments of national power and their use within our political/legal and policy context.	NSS 312 – History of Terrorism NSS 341 – The Intelligence Process POL 411 – American National Security Policy POL 350 – International Relations
Graduates will possess a detailed understanding of the history and culture of other part of the world.	HIS 212 – Western Society Since 1500 CUL 312 – Middle Eastern Cultures HIS 313 – History of East Asia CUL 313 – East Asian Cultures
Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America.	HIS 225 – United States Diplomatic History Since 1895 HIS 226 – United States Military History Since 1895 POL 350 – International Relations NSS 341 – The Intelligence Process POL 411 – American National Security Policy
Graduates choosing the technology option will demonstrate the ability to array and manipulate data for research and analysis purposes.	CIT 201 - Programming CIT 212 – Systems Analysis and Design CIT 315 – Database Design and Application I CIT 355 – Spreadsheet Applications for Decision Making

Graduates choosing the language option will understand a language other than English.	Partnership Courses
Graduates will understand potential careers and work expectations in the field of national security.	NSS 151 – Introduction to National Security Studies SCS 470 – Internship I
Graduates will exhibit critical multimodal communication skills.	NSS 491 – Senior Seminar in National Security Studies
Graduates will exhibit the ability to write and think critically.	NSS 491 – Senior Seminar in National Security Studies

Intended Outcomes/Assessment Criteria

Intended Outcomes 1: To be able to analyze, and devise solutions for, problems in national security within the framework of our instruments of national power and their use within our political/legal and policy context.

Assessment Criteria: A final quiz or examination in POL 411 designed to measure the following: Eighty percent of students in 3- and 4-level courses, will demonstrate, to a 3 level in the Rubric Rating Scale, a sufficient understanding of the instruments themselves, and of the enabling or limiting effects of political/legal and policy contexts, to devise reasonable and effective solutions to national security problems.

Intended Outcomes 2: Graduates will possess a detailed understanding of the history and culture of other part of the world.

Assessment Criteria: 85% of all students in the program will receive a grade of 80% or better on end of course papers in HIS 212 and CUL 312, or HIS 313 and CUL 313.

Intended Outcomes 3: Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America at home and abroad.

Assessment Criteria: 85% percent of all students will receive a grade of 80% or better on a current security problem with historical antecedent in the final quiz or examination in POL 411.

Intended Outcomes 4: Graduates choosing the technology option will demonstrate the ability to array and manipulate data for research and analysis purposes.

Assessment Criteria: 85% of all students taking this option will receive an 80% or better for final projects CIT 201, CIT 212, CIT 315, and CIT 355.

Intended Outcomes 5: Graduates choosing the language option will understand a language other than English.

Assessment Criteria: 80% of all graduates will be able to speak a foreign language at the S-1+ level and read a foreign language at the S-2 level based on scores from the Defense Language Aptitude Test to be administered during the student's senior year.

Intended Outcomes 6: Graduates will understand potential careers and work expectations in the field of national security.

Assessment Criteria: 85% of students will receive a grade of eighty percent or better on at least 6 reports assessing careers in national security for NSS 151, and one hundred percent of students in SCS 470 will complete a successful internship, as evidenced by a score of 80% or better on their personal log, in a national security agency.

Intended Outcomes 7: Graduates will exhibit critical multimodal communication skills.

Assessment Criteria: 85% of all graduates will receive an 85% or better on presentation for NSS 491.

Intended Outcomes 8: Graduates will exhibit the ability to write and think critically.

Assessment Criteria: 90% of all graduates will receive a grade of 90% or better on the final research project/paper for in NSS 491.

**School of Business – Assessment Plan
BBA – Management Major
Human Resources Management Concentration**

Program Rationale/Purpose Statement

The purpose of the Human Resources Management Concentration is to prepare the student for a successful career as a Human Resources Professional. The concentration emphasizes the skills and theories necessary to allow the graduate to become proficient in the technical and theoretical aspects of HRM and to work productively with employees at all levels of an organization. The concentration supports the educational mission of professional excellence by preparing the graduate to obtain the PHR (Professional in Human Resources) certification and by requiring an internship to give the student practical work experience.

Marketing/Recruitment Target Statement

Tiffin University encourages students interested in the human aspects of an organization to enroll in the Human Resources Management concentration. The courses in the concentration prepare students to sit for the PHR (Professional in Human Resources) certification examination. In addition, the required internship allows students to gain practical experience before graduation, encouraging them to apply what they have

learned in the classroom to real-world situations. All of this combines to prepare the graduate for a successful career as a Human Resources Professional.

Goals of the Program / Corresponding Classes

Provide students with the technical knowledge required of the Human Resources Management profession	LAW320 – Employment Law MGT317 – Human Resources Management MGT319 – Labor Relations MGT367 – Advanced Topics in HRM
Prepare students to manage problems and opportunities inherent in a diverse workforce	MGT317 - Human Resources Management MGT319 - Labor Relations MGT351 – Managing Diversity in Workplace MGT404 – Organization Theory
Develop students’ analytical skills in the context of human resources management	MGT317 - Human Resources Management MGT319 - Labor Relations MGT351 – Managing Diversity in Workplace MGT404 – Organization Theory
Give students practical experience in the human resources management profession	MGT470 - Internship

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Students will demonstrate proficiency with technical knowledge of the Human Resources Management profession.

Assessment Criteria: Student performance on homework assignments in MGT 319 and student performance on homework assignments and simulation in MGT 367. The standard is that 80% of the final homework assignments in MGT 319, 80% of the final homework assignments in MGT 367, and 90% of the simulations in MGT 367 will achieve a grade of “B” or higher.

Intended Outcomes 2: Students will demonstrate the ability to manage problems and opportunities related to diverse workforces.

Assessment Criteria: Student performance on case study assignments in MGT 351. 80% of the final case assignments will achieve a grade of “B” or higher.

Intended Outcomes 3: Students will demonstrate the ability to critically analyze current issues in Human Resources Management.

Assessment Criteria: Student performance on case analysis assignments in MGT 317. 80% of the final case analyses will achieve a grade of “B” or higher.

Intended Outcomes 4: Students will gain practical experience and conduct themselves professionally in a human resources management-related internship.

Assessment Criteria: Onsite supervisor ratings of student performance during the internship. The standard is that at least 80% of internship students will receive an overall performance evaluation of “above average” or “outstanding” from their onsite supervisor.

Goal Assessment Report

Annual Assessment Reports are required for all Tiffin University programs by the Ohio Board of Regents and the Higher Learning Commission of the North Central Association to be used for accreditation reviews.

Goal Assessment Reports for majors and concentrations are due from the Department Chairs to the School Deans by June 1st.

The School Deans must submit Goal Assessment Reports for school, majors and concentrations (along with any changed Program Assessment Plans) to the Dean of Assessment & Accreditation by July 1st. Reports should be submitted in Microsoft Word format and sent as an email attachment.

What to include in Goal Assessment Report

- Use the approved Goal Assessment Report form.
- Name of the degree program(s) assessed.
- Methods used to evaluate student achievement of the expected learning outcomes for the degree program(s).
- Numbers of individuals assessed (in each method).
- Results or findings from the assessments and how the results are interpreted relative to the programs expected student outcomes.
- Uses of assessment results – specific examples of how assessment results have been or will be acted on or used for program development.

Tips

- Check to ensure that the annual report is consistent with the assessment plan. Annual assessment reports should reflect the faculty's commitment to implementing the assessment plan for their degree program(s).
- Briefly summarize results from each assessment method and describe how these results were interpreted relative to the program's expected student outcomes. Link the assessment findings to the expected student outcomes.
- Provide examples of how faculty have used assessment information to modify or develop the curriculum, course content, teaching, or services to improve student learning in the program.
- Describe how assessment information is shared with faculty

Sample of Goal Assessment Report

<p style="text-align: center;">OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY06/07 MAJOR: SAMPLE</p>
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Section One:

Activity Statement

Our students continue to struggle with making connections between strategic planning and technology. As marketing majors, they need to be able to recognize the importance of various technological strategies for improving organizational efficiency. Prior types of assignments are just not working for both faculty and students. So we decided to institute a final paper in MKT 365 that would allow students to demonstrate their understanding in this area. A discussion was held as to the components of the paper and a grading rubric was also created. It was decided to test both the assignment and rubric in SP 07. We also spent a lot of time working on improving our internship locations for students. Too many of our students are not getting the depth of experience we were expecting. We need more variety of possible positions as well as a broader array of available locations. We worked with the Career Services Office to improve our network for internships.

(The more details the better)

Section Two:

Intended Outcome 3: Marketing graduates can analyze the organizational fit between strategy and technology; recognize and understand ways of using electronic commerce technologies to improve intra and inter-organizational marketing processes.

Assessment Criteria: At least 90% of Marketing graduates will earn an overall score of 4.0 or better on their final paper in MKT 365.

Results of Outcomes Activity:

2006-2007:	Not Met	Only 82% of the students scored a 4.0 or better. The mean score was 3.55.
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Section Three:

Analysis and Action Plan

Both instructors and students struggled with the use of the designed rubric. While learning was certainly achieved, the rubric proved difficult to apply and even harder to interpret. The department has decided to rework the paper assignment to make sure the required elements are clearly articulated so that all involved will better understand the expectations. Once the assignment is clarified, the faculty will rework the rubric to better align with the assignment components. It will again be used in MKT 365 in Sp 08. It was also decided that both the assignment details and the rubric would be given to students as part of the course syllabus. It is hoped that a better understanding of expectations will allow for an improved result. We also decided to refine our measurement needs for program goals 2 and attempt to put some type of assessment in place for next year in addition to the current goal.

(The more details the better)

(You can have as many pages as necessary to complete each section)

Assessment Data Collection Archive Files

- Keep 10% of assignment/project papers.
- Keep all capstone/committee evaluation sheets.
- Keep a copy of the original assignment/project as given to students.
- Include a copy of the grading rubrics used for assignment/project.

Sample of a Student Learning Planning Form

Bloom's Revised Taxonomy Planning Framework

		<i>Actions</i>	<i>Products</i>	<i>Learning Activities</i>
Higher-order thinking	<p><u>Creating</u></p> <p>(Putting together ideas or elements to develop an original idea or engage in creative thinking).</p>	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisement Painting	
	<p><u>Evaluating</u></p> <p>(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</p>	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive speech	
	<p><u>Analysing</u></p> <p>(Breaking information down into its component elements).</p>	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	Survey Database Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline	
Lower-order thinking	<p><u>Applying</u></p> <p>(Using strategies, concepts, principles and theories in new situations).</p>	Implementing Carrying out Using Executing	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal	

	<p><u>Understanding</u> (Understanding of given information).</p>	<p>Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining</p>	<p>Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline</p>	
	<p><u>Remembering</u> (Recall or recognition of specific information).</p>	<p>Recognising Listing Describing Identifying Retrieving Naming Locating Finding</p>	<p>Quiz Definition Fact Worksheet Test Label List Workbook Reproduction</p>	