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## Executive Summary

Tiffin University's work toward quality outcomes assessment, with oversight from the Office of Academic Excellence, Distinctiveness, and Effectiveness, has been identified in TU's strategic plan – *Pathways Forward: TU's Strategic Plan 2017-2022*. Goal 3.2.1 specifies “Conduct comprehensive and consistent outcomes assessment.” The plan further specifies the need for faculty to use data to inform and sustain the continuous improvement process and to employ an “automated system” (Taskstream) to this end. To achieve the goals detailed in the university strategic plan, the university initiated a multi-year process improvement plan focusing on outcomes assessment processes. Tiffin University's Outcomes Assessment process is built on the foundation of continuous improvement. The University Assessment Report serves as the annual reporting mechanism to detail the Outcomes Assessment activities during the academic year as well as progress made by the three (academic schools) in this area. The process of data-driven decision making is evident throughout the Cycle for Assessment of Student Learning show below.

## Overview

*Figure 1: Annual Cycle for Assessment of Student Learning.*



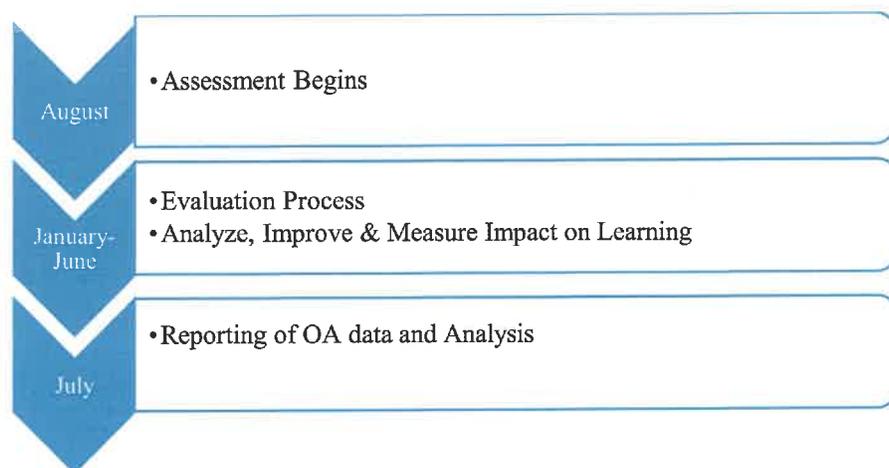
### ***“PLAN, ASSESS, RESPOND”***

The annual assessment reporting cycle provides an in-depth look at campus-wide assessment practices. Goals for the **annual cycle** and reporting process are to

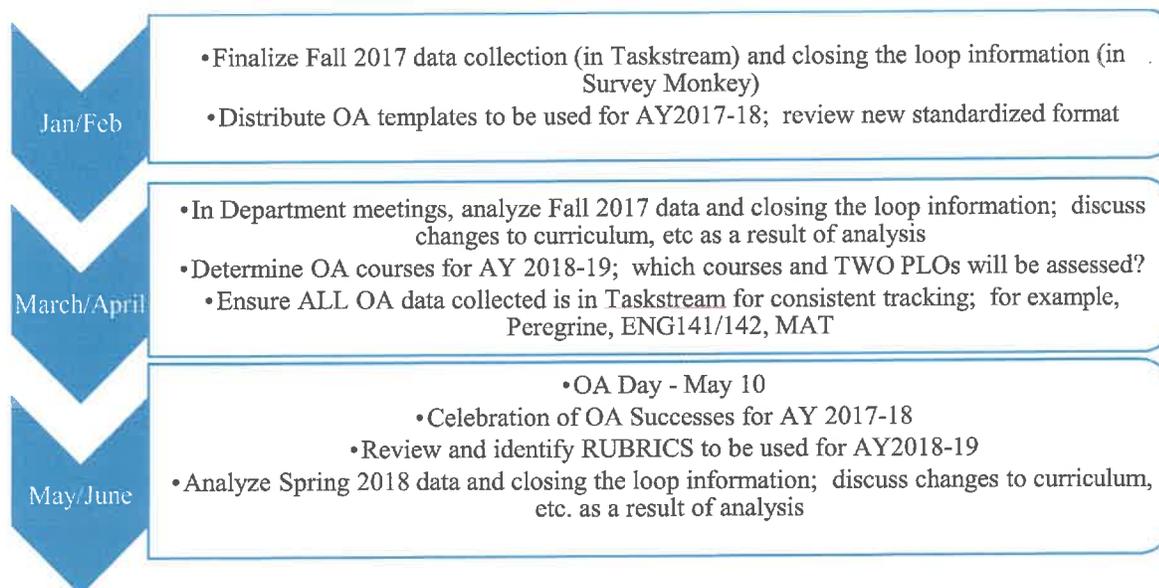
1. Highlight student learning outcomes achievement across Tiffin University
2. Determine how data are used to guide improvement in curriculum, pedagogy, and practices; and
3. Determine how to better support program level assessment practices across the university

The Annual Reporting Cycle Timeline provides a guide for the review, collection, and analysis of outcomes assessment information and data throughout the academic year. During AY 2017-18, the following timeline was developed and communicated to all faculty:

**Figure 2: Annual Reporting Cycle Timeline.**



**Figure 3: Spring 2018 Key Tasks and deliverables.**



All assessment activities are overseen through the university-level Outcomes Assessment Committee which is comprised of two members from each academic school as well as one at-large member. The committee is chaired by the Vice Provost of Academic Excellence,

Distinctiveness, and Effectiveness. Monthly meetings are held to discuss key outcomes assessment initiatives in addition to planning the annual Outcomes Assessment Day in which all fulltime faculty come together to review, analyze, and discuss assessment activities from the academic year. The AY2017-18 Outcomes Assessment Committee was comprised of the following members:

Chair: Dr. Kristina Collins, Vice Provost for Academic Excellence, Distinctiveness, and Effectiveness

School of Arts and Sciences faculty: Dr. Terry Collins, Robin Dunlap

School of Business faculty: Dr. Bonnie Tiell, Teresa Miller

School of Criminal Justice and Social Sciences faculty: Dr Erin Dean, Steve Borawski

Ex-officio: Dr. Peter Holbrook, Provost

In AY2017-18, a new process was implemented to have OA lead faculty assigned in each academic school. The role of the OA lead faculty was to serve as the primary communication point of contact for all school OA activities. Monthly reports were sent from the OA office to the OA lead faculty to update them on the status of data entry into Taskstream as well as to field all OA questions. The OA lead faculty for AY2017-18 are as follows:

Dr. Aaron Burton, School of Arts and Sciences

Diego Hernandez, School of Business

Dave Selnick, School of Criminal Justice and Social Sciences

Due to the importance of this continuous improvement initiative, a common practice has risen in higher education to do “institutional self-assessment” - evaluating the effectiveness of assessment practices on campus (Banta and Palomba, 2015). Academic year 2017-18 showed considerable progress towards a Best in Class outcomes assessment function as described in the

State University of New York Council on Assessment (SCOA Institutional Effectiveness Rubric). The goal of our continuous improvement processes is to achieve “Excelling” status on all Design, Implementation, and Impact elements as detailed below.

For the past several years, TU faculty have been busy with the articulation of program learning outcomes, program-level mission statements, and the selection of “assessment courses” in the interest of doing qualified program outcomes assessment. Even though the impetus for this work is grounded in meeting the criteria for the Higher Learning Commission (HLC), many TU faculty have come to realize the importance of outcomes assessment (OA) as a tool for professional self-reflection and continuous improvement. TU’s assessment efficacy is considered on the basis on the three major aspects of the SCOA Institutional Effectiveness Rubric:

### **Design**

- **Plan:** The institution maintains formal assessment plans for each academic program leading to a degree.
- **Outcomes:** Measurable outcomes have been articulated for the institution as a whole and within individual academic programs.
- **Alignment:** More specific subordinate outcomes are aligned with broader, higher-level outcomes.

### **Implementation**

- **Resources:** Campus resources are adequate to support assessment activities.
- **Culture:** All members of the faculty are involved in academic assessment.
- **Data Focus:** Data from multiple sources and measures are considered in assessment.
- **Sustainability:** Assessment is conducted regularly and is sustainable over the long term.

- **Monitoring:** Mechanisms are in place to systematically monitor the implementation of the assessment plan.

**Impact**

- **Communication:** Assessment results are readily available to all parties with an interest in them.

- **Strategic Planning and Budgeting:** Assessment data are routinely considered in strategic planning and budgeting.

Table 1 below presents the overview of TU’s assessment program as of 2016-17 and based on the criteria set forth by the SCOA Institutional Effectiveness rubric. The four levels of measurement on the rubric include level 0: Not Evident, Level 1: Emerging, Level 2: Proficient, and Level 3: Excelling. Table 1 presents each of the rubric’s criteria with the score and description included.

**Table 1: An analysis of TU's Academic Outcomes Assessment Program as of AY2017-18 as compared with AY2016-17.**

ASPECT	ELEMENT	GOAL	AY 2016-17 LEVEL ACHIEVED	AY2017-18 LEVEL ACHIEVED	CONTINUOUS IMPROVEMENT INITIATIVES IMPLEMENTED & RESULTS - AY 2017-018
<b>DESIGN</b>	<b>Plan</b>	The institution maintains formal assessment plans for each academic program leading to a degree.	<u>Level 1: Emerging.</u> Some, but not all functional areas/units conduct assessment systematically. There are no standards for assessment set by the institution.	<u>Level 2: Proficient.</u> All functional areas/units conduct assessment systematically and may have written policies to guide the process. There is no overall institutional plan that serves to coordinate use of assessment data to improve institutional effectiveness.	ALL academic programs collected and analyzed assessment data during AY2017-18. The assessment process for academic programs is outlined in the university Assessment Manual. Additionally, during AY2017-18, a standardized template was developed for reporting OA data and analysis from each of the academic schools. This template facilitated streamlined analysis and straightforward identification of areas for improvement.
	<b>Outcomes</b>	Measurable outcomes have been articulated for the institution as a whole and within individual academic programs.	<u>Level 2: Proficient.</u> All academic programs have outcomes statements, but not all of these are stated in terms that link to measurement operations.	<u>Level 2: Proficient.</u> All academic programs have outcomes statements, but not all of these are stated in terms that link to measurement.	ALL academic programs have articulated outcome statements, but several of these have not been revisited since 2015. During AY2018-19, there is a plan to work with each program at the departmental level to review, revise, and document the currency and the measurability of program learning outcomes.
	<b>Alignment</b>	More specific subordinate outcomes are aligned with broader, higher-level outcomes.	<u>Level 0: Not Evident.</u> Course/program outcomes are not mapped to or aligned with higher level outcomes nor are they shown to be related to institutional mission, goals, or values.	<u>Level 1: Emerging.</u> Alignment of outcomes has been achieved in some but not all areas/units.	With the development and implementation of university-level Core Competencies of a TU Graduate, this alignment process began in AY 2017-18, but will continue in a directed and systematic manner during AY2018-19.

ASPECT	ELEMENT	GOAL	AY 2016-17 LEVEL ACHIEVED	AY2017-18 LEVEL ACHIEVED	CONTINUOUS IMPROVEMENT INITIATIVES IMPLEMENTED & RESULTS - AY 2017-018
<b>IMPLEMENTATION</b>	<b>Resources</b>	Campus resources are adequate to support assessment activities.	<u>Level 2: Proficient.</u> There is budgetary support of assessment activities within units that conduct assessment but there is no overall institutional plan for providing the full range of resources to support assessment.	<u>Level 3: Excelling.</u> The institution and each area/unit has made a commitment to assessment and provides all necessary resources for assessment.	Substantial budget allocation for assessment occurred during AY 2017-18 with the following results: 1) Academic Affairs funding of twelve (12) academic leaders to attend the IUPUI Assessment Institute to gain high impact assessment knowledge as well as establish a culture of assessment on the campus. 2) The use of Taskstream was expanded to include utilization of Aqua for peer-reviewed scoring of assessment artifacts. Pilot sessions were held in summer 2018, but wider implementation during AY 2018-19. 3) Budgetary allowance for the use of Peregrine assessments for key School of Business programs. This will be continued for AY 2018-19. 4) The addition of a Coordinator of Academic Excellence & Effectiveness to work in collaboration with the Vice Provost of this area.
	<b>Culture</b>	All members of the faculty are involved in academic assessment.	<u>Level 1: Emerging.</u> Some units involve faculty/staff in assessment planning and collection and review of data.	<u>Level 2: Proficient.</u> All units involve all faculty/staff in some aspect of assessment, planning data collection, and/or review of data.	The annual OA Day was held in May 2018 and all faculty attended with the goal of reviewing and analyzing all OA data from AY2017-18. Additionally, an OA rep from each of the three academic schools were established to facilitate the discussion and review of OA data.
	<b>Data Focus</b>	Data from multiple sources and measures are considered in assessment.	<u>Level 2: Proficient.</u> All units collect some combination of direct and indirect evidence to assess performance.	<u>Level 2: Proficient.</u> All units collect some combination of direct and indirect evidence to assess performance.	This will continue to be an area of focus, specifically to identify indirect measures.
	<b>Sustainability</b>	Assessment is conducted regularly and is sustainable over the long term.	<u>Level 1: Emerging.</u> The institution can document that sustainable assessment activity is regularly occurring within several units, but assessment practices are either not universal or not sustainable for the long term.	<u>Level 1: Emerging.</u> The institution can document that sustainable assessment activity is regularly occurring within several units, but assessment practices are either not universal or not sustainable for the long term.	AY 2017-18 was a year of continuing to formally assess two (2) program-level outcomes for each academic program. This was done to ensure a manageable workload for the programs as the use of Taskstream was maximized and also as other OA process improvements were put in place. AY 2018-19 will see an increase in the number of PLOs assessed in each program with the goal of ALL PLOs being assessed with data collected every year, this ensuring a continuous trend of data for analysis and improvements.

ASPECT	ELEMENT	GOAL	AY 2016-17 LEVEL ACHIEVED	AY2017-18 LEVEL ACHIEVED	CONTINUOUS IMPROVEMENT INITIATIVES IMPLEMENTED & RESULTS - AY 2017-018
<b>IMPACT</b>	<b>Monitoring</b>	Mechanisms are in place to systematically monitor the implementation of the assessment plan.	<u>Level 0: Not Evident.</u> There is little evidence that the institution has in place an effective systematic monitoring of the implementation and quality of assessment activities.	<u>Level 1: Emerging.</u> Assessment plans are in place. Systematic monitoring of the quality and implementation of assessment activities is occurring within some units, but not others. There is little evidence of institutional level monitoring of assessment activities.	During AY2017-18, the SCOA Institutional Effectiveness Rubric was initiated to formally assess the quality of OA activities. As shown in this chart, a baseline was established for OA activities in AT2016-17, and with continuing quality assessment for AY2017-18. This practice will continue for Ay2018-19. Additionally, an Institutional Self-Assessment Rubric was developed for academic program to determine the quality of the OA processes in their programs. Use of this rubric was initiated with the university-level Outcomes Assessment Committee in AY2017-18 and will be expanded to use in all departmental meetings in the fall of 2018.
	<b>Communication</b>	Assessment results are readily available to all parties with an interest in them.	<u>Level 0: Not Evident.</u> Assessment results, those that exist, live in the individual unit and aren't broadly communicated.	<u>Level 1: Emerging.</u> Assessment results are owned by the functional area and are shared with others on an as-needed basis.	AY2017-18 saw increased communication about assessment results through the designation of an OA representative in each academic school who served as the primary conduit for OA information. Additionally, results from the School of Business use of Peregrine were shared with the entire faculty during the OA Day in May 2018. An intentional effort to increase OA communication is in place for AY2018-19 with OA discussions placed on the agenda for every academic department's monthly meeting as well as an OA celebration of OA achievements to be held for all faculty at the end of each semester.
	<b>Strategic Planning and Budgeting</b>	Assessment data are routinely considered in strategic planning and budgeting.	<u>Level 0: Not Evident.</u> Assessment data stay within the area in which they were collected. They do not factor into institutional strategic planning and budgeting.	<u>Level 1: Emerging.</u> One or more units use assessment results in budgetary requests and/or to inform strategic planning.	The School of Business initiated Peregrine assessments for key business programs during AY2017-18. This rollout included budgetary requests to continue utilization of Peregrine in AY2018-19 to provide trend data for analysis.

	<b>Closing the Loop</b>	Assessment data have been used for institutional improvement.	<u>Level 1: Emerging.</u> There is evidence that assessment results are occasionally used for institutional improvement.	<u>Level 1: Emerging.</u> There is evidence that assessment results are occasionally used for institutional improvement.	Closing the loop is a key focus area for AY2018-19 with some progress made in AY2017-18. Departmental level discussions will be facilitated to ensure that analysis and continued improvements are monitored. A formal schedule of monitoring will also be instituted in AY2018-19.
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As seen in Table 1, Tiffin University has made measurable progress with improvements in our OA program for academic programs. Of the 11 total areas evaluated by the SUNY rubric, six areas “1,” or “emerging,” For **Design/Plan**, all academic programs leading to a degree conduct at least some assessment and there are also written standards for OA set by the institution. Under **Implementation/Culture**, most academic programs involve both full- and part-time faculty in the assessment process, including the articulation of program-level outcomes, design of scoring rubrics, selection of assessment courses, and the actual evaluation of students within the Taskstream system. For **Implementation/Sustainability**, it is clearly documented with Taskstream that assessment is conducted each academic year, but, overall, assessment is still not consistent or regular. Finally, for **Impact/Closing the Loop**, there is some evidence that assessment results are occasionally used for institutional improvement, but improvement could be made.

Four areas on the SUNY rubric scored a “2,” or “proficient.” For **Design/Outcome**, while all units have outcome statements, not all are stated in terms that link to measurable operations. For **Implementation/Data Focus**, all academic programs do collect some combination of direct and indirect evidence to assess student learning and performance.

Finally, one area, **Implementation/Resources**, scored a “3” on the SUNY rubric to reflect the university’s commitment of resources to the achievement of outstanding outcomes

assessment. This also reflects s shift to create a culture of assessment throughout all academic areas of the university.

In addition to the continuous improvements in outcomes assessment in AY2017-18 as shown above in Table 1, there are a few additional successes that should be highlighted to illustrate the diligent efforts of all involved to make OA “Best in Class” at Tiffin University.

Table 2 details these initiatives introduced or enhanced last academic year.

**Table 2: Additional Outcomes Assessment Improvement Initiatives, AY2017-18**

<b>Improvement Initiative</b>	<b>Result of Initiative</b>
Creation of the Academic Excellence, Distinctiveness, and Effectiveness(AEDE) area under the Academic Affairs division.	A new Vice Provost of AEDE was appointed to provide oversight to Outcomes Assessment, the Center for Innovative Teaching & Learning, and the Pfeiffer Library. This heightens the level of visibility for all OA processes and provides a direct link to the Provost.
Creation of a dedicated OA faculty representative from each academic school.	Streamlined the communication about OA processes and results.
Monthly reports to each academic school were instituted.	Allowed school leadership to regularly monitor OA data submissions.
Taskstream trainings were held at several times throughout the academic year. Additionally, Taskstream user materials were developed.	All school leaders were trained in using Taskstream. User guides were also developed for faculty to submit OA data as well as for school leaders to prepare reports using the system. 100% of data was submitted for identified PLOs during AY2017-18.
A Current/Future State report was developed for Outcomes Assessment.	Allowed for a benchmarking of our OA processed against the SUNY rubric and also allowed us to develop our preferred future state per the rubric guidelines.
A new format for the annual university OA Day was developed to include a ‘help desk’ area for faculty to seek assistance with OA data entry.	All full-time faculty attended OA Day in May, 2018. The day highlighted OA successes in the academic schools. It also served as a working session for OA rubric review and selection. Finally, several faculty

	engaged with OA staff to get assistance for OA questions.
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### **Use of Taskstream in Outcomes Assessment**

Taskstream is a comprehensive assessment management system that is divided into two parts – Learning Achievement Tools (LAT) and Accountability Management System (AMS). LAT is the direct interface with the University’s learning management system (LMS) – Moodle – and is used to collect evidence of student achievement, score student work with rubrics, and analyze performance by outcome or assignment. AMS is used to manage documents, data, and workflow. Faculty can identify and align learning outcomes, create curriculum maps and build assessment plans, as well as document findings. The information that goes into AMS constitutes the majority of the actual assessment process for faculty and documents everything from the mission statement of the program all the way to changes that will be made to courses and the program itself. The body of this report presents this material that comes almost exclusively from AMS. Taskstream is set up for the selection of “assessment courses” within which direct artifacts of student learning are selected and this work is scored against criteria within rubrics.

For AY2017-18, each academic program chose two (2) program learning outcomes (PLOs) to collect data on student achievement. This resulted in the following course being used in Taskstream for data collection and analysis. To highlight the progress made in outcomes assessment data collection and analysis, Table 3 shows the number of assessment courses reported by program for AY2017-18 (current year) and for AY2016-17 (previous year). Due to a more focused effort to work with the academic schools, there was a significant increase in the number of OA courses identified and data collected than in the previous year.

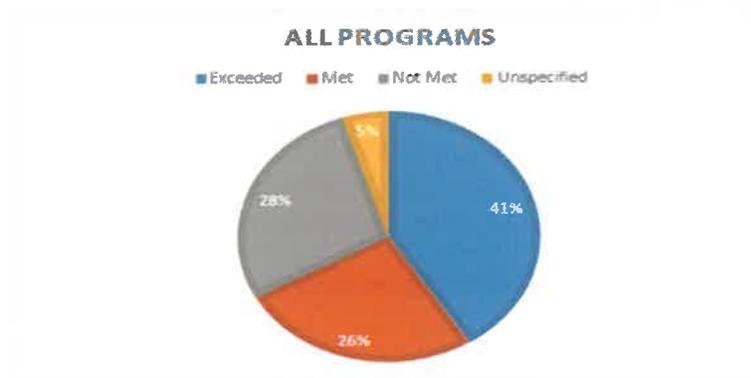
*Table 2: Assessment Courses Reported by Program and School for 2017-18.*

Academic Program	Total Number of Assessment Courses in Taskstream	
	AY2017-18	AY 2016-17
<b>School of Arts and Sciences (SAS)</b>		
BA Arts Entrepreneurship	2	0
BA Communication	4	2
BA English	3	1
BA General Science	2	2
BA History	1	0
BA Professional Music	1	0
BS Exercise Science	2	1
BS Forensic Science	2	1
BS Healthcare Administration	9	10
BS Information Technology	2	2
BS Mathematics	3	0
Master of Education	9	1
Master of Humanities	2	3
<b>SAS Total</b>	<b>42</b>	<b>23</b>
<b>School of Business (SOB)</b>		
BBA Accounting	3	2
BBA Computer Information Systems	3	0
BBA Finance	2	0
BBA Management	2	2
BBA Marketing	2	0
BBA Sports Recreation Management	2	0
MBA	4	3
<b>SOB Total</b>	<b>18</b>	<b>7</b>
<b>School of Criminal Justice and Social Sciences (CJSS)</b>		
Associate in Law Enforcement	0	0
BA Cyber-Defense and Information Assurance	2	0
BA Government and National Security	4	0
BA Psychology	7	3
BCJ Core	4	2
BCJ Corrections	3	0
BCJ Criminalistics	3	0
BCJ Digital Forensics	2	0
BCJ Forensic Psychology	4	0
BCJ Homeland Security and Terrorism	1	0
BCJ Justice Administration	0	0
BCJ Law Enforcement	2	0

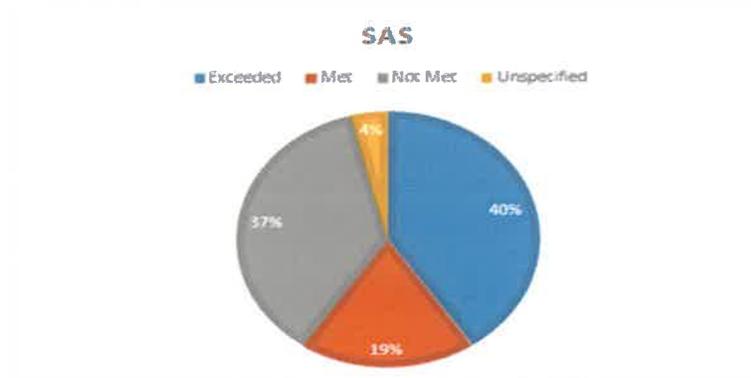
MS Criminal Justice	14	13
MS Psychology	6	0
<b>CJSS Total</b>	<b>52</b>	<b>18</b>
<b>University Total</b>	<b>112</b>	<b>48</b>

For AY2017-18, all academic programs assessed determined if their Acceptable Target Levels were achieved. The Figures below detail the percentages that were achieved.

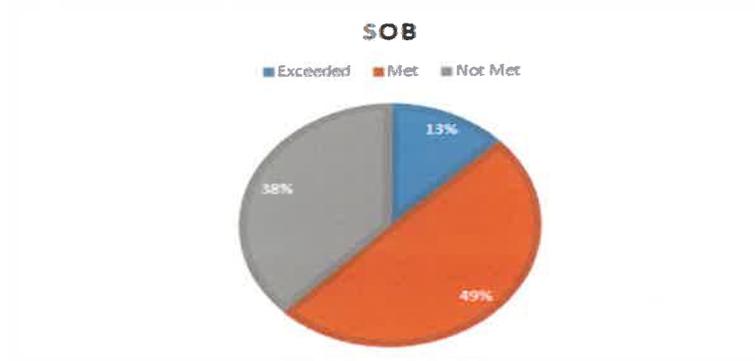
*Figure 4: University-wide Achievement of Acceptable Target Levels*



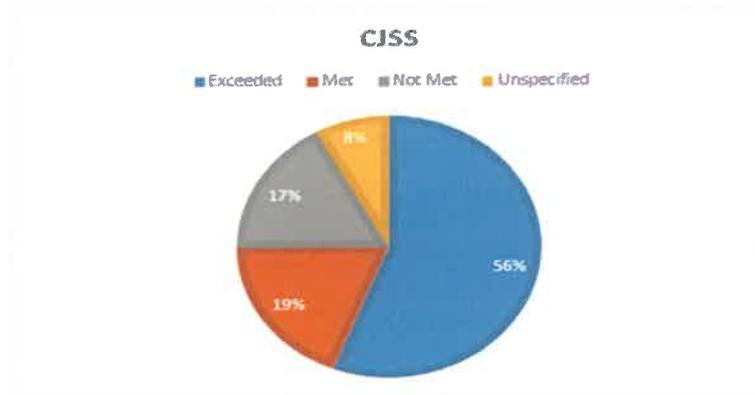
*Figure 5: School of Arts and Sciences Achievement of Acceptable Target Levels*



*Figure 6: School of Business Achievement of Acceptable Target Levels*



*Figure 7: School of Criminal Justice and Social Sciences Achievement of Acceptable Target Levels*



Of the assessment courses reported by program and schools, Table 4 details:

- 1- Outcomes that **EXCEEDED** acceptable target achievement
- 2- Outcomes that **MET** acceptable target achievement
- 3- Outcomes that did **NOT MEET** acceptable target achievement

*Table 3: Assessment Courses and Acceptable Target Achievements for 2017-18.*

Academic Program	Outcome	Acceptable Target	Acceptable Target Achievement
Associate of Criminal Justice - Law Enforcement	Identify key concepts in policing and criminal justice	Collective average of 3/4 on the rubric.	<b>Exceeded</b>
Bachelor of Arts (B.A.) degree in Cyber-Defense &	Critical thinking	80% of students will score 90% or better on the final exam.	<b>Exceeded</b>

Information Assurance			
Bachelor of Arts (B.A.) degree in Cyber-Defense & Information Assurance	Understanding the process of digital forensics	80% of students will score 90% or better on the final exam.	<b>Exceeded</b>
Bachelor of Arts (B.A.) degree in Cyber-Defense & Information Assurance	Devise solutions for problems in national security	3/4 on the assigned rubric.	<b>Exceeded</b>
Bachelor of Arts (B.A.) degree in Government & National Security	Core -- historical and cultural context	Collective average of 3/4 on the rubric	<b>Exceeded</b>
Bachelor of Arts (B.A.) degree in Government & National Security	Core -- complex reasoning and analysis of national power instruments	3/4 on the rubric	<b>Exceeded</b>
Bachelor of Criminal Justice Corrections	Constitutional Rights of Prisoners	80% of students will receive a final grade of B or better.	<b>Exceeded</b>
Bachelor of Criminal Justice Criminalistics	Crime scene protocols	Collective average of 3/4 on a rubric.	<b>Exceeded</b>
Bachelor of Criminal Justice Criminalistics	Application, evaluation and synthesis of evidence	Collective average of 3/4 on a rubric.	<b>Exceeded</b>
Bachelor of Criminal Justice Digital Forensics	Critical thinking	80% of students will score a 3/4 on the rubric.	<b>Exceeded</b>
Bachelor of Criminal Justice Digital Forensics	Applying digital forensic tools	80% will score at least a 3/4 on the rubric.	<b>Exceeded</b>

Bachelor of Criminal Justice Homeland Security/Terrorism	Problem-solving Strategies	Collective average of 3/4 on the rubric.	<b>Exceeded</b>
Bachelor of Criminal Justice Law Enforcement	Law Enforcement Role in Society	Collective average of 3/4 on the rubric.	<b>Exceeded</b>
Bachelor of Criminal Justice Law Enforcement	Law Enforcement Operations	Collective average of 3/4 on the rubric.	<b>Exceeded</b>
Communication	Develop an understanding of the different forces that shape the news	4/5 on the rubric	<b>Exceeded</b>
Communication	Develop skills in effective media writing	Collective average will be 80%	<b>Exceeded</b>
Exercise Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	It is expected that 70% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)	<b>Exceeded</b>
Exercise Science	Students will identify, assess, and develop individualized exercise tests based on the patient population employed	It is expected that 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)	<b>Exceeded</b>
Forensic Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	70% of majors will score at 70% or better on the rubric	<b>Exceeded</b>
Forensic Science	Students will use knowledge of effective verbal and nonverbal techniques to enhance learning and engagement in exercise science settings as well as to foster relationships with colleagues, clinicians, and community agencies to	Students will pass with an 70% or better based on the rubric	<b>Exceeded</b>

	support the students' professional growth and well being		
Healthcare Administration	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.	The average results for HCA 301 Week 7 Assignment Small Group Project will be at least 70%.	<b>Exceeded</b>
Master of Business Administration (MBA)	Students will demonstrate the ability to communicate clearly and professionally	80% of all participating students will achieve 90% or higher on the MAT 513 final project and presentation.	<b>Exceeded</b>
Master of Education	2. Creating Learning Environments Students will be able to assess student profiles and make appropriate determinations to create optimal learning environments.	The collective average of all participants on this assignment will be 4/5 on the scoring rubric created for this assignment.	<b>Exceeded</b>
Master of Education	11. Researching Solutions Successful program completers demonstrate effective research toward organizational resolutions.	Collective average on grading rubric of 4/5.	<b>Exceeded</b>
Master of Education	12. Administrative Processes Successful program completers are able to design administrative processes that lead to holistic learning environments.	Student average of 4/5 on course rubric.	<b>Exceeded</b>
Master of Education	12. Administrative Processes Successful program completers are able to design administrative processes that lead to	Collective student average of 4/5 on course rubric.	<b>Exceeded</b>

	holistic learning environments.		
Master of Science (M.S.) degree in Criminal Justice	Software and databases in crime analysis	Collective average of 3/4 on the rubric.	<b>Exceeded</b>
Master of Science (M.S.) degree in Criminal Justice	Legal and Ethical Systems	Collective average of 3/4 on the rubric	<b>Exceeded</b>
Master of Science (M.S.) degree in Criminal Justice	Legal and ethical systems	Collective average of 3/4 on the rubric.	<b>Exceeded</b>
Master of Science (M.S.) degree in Psychology	1.1 Modern psychological concepts Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices	Collective average of 3/4 on the rubric	<b>Exceeded</b>
Master of Science (M.S.) degree in Psychology	1.1 Modern psychological concepts Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices	Collective average of 3/4 on the rubric	<b>Exceeded</b>
Master of Science (M.S.) degree in Psychology	1.5 Original project Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline	Collective average of 3/4 on the rubric	<b>Exceeded</b>

Sports and Recreation Management	Outcome #5 Students will demonstrate professionalism in an experiential learning scenario	3/4 on the scoring rubric	<b>Exceeded</b>
Accounting	Outcome 3 Graduates will demonstrate knowledge of an accounting information system.	3/4 on the rubric	<b>Met</b>
Bachelor of Arts (B.A.) degree in Psychology	5. Students will illustrate the ability to communicate professionally through academic writing and presentations.	3/4 on the rubric	<b>Met</b>
Bachelor of Criminal Justice Core	Legal Rights	Students will pass final exam with an 80% or better.	<b>Met</b>
Bachelor of Criminal Justice Forensic Psychology	Research skills	Cumulative score for the final research project of 3.5	<b>Met</b>
Bachelor of Criminal Justice Forensic Psychology	Communication	A score of 3.5 in FOR 460 on presentations	<b>Met</b>
BS Mathematics	Mathematical Understanding	Increase in post test scores	<b>Met</b>
Finance	Constrained Optimization	65% of all participating students in ECO 422 will score a C or better on the final exam.	<b>Met</b>
Healthcare Administration	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.	The average results for HCA 318 Week 4 Assignment: Pay for Performance Chart will be at least 70%.	<b>Met</b>

Healthcare Administration	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.	The average results for HCA 318 Week 5 Group Assignment ADDIE will be at least 70%.	<b>Met</b>
Information Technology	Program Learning Outcome 4 Develop, modify, and enhance network infrastructure through understanding of Cisco OS concepts and devices.	80% of the students will receive a 70% or better on the exam.	<b>Met</b>
Management	Management Learning Outcome #2 The students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior	Collective average of 3/4 on the scoring rubric.	<b>Met</b>
Marketing	Marketing Outcome #8 Students will apply marketing knowledge to new and concrete situations.	Collective average of 3/4 on the rubric	<b>Met</b>
Marketing	Marketing Outcome #8 Students will apply marketing knowledge to new and concrete situations.	3/4 on the scoring rubric for internships.	<b>Met</b>
Master of Business Administration (MBA)	Proficiency of Business Practices	75% of all participating students will score 90% or higher on the accounting cost system exam.	<b>Met</b>
Master of Education	1. Legal Issues Students will identify legal issues and create recommendations to resolve the issues.	The collective average of all participating students on this assignment will be a 4/5 on the scoring rubric created for this assignment.	<b>Met</b>

Master of Education	2. Creating Learning Environments Students will be able to assess student profiles and make appropriate determinations to create optimal learning environments.	The collective average for students taking this course will be a 4/5 on the course rubric.	<b>Met</b>
Master of Science (M.S.) degree in Criminal Justice	Research Skills	Collective average of 3/4 on the rubric.	<b>Met</b>
Master of Science (M.S.) degree in Criminal Justice	Capstone Project	Collective average of 3/4 on the rubric.	<b>Met</b>
Master of Science (M.S.) degree in Psychology	1.1 Modern psychological concepts	Collective average of 3/4 on the rubric	<b>Met</b>
Sports and Recreation Management	Outcome #3 Students will demonstrate the ability to professionally communicate through academic writing	3/4 on the rubric	<b>Met</b>
Master of Business Administration (MBA)	Proficiency of Business Practices	80% of participating students will score 90% or higher on the final capstone paper.	<b>Met</b>
Accounting	Outcome 5 Students will demonstrate knowledge of costing systems and decision making techniques.	3/4 on the rubric	Not Met
Bachelor of Arts (B.A.) degree in Psychology	3. Students will employ multicultural awareness, knowledge, and competence.	3.5/4 on the scale	Not Met
Bachelor of Arts (B.A.) degree in Psychology	4. Students will apply theories and practices in the helping professions.	Collective average of 3.5 on the rubric.	Not Met

Bachelor of Criminal Justice Core	Criminal Justice System	Students will receive a final JUS110 course grade of 80% or better.	Not Met
Bachelor of Criminal Justice Corrections	Analyze Historical and Modern Approaches	Collective average of 3/4 on the rubric.	Not Met
Bachelor of Criminal Justice Forensic Psychology	Research skills	Collective average of 3.5 on the rubric.	Not Met
Computer and Information Systems	Outcome 2 Students will demonstrate an understanding of management and support issues in information systems.	80% of Students will achieve a 3 out of 4 on the rubric	Not Met
Computer and Information Systems	Outcome 5 Students will apply problem skills in order to communicate solutions to support users.	80% of students will achieve a 3 out of 4 on the rubric	Not Met
Finance	Financial Markets	80% of all participating students will score a B or better on their course final exams in FIN 314, 421, and 426.	Not Met
Forensic Science	2 Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	80% of students will score 20th percentile or better on the national ACS INSTRUMENTAL exam as the final	Not Met
Forensic Science	3 Students will identify, assess, and develop individualized exercise tests based on the patient population employed	80% of students will score 10th percentile or better on the national ACS BIOCHEM exam	Not Met

Healthcare Administration	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.	The average results for HCA 301 Week 1 Assignment Essay will be at least 70%.	Not Met
Healthcare Administration	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.	The average results for PHI 307 Week 2 Assignment Essay will be at least 70%.	Not Met
Healthcare Administration	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.	The average results for HCA 362 Week 7 Final Summary Paper will be at least 70%.	Not Met
History	Students will demonstrate the ability to trace the evolution of historical thought.	Collective average of 4/5 on the scoring rubric	Not Met
Information Technology	Program Learning Outcome 5 Apply knowledge of computer security.	Collective average of 80% of all participating students.	Not Met
Management	Management Learning Outcome #7 The students will interpret ethical theory related to political and social issues within an organization that require new and different legal/ethical responses	Collective average of 3/4 on the rubric.	Not Met
Master of Business Administration (MBA)	Proficiency of Business Practices	80% of all participating students will score 90% or higher on the final ethics paper.	Not Met
Master of Education	9. Digital Theoretical Content Knowledge	Course completes will earn a 4/5 average on a	Not Met

		rubric designed for this assessment.	
Master of Education	11. Researching Solutions	Students will earn an average of 4/5 on the course rubric.	Not Met
Master of Science (M.S.) degree in Criminal Justice	Types and functions of crime analysis	Collective average of 3/4 on the rubric.	Not Met
Professional Music	Students will demonstrate proficiency in writing and arranging music in multiple styles for various ensembles	Collective average of 3/4 on the scoring rubric.	Not Met
Sociology	Sociological Imagination	The collective average of all participating Soc 360 students on this assignment will be 4/5 on the scoring rubric for this assignment.	Not Met

The overwhelming achievement of acceptable target levels indicates a focused effort by the academic schools to ensure that students are learning what we say they are learning. It is a positive sign that most program outcomes assessed this academic year were indicative of these efforts. For the program-level outcomes that did not meet acceptable achievement levels, the office of outcomes assessment will work with the individual schools to develop action plans for the upcoming academic year to ensure that acceptable target levels are achieved or to discuss if the measures should be revised or other measures chosen. These will be closely monitored in AY2017-18.

## Summary and Looking Ahead

Much progress has occurred during AY2017-18 to move Outcomes Assessment at Tiffin University to a best in class status. These highlights are detailed in Tables 1 and 2 as shown above. To build on this momentum and to direct Outcomes Assessment activities into the coming AY2018-19, several key initiatives will be implemented that will further enhance the effectiveness of the processes and also demonstrate a commitment to continuous improvement. These initiatives are shown below:

*Table 4: Key Outcomes Assessment Initiatives for AY2018-19*

<b>Improvement Initiative</b>	<b>Expected Result of Initiative</b>
Monthly OA discussions and activities at the academic department level with guidance from the Coordinator of Academic Excellence. These activities will focus on the following topics: review of program mission statements and PLOs, review of program curriculum maps, updating OA rubrics, closing the loop plans.	Increased awareness and discussion about outcomes assessment at the programmatic level. This achieves the goal of ownership of outcomes assessment processes at the program and school level with continuous and direct involvement of faculty and school leaders. These conversations and activities will also result in a complete review of all assessment plan components to ensure all are accurate and up-to-date
Monthly Outcomes Assessment and Taskstream training sessions held through the Center for Innovative Teaching and Learning.	Enhanced knowledge of OA processes and their relevance to student learning. Additionally, a higher level of competence for faculty with utilizing the Taskstream system for OA reporting.
Outcomes Assessment updates at the annual full faculty meetings.	By placing Outcomes Assessment on the agenda for every month's full faculty meeting, updates can be provided as well as any questions answered in a timely manner.
Development of several Outcomes Assessment reporting tools to assist programs in monitoring OA activity.	Increased ownership by programs and schools by providing relevant and timely information regarding OA.
Implementation of Aqua through the Taskstream system.	Provide direct assessment of student work. Assessment sessions will be held to assess student work with groups of faculty trained in the used of assigned rubrics.

## **School Outcomes Assessment Reports for AY2017-18**

The following pages contain the outcomes assessment reports from the individual Schools at TU – School of Arts & Sciences, School of Business, and School of Criminal Justice and Social Sciences. Each school report begins with statements from the school Dean and then followed up with the actual reports from AMS.

The layout of this report includes:

- Category (Location of the information in AMS)
  - Departmental Goals (Mission Statement)
  - Learning Outcomes (Program Learning Outcomes)
  - Techniques and Target Groups (Assessment Plan)
  - Analysis of Results (Assessment Findings)
  - Provisions for Administration (Key/Responsible Personnel in Assessment Findings)
  - Use of Information (Reflections/Notes in Assessment Findings)
  - Time Line (Implementation Plan – Timeline – In Operational Plan)
  - Assessment Evaluation (“Assuring Quality” rubric)
  - Curricular Map (Curriculum Map under Standing Requirements in AMS)
  - Assessment Cycle (See Program Learning Outcomes and Assessment Cycle below)

**2016 – 17 School of Arts & Sciences (SAS) Program Assessment**  
**(Dean Joyce Hall-Yates)**

**School of Arts & Sciences Mission Statement**

The School of Arts and Sciences engages the University's intellectual community in the full richness and depth of the human experience

- SAS provides a common, cohesive understanding of the foundations and directions of human thought as represented in the liberal arts and sciences and develops the skills to form and communicate ideas, beliefs, and knowledge for all Tiffin University students.
- SAS offers majors grounded in the arts and sciences that develop within each student the intellectual skills and abilities required for a successful professional career or admission to graduate school.

**Programs Rationale**

In keeping with the mission of Tiffin University and the mission of the School of Arts & Sciences, the school has a wide variety of programs based in the humanities and in the sciences, with the purpose of educating students for the purpose of working in multiple types of professional positions which need people fulfilling roles who have critical thinking skills and an understanding of technical and scientific processes.

**Outcome Assessment Status in 2017-2018**

In this academic year, the Vice Provost of Academic Excellence, Distinctiveness, and Effectiveness oversaw the collection and coordination of data documentation of all programs at Tiffin University. In 2017-2018 7, data was collected based on assessments identified by faculty for each program. In addition, data was collected on courses at the developmental course level based in the structural objectives for the standards of student achievement. Data was collected for Knowledge Skills courses.

2017-2018 became a year in which faculty began to be highly involved in the assessment process, from identifying program outcomes, assessments, appropriate rubrics for the structured assessments, and the analysis of the assessments. Based on the 2016-2017 AY, the Dean of the School of Arts & Sciences recommended programs to undergo Program Review. The Faculty did a Program Review for the following programs:

- BA Professional Music
- BA Arts Entrepreneurship
- M.Hum. Masters of Humanities
- B.S. Healthcare Administration
- B.S. Information Technology

Based on enrollment and Outcomes Assessment Review, the faculty in the B.A. Communication program redesigned the program to be streamlined, and focus the program learning outcomes. Three concentrations were terminated due to the low enrollments, and the ability to redesign core program outcomes without the three concentrations. The new structure of that program became effective in the 2018-2019 AY.

Due to 2016-2017 data, the Dean of the School of Arts and Sciences identified the inability to complete program assessment to achieve data in the B.A. English and the B.A. English AYA Licensure program. Students taking General Education courses in Literature, or students taking Literature for Open Elective Credits, took these courses with majors. Thus, an assessment given in these program in Literature courses required for the major were skewed due to the underlying reasons students were taking the course. Students who were enrolled in these courses for general education purposes would not have the same academic understanding, and any assessment would skew a full understanding of program students' completion toward program outcomes. In addition, students could take the majority of courses in these programs at any

time, so that it was difficult to create educational scaffolding of outcomes within the program curriculum. Due to low enrollment, Faculty voted to terminate these two programs.

Upon a review of the data from assessment in the programs in the School of Arts & Sciences, and in the developmental level courses, along with both the Knowledge Skills and General Education courses, it was noted that faculty engagement in completing the assessment information was inconsistent. To this end, the Dean of the School of Arts & Sciences recommended the following action:

1. To create a central administrator in the School of Arts & Sciences to create processes that will structure faculty to input the data from assessments, and review that all assessments are saved in the Taskstream software, rather than just the Moodle Learning Management System. This position is vital to the School of Arts & Sciences as this school uses quite a few adjunct instructors in both program courses identified for assessment purposes, and also developmental level courses, and Knowledge Skills and General Education courses. Training is also essential for the correct collection of assessment of student outcomes. This administrator will also work with the Vice Provost for Academic Excellence, Distinctiveness, and Effectiveness, and her staff, to support effective communication to train faculty in the use of Taskstream, and train faculty in understanding the assessment process. The faculty member chosen for this position began duties in the 2018-2019 AY.
2. Training is indispensable to insure consistent collection of data. To this end, a high level of communication will occur from the Dean, the Assistant Dean of Outcomes Assessment for the School of Arts and Sciences, and the Office of Academic Excellence, Distinctiveness, and Effectiveness to insure faculty understanding of scoring rubrics,

using Taskstream, and the deadlines involved in each semester for the collection of the data.

Assistant Deans and Chairs had been trained in the 2017-2018 AY, and this training will support consistency to full time and adjunct faculty in this academic process.

The School of Arts & Sciences has quite a few new full time and adjunct faculty beginning the 2018-2019 AY. Thus, a major communication and training process must take place so that students in programs are assessed consistently and appropriately in the future academic year. Faculty will be also working on identifying appropriate certifications that students can complete in courses which mirror program outcomes. The faculty will be working with the Assistant Dean of Outcomes Assessment, School of Arts & Sciences, to seamlessly adjust this type of national scored certifications into the assessment plan for their program.

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Arts and Science (SAS)

**Degree Program:** Arts Entrepreneurship

**Report Submitted By:** *Lee Fearnside*

**Date of Submission:** *Dec. 15, 2017.*

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
ART224	16	3.06/4	Final Project		
MUS223	19	2.68/4	Review of a Live Performance of Pro		

NM=No Match

**Program Mission Statement:** Arts Entrepreneurship is intended to provide students with solid exposure to the arts industry, as well as an understanding and skills of what it means to create and market various forms of art. The program prepares students for multiple work environments, as well as how to market and distribute their own art work.

**Student Learning Outcome Overview:**

1. *Understand the structure of arts and cultural organizations (Not assessed in 2017-18)*
2. *Understand different functions of arts and cultural organizations (Not assessed in 2017-18)*
3. *Develop the ability to choose salient points and articulate them (Not assessed in 2017-18)*
4. *Demonstrate an understanding of the importance of values and mission for an arts organization (Not assessed in 2017-18)*
5. *Identify different sources of income for arts organizations (Not assessed in 2017-18)*
6. *Program Wide Review and Initiatives (Not assessed in 2017-18)*

# Curriculum Map:

## Arts Administration Core

Courses and Activities Mapped to Arts Administration

Courses and Learning Activities	Outcome		
	Understand the structure of arts and cultural organizations	Understand different functions of arts and cultural organizations	Develop the ability to choose salient points and articulate them
ANAT51 X	I	I	I
ANAT54 X	P	P	P
SAS465 X	R		
MG7201 X	I		I
MG7301 X	P		R
SAS466 X		R	
MARK553 X			P

**Legend**    I: Integrate    P: Practice    R: Revolve    M: Master

last Modified: 8/22/2017 01:32:45 PM      created with taskstream

<b>Overall Summary of Assessment Observations</b>	<i>Not assessed in 2017-18</i>
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Finalized 7/16/2018

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT****Academic Year: 2017-18****College:** Tiffin University**Department/School/ Division:** School of Arts and Science (SAS)**Degree Program:** Communication**Report Submitted By:** Aaron Burton**Date of Submission:** Dec. 19, 2017.**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
COM212	21	2.86/4	Research Article		NM
COM241	22	2.83/4	Final Project: Media Technology		NM
COM300	8	2.56/4	Presentation		NM
COM416	9	3.92/4	Campaign Design		NM
COM329	-	-	Media Writing	2	
COM350	-	-	Online newspaper	3	

NM=No Match

**Program Mission Statement:** The communication curriculum is closely aligned with the University's mission of offering premiere professional education and offers concentrations that will lead to opportunities across the communication professions that are desired by our undergraduate students and needed in industry. The degree program offers a thorough grounding in communication skills, knowledge, and ethics along with specific professional training needs for students interested in Public Relations, Electronic Media, or Journalism. The program allows Tiffin University graduates to receive a 21st century Professional Communication education.

**Student Learning Outcome Overview:***Communication*

1. *Program Wide Review and Initiatives*

*Communication Major with concentration in Electronic Media*

1. *Mapping Develop skills in effective media writing (Not assessed in 2017-18)*
2. *Communicate visually utilizing multi and digital media (Not assessed in 2017-18)*
3. *Develop an understanding of the different forces that shape the news*
4. *Understand and recognize theories in communication (Not assessed in 2017-18)*

*Communication Major with concentration in Journalism*

1. *Understand the role of mass media in contemporary American society (Not assessed in 2017-18)*

2. *Develop skills in effective media writing (Not assessed in 2017-18)*

*Communication Major with concentration in Public Relations*

1. *Communicate with different publics utilizing the tools and techniques of public relations (Not assessed in 2017-18)*
2. *Develop skills in effective media writing*
3. *Understand and recognize theories in communication (Not assessed in 2017-18)*
4. *Understand the challenges that non-profit organizations face in communicating with the public (Not assessed in 2017-18)*

**Curriculum Map:**

**Communication Electronic Media**

Courses and Activities Mapped to Communication Electronic Media

ACTIONS SAVE NOW

Show Outcome Descriptions Show Course Activity Detail

		Outcome			
		Develop skills in effective media writing	Communicate visually utilizing multi- and digital media	Develop an understanding of the different forces that shape the news	Understand and recognize theories in communication
<b>Courses and Learning Activities</b> 21					
+	COM329			P	
+	COM329 Writing Formats Capstone Project	R			
+	COM450			P	
+	COM450 Analysis of Media			R	
+	COM441				P
+	COM441 Final Project			P	R
+	COM255		P	P	
+	COM255 Web Page Development		R		

**Communication Journalism**

Courses and Activities Mapped to Communication Journalism

ACTIONS SAVE NOW

Show Outcome Descriptions Show Course Activity Detail

		Outcome	
		Understand the role of mass media in contemporary American society	Develop skills in effective media writing
<b>Courses and Learning Activities</b> 21			
+	COM429		
+	COM438		P
+	COM438 News Story		R
+	COM438		
+	COM438 Page		R

## Communication Public Relations

Courses and Activities Mapped to Communication Public Relations

ACTIONS ▼ **SAVE NOW**

Show Outcome Descriptions  Show Course/Activity Detail

		Outcome			
		Communicate with different publics utilizing the tools and techniques of public relations	Develop skills in effective media writing	Understand and recognize theories in communication	Understand the challenges that non-profit organizations face in communicating with the public
<b>Courses and Learning Activities</b>					
+	COM428 A	X		P	
+	COM429 IC		P		
+	COM438 Field Experience		P		
+	COM438 X			I	I
+	COM438 IC		P	P	P
+	COM496 Campaign Design		P	P	P
+	COM443 X			P	

<b>Concentration:</b>	Communication
<b>Student Learning Outcome 1:</b>	Program Wide Review and Initiatives
<b>Method(s) of Assessment</b>	<b><u>Direct Measures (Required)</u></b> <i>Students are required to produce, shoot, light, interview for a professional quality video for the portfolio. Length is approximately 3-5 minutes.</i>
	<b><u>Performance Target</u></b> 4/5 on the rubric.  <i>Ideal Target: 4.5/5 on the rubric.</i> <i>Implementation Plan (timeline): Spring 2018</i> <i>Key/Responsible Personnel: Doug Switzer</i>
	<b><u>Indirect Measure (if applicable)</u></b> N/A
<b>Assessment Results</b>	<b><u>Direct Measures</u></b> N/A
	<b><u>Indirect Measure (if applicable)</u></b> N/A
<b>Use of Results</b>	N/A

<b>Concentration:</b>	Electronic Media
<b>Student Learning Outcome 3:</b>	Develop an understanding of the different forces that shape the news
<b>Method(s) of Assessment</b>	<b><u>Direct Measures (Required)</u></b> <i>Details/Description: Students are responsible for designing one section of a news paper such as editorial, sports, or entertainment. Designs should include interactive elements such as how to contact reporters and editorial staff, surveys, guest opinions, etc.</i>
	<b><u>Performance Target</u></b> 4/5 on the rubric.  <i>Ideal Target: 4.5/5 on the rubric.</i> <i>Implementation Plan (timeline): Spring 2018.</i> <i>Key/Responsible Personnel: Coleen Vallo</i>
	<b><u>Indirect Measure (if applicable)</u></b> N/A
<b>Assessment Results</b>	<b><u>Direct Measures</u></b> <i>Findings for Com 350 - Design of an online newspaper using Weebly</i> <i>Summary of Findings : Ten of the 10 students scored 4.5 out of 5 on the rubric.</i>  <i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i>

	<p><i>Recommendations :</i> 1. Continue to have students work on a variety of functions in creating the newspaper, including interactive elements.</p> <p><i>Reflections/Notes :</i> Students responded well to the assignment and performed all requirements for the assignment.</p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A

<b>Concentration:</b>	Journalism
<b>Use of Results</b>	Not assessed in 2017-18
<b>Concentration:</b>	Public Relations
<b>Student Learning Outcome 1:</b>	Develop skills in effective media writing.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Details/Description:</i> Students in COM 329 were given an assignment in which they wrote an article using the inverted pyramid.</p> <p><b><u>Performance Target</u></b>  Collective average will be 80%.</p> <p><i>Ideal Target:</i> Collective average will be 90% for all students.  <i>Implementation Plan (timeline):</i> Spring 2018  <i>Key/Responsible Personnel:</i> Jan Samoriski</p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Details/Description:</i> Students in COM 329 were given an assignment in which</p> <p><i>Findings for Media Writing</i>  <i>Summary of Findings :</i> The collective class average for the final assignment was 80.09%. Scores ranged from a low of 36.92% to a high of 100%. The Acceptable Target was met by .09%.</p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations :</i> 1. Continue to emphasize excellent writing skills in the communication program. This will be reinforced in the new curriculum as a two-part writing sequence is introduced during Fall 2018.</p> <p>2. The final assignment had a wide scoring range (low of 36.92% to 100%) indicating that some students struggled with the material. Therefore, it is recommended that the prerequisite for this course (COM 218) be strictly enforced for all students.</p>

	<p>3. Add an additional requirement that students taking the course must have completed ENG 141 and ENG 142 with at least a “C” average.</p> <p>4. Limit the course to junior and senior communication students.</p> <p>Reflections/Notes : 1. There were a lot of middle school English education majors (approximately 30%) in the course who had never taken a communication class other than COM 130 nor a media writing course. They struggled with the content. These students should be placed in the prerequisite course (COM 218) if a media writing course is going to remain in their curriculum.</p> <p>ch they wrote a article using the inverted pyramid.</p> <p><b><i>Indirect Measure (if applicable)</i></b></p> <p>N/A</p>
<p><b>Use of Results</b></p>	<p>N/A</p>
<p><b>Overall Summary of Assessment</b></p>	<p>N/A</p>

Finalized 07/16/2018

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

**College:** Tiffin University

**Department/School/ Division:** School of Arts and Science (SAS)

**Degree Program:** Exercise Science

**Report Submitted By:** Ana Fantini

**Date of Submission:** May. 10, 2018.

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
BIO 311	11	2.32/4	Paper		NM
EXS422	-	-	Comprehensive Final Exam	1	
EXS342L	-	-	Exercise Assessment & Prescription Laboratory	3	
CHM 411	24	2.38/4	ACS BIO CHEM		NM

NM=No Match

**Program Mission Statement:** Exercise science professionals have the vital opportunity to provide care for others and teach them how to improve their levels of health and wellness. The Exercise Science program is structured to provide students with a solid foundation for understanding how and why humans move. This interdisciplinary program includes courses from the fields of biology, chemistry, and exercise physiology. Through this program, students will understand the essential role of physical activity and exercise in the prevention, treatment, and recovery from a variety of disease conditions. Students will also learn that upon graduation it becomes their responsibility to educate other people about the benefits of being physically active and the negative side effects of living a sedentary lifestyle. Upon successful completion of the required coursework, students can either seek employment in various areas of allied health or apply to graduate school in the sciences and health professions. Students who pursue a degree in Exercise Science will have an excellent foundation to pursue careers as exercise physiologist, strength and conditioning coach, physical therapy, occupational therapy, athletic training, and sports medicine among others.

### Student Learning Outcome Overview:

1. *Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization*
2. *Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement (Not assessed in 2017-18)*
3. *Students will identify, assess, and develop individualized exercise tests based on the patient population employed (Not assessed in 2017-18)*

4. Students will use knowledge of effective verbal and nonverbal techniques to enhance learning and engagement in exercise science settings as well as to foster relationships with colleagues, clinicians, and community agencies to support the students' professional growth and well being.

## Curriculum Map:

### Exercise Science curriculum map

Courses and Activities Mapped to Exercise Science Outcome Set

ACTIONS ▼ SAVE NOW

Show Outcome Descriptions Show Course/Activity Detail

		Outcome			
		1 Students will recognize the physiological responses and adaptations of the human body to external stresses and load situations	2 Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	3 Students will identify, assess, and develop individualized exercise plans based on the patient population employed	4 Students will use knowledge of effective verbal and nonverbal techniques to enhance learning and engagement in exercise science settings as well as to foster relationships with colleagues, clinicians, and community agencies to support the students' professional growth and well being
<b>Courses and Learning Activities</b>					
NAT146	paper	X	I		
NAT260	presentation*	X	I	P	
NAT391	paper		I		
CHM345	presentation*		I		
HealthPhoNAT316	paper*	X	P		
CHM321	lab report?	X	P		
CHM411	lab report?	X	P		
NAT3125	Open-Circuit Spirometry Metabolic Cart	X	R		
BIO210L	lab report		I		
NAT333E	paper		I	I	
BIOL305	lab report?	X	I		
NAT333	final exam	X	P		
BIOL305	lab report?	X	P		
NAT375A	Evidence-based analysis		R		
KAP304	discussion			I	
NAT343	Class report	X		R	
NAT430	Workshop reflection paper	X			R

<p><b>Student Learning Outcome 1:</b></p>	<p><i>Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization</i></p>
<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : Comprehensive Final Exam</i>  <i>Program level ; Direct - Exam</i></p> <p><i>Details/Description : A final comprehensive exam will allow professor to cover all of the physiological responses and adaptations the human body goes through as it responds to external stressors. In addition, students will be able to write about the type of fuel the human body uses while performing activities of different intensities and duration.</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target : It is expected that 70% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)</i></p> <p><i>Ideal Target : It is expected that 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)</i></p> <p><i>Implementation Plan (timeline) : The final exam will be completed during finals week.</i></p> <p><i>Key/Responsible Personnel : Faculty teaching NAT 422L; AnaPaula Fantini as lead instructor</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b>  <i>Findings for Comprehensive Final Exam</i>  <i>Summary of Findings : 10 students completed EXS422 lecture in the spring of 2018. One of the students scored on the 60% range, 6 students scored in the 70% range, and 3 students scored in the 80% range. In conclusion, 90% of majors were proficient or better on the comprehensive final exam.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : I recommend for this assessment to continue to be used. In addition, I recommend the following change to the acceptable target achievement: it is expected that 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better). This change is recommended based on the fact that this is the last course a student majoring in EXSC needs to take. Therefore, their proficiency on the subject matter should be increased.</i></p> <p><i>Reflections/Notes : The assessment tool used was a better indicator of the students' understanding of outcome 1. Through a comprehensive final exam, students were able to show their understanding of the physiological responses and adaptations the human body goes through as it responds to external stressors such as exercise in the cold, in the heat, and at high altitudes. Furthermore, students were able to identify each energy system is</i></p>

	<p>being used during exercises of low/high intensity and short/long duration, which is an indicator of fuel utilization.</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Students will identify, assess, and develop individualized exercise tests based on the patient population employed
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p>Measure : Exercise Assessment &amp; Prescription Laboratory Program level ; Direct - Other</p> <p>Details/Description : During the first meeting, students will accurately assess pulse rate by palpating the radial artery (<math>\pm 5</math> beats per minute), accurately record and assess blood pressure using the auscultatory method (<math>\pm 6</math> mmHg), assess heart sounds with emphasis on proper stethoscope placement, and conduct the 7-site skinfold procedure on a classmate and calculate body density and body fat percentage (correct skinfold site, direction of skinfold, and accurate use of the proper body density equation and the Siri equation). Students will also conduct the YMCA cycle test on a classmate with an emphasis on the timely collection of all testing variables (pre-test, final minute of each stage, immediate recovery, one minute recovery, 5 minute recovery), timely transition from one stage of the test to the next, correct workloads for given heart rate responses, correct termination of the test, accurate of graphical representation of the test, and the accurate estimation of VO<sub>2</sub>max using the cycle metabolic equation.</p> <p>During the second meeting, students will conduct a submaximal Bruce treadmill test on a classmate with emphasis on the timely collection of all testing variables (pre-test, final minute of each stage, immediate recovery, one minute recovery, 5 minute recovery), timely transition from one stage of the test to the next, correct speed and grade for each stage, correct termination of the test, and the accurate estimation of VO<sub>2</sub>max using the walking or running metabolic equation. After this, students will conduct a clinical exercise test (Bruce Protocol) on a classmate with an emphasis on the timely collection of all testing variables (pre-test, final minute of each stage, immediate recovery, one minute recovery, 5 minute recovery), timely transition from one stage of the test to the next, correct speed and grade for each stage, correct termination of the test (volitional fatigue, ECG, major signs or symptoms, or other absolute test termination criteria), accurate ECG interpretation (normal sinus rhythm, ventricular tachycardia/fibrillation, 3rd degree AV block, and ST-segment elevation/depression), and accurate estimation of VO<sub>2</sub>max/peak using the walking or running metabolic equation. Lastly, students correctly write an initial aerobic exercise prescription for a phase II cardiovascular rehabilitation patient by utilizing test data from the clinical exercise test.</p> <p><b><u>Performance Target</u></b></p>

	<p><i>Acceptable Target :</i> It is expected that 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)</p> <p><i>Ideal Target :</i> It is expected that 70% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)</p> <p><i>Implementation Plan (timeline) :</i> The EXS342L practical assessment project will be completed over two scheduled class meetings at the conclusion of the 15 week semester. The first class meeting will be in week 15 of the 15 week semester. The second meeting will be during scheduled final exam meeting time.</p> <p><i>Key/Responsible Personnel :</i> Faculty teaching NAT 342; Matthew D. McCabe.</p> <p><i>Supporting Attachments :</i>  Microsoft Word Document EXS342L Assessment Tool link opens in new window (Microsoft Word)  Assessment tool description.  Microsoft Word Document Practical Assessment # 1 link opens in new window (Microsoft Word)  Microsoft Word Document Practical Assessment # 2 link opens in new window (Microsoft Word)  Microsoft Word Document Practical Assessment # 3 link opens in new window (Microsoft Word)  Microsoft Word Document Rubric link opens in new window (Microsoft Word)</p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b>  <i>Findings for Exercise Assessment &amp; Prescription Laboratory</i>  <i>Summary of Findings :</i> 12 of 12 students registered for EXS342L completed the final lab practical assessment in the fall of 2017. The results of that assessment are as follows: All 12 students successfully completed and demonstrated at least 80% of the established competencies and exceeded 70% of the established competencies found in the EXS342L Outcomes Assessment Rubric. In conclusion, all of the students were proficient or better on the final lab practical assessment.</p> <p><i>Results :</i> Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p> <p><i>Recommendations :</i> Given both Acceptable Target Achievement and Ideal Target Achievement were exceeded, I recommend that this assessment to continue to be utilized. In addition, I would recommend for the proficiency to be changed from 70% to 80%.</p> <p><i>Reflections/Notes :</i> Given the high proficiency rate, including more challenging electrocardiography interpretations, exercise prescription cases, and time constraints should be strongly considered.</p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>

<b>Use of Results</b>	<i>N/A</i>
<b>Overall Summary of Assessment</b>	<i>N/A</i>

**Finalized 07/16/2018**

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

**College:** Tiffin University

**Department/School/ Division:** School of Arts and Science (SAS)

**Degree Program:** Forensic Science

**Report Submitted By:** Ana Fantini

**Date of Submission:** May. 10, 2018.

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
CHM 481	29	19 Pass / 10 Fail	ACS Exam	2	
CHM 411	28	23 Pass / 5 Fail	ACS Exam	3	
BIO 445L				4	NM

NM=No Match

**Program Mission Statement:** The Forensic Science program is structured for students to learn scientific principles and methods that apply to criminal and civil investigations and litigations. This program places an emphasis on the disciplines of chemistry, biology, and physics. Students completing this degree can seek professional employment positions in forensic science, commercial and industrial laboratories.

### Student Learning Outcome Overview:

1. *Demonstrate the basic knowledge necessary for effective testimony as an expert witness, and in effective written and oral communication of scientific information.*
2. *Exhibit knowledge in chemistry and biology field & laboratory techniques, processing, analysis, evaluation and interpretation scientific data.*
3. *Formulate scientific hypotheses through research and interpretation of scientific literature.*
4. *Demonstrate ethical standards in research, laboratory techniques, and communication of scientific information.*

# Curriculum Map:

## BS Forensic Science curriculum map

Courses and Activities Mapped to Forensic Science Outcome Set

ACTIONS ▼ SAVE NOW

Show Outcome Descriptions

Show Course Activity Details

		Outcome			
		1 Demonstrate the basic knowledge necessary for effective testimony as a witness without and after the courtroom and oral communication of scientific information	2 Exhibit knowledge in chemistry and biology field & laboratory techniques including analysis, evaluation and interpretation of scientific data	3 Formulate scientific hypotheses through research and investigation of criminal activities	4 Demonstrate ethical standards in research, laboratory techniques, and communication of forensic information
<b>Courses and Learning Activities</b>					
+	FSCD5 lab report?	X	<span>P</span>		
+	FSCD8 case study analysis	X	<span>R</span>		
+	BIO206 lab report	X	<span>I</span>		
+	CHM336 lab report	X	<span>I</span>		
+	CHM332L lab report	X	<span>I</span>		
+	BIO301 case study	X	<span>P</span>		
+	BIO303 lab report	X	<span>P</span>		
+	CHM337L lab report	X	<span>P</span>		
+	CHM337L lab report	X	<span>P</span>		
+	CHM 201 ACS exam	X	<span>P</span>		
+	CHM266 lab report	X	<span>P</span>		
+	CHM336 lab report	X	<span>P</span>		
+	CHM401 ACS exam	X	<span>P</span>		
+	CHM401L ACS Instrumental exam	X	<span>R</span>		
+	MAT 288 organization case study	X		<span>I</span>	
+	MAT282 case study	X		<span>I</span>	
+	PHY201 lab report	X		<span>P</span>	
+	PHY 212 lab report	X		<span>P</span>	
+	CHM370 presentation?	X		<span>P</span>	
+	CHM401 ACS Biochemistry exam	X		<span>R</span>	
+	BIO355 paper presentation	X			<span>I</span>
+	BIO371 presentation	X			<span>P</span>
+	BIO442L paper presentation	X			<span>R</span>

<b>Student Learning Outcome 1:</b>	Demonstrate the basic knowledge necessary for effective testimony as an expert witness, and in effective written and oral communication of scientific information.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : Case study analysis FSC 215</i>  <i>Program level ; Direct - Student Artifact</i></p> <p><i>Details/Description : Read the following case study and write a paper answering the questions following the written case study.</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target : 70% of majors will score at 70% or better on the rubric</i>  <i>Ideal Target : 80% of majors will score at 80% or better on the rubric</i>  <i>Implementation Plan (timeline) :</i>  <i>Key/Responsible Personnel : Faculty teaching FSC 215, Joyce Hall Yates as lead instructor</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for Case study analysis FSC 215</i>  <i>Summary of Findings : 100% of the students received their NIJ Certificate of Completion and successfully completed the research paper. Two Forensic Scientists from BCI, Kelsey Degan and Andrew Austin (TU Grad) explained the process of identifying evidence collected at a crime scene, confirming the identity of the substance and testifying in Court before a Judge or jury. This presentation was critical to preparation of their research paper. All students successfully created a trial transcript which consisted of direct examination, their responses, cross examination questions and their responses. The students also were required to establish a chain of custody of the evidence.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i>  <i>Recommendations :</i>  <i>Reflections/Notes : A live demonstration involving the students themselves could be helpful and complement the research paper.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Student Learning Outcome 2:</b>	Exhibit knowledge in chemistry and biology field & laboratory techniques, processing, analysis, evaluation and interpretation scientific data.

<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : ACS INSTRUMENTAL Exam in CHM 481</i>  <i>Program level ; Direct - Exam</i></p> <p><i>Details/Description : Students will evaluate their understanding of the following categories of analytical techniques: electro analytical, flame, UV-VIS, IR, fluorescence spectroscopy, mass spectrometry, gas and liquid chromatography via the national exam.</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target : 80% of students will score 20th percentile or better on the national ACS INSTRUMENTAL exam as the final</i></p> <p><i>Ideal Target : 80% of students will score 30th percentile or better on the national ACS INSTRUMENTAL exam as the final</i>  <i>Implementation Plan (timeline) : Exam given as a portion of the final exam for CHM 481 during the last week of classes.</i>  <i>Key/Responsible Personnel : Faculty teaching CHM 481; John Schupp and Mark Sabo as lead instructors</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b>  <i>Findings for ACS INSTRUMENTAL Exam in CHM 481</i>  <i>Summary of Findings : Ten of sixteen (10/13) students scored above the 20th percentile on the American Chemical Society standardized exam in Instrumental Analysis. This is 77% of the students, not the targeted 80%. This is an improvement over the 56% last year. Nine of the ten students scored at or above the 40th percentile. The three students that did not hit the 20th percentile, scored below the 10th percentile.</i></p> <p><i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations :</i></p> <ol style="list-style-type: none"> <li><i>1. Continue to acquire more instrumentation and develop experiential laboratory experiments to help students build their education in instrumental analysis.</i></li> <li><i>2. Limit the number of students in lab to 8-10 so that students can spend more quality time on the instruments. Offer 2 lab sections.</i></li> <li><i>3. Change the target achievement to "Over a two-year period the top 75% of BSFS majors taking the exam will average in the 50th percentile or above".</i></li> </ol> <p><i>Reflections/Notes : We chose to change the target achievement because the science faculty felt that Tiffin should shoot for the 50th percentile average achievement since the exam is based on a standardized score.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p>

	N/A
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Formulate scientific hypotheses through research and interpretation of scientific literature.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : ACS BIOCHEM exam in CHM 411</i>  <i>Program level ; Direct - Exam</i></p> <p><i>Details/Description : Students will evaluate their understanding of principle types of biochemical compounds, nature of reactions taking place in plant and animal tissue, and functions of enzymes, carbohydrates, lipids, proteins, and nucleotides, and metabolic control of these processes via the national exam.</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target : 80% of students will score 10th percentile or better on the national ACS BIOCHEM exam</i></p> <p><i>Ideal Target : 80% of students will score 20th percentile or better on the national ACS BIOCHEM exam</i>  <i>Implementation Plan (timeline) : Exam given as a portion of the final exam for CHM 411 in the final week of classes.</i>  <i>Key/Responsible Personnel : Faculty teaching CHm 411; John Schupp as lead instructor</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for ACS BIOCHEM exam in CHM 411</i>  <i>Summary of Findings : Approximately 25% of the students received a 'B' or better; whereas, approximately 60% of the students received a 'C' or better on the biochemistry final. Therefore, acceptable target was not reached and new measures will be instituted next year in hopes to achieve acceptable target goal.</i></p> <p><i>Acceptable target was not reached and new measures will be instituted next year in hopes to achieve acceptable target goal.</i>  <i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i>  <i>Recommendations : 1. The addition of CHM411 lab next year will complement lecture, thereby improving concepts and material throughout course.</i></p> <p><i>2. Institute next year's class with ACS Biochemistry Exam.</i>  <i>Reflections/Notes : N/A</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>

<b>Use of Results</b>	N/A
<b>Student Learning Outcome 4:</b>	Demonstrate ethical standards in research, laboratory techniques, and communication of scientific information.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : Paper in BIO 445L</i>  <i>Course level ; Direct - Student Artifact</i></p> <p><i>Details/Description : This presentation will include a class presentation and a 4 page paper not including the title page and references.</i>  <i>The topic: Modern Molecular Biology Techniques</i>  <i>Select your technique, research it and provide an example where the technique was used and published. These should be from the latest references from recent years (going back to 2011).</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target : Students will pass with an 70% or better based on the rubric</i></p> <p><i>Ideal Target : Students will pass with an 80% or better based on the rubric</i></p> <p><i>Implementation Plan (timeline) : The paper/presentation will be completed in BIO 445 during the last week of the semester.</i>  <i>Key/Responsible Personnel : Faculty teaching Bio 445L; Sushmita Ghosh as lead instructor</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for Paper in BIO 445L</i>  <i>Summary of Findings : The goal was met. The students obtained grades between 84 to 98%.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i>  <i>Recommendations : Continue to assess the way it is being done currently.</i>  <i>Reflections/Notes : Direct them to involve in better research in the area.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Use of Results</b>	N/A
<b>Overall Summary of Assessment</b>	N/A

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

**College:** Tiffin University

**Department/School/ Division:** School of Arts and Science (BA)

**Degree Program:** Health, Fitness, and Wellness

**Report Submitted By:** Ana Fantini

**Date of Submission:** May. 9, 2018.

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
EXS 342L	12	3.50/4	Case Analysis	1	
NAT 321	-	-	-		NM

NM=No Match

**Program Mission Statement:** Health, Fitness, and Wellness professionals have the vital opportunity to guide and motivate others to improve their level of health and wellness. The Health, Fitness, and Wellness major will provide students with the opportunity to pursue careers in the health and wellness field with emphasis on leadership, excellence and service important for improving the lives of others. Students will develop skills to design and manipulate health and wellness interventions to work with healthy or symptomatic individuals, assess psychological and sociological aspects that influence participation in exercise and physical activity, and identify the tools to develop and manage health, fitness and wellness initiatives throughout the lifespan. Students who pursue a degree in Health, Fitness, and Wellness will have an excellent foundation to pursue careers as personal trainers, fitness and conditioning coach, public health educator, community health worker, health services manager, and corporate wellness among others.

### Student Learning Outcome Overview:

1. *Develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals*
2. *Identify and assess psychological and sociological aspects that influence individual's participation in exercise and physical activity (Not assessed in 2017-18)*
3. *Students will identify the tools to develop and manage health, fitness, and wellness initiatives in a variety of settings throughout the lifespan*

# Curriculum Map:

## BA in Health, Fitness, and Wellness

Courses and Activities Mapped to BA in Health, Fitness, and Wellness Outcome Set

Courses and Learning Activities	Outcome		
	Evaluation of Individuals <small>Students will evaluate physiological and anatomical differences of individuals of different fitness levels</small>	Psychology and Sociology Integration <small>Students will practice the integration of psychology and sociology into physical activity participation</small>	Evaluation of Healthcare Industry <small>Students will assess and evaluate the healthcare industry to inform their careers</small>
WRT 150 WRT 150 History and Physiology	I		
WRT 154 WRT 154 Applied Training	I		
PEW 200 Principles of Athletic Development		I	
Soc 205 Soc 205 American Society		I	
WST 142 Survey of Healthcare Industry			I
ZNS 229 User Development			I
HPV 213 Principles of Human Nutrition	D		
EXS 302 Kinesiology	D		
EXS 342 Exercise Assessment and Prescription	D		
EXS 342L Exercise Assessment and Prescription Lab	R		
ADV 301 Adult Development and Life Assessment		D	
HCA 471 Basic Aspects of Aging		D	D
HPW 313 Nutrition and Sport Activity			D
WRT 280 Lifetime Fitness and Wellness			D
WRT 321 Community and Public Health			R
HPW 413 Biological and Psychological Aspects of Physical Activity		R	

### Student Learning Outcome 1:

Develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals.

### Method(s) of Assessment

#### Direct Measures (Required)

*Click to Collapse Measure*

*Measure : Students will evaluate physiological and anatomical differences of individuals of different fitness levels*

*Program level ; Direct - Student Artifact*

*Details/Description : Components:*

- 1.1.1. Students will perform health assessments and testing
- 1.1.2. Students will write exercise prescription

*Overview: Students will demonstrate the practical skills learned in EXS342L. Students will be grouped in pairs and will perform the following assessments over two separate days: 1) Pre-exercise Evaluation, 2) Submaximal Cardiorespiratory Fitness Testing, 3) Clinical Exercise Testing, and 4) Exercise Prescription.*

*EXS342L Outcome:*

*Details and Description:*

*During the first meeting, students will accurately assess pulse rate by palpating the radial artery ( $\pm 5$  beats per minute), accurately record and assess blood pressure using the auscultatory method ( $\pm 6$  mmHg), assess heart sounds with emphasis on proper stethoscope placement, and conduct the 7-site skinfold procedure on a classmate and calculate body density and body fat percentage (correct skinfold site, direction of skinfold, and accurate use of the proper body density equation and the Siri equation). Students will also conduct the YMCA cycle test on a classmate with an emphasis on the timely collection of all testing variables (pre-test, final minute of each stage, immediate recovery, one minute recovery, 5 minute recovery), timely transition from one stage of the test to the next, correct workloads for given heart rate responses, correct termination of the test, accurate graphical representation of the test, and the accurate estimation of  $VO_{2max}$  using the cycle metabolic equation.*

*During the second meeting, students will conduct a submaximal Bruce treadmill test on a classmate with emphasis on the timely collection of all testing variables (pre-test, final minute of each stage, immediate recovery, one minute recovery, 5 minute recovery), timely transition from one stage of the test to the next, correct speed and grade for each stage, correct termination of the test, and the accurate estimation of  $VO_{2max}$  using the walking or running metabolic equation. After this, students will conduct a clinical exercise test (Bruce Protocol) on a classmate with an emphasis on the timely collection of all testing variables (pre-test, final minute of each stage, immediate recovery, one minute recovery, 5 minute recovery), timely transition from one stage of the test to the next, correct speed and grade for each stage, correct termination of the test (volitional fatigue, ECG, major signs or symptoms, or other absolute test termination criteria), accurate ECG interpretation (normal sinus rhythm, ventricular tachycardia/fibrillation, 3rd degree AV block, and ST-segment elevation/depression), and accurate estimation of  $VO_{2max}/peak$  using the walking or running metabolic equation. Lastly, students correctly write an initial aerobic exercise prescription for a phase II cardiovascular rehabilitation patient by utilizing test data from the clinical exercise test.*

**Performance Target**

*Acceptable Target : It is expected that 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)*

*Ideal Target: Collective average of 4.5/5 on the scoring rubric*

*Implementation Plan (timeline): Fall 2017*

*Key/Responsible Personnel: Faculty member teaching EXS 342 Lab*

	<p><u>Indirect Measure (if applicable)</u> N/A</p>
<b>Assessment Results</b>	<p><u>Direct Measures</u>  <i>Ideal Target :</i> It is expected that 70% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)  <i>Implementation Plan (timeline) :</i> The EXS342L practical assessment project will be completed over two scheduled class meetings at the conclusion of the 15 week semester. The first class meeting will be in week 15 of the 15 week semester. The second meeting will be during scheduled final exam meeting time.  <i>Key/Responsible Personnel :</i> Faculty teaching NAT 342; Matthew D. McCabe.  <i>Supporting Attachments :</i>  Microsoft Word Document EXS342L Outcomes Assessment Tool link opens in new window (Microsoft Word)</p> <p><i>Ideal Target: Collective average of 4.5/5 on the scoring rubric</i>  <i>Implementation Plan (timeline): Fall 2017</i>  <i>Key/Responsible Personnel: Faculty member teaching EXS 342 Lab</i></p>
	<p><u>Indirect Measure (if applicable)</u> N/A</p>
	<p><b>Use of Results</b></p>
	N/A
<b>Student Learning Outcome 3:</b>	Students will identify the tools to develop and manage health, fitness, and wellness initiatives in a variety of settings throughout the lifespan.
<b>Method(s) of Assessment</b>	<p><u>Direct Measures (Required)</u>  <i>Measure :</i> Evaluate Health Initiatives  Program level ; Direct - Student Artifact</p> <p><i>Details/Description :</i> Students will assess, implement, and evaluate health initiatives based on individual's needs. Students' work will be documented in the Nation and Society Assessment Project.</p> <p><u>Performance Target</u>  <i>Acceptable Target :</i> Collective average of 4/5 on the scoring rubric</p> <p><i>Ideal Target :</i> Collective average of 4.5/5 on the scoring rubric  <i>Implementation Plan (timeline) :</i> Fall 2017  <i>Key/Responsible Personnel :</i> Faculty member teaching NAT 321</p>
	<p><u>Indirect Measure (if applicable)</u> N/A</p>
	<p><u>Direct Measures</u>  <i>Details/Description:</i> Students will assess, implement, and evaluate health initiatives based on individual's needs. Students' work will be documented in the Nation and Society Assessment Project.</p>
<b>Assessment Results</b>	

	<p><i>Acceptable Target: Collective average of 4/5 on the scoring rubric.</i></p> <p><i>Ideal Target: Collective average of 4.5/5 on the scoring rubric</i></p> <p><i>Implementation Plan (timeline): Fall 2017</i></p> <p><i>Key/Responsible Personnel: Faculty member teaching NAT 321</i></p>
	<p><b><i>Indirect Measure (if applicable)</i></b></p> <p><i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Overall Summary of Assessment</b>	<i>N/A</i>

**Finalized 07/16/2018**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT****Academic Year: 2017-18****College:** Tiffin University**Department/School/ Division:** School of Arts and Science (SAS)**Degree Program:** Healthcare Administration**Report Submitted By:** *Michelle Maus***Date of Submission:** *May, 19, 2018.***Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
PHI 307	7	2.34/4	Week 2 Essay	1	
PHI 307	7	3.02/4	Week 5 Essay	1	
HCA 301	4	2.43/4	Week 1 Essay	1	
HCA 301	4	3.75/4	Week 7 Key Assessment	1	
MGT 140	9	2.67/4	Week 4 Essay		
MGT 140	9	2.51/4	Project Presentation		
HCA 362	7	10.80/16	Week 7 Key Assessment	2	
HCA 427	3	3.63/4	Week 5 Case Analysis		
HCA 427	3	3.24/4	Week 7 Summary		

NM=No Match

**Program Mission Statement:** The Bachelor of Science in Healthcare Administration degree is designed to provide students with interdisciplinary studies between health care and business skills for the purpose of becoming managers and leaders in the healthcare industry. Emphasis is placed on key concepts, models, and theory applicable to the healthcare environment in order to impact systems thinking, transformation and change to provide graduates the ability to resolve challenges facing medical and healthcare business.

## Student Learning Outcome Overview:

1. Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.
2. Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.
3. Analyze and apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture. (Not assessed in 2017-2018)
4. Demonstrate ethical standards in research, laboratory techniques, and communication of scientific information. (Not assessed in 2017-2018)

## Curriculum Map:

### Healthcare Administration Curriculum Map

Courses and Activities Mapped to Healthcare Administration Outcome Set

ACTIONS SAVE NO

Show Outcome Descriptions Show Course Activity Data

Courses and Learning Activities	Outcome		
	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry	Exhibit comprehensive knowledge and application of theory, concepts and models applicable to healthcare administration and the industry	Analyze/apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture
HCA 140 Week 1 Assignment Table	I		
HCA 140 Week 4 Assignment Escalation	P		
HCA 301 Week 4 Assignment 2	P		
HCA 301 Week 7 Assignment Small Group Project	M		
HCA 312 Week 4 Assignment Opinion Matrix Activity		I	
HCA 312 Week 2 Assignment Mind Map			I
HCA 312 Week 6 Assignment Presentation			P
HCA 312 Week 6 Assignment Organizational Structure	D		D
HCA 318 Week 5 Assignment Group Assignment		D	
HCA 318 Week 2 Assignment Pay for Performance Chart		P	
HCA 352 Week 7 Assignment Final Summary Paper		M	
HCA 327 Week 5 Assignment Case Study	P		
HCA 327 Week 7 Assignment Course Project			M
PHI 307 Week 2 Assignment 4 Essay	I		
PHI 307 Week 5 Assignment Case Study			P

<b>Student Learning Outcome 1:</b>	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p>1. <i>Measure: HCA 301 Week 1 Assignment Essay (PLO 1)</i>  <i>Program level; Direct - Student Artifact</i>  <i>Details/Description:</i></p> <p>2. <i>Measure: HCA 301 Week 7 Assignment Small Group Project (PLO 1)</i>  <i>Program level; Direct - Student Artifact</i>  <i>Details/Description:</i></p> <p>3. <i>Measure: PHI 307 Week 2 Assignment Essay (PLO 1)</i>  <i>Program level; Direct - Student Artifact</i>  <i>Details/Description:</i></p> <p><b><u>Performance Target</u></b></p> <p>1. <i>Acceptable Target: The average results for HCA 301 Week 1 Assignment Essay will be at least 70%.</i></p> <p><i>Ideal Target: The average results for HCA 301 Week 1 Assignment Essay will be at least 85%.</i>  <i>Implementation Plan (timeline): The key assessment of HCA 301 is offered in Week 1. Data will be gathered when the course is offered.</i>  <i>Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a HCA 301 Week 1 Assignment Essay rubric.</i></p> <p>2. <i>Acceptable Target: The average results for HCA 301 Week 6 Assignment Organizational Structure will be at least 70%.</i></p> <p><i>Ideal Target: The average results for HCA 301 Week 7 Assignment Small Group Project will be at least 85%.</i>  <i>Implementation Plan (timeline): The key assessment of HCA 301 is offered in Week 7. Data will be gathered when the course is offered.</i>  <i>Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a HCA 301 Week 7 Assignment Small Group Project rubric.</i></p> <p>3. <i>Acceptable Target: The average results for PHI 307 Week 7 Assignment Small Group Project will be at least 70%.</i></p> <p><i>Ideal Target: The average results for PHI 307 Week 2 Assignment Essay will be at least 85%.</i></p>

	<p><i>Implementation Plan (timeline): The key assessment of PHI 307 is offered in Week 2. Data will be gathered when the course is offered.</i></p> <p><i>Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a PHI 307 Week 2 Assignment Essay rubric.</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b></p> <p>1. Findings for HCA 301 Week 1 Assignment Essay (PLO 1)</p> <p><i>Summary of Findings : The mean score for the assessment in HCA 301 Week 1 for AY 2017-18 was 2.43/4 = 61%. Data was recorded for 4 students. One of the 4 students did not complete the assignment, significantly impacting the overall average for this assignment. If that student was omitted from the data collected, the average score would be 80.75% .</i></p> <p><i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away</i></p> <p><i>Recommendations : No change is recommended at this time for this assessment concerning the curriculum for the course. Improvements are possible concerning enhancing the connections with the student during the first week of class.</i></p> <p><i>Reflections/Notes : Consider ways in which we can further emphasize the significance of developing connections with students during the first week of class. This information can be directly communicated to the professors in the welcome message sent out before the course starts, as well as, during the performance review process. The university is currently in the process of reconstructing the Online Training experience for adjuncts. This emphasis can also be placed in this course to further promote student success.</i></p> <p>2. Findings for HCA 301 Week 7 Assignment Small Group Project (PLO 1)</p> <p><i>Summary of Findings : The mean score for the assessment in HCA 301 Week 7 for AY 2017-18 was 3.75/4 = 94%. Data was collected for 4 students.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : 94% exceeds the acceptable target, which has been set at 70%. 94% exceeds the ideal target, which has</i></p>

	<p>been set at 85%. It is recommended that no curriculum change occurs.</p> <p><i>Reflections/Notes :</i> This has traditionally been a challenging class for students to take. The achievement of 94% in a quantitative class is significant. Consider that the healthcare industry changes consistently, it is important to ensure that the course curriculum is kept up-to-date to ensure that our students have the knowledge, skills, and abilities necessary effectively to work in the industry upon graduation.</p> <p><b>3. Findings for PHI 307 Week 2 Assignment Essay (PLO 1)</b></p> <p><i>Summary of Findings :</i> The mean score for the assessment in PHI 307 Week 2 for AY 2017-18 was 2.34/4 = 59%. Data was recorded for 7 students. One of the 7 students did not complete the assignment, significantly impacting the overall average for this assignment. If that student was omitted from the data collected, the average score would be 2.73/4 = 68.25%.</p> <p><i>Results :</i> Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away</p> <p><i>Recommendations :</i> Improvements are possible concerning enhancing the connections with the student during the first weeks of class. Communication will occur with the professor who developed the course to see if there is additional information that can be provided in either Week 1 or 2 (or both) to assist the students with this assessment.</p> <p><i>Reflections/Notes :</i> Consider ways in which we can further emphasize the significance of developing connections with students during the first and second week of class. This information can be directly communicated to the professors in the welcome message sent out before the course starts, as well as, during the performance review process. The university is currently in the process of reconstructing the Online Training experience for adjuncts. This emphasis can also be placed in this course to further promote student success.</p>
	<p><b><i>Indirect Measure (if applicable)</i></b> N/A</p>
<p><b>Use of Results</b></p>	<p>N/A</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.</p>

**Method(s) of Assessment**

**Direct Measures (Required)**

1. Measure: Program Learning Outcome 2

*Details/Description: Students will complete HCA 362 Week 7 Final Summary Paper.*

2. Measure: Program Learning Outcome 2

*Details/Description: Students will complete HCA 318 Week 4 Assignment: Pay for Performance Chart*

3. Measure: Program Learning Outcome 2

*Details/Description: Students will complete HCA 318 Week 5 Group Assignment ADDIE.*

**Performance Target**

1. Acceptable Target: The average results for HCA 362 Week 7 Final Summary Paper will be at least 70%.

*Ideal Target: The average results for HCA 362 Week 7 Final Summary Paper will be at least 85%*

*Implementation Plan (timeline): The key assessment of HCA 362 is offered in Week 7. Data will be gathered when the course is offered.*

*Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a HCA 362 Week 7 Final Summary Paper rubric.*

2. Acceptable Target: The average results for HCA 318 Week 4 Assignment: Pay for Performance Chart will be at least 70%.

*Ideal Target: The average results for HCA 318 Week 4 Assignment: Pay for Performance Chart will be at least 85%.*

*Implementation Plan (timeline): The key assessment of HCA 318 is offered in Week 4. Data will be gathered when the course is offered.*

*Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a HCA 318 Week 4 Assignment rubric.*

3. Acceptable Target: The average results for HCA 318 Week 5 Group Assignment ADDIE will be at least 70%.

*Ideal Target: The average results for HCA 318 Week 5 Group Assignment ADDIE will be at least 85%.*

	<p><i>Implementation Plan (timeline): The key assessment of HCA 318 is offered in Week 5. Data will be gathered when the course is offered.</i></p> <p><i>Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a HCA 318 Week 5 Group Assignment ADDIE.</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b></p> <p>1. Findings for HCA 362 Week 7 Final Summary Paper (PLO 2)  <i>Summary of Findings : Data was collected for 7 students. Two categories, Grammar and Mechanics and Content Analysis had an average score of 2.43/4. The overall Conclusion score was 2.71. The mean score for the assessment in HCA 362 Week 7 for AY 2017-18 was 2.43/4 = 68%.  68% is significant lower than the acceptable target, which has been set at 70%.  Due to the low score, this will continue to be assessed.</i></p> <p><i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away</i></p> <p><i>Recommendations : Additional work was completed on MAT 273, the first introduction students generally have to statistics. This task occurred early in the academic year. It is the hope that this foundation change will assist students in understanding and comprehension of the fundamentals of statistics. The university is also working on reconstructing ENG 141 and ENG 142. This reconstruction may also assist with the lower scores in Grammar and Mechanics.</i></p> <p><i>Reflections/Notes :</i></p> <p>2. Findings for Students will complete HCA 318 Week 4 Assignment: Pay for Performance Chart (PLO 2)  <i>Summary of Findings : The course was not offered during the 2017-2018 AY (Fall and Spring terms). The OA director at that time indicated that no OA data would be collected during the summer terms. The course was only offer once in 2017 and that was during Summer Term I. Therefore, no data was collected for this course.</i></p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations : n/a</i></p> <p><i>Reflections/Notes : n/a</i></p> <p>3. Findings for Students will complete HCA 318 Week 5 Group Assignment ADDIE (PLO 2)</p>

	<p><i>Summary of Findings :</i> The course was not offered during the 2017-2018 AY (Fall and Spring terms). The OA director at that time indicated that no OA data would be collected during the summer terms. The course was only offer once in 2017 and that was during Summer Term I. Therefore, no data was collected for this course.</p> <p><i>Results :</i> Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching</p> <p><i>Recommendations :</i> n/a</p> <p><i>Reflections/Notes :</i> n/a</p>
	<p><b><i>Indirect Measure (if applicable)</i></b> N/A</p>
<p><b>Use of Results</b></p>	<p>N/A</p>
<p><b>Overall Summary of Assessment</b></p>	<p>N/A</p>

Finalized 07/16/2018

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

College: Tiffin University

Department/School/ Division: School of Arts and Science (SAS)

Degree Program: History

Report Submitted By: Aaron Burton

Date of Submission: Nov. 21, 2017.

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
HIS 121	9	3.50	Primary Source Exercise	2	

NM=No Match

**Program Mission Statement:** The History major is designed for students interested in pursuing graduate studies in history and related fields. It also serves as an anchor for individuals seeking to teach social studies at the high school level. History majors have the opportunity to concentrate on selected areas of specialization. In all cases, students will learn critical thinking skills and hone their communication skills in both written and spoken word.

### Student Learning Outcome Overview:

#### History Major

1. Students will cogently explain a chain of linking events to show their understanding of historical causation. (Not assessed in 2017-18)
2. Students will demonstrate the ability to trace the evolution of historical thought.
3. Students will develop the research skills necessary to complete a professional essay within the history discipline. (Not assessed in 2017-18)
4. Students will interpret an historical event using appropriate evidence. (Not assessed in 2017-18)
5. Students will demonstrate their ability to correctly format an essay using Chicago Manual of Style. (Not assessed in 2017-18)
6. Students will develop a style of communication, both written and oral, that clearly, concisely, and completely expresses their thoughts. (Not assessed in 2017-18)
7. Students will be able to conduct research within the history discipline. (Not assessed in 2017-18)
8. Program Wide Review and Initiatives (Not assessed in 2017-18)

History with licensure in Integrated Social Studies Major (no measures specified)

History with licensure in Middle School Education Major (no measures specified)



	<p><i>students for HIST 122 to chart how they retain the skills learned in HIST 121.</i></p> <p><i>4. If possible, use the same instructor for HIST 121 and HIST 122 to main learning flow.</i></p> <p><i>Reflections/Notes : It appears primary source analysis skills need improvement more generally speaking for the majority of HIST 121 students. These foundational skills are vital to be a successful historian. The majority of students indicated they had little primary source training in their high school social studies courses (this is a problem, especially in the context of preparing them for upper-division history courses). In other words, students came out of high school more focused on objective based assessments (standardized testing)—they need more exposure subjective based assessments (critical thinking/writing). The target achievement should remain unchanged, but additional focus in HIST 121 should be placed on developing these skills. Critical analysis skills as they relate to historical writing should also be focus within these assessments for future projects.</i></p> <p><b><i>Indirect Measure (if applicable)</i></b></p> <p><i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Overall Summary of Assessment</b>	<i>N/A</i>

**Finalized 07/16/2018**

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

**College:** Tiffin University

**Department/School/ Division:** School of Arts and Science (SAS)

**Degree Program:** Information Technology

**Report Submitted By:** Leonard Reaves

**Date of Submission:** May. 21, 2018.

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
CIT 361	7	60.57/100	Exam	5	
ITS 375	4	105.75/106	Lab/ SAMBA File server lab Unit 7		
ITS 465	2	91.50/100	Exam	4	

NM=No Match

**Program Mission Statement:** The Information Technology major prepares students for work in the field including Programming, Database Design, Computer Architecture and Diagnostics, Network Management, and Information Security. Graduates will be prepared to engage in project management, as well as multiple posts in the technology field.

### Student Learning Outcome Overview:

1. *Apply knowledge of Microsoft client and server operating systems to configure, repair, optimize, and solve system issues. (Not assessed in 2017-2018)*
2. *Apply knowledge of UNIX/LINUX server operating systems to configure, repair, optimize, and solve system issues. (Not assessed in 2017-2018)*
3. *Develop, modify, and enhance operational computer programs and scripts through understanding of computational mathematics and programming concepts. (Not assessed in 2017-2018)*
4. *Develop, modify, and enhance network infrastructure through understanding of Cisco OS concepts and devices.*
5. *Apply knowledge of computer security.*



<b>Student Learning Outcome 4:</b>	Develop, modify, and enhance network infrastructure through understanding of Cisco OS concepts and devices.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Students will calculate and assess the needs for a corporate network infrastructure. Students will use binary calculations to determine subnet masking and evaluate network host configurations.</i></p> <p><b><u>Performance Target</u></b>  <i>80% of the students will receive a 70% or better on the exam.</i></p> <p><i>Ideal Target: 90% of the students will receive a 70% or better on the exam.</i></p> <p><i>Implementation Plan (timeline): Spring 2018</i>  <i>Key/Responsible Personnel: Mike Kidd</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for Develop, modify and Enhance Network Infrastructure in ITS465</i>  <i>Summary of Findings : Two student took the class in Fall I 2017. Their scores were: 83.60 and 77.44. The average score is: 80.6=52. One of the two students met the required 80% for the final exam. The average score for both students was 80.52%. This is demonstrated as achieving the assessment goal.</i></p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching</i>  <i>Recommendations : Recommendations are to continue to assess the course as it stands, for data has only been collected on two students.</i>  <i>Reflections/Notes : Similar to the recommendations, the sample size is very small for this assessment. Further data needs to be collected.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 5:</b>	Apply knowledge of computer security,
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Details/Description: Students take a cumulative exam of the security information presented in the CIT 361 course.</i></p> <p><b><u>Performance Target</u></b>  <i>Collective average of 80% of all participating students.</i></p> <p><i>Ideal Target: Collective average of 90% of all participating students.</i>  <i>Implementation Plan (timeline): Fall 2017</i></p>

	<i>Key/Responsible Personnel: Mike Kidd.</i>
	<b><i>Indirect Measure (if applicable)</i></b> <i>N/A</i>
<b>Assessment Results</b>	<p><b><i>Direct Measures</i></b></p> <p><i>Findings for Apply Knowledge of Computer Security</i>  <i>Summary of Findings : The average score for the exam was 60.57%. Two of the seven students did not take the exam, significantly impacting the average score. If the two scores were omitted, the overall score would be: 84.8%.</i></p> <p><i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations : Consider placing more emphasis on student retention in the class, to avoid students not completing the work assigned.</i></p> <p><i>Reflections/Notes : The adjunct online training course is in the process of being reconstructed. A recommendation has been made to also include information concerning connections with the students early and throughout the course to promote retention in the class.-</i></p> <p><b><i>Indirect Measure (if applicable)</i></b> <i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Overall Summary of Assessment</b>	<i>N/A</i>

Finalized 7/16/2018

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT****Academic Year: 2017-18****College:** Tiffin University**Department/School/ Division:** School of Arts and Science (BA)**Degree Program:** Master of Education**Report Submitted By:** *Sami Mejri***Date of Submission:** *Apr. 20, 2018.***Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
EDU 615	10	3.27/4	Week 3 Assignment	1	
EDU 586	2	3.13/4	Course Design Project	10	
EDU 552	33	3.82/4	Personal Leadership Development Plan	12	
EDU 640	30	3.50/4	Cost Analysis Paper/Case Study	11	
EDU 611	15	3.43/4	Essay	2	
EDU 536	19	3.78/4	Personal Philosophy of Education Paper	2	
EDU 680	20	3.75/4	Reflective Paper	11	
EDU 585	23	3.46/4	Comprehensive Strategic Plan	12	
EDU 532	31	3.60/4	Multicultural Diversity Project	2	

NM=No Match

**Program Mission Statement:** The Master of Education program at Tiffin University presents a unique field of study that is offered completely online. The program features diverse pedagogical approaches to learning and skill acquisition geared toward careers in higher education. The MEd program offers concentrations in the areas of technology management, higher education administration, art, communication and English

### **Student Learning Outcome Overview:**

1. *Legal Issues link opens in new window Students will identify legal issues and create recommendations to resolve the issues.*
2. *Creating Learning Environments link opens in new window Students will be able to assess student profiles and make appropriate determinations to create optimal learning environments.*
3. *Analyze New Media link opens in new window Successful program completers are able to analyze the connections between New Media art and contemporary digital media production.*
4. *Digital Media in Teaching link opens in new window Successful program completers are able to effectively apply digital media in a variety of teaching formats.*
5. *Apply Communication Modalities link opens in new window Successful program completers demonstrate competence in applying multiple communication modalities.*
6. *Teaching Communication Skills link opens in new window Successful program completers are able to incorporate a variety of communication skills in their teaching.*
7. *College Writing Pedagogy link opens in new window Successful program completers are familiar with multiple pedagogical approaches for engaging students in college writing.*
8. *Reading and Analyzing Pedagogy link opens in new window Successful program completers are able to teach students how to read works of literary, rhetorical, and cultural criticism, as well as deploy ideas from those texts in their own reading and writing*
9. *Digital Theoretical Content Knowledge link opens in new window Successful program completers are able to demonstrate theoretical content knowledge of digital pedagogies.*
10. *Multimedia Instructional Design link opens in new window Successful program completers demonstrate the ability to create purposeful digital media drawing from research on design and the instructional use of multimedia.*
11. *Researching Solutions link opens in new window Successful program completers demonstrate effective research toward organizational resolutions.*
12. *Administrative Processes link opens in new window Successful program completers are able to design administrative processes that lead to holistic learning environments. (Not assessed in 2017-18)*





<b>Student Learning Outcome 1:</b>	Legal Issues: Students will identify legal issues and create recommendations to resolve the issues.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>EDU 615 Students will create a Power Point presentation to be presented to the faculty in order to train faculty regarding behaviors that could be identified as sexual harassment of students. You must create the presentation to explain the two types of sexual harassment, behaviors that are prohibited, and behaviors that are not specifically prohibited, but could lead to charges of sexual harassment against a faculty member by students. You may include actual cases of sexual harassment in your presentation.</i></p> <p><b><u>Performance Target</u></b>  <i>The collective average of all participating students on this assignment will be a 4/5 on the scoring rubric created for this assignment.</i></p> <p><i>Ideal Target: The collective average of all participating students on this assignment will be a 4.5/5 on the scoring rubric created for this assignment.</i></p> <p><i>Implementation Plan (timeline): The assignment will be completed by participating students during the Fall 2017 semester.</i></p> <p><i>Key/Responsible Personnel: Nicole Barrett</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for EDU 615 Course Presentation</i>  <i>Summary of Findings : 10 out of 32 (31%) of students were evaluated. The results show the average score for the rubric was 3.27/4 (82%) which is above the target set for the course of 80%.</i></p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement ; Approaching</i></p> <p><i>Recommendations :</i></p> <ol style="list-style-type: none"> <li><i>1. Assignments need more clarification</i></li> <li><i>2. Reduce workload to one discussion board assignment each week to allow deeper exploration of the topic</i></li> <li><i>3. Changing CLO's, assignments, discussions, adding rubrics, etc.</i></li> <li><i>4. The required text is not helpful. It doesn't go in the same order as the topics do and many of the topics aren't even in the book at all. Out of 4 weeks, I have only used it in 2-4 discussions or essays.</i></li> </ol> <p><i>It would be great to be introduced to the vocabulary early on.</i></p> <p><i>Reflections/Notes : Dr. Hall-Yates is currently completing the revision of this course during the Summer of 2018 to run the new course by Fall 2018.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Use of Results</b>	N/A

<p><b>Student Learning Outcome 2:</b></p>	<p>Creating Learning Environments: Students will be able to assess student profiles and make appropriate determinations to create optimal learning environments.</p>
<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Measure: EDU 532 Diversity in Education Final Activity Program level; Direct - Student Artifact: This final activity serves to synthesize course materials and your learning by asking you to design a project that speaks to the need for a multicultural approach in educational settings, whether focused on students, staff, or administrative procedures.</i></li>   <li>2. <i>Measure: EDU 536 Philosophy of Education Final Paper Program level; Direct - Student Artifact.</i>  <i>Details/Description: Write a paper on your personal philosophy of higher education. Include the following in your paper: An explanation of the importance of having a personal philosophy of higher education.</i>   <i>A declaration of your personal philosophy of higher education and how you arrived at your position A statement on how your philosophy relates to global higher education in the 21st century An explanation of what global higher education means to you Writing Requirements 5-6 pages (approx. 300 words per page), not including title page or reference page 1-inch margins Double spaced 12-point Times New Roman font Title page with topic and name of student References page (minimum of 4 resources including your textbooks).</i></li>   <li>3. <i>Measure: EDU 611 Final Paper Program level; Direct - Student Artifact</i>  <i>Details/Description: Students are required to write a 6-8 page (approx. 300 words per page) essay not including title page or references page numbers answering the following questions:</i>   <i>Think about your own life course for a moment. How have the events of your life led you towards or away from learning? How have your learning needs changed as you progressed through life? How have life events affected your motivation to engage in learning? How has learning changed your life course?</i>  <i>In answering these questions, be sure to include references from course materials to apply to your responses. You should include discussion of the following from course materials to support your discussion: (1) one or more assumptions about the adult learners from andragogical theory (Ch 3); (2) one theory of learning AND one theory of teaching (Ch. 6 &amp;7); (3) at least one concept from the new perspectives on andragogy (Ch. 9); (4) application of individual differences (Ch. 10); and the role of internet based learning on your current experience of adult education.</i></li> </ol> <p><b><u>Performance Target</u></b></p> <ol style="list-style-type: none"> <li>1. <i>The collective average for students taking this course will be a 4/5 on the course rubric.</i></li> </ol>

	<p><i>Ideal Target: The collective average for students taking this course will be a 4.5/5 on the course rubric.</i></p> <p><i>Implementation Plan (timeline): Data will be collected Fall 2017.</i></p> <p><i>Key/Responsible Personnel: Laetitia Samuel</i></p> <p>2. <i>Collective average on course rubric of 4/5.</i></p> <p><i>Ideal Target: Collective average on course rubric of 4.5/5.</i></p> <p><i>Implementation Plan (timeline): Student data will be collected Fall 2017.</i></p> <p><i>Key/Responsible Personnel: Jason Rawls.</i></p> <p>3. <i>The collective average of all participants on this assignment will be 4/5 on the scoring rubric created for this assignment.</i></p> <p><i>Ideal Target: The collective average of all participants on this assignment will be 4.5/5 on the scoring rubric created for this assignment.</i></p> <p><i>Implementation Plan (timeline): The assignment will be completed by participating students in EDU611 during the Fall 2017 semester.</i></p> <p><i>Key/Responsible Personnel: Michelle Meadows</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b></p> <p>1. <i>Findings for EDU 532 Diversity in Education Final Activity</i></p> <p><i>Summary of Findings : A total of 31/36 students (86%) were assessed with an average of 3.6/4 or 90%.</i></p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : There are no recommendations at this time.</i></p> <p><i>Reflections/Notes :</i></p> <p>3. <i>Findings for EDU 611 Final Paper</i></p> <p><i>Summary of Findings : There were 15 out of 32 students (42%) that were evaluated with an average of 3.43 or 86%.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations : After reviewing EDU 611: Psychology and Sociology of Learning and EDU 536: Philosophy of Education, it became evident that there were many similarities between the content within these two courses and there existed a need to fuse these two classes together. A combination of the courses following courses would allow students access to the same curriculum without removing any vital information and enhance their experience in the program with an additional course relevant to professional practice. To meet these needs, a new course</i></p>

	<p><i>titled, Connecting Research, Theory, and Practice through Philosophy, Psychology, and Sociology will be created by combining these two courses.</i></p> <p><i>Reflections/Notes : This edit was completed and a new course EDU514 was added to the Fall schedule.</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Analyze New Media: Successful program completers are able to analyze the connections between New Media art and contemporary digital media production.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> <i>Students will write an essay comparing an artist or artistic movement from before 2000 to an artist or artistic movement from after 2000.</i></p> <p><b><u>Performance Target</u></b> <i>The collective average of all participants on this assignment will be 4/5 on the scoring rubric created for this assignment.</i></p> <p><i>Ideal Target: The collective average of all participants on this assignment will be 4.5/5 on the scoring rubric created for this assignment.</i></p> <p><i>Implementation Plan (timeline): This course is still being created. No timeline is in place yet.</i></p> <p><i>Key/Responsible Personnel: Lee Fernside is currently devising this course.</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b> N/A</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 4:</b>	Digital Media in Teaching: Successful program completers are able to effectively apply digital media in a variety of teaching formats.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> <i>Students will create a storytelling assignment using digital media in ART 625.</i></p> <p><b><u>Performance Target</u></b> <i>The collective average of all participants on this assignment will be 4/5 on the scoring rubric created for this assignment.</i></p> <p><i>Ideal Target: The collective average of all participants on this assignment will be 4.5/5 on the scoring rubric created for this assignment.</i></p> <p><i>Implementation Plan (timeline): This course is under revision and it should be available by Fall 2018.</i></p>

	<p><i>Key/Responsible Personnel: Lee Fernside is currently revising this course.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p><i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p><i>N/A</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b></p> <p><i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Student Learning Outcome 5:</b>	Apply Communication Modalities: Successful program completers demonstrate competence in applying multiple communication modalities.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p>1. <i>Measure: COM 520 Final Project Program level; Direct - Student Artifact Details/Description: Students have three choices for the final paper assignment: Option 1: Historical Approach Option 2: Intellectual Biography Option 3: Theoretical Comparison The paper should have a minimum of 2,500 -2,800 words, double-spaced, using 12 pt. Times Roman font. Front matter and references do not count toward the word count. APA style is required, minimum of 10 different references from academic books and refereed journals.</i></p> <p>2. <i>Measure: COM 531 Transmedia Storytelling Group Final Project Program level; Direct - Student Artifact Details/Description: The group project assignment takes the form of a Transmedia Production Bible. The Production Bible sets the parameters of the story universe. By this stage in the process you should have a good idea of what a transmedia storytelling production looks like. Throughout the coursework we have examined various transmedia projects, constructs and perspectives. We have also reviewed the story The Goddess Within, which gives you a good idea of the type of story you have to work with and the media you hope to use. The assignment requires you to write a creative commentary that flushes out and extends the story world, narrative and characters etc.</i></p> <p><b><u>Performance Target</u></b></p> <p>1. <i>The collective averages for students on the scoring rubric created for this assignment will be 4/5.</i></p> <p>2. <i>The collective average of all participating students on this assignment will be 4/5 on the scoring rubric created for this assignment.</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b></p> <p>1. <i>Ideal Target: The collective averages for students on the scoring rubric created for this assignment will be 4.5/5.</i></p> <p><i>Implementation Plan (timeline): Data is collected in the summer as this course has only been offered the past two summers. Data will not be collected for this year.</i></p>

	<p><i>Key/Responsible Personnel: Stavroula Kalogeras.</i></p> <p>2. <i>Ideal Target: The collective average of all participating students on this assignment will be 4.5/5 on the scoring rubric created for this assignment.</i></p> <p><i>Implementation Plan (timeline): Data will not be collected this year.</i></p> <p><i>Key/Responsible Personnel: Stavroula Kalogeras.</i></p>
<b>Assessment Results</b>	<u><b>Direct Measures</b></u> N/A
	<u><b>Indirect Measure (if applicable)</b></u> N/A
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 6:</b>	Teaching Communication Skills: Successful program completers are able to incorporate a variety of communication skills in their teaching.
<b>Method(s) of Assessment</b>	<p><u><b>Direct Measures (Required)</b></u></p> <p>1. <i>Measure: Com 515 Program level; Direct - Student Artifact Details/Description: For this paper, you will compare and contrast instructional communication and critical communication pedagogy research. Fassett &amp; Warren (2010) present several articles illustrating instructional communication and critical communication pedagogy. These have become two separate lines of research with the field of communication. Instructional communication is the study of human communication within the classroom environment. Critical communication pedagogy draws from postmodern works to understand teacher and student identities within a cultural context. Use the text and outside sources to contrast and critique these two distinct areas of research. What value do these two lines of research have to a first time communication instructor? Based on your research, which area do you tend to favor as a communication scholar? Writing Requirements (APA format) 3-4 pages (approx. 300 words per page), not including works cited/bibliography page 1-inch margins Double spaced 12-point font Works cited/bibliography page Course Learning Outcome(s): 1, 2, 3, 4 1. Evaluate the strengths and weakness of different instructional strategies. 2. Evaluate pedagogical theory and implications. 3. Evaluate research in communication education. 4. Apply theory and research in developing instructional resources.</i></p> <p>2. <i>Measure: Possible course- not offered? COM 610 Sample Syllabus Project Program level; Direct - Student Artifact Details/Description: For this paper, you will analyze a syllabus for a basic communication course. The syllabus is the key in creating a successful college course. The syllabus serves as a contract with your students. Find a basic communication course syllabus. You can use the syllabus for your undergraduate basic course, contact a communication professor and ask if they are willing to send you their syllabus, or simply find one online. Once you have found a basic communication course syllabus analyze its strengths and weakness. Both of the textbooks contain basic information on creating a syllabus. In addition,</i></p>

	<p><i>you may want to consult outside sources for syllabus guidelines. Consider the questions below: Is the syllabus well organized? Is the syllabus easy to follow? Is there an instructor bio and contact information? Does the syllabus contain a detailed course description and course objectives? Are the grading policies clear? Does the syllabus have a detailed description of course policies and assignments? Does it contain a course calendar with assignment due dates? If you were a student in that class what information would you like to be in the syllabus? What are the student consequences for the weakness in this syllabus? Writing Requirements (APA format) 3-4 pages (approx. 300 words per page), not including works cited/bibliography page.</i></p> <p><b><u>Performance Target</u></b></p> <p>3. 4 out of 5 average on student papers using rubric.</p> <p><i>Ideal Target: 4.5 out of 5 average on student papers using rubric</i>  <i>Implementation Plan (timeline): Data will not be collected this year.</i>  <i>Key/Responsible Personnel:</i></p> <p>4. The collective average for students on a rubric created for this assignment will be a 4/5.</p> <p><i>Ideal Target: The collective average for students on a rubric created for this assignment will be a 4.5/5.</i>  <i>Implementation Plan (timeline): Data will not be collected this year.</i>  <i>Key/Responsible Personnel: Brett Billman</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b> N/A</p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Use of Results</b></p>	<p>N/A</p>
<p><b>Student Learning Outcome 7:</b></p>	<p>College Writing Pedagogy: Successful program completers are familiar with multiple pedagogical approaches for engaging students in college writing.</p>
<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure: ENG 515 Teaching College English Portfolio Program level; Direct - Portfolio Details/Description: Create a multi-media presentation based on the writing theory you choose using the Pencha Kucha 20X20 model (PechaKucha 20x20 is a simple presentation format consisting of 20 images, each for 20 seconds. The images advance automatically and the presenter talks along to the images.) Your presentation cannot exceed 7 minutes (ideally 6 minutes and 20 seconds). You can use your own template designs and backgrounds but you must include the following components: 1. Title and Introduction (1 slide) 2. Background and historical context (2 slides) 3. Definition and description of your theory (6 slides) 4. Key terms/vocabulary used with</i></p>

	<p>your theory (2 slides) 5. Key figures associated with the theory (2 slides) 6. Assignments typically used in your theory (2 slides) 7. Assessments that are related to, and appropriate for your theory (2 slides) 8. Conclusion (1 slide) 9. References (2 slides).</p> <p><b><u>Performance Target</u></b> The collective average on a rubric designed for this course is 4/5.</p> <p><i>Ideal Target: The collective average on a rubric designed for this course is 4.5/5.</i> <i>Implementation Plan (timeline): Data will not be collected this year.</i> <i>Key/Responsible Personnel: Teresa Collins</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<b><u>Direct Measures</u></b> N/A
	<b><u>Indirect Measure (if applicable)</u></b> N/A
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 8:</b>	Reading and Analyzing Pedagogy: Successful program completers are able to teach students how to read works of literary, rhetorical, and cultural criticism, as well as deploy ideas from those texts in their own reading and writing.
<b>Method(s) of Assessment</b>	<b><u>Direct Measures (Required)</u></b> <i>Measure: ENG 515 Teaching College English Portfolio Program level; Direct - Portfolio Details/Description: Students will develop a portfolio that includes a teaching philosophy, syllabi, and sample lesson plans. The final assignment will be the development of a syllabus with a paper explaining the rationale for that syllabus in terms of pedagogical goals for the course and best teaching practices.</i>
	<b><u>Performance Target</u></b> Collected average of 4/5 on rubric designed for course.
	<i>Ideal Target: Collected average of 4.5/5 on rubric designed for course.</i> <i>Implementation Plan (timeline): Data will not be collected this year.</i> <i>Key/Responsible Personnel: Teresa Collins</i>
	<b><u>Indirect Measure (if applicable)</u></b> N/A
<b>Assessment Results</b>	<b><u>Direct Measures</u></b> N/A
	<b><u>Indirect Measure (if applicable)</u></b> N/A
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 9:</b>	Digital Theoretical Content Knowledge: Successful program completers are able to demonstrate theoretical content knowledge of digital pedagogies.

<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure: EDU 619 Challenges in the Use of Technology in Education Final Paper Program level; Direct - Student Artifact Details/Description: Week 6 Activity Instructions Your technology implementation proposal should include the following information and answer these questions: 1. What is the need of the organization to be met with this technology proposal? For example: Is it a streamlining process, a systems integration to improve learning, a best practice approach to lower costs? 2. In your proposal be sure to submit the project objectives, relevant and valid information to support your decision making, generate some alternatives, what are the project constraints and how will they be overcome, and generate valid conclusions regarding the project? 3. Include a budget, and timeline for implementation in the project paper or presentation. 4. Include evidence for your proposal through research. Cite at least 10 scholarly resources. 5. Make sure your arguments are logical and supported with your evidence. 6. Include how you have factored in sustainability of your plan/project. 7. Define the indicators of success for your plan implementation.</i></p> <p><b><u>Performance Target</u></b>  <i>Course completers will earn a 4/5 average on a rubric designed for this assessment.</i></p> <p><i>Ideal Target: Course completers will earn a 4.5/5 average on a rubric designed for this assessment.</i></p> <p><i>Implementation Plan (timeline): Data will not be collected this year.</i></p> <p><i>Key/Responsible Personnel: Gene Lloyd</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b>  <i>Findings for EDU 619 Challenges in the Use of Technology in Education Final Paper</i></p> <p><i>Summary of Findings : This course was not evaluated as it did not run since summer of 2017.</i></p> <p><i>Results : Acceptable Target Achievement: Not Met</i></p> <p><i>Recommendations : Need to increase enrollment in the technology program.</i></p> <p><i>Reflections/Notes :</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p><b>Use of Results</b></p>	<p><i>N/A</i></p>
<p><b>Student Learning Outcome 10:</b></p>	<p>Multimedia Instructional Design: Successful program completers demonstrate the ability to create purposeful digital media drawing from research on design and the instructional use of multimedia.</p>
<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b>  <i>1. Measure: EDU 625 Functions of Web Based Apps in Education Final Project Program level; Direct - Student Artifact Details/Description: Week 7 Final Project: Activity Instructions Step I: Complete sections 7, 8, and 9 of the final project including: 7. Research: Find at least five resources that support the efficacy of this type of app. Summarize each article and explain how that</i></p>

	<p>research is relevant to your app. 8. Possible Issues: Discuss the size of your app. Will it require a lot of processing / graphics / integration with another resource? If so, the app might have issues with size. Consider whether you will charge for this app and discuss why or why not. Will there be in-app purchases? Why or why not? 9. Educational Relevance: How could this app be adjusted so it could be used in the classroom? If the app is for traditional education, how do you envision it being used? Step II: Compile all revised sections of your final project and submit the assignment.</p> <p>2. Measure: EDU586 Instructional Design Principles Final Project Program level; Direct - Student Artifact Details/Description: Activity Instructions Using the syllabus template provided, finalize all aspects of your course that you have been working on this term. Complete the Evaluation section of the template by evaluating the strengths and weaknesses of the course you designed, and how you would improve it if you had more time. Writing Requirements (APA format) Complete the Syllabus Template for Course Project Title page with topic and name of student References page (use outside resources) Grading and Assessment The majority of the grading will be on content, critical thinking, and general treatment of the assignment. Formatting, writing style, and research/referencing will also be considered. Course Learning Outcome(s): 1, 2, 3, 4, 5, 6, 7, 8 4. Define and explain learning theories, and use strategies to facilitate learning 5. Demonstrate understanding of technologies used to facilitate learning. 6. Analyze responses between human and computer interaction and explain appropriate redesign methods for poor interactions. 8. Develop and align technology-based curricular materials with content standards.</p> <p><b><u>Performance Target</u></b></p> <p>1. Collective average of 4/5 on course rubric.</p> <p>Ideal Target: Collective average of 4.5/5 on course rubric. Implementation Plan (timeline): Data will not be collected this year. Key/Responsible Personnel: Gene Lloyd</p> <p>2. A collective average of 4/5 will be earned on the course rubric.</p> <p>Ideal Target: A collective average of 4.5/5 will be earned on the course rubric. Implementation Plan (timeline): Student data will not be collected this year. Key/Responsible Personnel: Kristi Verbeke.</p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b> N/A</p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A

<b>Student Learning Outcome 11:</b>	Researching Solutions: Successful program completers demonstrate effective research toward organizational resolutions.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Measure: EDU 640 Higher Education Finance and Budgeting Program level; Direct - Student Artifact Details/Description: In the Case Study, the Themes on pages 29 through 31 explore many questions and issues regarding the budgeting process and the collaboration required between areas in higher education. There are 13 bullet points that pose questions that you will address. The bullet point on "Knowledge of Sector" is informational and provides other sources of data for research. To complete this task, answer each bullet point in approximately 150 words (1/2 page). Emphasize why you formed the opinion or recommendation that you did. The three questions on page 32 require you respond to key issues and constituencies, and to summarize your final proposal that will be presented to the President of Samuel Waters College. This group of three questions will require a response of 900 to 1200 words (3 to 4 pages). In order to answer these questions, you will have to make some inferences beyond the information provided in the case study.</i></li>   <li>2. <i>Measure: EDU 680 Capstone Seminar Assignment Program level; Direct - Student Artifact Details/Description: Students will organize presentations around their individual themes. Each student will include a summative paper that explains how the portfolio reflects what she/he has learned and what the degree will enable her/him to do in the future. The ePortfolio will provide both students and faculty with tangible evidence of the student's academic scholarship and professionalism.</i></li> </ol> <p><b><u>Performance Target</u></b></p> <ol style="list-style-type: none"> <li>3. <i>Students will earn an average of 4/5 on the course rubric.</i>  <i>Ideal Target: Students will earn an average of 4.5/5 on the course rubric.</i>  <i>Implementation Plan (timeline): Data will be collected Fall 2017.</i>  <i>Key/Responsible Personnel: Laura Foltz.</i></li>   <li>4. <i>Collective average on grading rubric of 4/5.</i>  <i>Ideal Target: Collective average on grading rubric of 4.5/5.</i>  <i>Implementation Plan (timeline): Data will be collected from students Fall 2017.</i>  <i>Key/Responsible Personnel: Linda Martin</i></li> </ol> <p><b><u>Indirect Measure (if applicable)</u></b>          N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Findings for EDU 640 Higher Education Finance and Budgeting</i></li> </ol>

*Summary of Findings :* There were 30 out of 41 (73%) of students were evaluated with an average of 3.5/4 of 88% rate on the rubric.

*Results :* Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away

*Recommendations :* My only critique is that I felt there were too many required textbooks, when I really only used the Barr & McClellan (2017 Student evals) I'm sure it would be appreciated by future students to buy/rent one textbook rather than three. One required textbook was only used for two chapters within it. Is it possible to create PDF versions of these chapters or find an alternative way to convey the material without the expense of an entire book? This issue is not unique to this class so it becomes frustrating throughout the length of the program. (2017 eval) This course required 3 textbooks, 2 of which were rarely used. This course also required double the amount of discussion boards as other courses. The content of this course needs time to be mastered if you do not come from a financial background. Maybe there should be a part two of this course for those that want to advance their knowledge so that this course can stay focused on the basics. From the very first discussion post I felt that I was expected to have some previous knowledge, which for many of us was not the case. (2018 spring)

*the final assignment felt a bit disconnected from the information that we learned throughout the course. The final assignment focused heavily on leadership skills, which I think are important as part of this program. However, I didn't feel equipped to give the best answers regarding leadership and more equipped to address the budget and finance portion of the final assignment. (spring, 2018)*

*Reflections/Notes :* This course is next to be revised once the ID's have an opening to do so.

## *2. Findings for EDU 680 Capstone Seminar Assignment*

*Summary of Findings :* 20 out of 34 (59%) were evaluated with an average of 3.6/4.

*Results :* Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

*Recommendations :* 1. More clarity in discussion board objectives and weekly activities. 2. Tweaking 2 or 3 activities to include alternative methods rather than essay format

3. Week 5- make this 8-10 page reflection paper

4. Week 6- have students develop updated resume for future educational role (Yes)

5. Week 7- have students develop their own educational philosophy, incorporating commitment to lifelong learning (this is done in ed. Psyc class).

6. Week4-5 seems to be a review of prior knowledge seen as "busywork" (Student evals summer 2017)

7. Linda Martins ideas: The current assignment for Week 4-5 is an annotated outline of previous courses... previous students have just seen this as "overly" busy work that really doesn't contribute to their needs. I tend to agree with them. I would rather see them offered

	<p><i>Reflections/Notes : This course was revised by Linda Martin during the Fall of 2017 to meet all recommendations by students listed above.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 12:</b>	Administrative Processes: Successful program completers are able to design administrative processes that lead to holistic learning environments.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Measure: EDU 552 Educational Leadership Presentation Program level; Direct - Student Artifact Details/Description: Introduction An effective educational leader understands his/her own strengths and weaknesses, and has created a Personal Leadership Development Plan in order to create the processes to obtain educational objectives. Activity Instructions Create a presentation exhibiting how will you use the information and skills that you have developed during this course to make a difference in the academic world. You must include the following: Your current, or your intended position in an educational organization. The role you will provide to an educational organization. Your personal education philosophy. Identification of the application of the leadership principles in this course to you and the role you fulfill. The challenges you forsee in the next five (5) years in education.</i></li>   <li>2. <i>Measure: EDU 585 Student Enrollment Final Project Program level; Direct - Student Artifact Details/Description: Part I: Mission and Vision Statements Create a comprehensive Strategic Plan for your ideal university. Utilize your research on mission and vision statements from week 2 to create institutional goals, objectives, and strategies related to persistence, retention, and graduation. Part II: The Five Goals and Their Objectives Utilize the assignments you have completed throughout this course to create objectives for persistence, retention, and graduation in over-arching goal areas. Each assignment in the course has supported one or more of the following goal areas. 1. Student Enrollment, Recruitment &amp; Marketing 2. Student Engagement 3. Student Support Services 4. Finances 5. Inter-departmental Collaboration</i></li>   <li>3. <i>Measure: EDU 635 Human Resource Management Team Project Program level; Direct - Student Artifact Details/Description: Week 6 Team project: Develop an overview of a training presentation for one of the trainings that you listed in the development plan outline section of your new employee orientation packet. To fully address the requirements of this team activity, your overview presentation of a new employee training session should include: Purpose and goals Outcomes Learning materials and technology Duration of the training An overview of the training concepts Trainer</i></li> </ol>

	<p><i>qualifications and responsibilities A detailed outline of the training An assessment tool to provide feedback on the training Over the course of the semester, you will conduct and analyze a number of research sources. In addition to the course reading, you are required to include at least one additional resource for your discussion postings and assignments. Using the worksheet located in course documents, you will record your research, summarize your findings, utilize your resources and submit your completed worksheet in your Week 7 assignment.</i></p> <p><b><u>Performance Target</u></b></p> <p>1. <i>Student average of 4/5 on course rubric.</i></p> <p><i>Ideal Target: Student average of 4.5/5 on course rubric.</i>  <i>Implementation Plan (timeline): Student data will be collected Fall 2017</i>  <i>Key/Responsible Personnel: Marlen Harrison</i></p> <p>2. <i>Collective student average of 4/5 on course rubric.</i></p> <p><i>Ideal Target: Collective student average of 4.5/5 on course rubric.</i>  <i>Implementation Plan (timeline): Data will not be collected this year.</i>  <i>Key/Responsible Personnel: Marlen Harrison or Amy Wood.</i></p> <p>3. <i>Collective student average of 4/5 on rubric</i></p> <p><i>Ideal Target: Collective student average of 4.5/5 on rubric.</i>  <i>Implementation Plan (timeline): Data will not be collected this year.</i>  <i>Key/Responsible Personnel: Tammy Madsen</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b></p> <p><i>N/A</i></p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b></p> <p>1. <i>Findings for EDU 552 Educational Leadership Presentation</i></p> <p><i>Summary of Findings : 33 out of 33 students were evaluated with an average of 3.82 (95%) on their rubric.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : New textbook, new assignments, fixing links, changing whole course around book, check credit hours with work load</i></p> <p><i>Reflections/Notes : Dr. Harrison completed the revision on adjusting these (all listed in recommendations) in the Fall 2017</i></p> <p>2. <i>Findings for EDU 585 Student Enrollment Final Project</i></p> <p><i>Summary of Findings : 23 out of 31 students were evaluated at 74% with an average of 3.46/4 (86%) on rubric for assessment.</i></p>

	<p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : Creating an admissions plan assignment did not match learning outcome 1. Outline the application process for admittance to undergraduate and graduate programs. The assignment required a complex and combined strategic planning and admission so the goal was blurry as to the true focus of the major key outcome</i></p> <p><i>Reflections/Notes : Depending on course evaluations from students and faculty this may be second in line to be revised. (minor revision)</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Use of Results</b></p>	<p><i>Overall Recommendations</i></p> <p><i>During the 2017-2018 school year, the following courses were revised based on faculty and student reflections: EDU552 Educational Leadership (Fall 2017 by Dr. Marlen Harrison), EDU615: Ethical and Legal Issues (Dr. Hall-Yates, Sumer 2018), EDU680: Capstone Portfolio (Dr. Linda Martin, Spring 2018), EDU547 Technology for Educators (Kristi Verbeke, Fall 2017), EDU635 Human Resource Management (Linda Martin, Fall 2017), EDU520 Issues in Student Affairs (Erica Orians, Spring 2018), EDU642 Crisis Prevention and Intervention (Robert Prior, Summer 2018), EDU541 Educational Research (Linda Martin, Spring 2018), EDU514 Higher education administrative writing and processes (new course, Dr. Meadows Fall 2017), EDU646 Psychology, sociology of learning (combined EDU611 and EDU536, Dr. Meadows Fall 2017-Spring 2018).</i></p>
<p><b>Overall Summary of Assessment</b></p>	<p><i>Overall Reflection</i></p> <p><i>Within the courses that were assessed, only two did not meet the expectations of 80%. These two courses have been identified based on student and faculty evaluations to be revised during the 2018-2019 school year when ID's are available as many revisions are occurring currently with adding programs to the online platform. The M.Ed. program has reviewed the concentrations in teaching and may be discussing how to improve or possibly sunset those programs based on not meeting course credit requirements to teach at a college level as required by many universities or community colleges.</i></p>

**Finalized 07/16/2018**

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

College: Tiffin University

Department/School/ Division: School of Arts and Science (BA)

Degree Program: Master of Humanities

Report Submitted By: Sami Mejri

Date of Submission: May. 7, 2018.

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
HUM 681	3	3.86/4	Comprehensive Exam	3	
HUM 680	24	3.40/4	Capstone Project	5	
No Data Collected in Taskstream for this program					

NM=No Match

**Program Mission Statement:** The Masters of Humanities program provides a rigorous graduate-level education in an online environment in order to promote critical thinking, clear communication, and the exploration of creative and conceptual expressions of the human condition through the study of art, literature, film, and communication.

### Student Learning Outcome Overview:

- 1. Professional Communication: Students demonstrate the ability to communicate in an effective and professional manner within the Humanities discipline. (Not assessed in 2017-18)*
- 2. Digital Literacy: Student are expected to use library and digital resources to conduct research appropriately. Students will master "new media," including the latest Microsoft applications, social media, and software used for research purposes. (Students will effectively navigate digital platforms to achieve success in both course communication and in carrying out/completing academic tasks. This includes everything from professional email and group discussion etiquette to accessing research databases and other resources). (Not assessed in 2017-18)*
- 3. Critical and Analytical Thinking: Students will demonstrate levels of critical inquiry and analytical thinking that are appropriate for graduate study in the Humanities.*
- 4. Synthesis of Knowledge in the Humanities: Students will demonstrate that they know and understand the basics of their particular discipline within the Humanities. They will be able to function at the highest levels of Bloom's Taxonomy (i.e. synthesis, analysis, and evaluation) within their particular sub-discipline in the Humanities. (Students will learn to create coherent, useful synthesis of knowledge from different domains by demonstrating familiarity with and knowledge of the fields contained within the Humanities). (Not assessed in 2017-18)*

5. *Research in Humanities: Students will identify research questions and problems and engage in seeking answers and options. Students will effectively seek and locate resources to analyze, evaluate, and synthesize into academic artifacts that extend conversations within Humanities studies.*
6. *Scholarly Writing: Students will demonstrate the ability to write clearly and professionally and at a level appropriate for graduate students.*

### Curriculum Map:

#### Master of Humanities Curriculum Map

Courses and Activities Mapped to Master of Humanities

UNIVERSITY OF TEXAS HOUSTON COURSE AND LEARNING ACTIVITY ALIGNMENT TOOL (V.1.0) (LAST REVISED: FEB 2018)  
Would you like to manage the alignment set?

Show Outcome Descriptions     Show Course Activity Details

Courses and Learning Activities	Outcome				
	Professional Communication Students will demonstrate the ability to communicate clearly and professionally.	Digital Literacy Students will demonstrate digital literacy skills by using digital platforms to create, publish, and share content. They will also demonstrate the ability to communicate and collaborate using digital tools and platforms. They will also demonstrate the ability to use digital tools and platforms to create, publish, and share content.	Critical and Analytical Thinking Students will demonstrate levels of critical inquiry and analytical thinking that are appropriate for graduate study in the Humanities.	Synthesis of Knowledge in the Humanities Students will demonstrate the ability to synthesize knowledge into a well-organized and reasoned essay in Hum 681.	Research in Humanities Students will identify research questions and problems and engage in seeking answers and options. Students will effectively seek and locate resources to analyze, evaluate, and synthesize into academic artifacts that extend conversations within Humanities studies.
HUM 681 Comprehensive Exam	R	R	R	R	R
HUM 680 Capstone Project	R	R	R	R	R
HUM 570 Final Paper	R	R		R	R
ENG 564 Final Essay	R	R	R	R	R
ENG 515 Course Portfolio	R			R	
COM 637 Final Essay	R	R	R		R
ART 615 Final Essay	R	R	R		
ART 561 Final Project (Essay)	R	R	R		R
ART 626 Final Paper	R				

<b>Student Learning Outcome 3:</b>	Critical and Analytical Thinking: Students will demonstrate levels of critical inquiry and analytical thinking that are appropriate for graduate study in the Humanities.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p><i>Students will demonstrate an ability to synthesize knowledge into a well-organized and reasoned essay in Hum 681.</i></p> <p><b><u>Performance Target</u></b></p> <p><i>Collective average of 4/5 on the rubric for all participating students.</i></p> <p><i>Ideal Target: 4.5/5 on the rubric.</i></p> <p><i>Implementation Plan (timeline): Spring 2018</i></p> <p><i>Key/Responsible Personnel: Stavroula Kalogeras and Dyrk Ashton</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<b>Assessment Results</b>	<b><u>Direct Measures</u></b>

	N/A
	<b><i>Indirect Measure (if applicable)</i></b>
	N/A
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 5:</b>	Research in Humanities: Students will identify research questions and problems and engage in seeking answers and options. Students will effectively seek and locate resources to analyze, evaluate, and synthesize into academic artifacts that extend conversations within Humanities studies.
<b>Method(s) of Assessment</b>	<p><b><i>Direct Measures (Required)</i></b>  <i>Students in HUM 680 will be required to do research in Humanities in which their work will be evaluated on the rubric.</i></p> <p><b><i>Performance Target</i></b>  <i>Collective average of 3/4 on the rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on the rubric.</i>  <i>Implementation Plan (timeline): Fall 2017 and Spring 2018</i>  <i>Key/Responsible Personnel: HUM680 Faculty</i></p> <p><b><i>Indirect Measure (if applicable)</i></b></p>
	N/A
<b>Assessment Results</b>	<p><b><i>Direct Measures</i></b></p> <p>N/A</p> <p><b><i>Indirect Measure (if applicable)</i></b></p>
	N/A
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 6:</b>	Scholarly Writing: Students will demonstrate the ability to write clearly and professionally and at a level appropriate for graduate students.
<b>Method(s) of Assessment</b>	<p><b><i>Direct Measures (Required)</i></b>  <i>Students in HUM 680 will be required to engage in scholarly writing in tandem with research they will do.</i></p> <p><b><i>Performance Target</i></b>  <i>Collective average of 3/4 on the rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on the rubric.</i>  <i>Implementation Plan (timeline): Fall 2017 and Spring 2018</i>  <i>Key/Responsible Personnel: HUM 680 Faculty</i></p> <p><b><i>Indirect Measure (if applicable)</i></b></p>
	N/A
<b>Assessment Results</b>	<p><b><i>Direct Measures</i></b></p> <p>N/A</p> <p><b><i>Indirect Measure (if applicable)</i></b></p>
	N/A
<b>Use of Results</b>	N/A

<b>Overall Summary of Assessment</b>	<i>N/A</i>
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**Finalized 07/16/2018**

**2017 – 18 School of Business (SOB) Program Assessment**  
(Dean Terry Sullivan)

***School of Business: Statement from the Dean***

**School of Business Mission Statement:**

To prepare our students for leadership positions which emphasize ethics, interpersonal communication, technical, analytical and critical thinking competencies needed by organizations in a global environment.

**Program Rationale/Purpose Statement:**

Given the professional focus of the School of Business mission, the rationale behind every program must be to improve the students' skills in areas that lead to enhancement of their ability to gain professional employment. The School, through its use of the core curriculum of the School of Business undergraduate programs, ensures that each student masters the basic, yet essential fundamentals of business knowledge and skills required to succeed in today's business world. The School focuses on developing students with holistic capabilities, including strategic, qualitative and quantitative aspects.

**Marketing / Recruitment Target Statement:**

The marketing outcome and recruitment statement that the School of Business uses is that we enhance the ability of incoming students to get a professional employment in their chosen field of study.

**Goals of the Program/Corresponding Classes:**

**Student Satisfaction Goals:** Each program offered by the School aims to enable graduates to find employment in an area related to their academic program within six months after commencement. The School also aims to improve the Return on Investment for our student thereby improving overall satisfaction with score.

**Program Goals:** To prepare students for professional success in each program by ensuring that courses such as ACC210 / ECO222 / LAW211 / FIN301 / MKT151 / MGT495 form the foundation of transferrable skills of analysis and critical thinking to subsequent upper level classes as well as in their professional career.

**Faculty Development Goals:** Faculty members will commit to continue developing competence in their academic/professional discipline areas of instruction. Faculty should also enhance their professional/academic connections in order to enable better connect students to their careers. Faculty members will work diligently with students in co-curricular and extra-curricular activities. These serve to build relationships with students and allow students to engage faculty in venues outside the classroom.

## **School Executive Summary for the 2017 -18 Academic Year:**

Beginning Fall 2017, as part of program learning outcomes assessment, Tiffin University's School of Business implemented the Peregrine Exam. The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other Accreditation Council for Business Schools and Programs (ACSBP). Additionally, the exam provides insight into core competencies that need to be strengthened within each of Tiffin University's School of Business programs of study.

The Peregrine Exam is administered by Peregrine Academic Services and provides direct assessment of learning outcomes in a range of academic disciplines. The exam is an online exam designed for use by US-based schools and is used to evaluate retained student knowledge in relation to the academic program's learning outcomes.

Peregrine Academic Services places a high priority on ensuring the validity and reliability of the assessment services. The exams include 10 questions for each topic, and each exam is unique as questions are selected at random from the test bank with 50-200 questions per topic.

Topics and Sub-Topics tested are as follows:

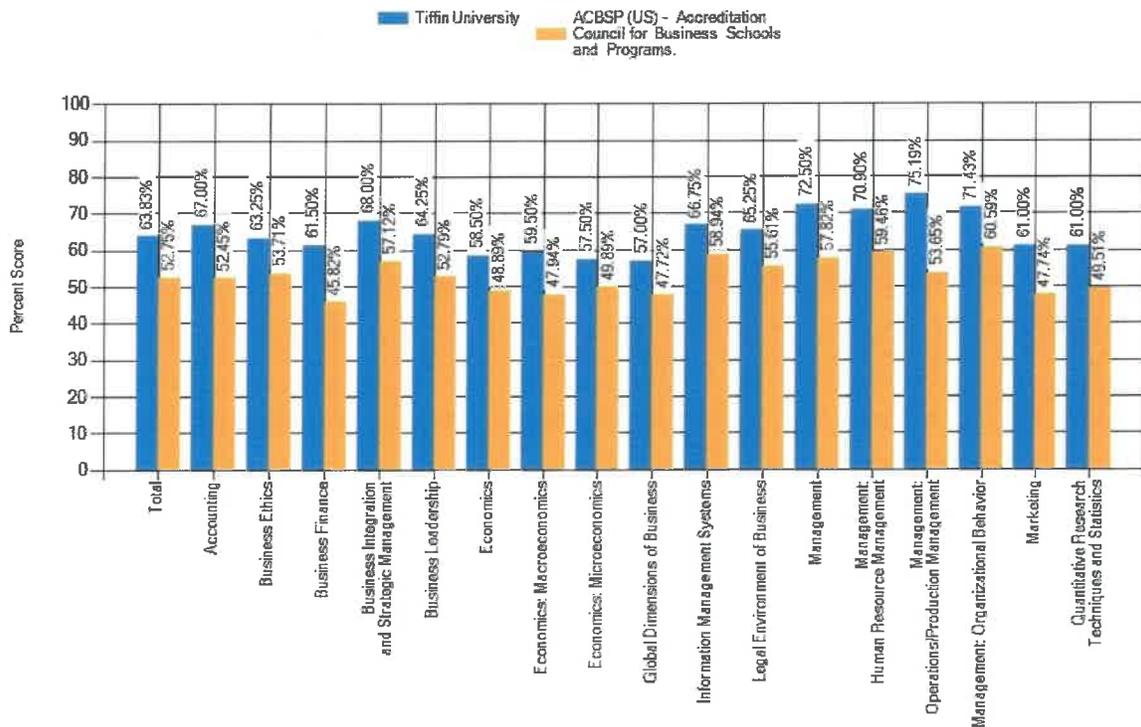
1. Accounting
2. Business Ethics
3. Business Finance
4. Business Integration and Strategic Management
5. Business Leadership
6. Economics
  - a. Macroeconomics
  - b. Microeconomics
7. Global Dimensions of Business
8. Information Management Systems
9. Legal Environment of Business
10. Management
  - a. Human Resource Management
  - b. Operations/Production Management
  - c. Organizational Behavior
11. Marketing
12. Quantitative Research Techniques/Statistics

The attached graph labeled “Undergraduate Fall 2017 (A)” shows how Tiffin University students completing the exam Fall 2017 compared with students from other ACBSP Schools. As one can see, the Tiffin University students performed extremely well as compared to students from other ACBSP Schools. Undergraduate Tiffin University School of Business students scored on average 11.08 percentage points higher in each competency area as compared to other participating ACBSP Institutions. Additionally, the attached graph labeled “Undergraduate Spring 2018 (B)” shows that Undergraduate Tiffin University School of Business students scored on average 7.95 percentage points higher in each competency area as compared to other participating ACBSP Institutions. The attached graph labeled “Graduate Spring 2018 (C)” shows that Graduate Tiffin University students scored on average 21.77 percentage points higher in each competency area as compared to other participating ACBSP Institutions. Additionally, the attached graph labeled “Undergraduate Fall 2017 (D)” shows how Tiffin University students completing the Peregrine Exam Fall 2017 compared to students from AACBS Schools. As one can see, the Tiffin University students performed extremely well as compared to the students from AACBS Schools. Undergraduate Tiffin University School of Business students scored on average 4.74 percentage points higher on average as compared to students from participating AACBS Institutions. Finally, the attached graph labeled “Undergraduate Spring 2018 (E)” shows that Undergraduate Tiffin University School of Business students scored on average 1.61 percentage points higher on average as compared to students from participating AACBS Institutions.

The above-mentioned test results are not only a testament to the quality of instruction being provide by the faculty at Tiffin University, but also exemplify the dedication and commitment of Tiffin University students to their academic studies.

# Undergraduate Fall 2017 (A)

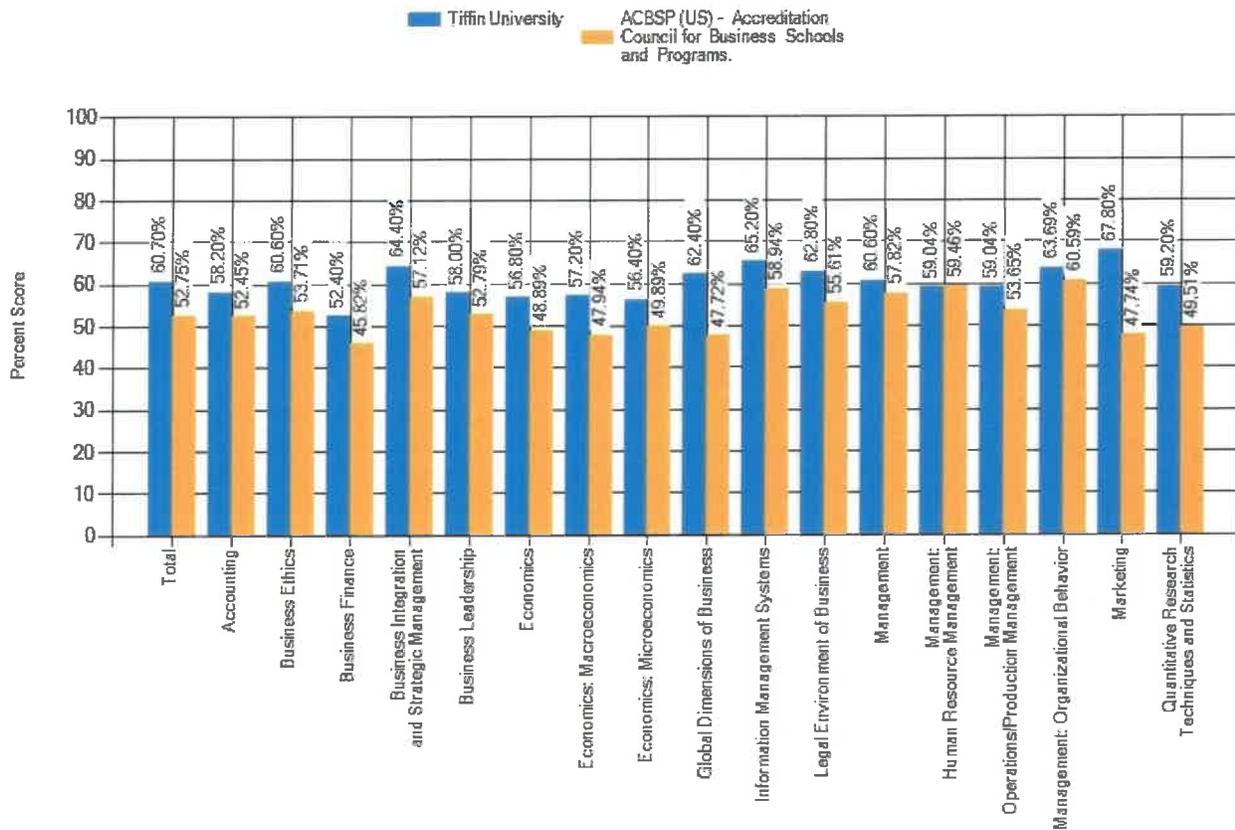
## Overview: Outbound Exam Results Compared to the Aggregate Pool for ACBSP (US) - Accreditation Council for Business Schools and Programs.



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all ACBSP students completing the exam nationally.
- During Fall 2017, undergraduate students at Tiffin University in the School of Business scored an average of 63.83% on the Major Field Test (MFT) as compared to an average of 52.75% for all ACBSP students completing the exam national. This means that on average Tiffin University students outperformed the national average by 11.08%.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other Accreditation Council for Business Schools and Programs (ACSBP). Exam results demonstrate student retained knowledge and learning.

## Undergraduate Spring 2018 (B)

### Overview: Outbound Exam Results Compared to the Aggregate Pool for **ACBSP (US) - Accreditation Council for Business Schools and Programs.**

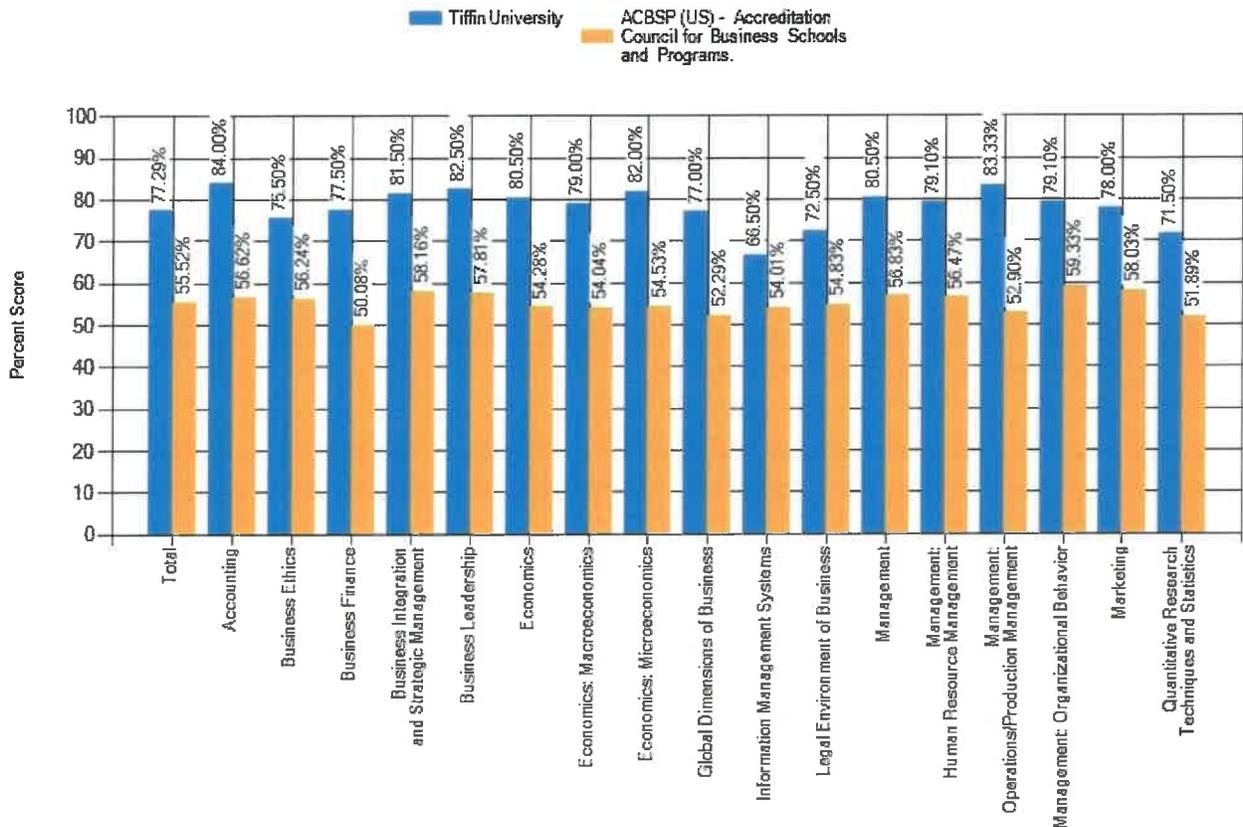


- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all ACBSP students completing the exam nationally.
- During Spring 2018, undergraduate students at Tiffin University in the School of Business programs scored an average of 60.70% on the Major Field Test (MFT) as compared to the average of 52.75% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 7.95%.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other Accreditation Council for Business Schools and Programs (ACSBP). Exam results demonstrate student retained knowledge and learning.
- Based on these results, the goal for the 2018-2019 academic year is to improve student performance by 2.0 percentage points in each assessment topic area.

## Graduate Spring 2018 (C)

### Overview: Outbound Exam Results Compared to the

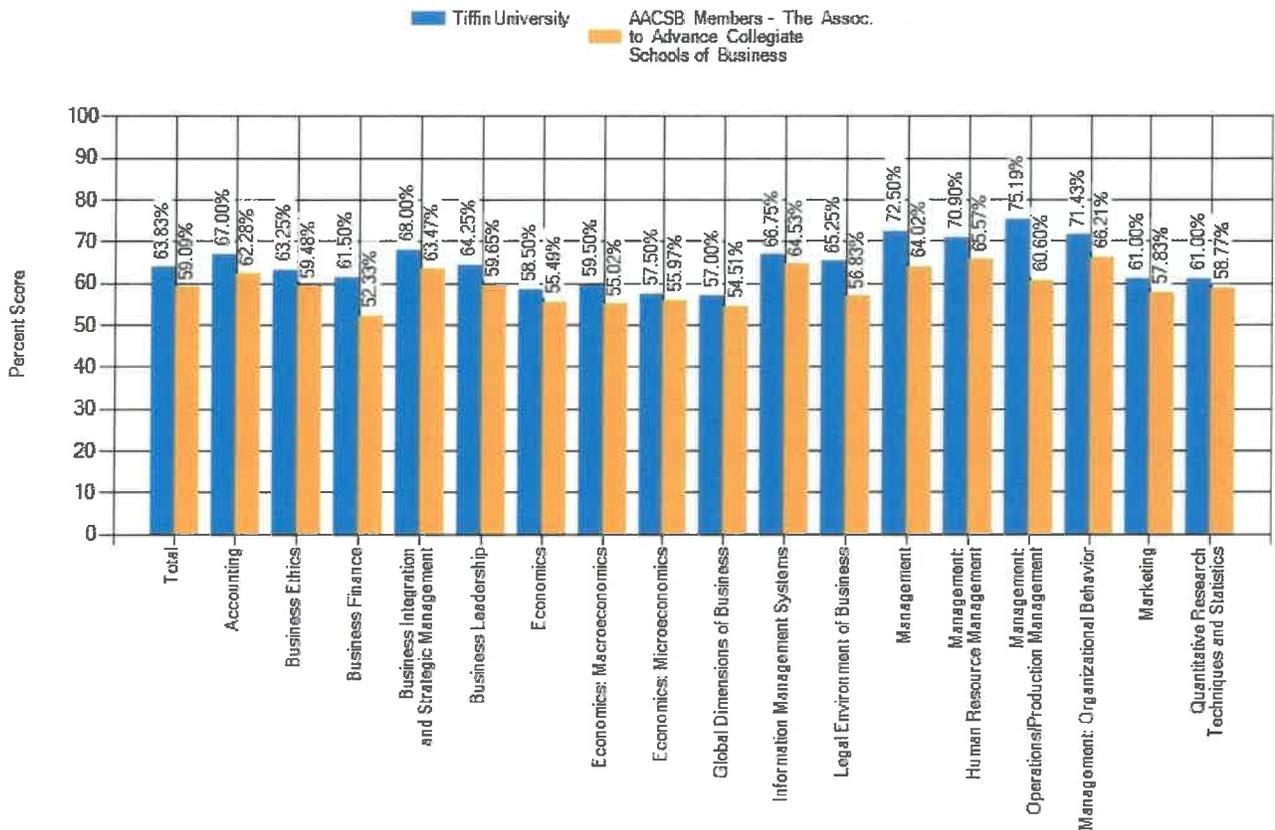
### Aggregate Pool for ACBSP (US) - Accreditation Council for Business Schools and Programs.



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University graduate students to all ACBSP students completing the exam nationally.
- During Spring 2018, graduate students at Tiffin University in the School of Business scored an average of 77.29% on the Major Field Test (MFT) as compared to an average of 55.52% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 21.77%.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other Accreditation Council for Business Schools and Programs (ACSBP). Exam results demonstrate student retained knowledge and learning.
- Based on these results, the goal for the 2018-2019 academic year is to improve student performance by 1.0 percentage point in each assessment topic area.

## Undergraduate Fall 2017 (D)

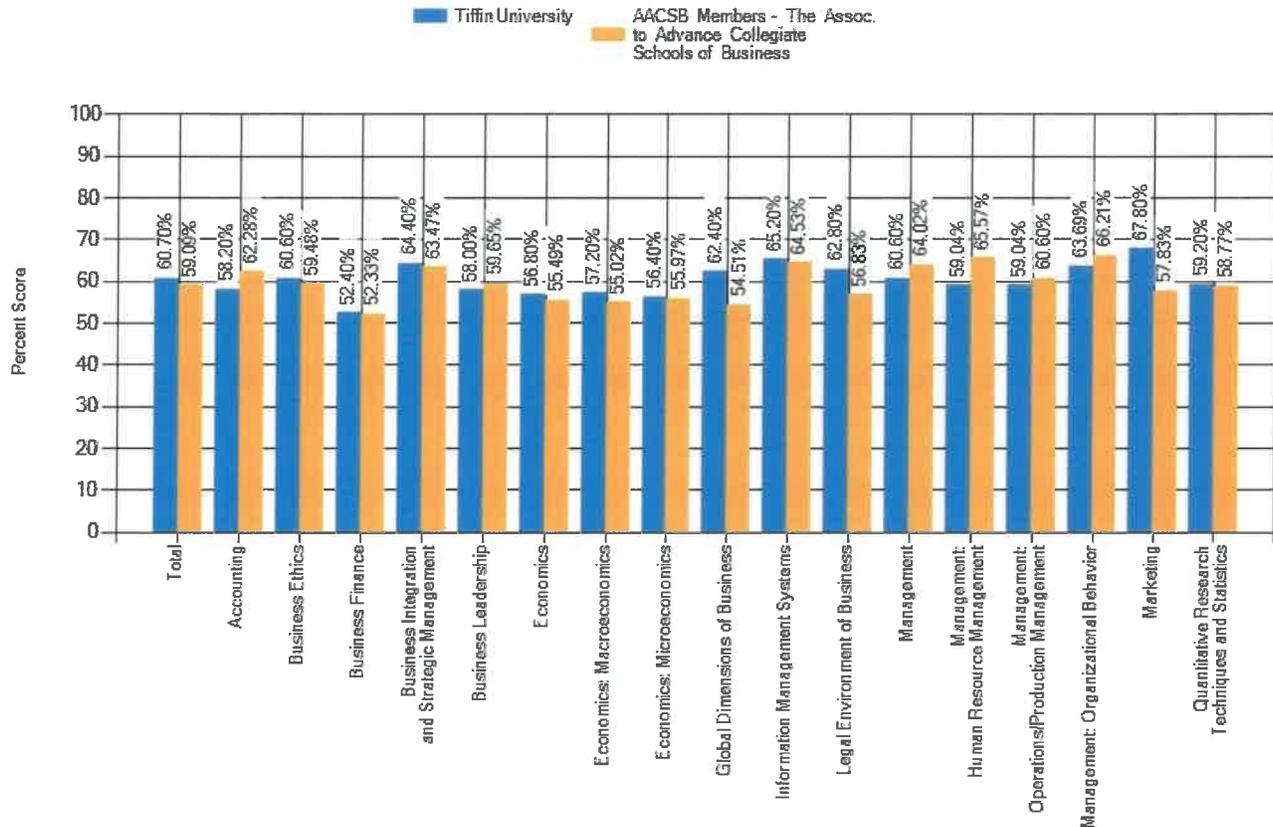
### Overview: Outbound Exam Results Compared to the Aggregate Pool for AACSB Members - The Assoc. to Advance Collegiate Schools of Business Programs



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all AACBS students completing the exam nationally.
- During Fall 2017, undergraduate students at Tiffin University in the School of Business scored an average of 63.83% on the Major Field Test (MFT) as compared to an average of 59.09% for all AACBS students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 4.74%.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of Outcome assessment to benchmark our students. Exam results demonstrate student retained knowledge and learning.

## Undergraduate Spring 2018 (E)

### Overview: Outbound Exam Results Compared to the Aggregate Pool for AACSB Members - The Assoc. to Advance Collegiate Schools of Business Programs



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all AACBS students completing the exam nationally.
- During Spring 2018, undergraduate students at Tiffin University in the School of Business programs scored an average of 60.70% on the Major Field Test (MFT) as compared to the average of 59.09% for all AACBS students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 1.61%.
- Tiffin University's School of Business is utilizing the Peregrine exam as part of Outcome assessment to benchmark our students. Exam results demonstrate student retained knowledge and learning.
- Based on these results, the goal for the 2018-2019 academic year is to improve student performance by 2.0 percentage points in each assessment topic area.

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Business Administration (SOB)

**Degree Program:** Accounting (BBA)

**Report Submitted By:** *Diego Hernandez*

**Date of Submission:** *June 27, 2018*

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
ACC 313	22	2.15/3	Order Cost System	5	
ACC 304	27	3.27/4	Research Analysis		NM
ACC 210	45	3.26/4	Accounting Worksheet Project	3	

NM=No Match

**Program Mission Statement:** The objective of the Tiffin University Accounting major is to prepare students to enter the profession of accounting as knowledgeable participants who are able to make meaningful contributions to an organization. This objective will be accomplished by providing a course of study that includes financial accounting, cost accounting, accounting information systems, taxation, and auditing. The classroom experience will blend theory and practical applications.

**Student Learning Outcome Overview:**

1. *Students will demonstrate professional written presentation skills. (Not assessed in 2017-18)*
2. *Students will demonstrate professional oral presentation skills. (Not assessed in 2017-18)*
3. *Graduates will demonstrate knowledge of an accounting information system.*
4. *Broaden and deepen student knowledge of the federal individual income tax system. (Not assessed in 2017-18)*
5. *Students will demonstrate knowledge of costing systems and decision making techniques.*

# Curriculum Map:

## Accounting

Courses and Activities Mapped to Accounting Outcome Set:

ACTIONS SAVE NOW

Show Outcome Descriptions  Show Course/Activity Details

Courses and Learning Activities	Outcome				
	Accounting Learning Outcome 1 Students will demonstrate proficiency in using presentation skills.	Accounting Learning Outcome 2 Students will demonstrate proficiency in presentation skills.	Accounting Learning Outcome 3 Graduates will demonstrate knowledge of an accounting information system.	Accounting Learning Outcome 4 Graduates will demonstrate knowledge of the field and include the core skill type 2.	Accounting Learning Outcome 5 Graduates will demonstrate knowledge of coding systems and document tracking techniques.
ACC201 papers					
ACC210 Workshop Project			R		
ACC208 Lecture			I		
ACC304 Paper	I				
ACC304 Research Analysis				I	
ACC313 Exam					I
ACC313 Exam					R
ACC314 Exam					I
ACC401 Accounting Simulation			R		
ACC404 Presentation		I			

<b>Student Learning Outcome 3:</b>	Graduates will demonstrate knowledge of an accounting information system.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>A minimum of 85% of students in ACC 210 will achieve at least a 3/4 (scoring rubric) on an accounting system simulation.</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target: 3/4 on the rubric.            Ideal Target: 3.5/4 on the rubric.            Implementation Plan (timeline): 2017/2018            Key/Responsible Personnel: Accounting Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Summary of Findings: 86% of students achieved a 3/4. Average of class was 3.32/4. We did meet our objective. We note that 3 students did not submit assignments, receiving zeros (0) for their score, skewing the final numbers, so we did not include them in our calculation.            Results : Acceptable Target Achievement: Met;            Ideal Target Achievement : Approaching</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Use of Results</b>	<p><i>Recommendations : We discussed if 85% was still the correct objective, and we do believe so. We discussed that this is offered in 200 level course, at beginning of program. We should ensure that a</i></p>

	<p>junior/senior level project like this needs to be in 400 or other 300 level course.</p> <p>Reflections/Notes : We continue to feel that this one of, if not best project in curriculum. We will continue to include this a major portion of the course. Students understand the this project takes a large amount of time and effort, but really like the real-life, hands-on case involving the accounting system and cycle.</p>
<b>Student Learning Outcome 5:</b>	Students will demonstrate knowledge of costing systems and decision making techniques.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p>Students in ACC 313 were given an assignment in which they were asked to utilize cost data to make an accounting decision. A minimum of 85% of ACC 313 students will score at least a 3/4 (scoring rubric) on an order cost system project.</p> <p><b><u>Performance Target</u></b></p> <p>Acceptable target: 3/4 on the rubric  Ideal Target: 3.5/4 on the rubric.  Implementation Plan (timeline): 2017/2018.  Key/Responsible Personnel: Accounting faculty</p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p>Summary of Findings : 76.47% of students achieved a 3/4. We did not meet the objective of 85%. Only 4 of the 17 total did not meet 3/4, so even though goal was not met, class was pretty good overall.</p> <p>Results : Acceptable Target Achievement: Not Met;  Ideal Target Achievement : Approaching</p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<b>Use of Results</b>	<p>Recommendations :In the rubric, graded as a 0-3 scale, should change to 0-4 scale, with 0 being did not submit.</p> <p>Reflections/Notes :Overall, using this assessment meets exactly what we want to achieve in this class. Will continue to look at the job costing systems</p>
<b>Overall Summary of Assessment</b>	N/A

**FINALIZED 07/11/18**

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Business Administration (SOS)

**Degree Program:** Computer and Information Systems (BBA)

**Report Submitted By:** *George Miller*

**Date of Submission:** *May 8, 2018*

### **Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
CIS 312	71	3.14/4	Case Study		NM
CIS 315	22	3.16/4	Final Project	5	
CIS 212	29	3.00/4	Final Case	2	

NM=No Match

**Program Mission Statement:** The Computer and Information Systems (CIS) degree is designed with 5 intentions. The first (1) is to prepare students with the technical skills necessary to plan, install, manage and support information and communication technologies. (S, H, D). The second (2) is to provide the student with the management skills necessary to create, share, use, and store information within business organizations. (S, D, P) Additionally, (3) this degree prepares students to use and support users of integrated business applications including programming, database development and administration, and provides the set of understandings and competencies necessary to understand business management. Graduates, who so desire, will be able to assume technical support roles in organizations in areas such as application development, web, database and network administration. (U, S, H) Furthermore, (4) the degree requires the development of sound work habits, the ability to think analytically and critically, the development of planning practices and communication skills. This graduate should be able to distinguish the types, forms and usage of information in the various functions and levels of business. (D, U, P) Finally, (5) graduates should be able to determine appropriate software usage, the professional codes of conduct and ethical issues surrounding the development and use of information technology. (S,P)

## **Student Learning Outcome Overview:**

### *Computer and Information Systems Major*

1. *Students will create an appropriate plan for an information system based on a case scenario. (Not assessed in 2017-18)*
2. *Students will demonstrate an understanding of management and support issues in information systems.*
3. *Students will demonstrate comprehension of knowledge management practices. (Not assessed in 2017-18)*
4. *Students will be proficient users of applications. (Not assessed in 2017-18)*
5. *Students will apply problem skills in order to communicate solutions to support users.*
6. *Students will apply ethical codes of conduct. (Not assessed in 2017-18)*
7. *Students will demonstrate the ability to professionally communicate through writing. (Not assessed in 2017-18)*
8. *Students will demonstrate the ability to professionally communicate orally. (Not assessed in 2017-18)*

*Computer and Information Systems Major with concentration in Application Specialist (no measures specified)*

*Computer and Information Systems Major with concentration in Software Development (no measures specified)*

*Computer and Information Systems Major with concentration in System and Network Support (no measures specified)*



<b>Student Learning Outcome 2:</b>	Students will demonstrate an understanding of management and support issues in information systems.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : CIS212 Final Case</i>  <i>Direct - Student Artifact</i>  <i>Details/Description: Final Case</i></p> <p><b><u>Performance Target</u></b>  <i>80% of Students will achieve a 3 out of 4 on the rubric.</i></p> <p><i>Ideal Target : 90% of Students will achieve a 3 out of 4 on the rubric</i>  <i>Implementation Plan (timeline) :</i>  <i>Key/Responsible Personnel : CIS Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for CIS212 Final Case</i>  <i>Summary of Findings : 25 students were evaluated. 75% achieved 3 of 4 on rubric. This is below the threshold.</i></p> <p><i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i>  <i>Recommendations : We will investigate the purchase and use of a CASE software Tool to be utilized in course. This is recommended for the SDLC process. We also feel that 75% of students, not 80% is a more reasonable assessment. This fits our goal of 3 out of 4 on rubric.</i>  <i>Reflections/Notes : 1 student did not complete the case, which really brought down the rubric average. We will use 75% in future on target achievement.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Student Learning Outcome 5:</b>	Students will apply problem skills in order to communicate solutions to support users.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : CIS315 Final Project</i>  <i>Direct - Student Artifact</i>  <i>Details/Description :</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target : 80% of students will achieve a 3 out of 4 on the rubric.</i></p> <p><i>Ideal Target : 90% of students will achieve a 3 out of 4 on the rubric</i>  <i>Implementation Plan (timeline) :</i>  <i>Key/Responsible Personnel : CIS Faculty</i></p>

	<i><b>Indirect Measure (if applicable)</b></i> N/A
<b>Assessment Results</b>	<p><i><b>Direct Measures</b></i></p> <p><i>Findings for CIS315 Final Project</i></p> <p><i>Summary of Findings: 22 students evaluated. 79% achieved 3 out of 4 on the grading rubric, under the 80%.</i></p> <p><i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations: We will integrate Microsoft Office Certification Standards into the course. Spend more time on use of databases, rather than creation of.</i></p> <p><i>Reflections/Notes: Upon review, we noted that scores were very good on creating databases, so in class we need to spend more time manipulating databases.</i></p> <p><i>Will also need to see where General Education Core review goes, as CIS111 is tied there, and provides basis of much of the information. Depending on that outcome, these course outcomes may need to change.</i></p> <p><i><b>Indirect Measure (if applicable)</b></i> N/A</p>
<b>Use of Results</b>	N/A
<b>Overall Summary of Assessment</b>	N/A

**FINALIZED 7/11/18**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Business Administration (SOS)

**Degree Program:** Digital Innovation & Design (BBA)

**Report Submitted By:** *Diego Hernandez.*

**Date of Submission:** *Unknown.*

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
No Data Collected in Taskstream for this program					

NM=No Match

**Program Mission Statement:** The digital innovation and design degree creates an opportunity for students to work across curricula from the School of Business and the School of Arts and Sciences. Tiffin University has identified the need for a degree that integrates the creative, expressive and skills aspects of arts and computer information systems courses while grounding these skills in core business understandings. The curriculum includes lecture, lab and studio courses drawn from the School of Business core, five courses in computer information systems, four art courses, communications and marketing courses.

**Student Learning Outcome Overview:**

*No outcome sets attached.*

**Curriculum Map:**

*In development*

**Overall Summary of Assessment**

*No Data Collected in Taskstream for this program*

**FINALIZED 7/11/18**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Business Administration (SOS)

**Degree Program:** Finance (BBA)

**Report Submitted By:** *Diego Hernandez*

**Date of Submission:** *Oct. 4, 2017.*

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
FIN 421	14	3.20/4	Assignment	1	
ECO 422	11	1.62/4	Final Exam	5	

NM=No Match

**Program Mission Statement:** Tiffin University's Finance Major strives to achieve three objectives. The first is to make students aware of the role of Finance in the modern non-financial corporation, the banking sector and the investment community. The second objective is to broaden student horizons with respect to what a finance major prepares the student for and to enlighten students as to the many and varied careers available to the finance professional. Finally, the third objective is to ensure that students are well grounded in the basic tools and concepts that are universally employed by the finance professional.

**Student Learning Outcome Overview:**

- 1. Analytical Skills Ensure that students are exposed to coursework that requires analytical skills. (Not assessed in 2017-18)*
- 2. Financial Markets Ensure that students develop understanding of how financial markets work.*
- 3. Negotiable Instruments Ensure that students develop an understanding of negotiable instruments and the role these instruments play in facilitating transactions in the market place. (Not assessed in 2017-18)*
- 4. Functioning of Financial Markets Ensure that students understand how markets function and apply this theory to real world decision making. (Not assessed in 2017-18)*
- 5. Constrained Optimization Ensure students develop an understanding of constrained optimization, marginal analysis, and statistical techniques used in the management profession.*

# Curriculum Map:

## Finance

Courses and Activities Mapped to Finance Outcome Set

ACTIONS ▼ **SAVE NOW**

Would you like to manage the alignment set?

Show Outcome Descriptors

Show Course/Activity Detail

		Outcome				
		Finance Learning Outcome 1 Ensure that students are exposed to coursework that requires analytical skills.	Financial Markets Ensure that students develop understanding of how markets function and how to trade in them.	Negotiable Instruments Ensure that students develop an understanding of negotiable instruments and their role in commerce and how to trade in them.	Participation of Financial Markets Ensure that students understand how financial markets and equity markets, and how to trade in them.	Constrained Optimization Ensure that students develop an understanding of constrained optimization models and how to solve them.
<b>Courses and Learning Activities</b>						
+	FIN334 Exam 1		I			
+	FIN421 Exam		P			
+	FIN436 Exam		R			
+	FIN334 Exam		I			
+	FIN421 Exam		P			
+	FIN436 Exam		R			
+	LAW212 Exam			I		
+	LAW212 Exam			P		
+	LAW212 Exam			R		
+	LAW212 Exam			P		
+	LAW212 Exam			R		
+	LAW212 Exam			P		
+	LAW212 Exam			R		
+	ECO332 Paper				I	
+	ECO332 Paper				P	
+	ECO332 Paper				R	
+	FIN314 Paper					I
+	FIN423 Paper					P
+	FIN421 Paper					R

<b>Student Learning Outcome 2:</b>	Financial Markets: Ensure that students develop understanding of how financial markets work.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Details/Description: Students in FIN 314, 421, and 426 are required to engage with course material and exams that exposes them to financial markets.</i></p> <p><b><u>Performance Target</u></b>  <i>80% of all participating students will score a B or better on their course final exams in FIN 314, 421, and 426.</i></p> <p><i>Ideal Target: 90% of all participating students will score a B or better on their course final exams in FIN 314, 421, and 426.</i></p> <p><i>Implementation Plan (timeline): Fall 2015</i></p> <p><i>Key/Responsible Personnel: Finance faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for Financial Markets</i>  <i>Summary of Findings : 9 of 14 (64%) of students achieved goal. This is not at the 80% threshold for assessment.</i>  <i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i>  <i>Recommendations : Move away from exam as assessment. More significant work is done in case study, will look to use that in the future.</i>  <i>Reflections/Notes : Beginning next school year, students will have access to Morningstar Database, should prove to be very helpful. Will use case study assessment in the future.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Use of Results</b>	N/A

<b>Student Learning Outcome 5:</b>	Constrained Optimization: Ensure students develop an understanding of constrained optimization, marginal analysis, and statistical techniques used in the management profession.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Details/Description: In ECO 422, students are required to establish a command of economic optimism, supply and demand, equilibrium, production and cost decisions, perfect competition, and competitive strategy.</i></p> <p><b><u>Performance Target</u></b></p>

	<p>65% of all participating students in ECO 422 will score a C or better on the final exam.</p> <p><i>Ideal Target: 80% of all participating students in ECO 422 will score a C or better on the final exam.</i></p> <p><i>Implementation Plan (timeline): Fall 2015</i></p> <p><i>Key/Responsible Personnel: Finance faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p><i>Findings for Constrained optimism, marginal analysis, and statistical techniques</i></p> <p><i>Summary of Findings : 9 out of 10 students achieved this goal. Maintained an average of 80% for the class.</i></p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : Would like to increase the overall class average. Students will fully use Mindtap and e-book to assist with their work.</i></p> <p><i>Reflections/Notes : Will be using case study assessment in future, seems to be better for evaluation than final exam.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<b>Use of Results</b>	N/A
<b>Overall Summary of Assessment</b>	N/A

**FINALIZED 7/11/18**

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

**College:** Tiffin University

**Department/School/ Division:** School of Business Administration (SOS)

**Degree Program:** Management (BBA)

**Report Submitted By:** Corri Miller

**Date of Submission:** June 28, 2018.

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
MGT 411	69	3.36/4	Case Study	2	
MGT 351	68	3.00/4	Harvard Reflection paper	7	

NM=No Match

**Program Mission Statement:** The Management curriculum is designed to provide skills and competencies necessary for the world of work in the 21st century. The curriculum takes the approach of total development of the individual, placing emphasis on personal as well as professional growth. It prepares students for both a career and for graduate studies.

### Student Learning Outcome Overview:

#### Management Major

1. *The students will work collaboratively and effectively within teams to create solutions for organizational challenges. (Not assessed in 2017-18)*
2. *The students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior.*
3. *The students will apply relevant costing models on both short term and long term analysis. (Not assessed in 2017-18)*
4. *The students will demonstrate a knowledge of accounting as it impacts managerial decisions. (Not assessed in 2017-18)*
5. *The students will understand the development process of an information system for an organization. (Not assessed in 2017-18)*
6. *The students will determine the impact of information technology and system. (Not assessed in 2017-18)*
7. *The students will interpret ethical theory related to political and social issues within an organization that require new and different legal/ethical responses.*
8. *Students will demonstrate the ability to professionally communicate through academic writing. (Not assessed in 2017-18)*
9. *Students will demonstrate the ability to professionally communicate through technology and/or oral communication. (Not assessed in 2017-18)*

- Management Major with concentration in Hospitality and Tourism Management (no measures specified)
- Management Major with concentration in Human Resource Management (online only) (no measures specified)
- Management Major with concentration in International Business (no measures specified)
- Management Major with concentration in Managerial Studies (no measures specified)
- Management Major with concentration in Supply Chain Management (no measures specified)

## Curriculum Map:

### Management

Courses and Activities Mapped to Management Program Learning Outcomes

ACTIONS ▶ SAVE NOW

Show Outcome Descriptions  Show Course/Activity Detail

		Outcome								
		Management Learning Outcome #1 The students will identify, analyze, and effectively communicate the effects of organizational change on organizational performance and culture in a written report.	Management Learning Outcome #2 The students will identify, analyze, and effectively communicate the effects of organizational change on organizational performance and culture in a written report.	Management Learning Outcome #3 The students will apply critical thinking skills to analyze and evaluate organizational data and information.	Management Learning Outcome #4 The students will apply critical thinking skills to analyze and evaluate organizational data and information.	Management Learning Outcome #5 The students will apply critical thinking skills to analyze and evaluate organizational data and information.	Management Learning Outcome #6 The students will apply critical thinking skills to analyze and evaluate organizational data and information.	Management Learning Outcome #7 The students will apply critical thinking skills to analyze and evaluate organizational data and information.	Management Learning Outcome #8 The students will apply critical thinking skills to analyze and evaluate organizational data and information.	Management Learning Outcome #9 The students will apply critical thinking skills to analyze and evaluate organizational data and information.
<b>Courses and Learning Activities</b>										
+	MGT 308 Lecture	X	I							
+	CIS 312 Lecture	X	I							
+	MGT 301 Lecture	X	P							
+	CIS 312 Lecture	X	P							
+	MGT 308 Team Project	X	R							
+	MGT 301 Lecture	X	I							
+	CIS 312 Lecture	X	I							
+	MGT 301 Lecture	X	P							
+	CIS 312 Lecture	X	P							
+	MGT 301 Team Project	X	R							
+	ACC 228 Lecture	X		I						
+	ACC 228 Lecture	X		P						
+	ACC 225 Pre and Post Spreadsheet Case	X		R						
+	ACC 228 Lecture	X			I					
+	ACC 238 Lecture	X			P					
+	ACC 308 Case Study	X			R					
+	CIS 312 Lecture	X				I				
+	CIS 312 Lecture	X				P				
+	CIS 312 Essay	X				R				
+	CIS 312 Lecture	X					I			
+	CIS 312 Lecture	X					P			



<p><b>Use of Results</b></p>	<p><i>Recommendations: The professor will not do this assignment as a group project in the future. Also, the professor plans to incorporate more the impact of policy on the international business environment and global strategic management.</i></p> <p><i>Reflections/Notes : It will be important to see how students respond to the assignment working on their own. It will be instructive to see the thinking process of each student as they complete this on their own (and not within a small group).</i></p>
<p><b>Student Learning Outcome 7:</b></p>	<p>The students will interpret ethical theory related to political and social issues within an organization that require new and different legal/ethical responses</p>
<p><b>Method(s) of Assessment</b></p>	<p><u><b>Direct Measures (Required)</b></u>  <i>Students completed a Harvard Reflection paper in which they defined and identified relevant ethical theory related to social issues. Students work was graded on a 4 point rubric.</i></p> <p><u><b>Performance Target</b></u>  <i>Acceptable Target: 3/4</i>  <i>Ideal Target: 3.5/4</i></p> <p><u><b>Indirect Measure (if applicable)</b></u>  <i>N/A</i></p>
<p><b>Assessment Results</b></p>	<p><u><b>Direct Measures</b></u>  <i>Summary of Findings: The best (worked well) has been the interactive after the students receive their results. It is an excellent activity which provides the foundation in preparing for the diversity topics in the entire course.</i>  <i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i></p> <p><u><b>Indirect Measure (if applicable)</b></u>  <i>N/A</i></p>
<p><b>Use of Results</b></p>	<p><i>I do not foresee a change at this time.</i></p>
<p><b>Overall Summary of Assessment</b></p>	<p><i>N/A</i></p>

Finalized 7/11/2018

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

College: Tiffin University

Department/School/ Division: School of Business Administration (SOS)

Degree Program: Marketing (BBA)

Report Submitted By: *Kellie McGilvray*

Date of Submission: *May 24, 2018*

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
MKT 470	7	3.83/4	Internship	8	
MKT 402	42	3.67/4	Research Project	8	

NM=No Match

**Program Mission Statement:** The primary focus of the curriculum is on marketing function and management that provides an integrated approach to the discipline. Emphasis is on the development and implementation of marketing strategies and on the effective use of the marketing mix.

### Student Learning Outcome Overview:

- 1. The students will identify and define major marketing theories. (Not assessed in 2017-18)*
- 2. The student will apply the marketing theories through experiential learning. (Not assessed in 2017-18)*
- 3. The students will demonstrate professionalism through quality presentations. (Not assessed in 2017-18)*
- 4. Students will demonstrate the ability to professionally communicate both through written methods. (Not assessed in 2017-18)*
- 5. Students will articulate the value of ethics in the marketing field. (Not assessed in 2017-18)*
- 6. Students will be able to adapt the marketing theories to a culturally diverse population. (Not assessed in 2017-18)*
- 7. Students will be able to identify and comprehend the complexities of the international market. (Not assessed in 2017-18)*
- 8. Students will apply marketing knowledge to new and concrete situations. (Not assessed in 2017-18)*
- 9. Students will demonstrate their ability to judge the value of marketing materials for a given purpose.*
- 10. Students will be able to comprehend marketing theories as it applies to predicting current and future marketing trends. (Not assessed in 2017-18)*

# Curriculum Map:

## Marketing Map

Courses and Activities Mapped to Marketing Outcome Set

ACTIONS SAVE NOW

Show Outcome Descriptions  Show Course/Activity Details

		Outcome									
		Marketing Outcome #1 The student will identify and define major marketing theories.	Marketing Outcome #2 The student will apply the marketing concepts through real-world learning.	Marketing Outcome #3 The student will demonstrate proficiency through quality presentations.	Marketing Outcome #4 Students will demonstrate the ability to analyze the value of products through various market segments.	Marketing Outcome #5 Students will evaluate the value of services in the marketplace.	Marketing Outcome #6 Students will be able to identify the marketing environment's diversity across population.	Marketing Outcome #7 Students will be able to identify ways to evaluate the complexities of the international market.	Marketing Outcome #8 Students will apply marketing knowledge to new and concrete situations.	Marketing Outcome #9 Students will demonstrate the ability to predict the future of marketing based on a given scenario.	Marketing Outcome #10 Students will be able to compare and contrast marketing programs as a part of predicting future and future marketing trends.
<b>Courses and Learning Activities</b>											
+	MKT 101 Lecture	*									
+	MKT 302 Lecture	**	P								
+	MKT 303 Final Project	**								R	
+	MKT 303 Essay	**							P		
+	MKT 400 Final Project	**							R		Cult
+	MKT 470 Internship experience	**	P								Int'l

### Student Learning Outcome 8:

Students will apply marketing knowledge to new and concrete situations.

### Method(s) of Assessment

#### Direct Measures (Required)

- Measure: Integrate Marketing Communication Plans and Actions*  
*Program level; Direct - Student Artifact*  
*Details/Description: In MKT 402, students will be engaged in a project in which they will analyze integrating marketing communication plans and actions. Students' work will be evaluated on a 4-point rubric.*
- Measure: Marketing Internship MKT 470*  
*Program level; Direct - Student Artifact*  
*Details/Description: Students will perform to expectation on all areas of the internship. They will demonstrate the knowledge and skill acquired throughout the coursework and will also*
- Measure: Effectiveness of Marketing Communication Plans*  
*Program level; Direct - Student Artifact*  
*Demonstrate professionalism on the job.*

#### Performance Target

- Collective average of 3/4 on the rubric*  
*Ideal Target: Collective average of 3.5/4 on the rubric*  
*Implementation Plan (timeline): Fall 2017*  
*Key/Responsible Personnel: Perry Haan*
- 3/4 on the scoring rubric for internships.*  
*Ideal Target: 3.5/4 on the scoring rubric for internships.*  
*Implementation Plan (timeline): fall 2017*  
*Key/Responsible Personnel: Danielle Foster*

	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b></p> <p>1. In MKT 402, students engaged in a project in which they analyzed integrating marketing communication plans and actions. Students' work was evaluated on a 4-point rubric.  Acceptable Target : Collective average of 3/4 on the rubric  Ideal Target : Collective average of 3.5/4 on the rubric  Reported Data for 2017-2018: 3.67/4 on the rubric</p> <p>2. Findings for 2018 =3.83/4  Acceptable Target Achievement: Met; Ideal Target Achievement : Exceeded</p>
	<p><b><u>Indirect Measure (if applicable)</u></b></p> <p>1. N/A</p> <p>2. What's working well with the class?  Students are gaining hands-on experience and the internship locations they are working with seem to really enjoy our students.</p> <p>What's not working as well with the class?  Students get confused on when to register for the class. For example, if they have completed the summer internship and then have to take it in the Fall etc.</p> <p>What would you change if you were to teach it again?  Try to conduct weekly google hangouts to keep students on track. I email regularly and the students seem to be ignoring all of my emails.</p> <p>It appears that students need to keep in better touch with marketing faculty during the internship. This is the reason for the need for weekly Google Hangouts. Students will be required to do regular check-ins with marketing faculty based on their non-response to emails.</p>
<p><b>Use of Results</b></p>	<p>Action details: MKT 402 and 404 will be adjusted to provide students more experience with marketing communication analyses. An additional in-class exercise will be added to MKT 402 to give students an additional opportunity to engage in this skill. An oral presentation related to market communication will be added to MKT 404.</p> <p>While no action is necessary, the marketing faculty will provide more focus on marketing communication strategies in MKT 402 and 354.</p> <p>Implementation Plan (timeline): Fall 2016  Key/Responsible Personnel: Marketing faculty</p>

	<i>Measures: Budget approval required? (describe):</i> <i>Budget request amount: \$0.00 Priority:</i>
<b>Overall Summary of Assessment</b>	

**Finalized 7/11/18**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT****Academic Year: 2017-18****College:** Tiffin University**Department/School/ Division:** School of Business Administration (SOS)**Degree Program:** Master of Business Administration (MBA)**Report Submitted By:** *Wendy Ziems-Mueller***Date of Submission:** *May 20, 2018***Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
ACC 512	28	80.43/100	Quiz Week 4	1	
MAT 513	57	3.60/4	Week 7 Presentation	2	
MGT 622	52	3.64/4	Final Paper	1	
MGT 623	34	3.08/4	Week 7 Ethics Paper	1	

NM=No Match

**Program Mission Statement:** The Tiffin University MBA strives to prepare students for careers in a wide spectrum of business enterprise. The program focuses on the development of managerial competencies related statistics, accounting, economics, finance, computer information, policy, ethics, law, globalization, and marketing. In addition, the program focuses on self-actualization of a higher level of learning.

**Student Learning Outcome Overview:**

- Proficiency of Business Practices MBA students will demonstrate proficiency in understanding business policies and practices related to sub-categories of quantitative and managerial competencies [ethics, marketing, globalization, accounting, economics, statistics, finance, and information technology].*
- Students will demonstrate the ability to communicate clearly and professionally.*
- Apply tools and technology MBA graduates will identify and apply tools and technology to solve quantitative problems and make decisions based on the information they generate. (Not assessed in 2017-18)*
- Ethics MBA graduates will recognize, interpret, and plan for the challenges of conducting business in local and global environments by applying relevant laws and ethical theories, management functions, policies, and marketing practices. (Not assessed in 2017-18)*
- Evaluate Research Students will evaluate current research in order to synthesize, apply, and interpret research findings for the greater understanding of problem solving. (Not assessed in 2017-18)*

# Curriculum Map:

## MBA Core

Courses and Activities Mapped to Master of Business Administration (MBA) Outcome Set

ACTIONS SAVE NOW

Show Outcome Descriptions  Show Course/Activity Detail

		Outcome				
		Proficiency of Business Practices <small>MBA students will demonstrate proficiency in understanding business policies and practices related to sub-categories of quantitative and managerial competencies [ethics, marketing, globalization, accounting, economics, statistics, finance, and information technology].</small>	Students will demonstrate the ability to communicate clearly and professionally <small>Students will demonstrate the ability to communicate clearly and professionally.</small>	Apply tools and technology <small>MBA students will identify and apply business technology to solve quantitative problems and make decisions based on the information they generate.</small>	Ethics <small>MBA students will recognize, identify, and pursue the advantages of conducting business in local and global environments by applying research to and ethical theories, management decisions, policies, and marketing practices.</small>	Evaluate Research <small>Students will evaluate research in order to effectively apply and improve research findings for the greater understanding of problem solving.</small>
<b>Courses and Learning Activities</b>						
MGT 623	Ethics Paper	RI				
ACC 512	Cost Class	RI				
MGT 622	Master Field Test	RI				RE
MGT 622	Final Paper/Project	RI				RE
MGT 623	Presentation		RI			
MGT 623	Presentation			RI		
MGT 622	Master Field Test	RE	RE	RE	RE	
MGT 623	Master Field Test				RI	
MGT 622	Final Paper/Project				RI	
MGT 623	Case Analysis				RI	
MGT 622	Master Field Test					RI
MGT 623	Group Project					RI

### Student Learning Outcome 1:

Proficiency of Business Practices MBA students will demonstrate proficiency in understanding business policies and practices related to sub-categories of quantitative and managerial competencies [ethics, marketing, globalization, accounting, economics, statistics, finance, and information technology].

### Method(s) of Assessment

#### Direct Measures (Required)

1. Measure: Accounting Cost System Program level; Direct - Student Artifact Details/Description: In ACC 512, all students are required to take the accounting cost system exam.
2. Measure: Business Ethics Paper Program level; Direct - Student Artifact Details/Description: In MGT 623, all students are required to complete a business ethics paper.
3. Measure: Capstone Paper Program level; Direct - Student Artifact Details/Description: In MGT 622, all students are required to prepare a final paper detailing business concepts and practices.
4. Measure: Master Field Test Program level; Direct - Student Artifact Details/Description: In MGT 622,

	<p>students were required to participate in the master field test for business.</p> <p><b><u>Performance Target</u></b></p> <p>1. <i>Acceptable Target: 75% of all participating students will score 90% or higher on the accounting cost system exam.</i>  <i>Ideal Target: 85% of all participating students will score 90% or higher on the accounting cost system exam.</i>  <i>Implementation Plan (timeline): Fall 2017, Spring 2018</i>  <i>Key/Responsible Personnel: MBA faculty</i></p> <p>2. <i>Acceptable Target: 80% of all participating students will score 90% or higher on the final ethics paper.</i>  <i>Ideal Target: 90% of all participating students will score a 90% or higher on the final ethics paper.</i>  <i>Implementation Plan (timeline): Fall 2017, Spring 2018</i>  <i>Key/Responsible Personnel: MBA faculty</i></p> <p>3. <i>Acceptable Target: 80% of participating students will score 90% or higher on the final capstone paper.</i>  <i>Ideal Target: 90% of participating students will score a 90% or higher on the final capstone paper.</i>  <i>Implementation Plan (timeline): Fall 2017, Spring 2018</i>  <i>Key/Responsible Personnel: MBA faculty</i></p> <p>4. <i>Acceptable Target: 90% of participating students will score 50% or higher on the master field test.</i>  <i>Ideal Target: 95% of participating students will score 50% or higher on the master field test.</i>  <i>Implementation Plan (timeline): Fall 2017</i>  <i>Key/Responsible Personnel: MBA faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b></p> <p>1. <i>Findings for Accounting Cost System</i></p> <p><i>Summary of Findings : 80.43% met the OA goal. The goal was met this year.</i></p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Exceeded</i></p>

*Recommendations :* During the AY 17-18, the MBA program was totally revised. Accounting was removed from the program and focus for quantitative methods was spread out over the remaining courses. This course will not longer we measured.

*Reflections/Notes*

*2. Findings for Business Ethics Paper*

*Summary of Findings :* 77% met the assessed goal. This was a bit short of the 80% goal expected.

*Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching*

*Recommendations :* Following the total MBA revision, all rubrics are being revised and implemented for AY 18-19. This goal will continue to be measured for AY 18-19 to allow further comparison with the new rubric.

*Reflections/Notes :*

*3. Findings for Capstone Paper*

*Summary of Findings :* The goal for this assessment was 80% of students will exceed 90% on this final capstone paper. In AY 17-18 91% of all students met this requirement.

*Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Exceeded*

*Recommendations :* This course will continue to be an assessment course for AY 18-19

*Reflections/Notes :* This assignment is a capstone assignment for all MBA students and will continue to measure progress of our MBA graduates.

*4. Findings for Final Project and Presentation in MAT 513*

*Summary of Findings :* The final project was the assessment selection for MAT 513 for AY 17-18. The goal was 80% of participating students will earn 90% or higher on the final project. For AY 17-18, 90% earned 90% or higher.

*Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded*

*Recommendations :* This course was revised during the AY 17-18 with the MBA total program revision. It was replaced with MGT 526 which is similar to the MAT 513 course with more focus

	<p>on quantitative analysis. The new MGT 526 final project will be used as the new OA assessment course for AY 18-19.</p> <p>Reflections/Notes :</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Students will demonstrate the ability to communicate clearly and professionally
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> Final Project and Presentation in MAT 513 Program level; Direct - Student Artifact Details/Description: All students in MAT 513 are required to participate in a final project and presentation.</p> <p><b><u>Performance Target</u></b> 80% of all participating students will achieve 90% or higher on the MAT 513 final project and presentation.</p> <p><i>Ideal Target: 90% of all participating students will achieve 90% or higher on the MAT 513 final project and presentation.</i> <i>Implementation Plan (timeline): Fall 2017, Spring 2018</i> <i>Key/Responsible Personnel: MBA faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b> Findings for Final Project and Presentation in MAT 513 Summary of Findings : The final project was the assessment selection for MAT 513 for AY 17-18. The goal was 80% of participating students will earn 90% or higher on the final project. For AY 17-18, 90% earned 90% or higher. Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p> <p>Recommendations : This course was revised during the AY 17-18 with the MBA total program revision. It was replaced with MGT 526 which is similar to the MAT 513 course with more focus on quantitative analysis. The new MGT 526 final project will be used as the new OA assessment course for AY 18-19.</p> <p>Reflections/Notes :</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Overall Summary of Assessment</b>	N/A

**FINALIZED 7/11/18**

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

**College:** Tiffin University

**Department/School/ Division:** School of Business Administration (SOS)

**Degree Program:** Sports and Recreation Management (BBA)

**Report Submitted By:** *Bonnie Tiell*

**Date of Submission:** *June 28, 2018*

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
SRM 475	14	3.79/4	Supervisor Eval	5	
SRM 235	23	3.22/4	Blog Assignment	3	

NM=No Match

**Program Mission Statement:** This major is designed to prepare students for careers and advanced study in the field of sports, the manufacturing and marketing of sports equipment and services, as well as the growing fields of recreation and leisure management.

### Student Learning Outcome Overview:

1. *The students will develop a foundation of ethical standards in business. (Not assessed in 2017-18)*
2. *The students will develop an understanding of accounting processes and financial statements. (Not assessed in 2017-18)*
3. *Students will demonstrate the ability to professionally communicate through academic writing.*
4. *Students will demonstrate the ability to professionally communicate through technology. (Not assessed in 2017-18)*
5. *Students will demonstrate professionalism in an experiential learning scenario.*

# Curriculum Map:

## Sport and Recreation Mgmt. Map

Courses and Activities Mapped to Sports and Recreation Management Outcome Set

ACTIONS SAVE NOW

Show Outcome Descriptions Show Course/Activity Data

Courses and Learning Activities	Outcome				
	Sports and Recreation Mgmt. Outcome #1 The student will demonstrate a proficiency of ethical standards in business	Sports and Recreation Mgmt. Outcome #2 The student will demonstrate an understanding of accounting systems and financial statements	Sports and Recreation Mgmt. Outcome #3 Students will demonstrate the ability to professionally communicate through academic writing	Sports and Recreation Mgmt. Outcome #4 Students will demonstrate the ability to professionally communicate through technology	Sports and Recreation Mgmt. Outcome #5 Students will demonstrate professionalism in an experiential learning setting
SRM 180 Lecture	I				
LAW 260 Lecture	P				
SRM 150 Lecture	P				
LAW 260 Legal Analysis Project	P				
SRM 180 Lecture		I			
SRM 150 Lecture		P			
SRM 360 Football Scheduling Project		P			
SRM 180 Lecture			I		
LAW 260 Lecture			P		
SRM 475 Career Development Plan			P		
SRM 290 Lecture				I	
LAW 260 Lecture				P	
LAW 260 Legal and Prosecution Details				P	
SRM 180 Lecture					I
SRM 475 Lecture					P
SRM 475 Supervisor Evaluation					P

<b>Student Learning Outcome 3:</b>	Students will demonstrate the ability to professionally communicate through academic writing
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Students completed a blog assignment in which they were able to communicate effectively through academic writing.</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target: 3/4</i>  <i>Ideal Target: 3.5/4</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Students addressed numerous topics in the global and domestic domain of sport marketing while demonstrating technology skills in building a website.</i></p> <p><i>Acceptable Target Achievement: Met</i>  <i>Ideal Target Achievement : Approaching</i></p>

	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	<p><i>Recommendations: I would bring in someone with experience to provide their tips at the beginning of the semester instead of after the break with only a few weeks remaining.</i></p> <p><i>Reflections/Notes: Time was provided in class to work on websites and students felt comfortable soliciting assistance from the professor and their peers.</i></p>

<b>Student Learning Outcome 5:</b>	Students will demonstrate professionalism in an experiential learning scenario.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> <i>Students are evaluated at their internship site by the supervisor. SRM 475</i></p> <p><b><u>Performance Target</u></b> <i>Acceptable target 3/4 on the scoring rubric. Ideal Target: 3.5/4 on the scoring rubric.</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
	<p><b><u>Direct Measures</u></b> <i>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</i></p>
<b>Assessment Results</b>	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	<p>1) <i>What's working well with the class?</i> <i>Students are gaining industry experience and expanding their network. They were actively discussing their career path with peers and supervisors.</i></p> <p>2) <i>What's not working as well with the class?</i> <i>Students continued to procrastinate by not completing journals while they were actually at an organization. Students complained that the paper was redundant. There remains a reluctance to do any academic associated work with the internship or to just do the minimal. There is an inconsistency with students in the course writing daily entries and with students in other majors completing weekly reports.</i></p> <p><i>We are no longer teaching the class. This course is going to be taught as an internship IGS format .</i></p>

<b>Overall Summary of Assessment</b>	<i>N/A</i>
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**FINALIZED 07/11/18**

## **School of Criminal Justice and Social Sciences**

### **Outcome Assessment Report AY 2017-2018**

#### **Tiffin University's Mission Statement:**

Educate students by linking knowledge to professional practice.

#### **School of Criminal Justice and Social Sciences Mission Statement:**

The School of Criminal Justice and Social Sciences educates our graduates for work and for life. Its undergraduate programs provide comprehensive preparation for post-baccalaureate employment and for entry into graduate-level education while its graduate programs provide additional professional development for successful careers. The School also is committed to developing and offering new educational programs of the highest quality in other domains of criminal justice and social and behavioral sciences as the need arises.

#### **Program Rationale/Purpose Statement:**

The designs of SCJSS programs help students grasp the fundamental values and purposes of criminal justice, social science, politics, and international relations in American society. SCJSS programs prepare students for professional competency in fields of criminal justice and social science.

#### **Outcome Assessment Background for AY 2017-2018:**

Yet again, outcome assessment for AY 2017-2018 was challenging due to another leadership change and Taskstream not being intuitive for the user with LAT and AMS silos. Dr. Dan Weinstein left the employ of Tiffin University with Vice Provost Kristina Collins providing outcome assessment direction. In spring 2018, Kerry Jones and Thiago Rodrigues were and assigned to assist with outcome assessment.

A helpful initiative for department chairs was publishing in one document each semester the outcome courses, the measure, and the data to collect. Confusion did occur when the document was created using AMS outcome assessment verbiage/direction yet later in the year, a similar document was created and other courses were added or changed without department chair knowledge. This resulted in an outcome assessment "clean up" in June 2018. In addition, some data collected and recording in LAT for fall 2017 was lost and had to be re-entered. Along the way, the wrong data or no data was collected for the justice administration program offered online and off campus seated. Overall, AY 2017-18, outcome assessment data demonstrates a positive SCJSS curriculum assessment. Department chairs did record an AY 2018-2019 outcome assessment plan in AMS to be execute. While Taskstream use continues to be troublesome, department chairs are becoming more familiar with Taskstream intricacies and will continue to work on the full capabilities of Taskstream.

## 2017-18 SCJSS Taskstream Undergraduate Data Overview

Refer to Taskstream AMS reports that cover outcome assessment data, findings, recommendations, and reflection for each program listed below.

- Associate of Criminal Justice in Law Enforcement
- Bachelor of Arts in Cyber-Defense and Information Assurance
- Bachelor of Arts in Government and National Security
- Bachelor of Arts in Psychology
- Bachelor of Criminal Justice – Criminal Justice Core
- Bachelor of Criminal Justice in Corrections
- Bachelor of Criminal Justice in Criminalistics
- Bachelor of Criminal Justice in Digital Forensics
- Bachelor of Criminal Justice in Forensic Psychology
- Bachelor of Criminal Justice in Homeland Security and Terrorism
- Bachelor of Criminal Justice in Justice Administration
- Bachelor of Criminal Justice in Law Enforcement
- Master of Science in Criminal Justice
- Master of Science in Psychology

### Strengths:

Overall, SCJSS positive progression towards a developed outcome assessment plan occurred in AY 2017-2018. Many programs met or exceeded outcome assessment goals. SCJSS department chairs and administrators provided overall recommendations and reflection for each program through Taskstream AMS. A developed outcome assessment plan for AY 2018-2019 is ready for implementation in fall 2018.

At the SCJSS undergraduate level, faculty and students demonstrated a willingness to work through outcome assessment direction during the academic year. Many SCJSS programs recorded remarkably high marks of outcome assessment achievement as evidenced by exceeding target achievement as measured in Taskstream. Undergraduate social science adjuncts are always willing to assist in developing and maintaining our programs and engaging in outcome assessment. Students seem genuinely engaged in the course work. Course flow and build for the online classes seems to be working well for students and instructors regarding outcome assessment alignment.

At the graduate level, MSCJ programs continue to be a strength in OA data collection. Multiple data sets were collected, analyzed, reflected upon, and recommendations recorded. Overall, the AY 2017-2018 OA MSCJ plan was strong, netting an improvement process as detailed in AMS reflection and recommendation sections.

### Limitations:

Overall, data collection in Taskstream has been limited for various reasons. The limitation of consistent outcome assessment leadership/direction with Taskstream silos (LAT and AMS) and

Taskstream not being intuitive for the user continues to limit outcome assessment. Dr. Holbrook's direction to the academic schools to be responsible and more engaged in outcome assessment regarding Taskstream implementation will result in a more consistent OA process in lieu of a reliance on a director of outcome assessment to perform Taskstream functions. SCJSS faculty and especially department chairs have mitigated Taskstream implementation limitations with the expectation of a better outcome assessment experience for AY 2018-2019.

An outcome assessment gap occurred with the justice administration program for online and off campus seated. Historically, justice administration program OA has been a strength and past OA data is useful. Furthermore, the OA justice administration courses are measured in other criminal justice program OA.

At the SCJSS undergraduate level, a few programs fell short of meeting the acceptable target of student artifact assessment as identified in Taskstream. While this is certainly an area for improvement, it is not surprising due to the lack of outcome assessment consistency regarding administrative direction.

At the graduate level, the most visible OA limitation centers on low enrollment courses, limiting the data collected. Over time, by collating low enrollment data collection, a stronger OA will result.

### **Opportunities:**

Follow through on AY 2018-2019 outcome assessment plans recorded in Taskstream AMS. Continue to promulgate early in each semester an outcome assessment spreadsheet to department chairs detailing the outcome assessment course, measure, data to collect, and the faculty teaching the course. Department chairs can communicate with faculty early in the semester to ensure data on the required outcome assessment artifact is collected. The assigned department chair should give specific attention to collecting outcome assessment data for the online and off campus seated justice administration program.

At the SCJSS graduate level, consider an outcome assessment plan for each graduate program rather than an outcome assessment plan by degree. Making this change would coincide with SCJSS undergraduate outcome assessment plans.

One of the biggest opportunities is to integrate Turnitin as part of the online submission process for all undergraduate and graduate online courses. It is important to note that MSCJ programs integrated Turnitin resulting in a positive impact for developing writing skills. This would provide students with clear feedback about their assignments as it relates to proper citations and academic honesty. Another opportunity is to look at hiring adjuncts with more specialized backgrounds to provide students with a greater understanding of research and its application. Both opportunities, if implemented, can result in demonstrating academic rigor through outcome assessment.

Finally, the SCJSS OA plan for AY 2018-2019 should include collecting the final grade for the following 100 – 200 level courses. The identified courses are designed to present overall entry-

level base knowledge to prepare students for upper level courses. Single artifact OA collection cannot properly represent the course goal of introducing program base knowledge; however, the course final grade can assess the introduction of program base knowledge. The courses identified are:

- COR120
- ENF150
- ENF154
- FOR105
- FOR115
- JUS110
- JUS202
- POL151
- PSY101
- SOC101

### **Challenges:**

From the perspective of SCJSS, the following challenges exist:

- SCJSS administrators and faculty learning how to use Taskstream effectively. New department chairs will be in place for AY 2018-2019 and will need Taskstream training and outcome assessment guidance. SCJSS assistant deans will be instrumental in developing new department chairs.
- Providing clear and concise outcome assessment direction for the full academic year by staff assigned to outcome assessment success to include Taskstream management.
- Collect outcome assessment data for fall and spring semesters.
- Including the identified 100-200 level program courses in the AY 2018-2019 OA plan.
- For SCJSS online courses, due to new programs going online (criminalistics and criminal behavior) and the need to update older course shells, instructional designers are stretched beyond capacity and the potential exists of not having the AY 2018-2017 OA plan being fully implemented. Note, instructional designer capacity will affect Turnitin implementation for SCJSS online courses.

At the social science undergraduate level, two specific challenges require consideration. Many outcome assessment rubrics include assessment for grammar, thesis, style, presentation, professional appearance, meeting directions, as well as content. When reviewing Taskstream reports, there is the challenge of delineating content mastery (or lack thereof) and other assessment criteria resulting in a final grade for the assignment measured. A second challenge is long-term outcome assessment administrative consistency. Faculty have experienced multiple years of competing or inconsistent outcome assessment direction.

### **Conclusion:**

SCJSS outcome assessment continues to be a “work in progress” that faculty and administrators keep improving on – the essence of outcome assessment – continuous improvement and

adjusting programs to best serve students, ensuring knowledge development. Collectively, data analysis demonstrates positive results in student knowledge development.

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Bachelor of Criminal Justice Corrections

**Report Submitted By:** Peter Piraino

**Date of Submission:** May 10, 2018

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
FOR 423	6	6 Pass / 0 Fail	Needs / Risk Assessment	-	N/A
COR 120	43	2.81/4	Theories Paper	1	
COR 336	6	3.83/4	Key Assessment	2	

NM=No Match

**Program Mission Statement:** The Corrections program is designed for the student who wishes to pursue a career in the U.S. correctional system, including roles in prisons and jails, probation, parole at the federal, state, and local levels. Courses emphasize understanding and observing the rights of prisoners and their humane treatment.

### Student Learning Outcome Overview:

- Analyze Historical and Modern Approaches: Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.*
- Constitutional Rights of Prisoners: Students will comprehend the constitutional rights of prisoners.*
- Analyze Philosophies: Students will analyze and evaluate the philosophies and practical applications to correctional practices. (Not assessed in 2017-18)*
- Analyze Practical Applications of Management: Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions. (Not assessed in 2017-18)*

# Curriculum Map:

## BCJ Corrections

Courses and Activities Mapped to BCJ Corrections

ACTIONS SAVE NOW

Show Outcome Descriptions Show Course Activity Detail

Courses and Learning Activities	Outcome			
	Analyze Historical and Modern Approaches <small>Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.</small>	Analyze Philosophies <small>Students will analyze and compare the philosophical and practical approaches to corrections in various countries.</small>	Constitutional Rights of Prisoners <small>Students will demonstrate the constitutional rights of prisoners.</small>	Analyze Practical Applications of Management <small>Students will analyze and compare the philosophies and practical applications for management decisions and agency effectiveness.</small>
COR186 Corrections: Rights of Prisoners			P	
COR420 Agency Management		P	I	P
COR120 Criminal Theories and Practice	P	P	P	P
JUS387 Ethics in Criminal Justice		I	I	I
COR338 Constitutional Rights of Prisoners		I		I
COR266 Practical Practice and Community Corrections	I	I	I	I
JUS202 Criminal Procedures			P	
JUS201 Criminal Law			P	
COR131 Juvenile Justice	I	I	I	I
JUS110 Intro to Criminal Justice	P			

### Student Learning Outcome 1:

Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.

### Method(s) of Assessment

#### Direct Measures (Required)

*Details/Description: Students will be evaluated using a rubric to measure their knowledge of modern approaches to offender management.*

#### Performance Target

*Collective average of 3/4 on the rubric.*

*Ideal Target: Collective average of 3.5/4 on the rubric.*

*Implementation Plan (timeline): Fall 2016*

*Key/Responsible Personnel: CJSS Faculty*

#### Indirect Measure (if applicable)

*N/A*

### Assessment Results

#### Direct Measures

*Findings for COR120 Theories Paper*

*Summary of Findings : Students scored a collective average of 2.81/4.0 on the Theories Paper Rubric. This score of 70% did not meet the acceptable target achievement for this outcome. 42 Students were evaluated.*

*Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away*

*Recommendations : As the acceptable target achievement was not met for this outcome, it is recommended that the outcome be reassessed for the next assessment period.*

*Reflections/Notes : A greater focus by faculty teaching the course on this specific OA should be pursued.*

#### Indirect Measure (if applicable)

	N/A
<b>Use of Results</b>	N/A

<b>Student Learning Outcome 2:</b>	Students will comprehend the constitutional rights of prisoners.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Details/Description: Students will apply legal knowledge to correctional practices.</i></p> <p><b><u>Performance Target</u></b>  <i>80% of students will receive a final grade of B or better.</i></p> <p><i>Ideal Target: 90% of students will receive a final grade of A or better.</i>  <i>Implementation Plan (timeline): Fall 2016</i>  <i>Key/Responsible Personnel: CJSS Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for COR336 -- Final Course Grade</i>  <i>Summary of Findings : Students had a collective average of 3.83/4.0 on the Final Course Grade Rubric for COR336. This score (96%) exceeds the ideal target achievement for this outcome. However, only 6 students were evaluated.</i>  <i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i>  <i>Recommendations : As only 6 students were evaluated for this outcome, it is recommended that the outcome be assessed again in the next assessment period.</i>  <i>Reflections/Notes : Additional OA data desired since due to minimal students were enrolled in the course.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Use of Results</b>	N/A

<b>Overall Summary of Assessment</b>	<p><i>Overall Recommendations</i>  Continue to assess these specific OA due to not meeting the COR120 program OA goal and minimal student artifact collection for COR336.</p> <p><i>Overall Reflection</i>  Regarding COR120, a greater focus by faculty teaching the course on this specific OA should be pursued.</p>
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Finalized 07/12/2018

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

Academic Year: 2017-18

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Bachelor of Criminal Justice Homeland Security/Terrorism

**Report Submitted By:** Peter Piraino

**Date of Submission:** Jan. 9, 2018

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
POL491	20	3.25/4	Capstone Research Project	4	
ENF680	5	4.00/4	Case Study		NM
ENF680	4	4.00/4	Final Exam		NM
ENF685	4	3.25/4	Case Study		NM
ENF685	4	3.38/4	Final Exam		NM

NM=No Match

**Program Mission Statement:** The Homeland Security and Terrorism program is designed to provide students with a background in the emerging field of Homeland Security. Courses include a wide range of homeland security missions and topics. Terrorism is explored in several courses. The program seeks to provide the student a solid foundation for pursuing a career in homeland security.

### Student Learning Outcome Overview:

- 1. Understanding History and Structure of Apparatus link opens in new window  
Students will gain an understanding of the history, development, and present structure of the homeland security apparatus. (Not assessed in 2017-18)*
- 2. Concepts of Terrorism link opens in new window  
Students will have gained the ability to describe the concepts of terrorism, demonstrate knowledge of contemporary or emergent threats, challenges, and issues. (Not assessed in 2017-18)*
- 3. Purpose of Domestic and Foreign Intelligence link opens in new window - Students will have gained the ability to describe the purpose of domestic and foreign intelligence, and the operability of intelligence in conducting domestic and foreign national security operations. (Not assessed in 2017-18)*
- 4. Problem-solving Strategies link opens in new window - Students will devise situationally appropriate problem-solving strategies for insuring effective homeland security.*

# Curriculum Map:

## 1. All students in the BCJ HS/T Program will gain an understanding of the history, development and p

Courses and Activities Map to each or of Criminal Justice Home and Security Terrorism Outcome list

Courses and Learning Activities	Outcome			
	All students in the BCJ HS/T Program will gain an understanding of the history, development and present structure of the Homeland Security	Students will have gained the skills to recognize the concepts of terrorism, demonstrate knowledge of the history of terrorism, and identify the challenges and issues	Students will have gained the skills to describe the purpose of domestic and foreign intelligence, foreign intelligence and the capability of intelligence community and estimate and assess threats to the United States	Students will be able to identify the problem-solving strategies and apply them to solve the problem
ENF 202 Exam	P	P		P
ENF 204 Paper	I	I	I	I
ENF 205 Exam	P			P
ENF 215 Paper	P		I	P
ENF 247 Case Study	P			P
POL 201 Case Study	P			I
POL 204 Case Study	P	M		
POL 491 Paper	P		P	P
POL 491 Capstone Research Project	P			P

Legend: I = In Progress, P = Pass, F = Fail, M = Miss

### Student Learning Outcome 4:

Students will devise situationally appropriate problem-solving strategies for insuring effective homeland security.

### Method(s) of Assessment

#### Direct Measures (Required)

Measure : POL491 -- Capstone Research Project  
Program level ; Direct - Student Artifact

Details/Description : Students will complete a capstone research project addressing a current challenge or issue in homeland security.

#### Performance Target

Acceptable Target : Collective average of 3/4 on the rubric.

Ideal Target : Collective average of 3.5/4 on the rubric.

Implementation Plan (timeline) : AY 2017-2018

Key/Responsible Personnel : CJSS Faculty

#### Indirect Measure (if applicable)

N/A

### Assessment Results

#### Direct Measures

Findings for POL491 -- Capstone Research Project

Summary of Findings : Students had a collective average of 3.25/4.0 (81%) on the Capstone Research Project for this outcome. 20 students were evaluated. This collective average score exceeded the acceptable target achievement, but did not meet the ideal target achievement.

Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Approaching

	<p><i>Recommendations : As the ideal target achievement was not met, it is recommend that this outcome be used again in the next assessment period.</i></p> <p><i>Reflections/Notes : POL491 is the capstone course for the program. Achieving the ideal target goal assesses collective student program knowledge and prepares students for professional opportunities. Continue to work towards the ideal target goal.</i></p>
	<p><b><i>Indirect Measure (if applicable)</i></b> N/A</p>
<p><b>Use of Results</b></p>	<p>N/A</p>

<p><b>Overall Summary of Assessment</b></p>	<p><i>Overall Recommendations</i>  <i>Regarding POL491, as the ideal target achievement was not met, it is recommend that this outcome be used again in the next assessment period. Add an additional program OA with associated course to the AY 2018-2019 Assessment Plan.</i></p> <p><i>Overall Reflection</i>  <i>POL491 is the capstone course for the program. Achieving the ideal target goal assesses collective student program knowledge and prepares students for professional opportunities. Continue to work towards the ideal target goal. In addition adding to the program OA data collection is appropriate at this time.</i></p>
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**Finalized 07/12/2018**

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Bachelor of Criminal Justice Criminalistics

**Report Submitted By:** Peter Piraino

**Date of Submission:** May 02, 2018

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
JUS110	10	2.80/4	Key Assessment		NM
ENF150	28	2.68/4	Key Assessment		NM
ENF239	64	3.73/4	Key Assessment		NM
JUS465	6	3.67/4	Mock Trial	1	
ENF460	23	4.00/4	Class Report	2	

NM=No Match

**Program Mission Statement:** The Criminalistics program is for the student who wishes to become involved in the investigation of crimes by following strict legal and scientific evidence processing rules. Criminalists are concerned with the reconstruction of crimes and the analysis of physical evidence.

Criminalists must use a blend of investigative skills and practical experience. One of the primary functions of a criminalist is to properly identify and collect evidence in a wide variety of crime scenes. Combining scientific and legal methods taught in the classroom with actual experience, the student develops skills in identifying, sorting, comparing, interpreting, and cataloging evidence for use in subsequent criminal proceedings.

The Criminalistics courses are uniquely designed as stepping stones throughout the major. Students will collect evidence in classes and continue to analyze this evidence in subsequent classes. Students begin to learn these processes in Introduction to Forensic Science, which opens the students to an overview of Forensic Science. Additional courses in the progression are Advanced Criminalistics, Evidence Processing, and Trial Evidence. Throughout this progression, students advance their experience from crime scene to the courtroom.

### Student Learning Outcome Overview:

- 1. Crime scene protocols Students will apply proper crime scene protocols, including the legal and scientific rules of processing physical evidence, to the collection and preservation of evidence.*
- 2. Application, evaluation and synthesis of evidence Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.*
- 3. Collection, preservation, and presentation of evidence Students will perform evidence collection and preservation, evaluate evidence, and present evidence in mock courtroom setting. (Not assessed in 2017-18)*

# Curriculum Map:

## Criminalistics

Courses and Activities Mapped to Barbican of Criminal Justice Criminalistics Outcome Set:

Show Outcome Descriptions

Show Course/Activity List

ACTIONS

SAVE NO

Courses and Learning Activities	Outcome		
	Crime Scene Protocols <small>To identify and apply proper crime scene protocols, including the legal and scientific rules of processing physical evidence to the collection and preservation of evidence.</small>	Application, evaluation and synthesis of evidence <small>Students will apply, evaluate, and synthesize evidence for a wide variety of criminal investigations.</small>	Collection, preservation and presentation of evidence <small>Students will perform evidence collection and preservation techniques and present evidence in mock courtroom setting.</small>
CDS334		P	
CDS401		P	
ENF239			P
ENF320		P	P
ENF395		P	
ENF432		P	
ENF460		P	
FACT15	I	I	
JUS110	I		I
JUS203	I		I
JUS283		P	P
JUS341	P		
JUS465			P

<p><b>Student Learning Outcome 1:</b></p>	<p>Crime scene protocols: Students will apply proper crime scene protocols, including the legal and scientific rules of processing physical evidence, to the collection and preservation of evidence.</p>
<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b>  <i>Details/Description: Students will be evaluated using a rubric on their ability to display proper evidence collection and preservation techniques evidenced by their mock trial testimony.</i></p> <p><b><u>Performance Target</u></b>  <i>Collective average of 3/4 on a rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on a rubric.</i>  <i>Implementation Plan (timeline): Fall 2017 and Spring 2018.</i>  <i>Key/Responsible Personnel: CJSS Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b>  <i>Findings for JUS465 Mock Trial</i>  <i>Summary of Findings : Students received a collective average of 3.67/4.0 on the Mock Trial Rubric. This score exceeded the ideal target of 3.5. Six students were evaluated.</i></p>

	<p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : Although the collective average exceeded the ideal target, it is recommended that the same outcome (Mock Trial) be assessed for the next several assessment periods, as JUS465 is a low-enrollment course.</i></p> <p><i>Reflections/Notes : For some unknown reason, the students from the Fall 2017 JUS465 were not enrolled as authors and therefore could not be evaluated.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Application, evaluation and synthesis of evidence: Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p><i>Details/Description: Students will be evaluated on a rubric measuring their knowledge and application skills regarding the evaluation and synthesis of evidence.</i></p> <p><b><u>Performance Target</u></b> <i>Collective average of 3/4 on a rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on a rubric.</i> <i>Implementation Plan (timeline): Fall 2017 and Spring 2018.</i> <i>Key/Responsible Personnel: CJSS Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p><i>Findings for ENF460 Class Project</i></p> <p><i>Summary of Findings : Students received a collective average of 4.0/4.0 on the Class Project Rubric. This exceeded the ideal average of 3.5/4.0. 23 students were evaluated.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : As the ideal target achievement was met, it is recommended that a different outcome be assessed for the next assessment period.</i></p> <p><i>Reflections/Notes :</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Overall Summary of Assessment</b>	N/A

Finalized 07/05/2018

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Cyber-Defense & Information Assurance

**Report Submitted By:** *Scott Blough*

**Date of Submission:** *May. 13, 2018.*

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
CDS445	24	3.63/4	Final Exam	1,2	
CDS491	27	3.56/4	Final Project	4	

NM=No Match

**Program Mission Statement:** The Cyber Defense and Information Assurance major addresses the evolving threats to our economy and society in cyberspace. The curriculum is designed to give students a solid background in technology applications, threat assessment, and mitigation. Using real-world case scenarios and threat actors, the program challenges students to think critically about interconnected systems and vulnerabilities. This diversified program culminates in a senior seminar that includes both Digital Forensics and Cyber Defense and Information Assurance students participating in a red team/blue team scenario, providing both teams the opportunity to manage an intrusion incident from inception to forensic analysis and reporting.

**Student Learning Outcome Overview:**

- 1. Critical thinking: All students in the BA Cyber Defense Information Assurance Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.*
- 2. Understanding the process of digital forensics All students in the BA Cyber Defense Information Assurance Program will understand the process of digital forensics.*
- 3. Critically analyze vulnerabilities: All Students in the BA Cyber Defense Information Assurance Program will demonstrate the ability to critically analyze information security network vulnerabilities and develop effective mitigation strategies. (Not assessed in 2017-18)*
- 4. Devise solutions for problems in national security: All Students in the BA Cyber Defense Information Assurance Program will demonstrate an ability to analyze and devise solutions for problems in national security within the framework of our instruments of national power and the use of those instruments within our political, legal, and policy context.*
- 5. Program Wide Review and Initiatives (Not assessed in 2017-18)*

# Curriculum Map:

## BA-Cyber Defense and Information Assurance

Courses and Activities Mapped to Bachelor of Arts (B.A.) degree in Cyber-Defense & Information Assurance Outcome 5e1

ACTIONS SAVE NOW

Show Outcome Descriptions

Show Course/Activity Detail

		Outcome			
		critical thinking All students in the BA Cyber Defense Information Assurance Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.	understanding the process of digital forensics All students in the BA Cyber Defense Information Assurance Program will understand the process of digital forensics.	critically analyze vulnerabilities All students in the BA Cyber Defense Information Assurance Program will demonstrate the skills of analyzing and identifying information security, network vulnerabilities and develop effective mitigation strategies.	devise solutions for problems in national security All students in the BA Cyber Defense Information Assurance Program will demonstrate applying the strategies and skills to solve the problems in national security within the framework of the requirements of national security and the use of those instruments within our political, legal and policy context.
Courses and Learning Activities					
+	CD312	I	I	I	
+	CD329	I	P		
+	CD335			P	
+	CD344	P	P	P	
+	CD345	P			
+	CD346 Paper	P			
+	CD348		P		
+	CD356 Warfare analysis			P	
+	CD445	P	P		
+	CD445 Test	P	P	P	
+	CD449 Final project	P	P	P	P
+	CIS320		I		
+	JUS215	I			I
+	POL151	I			

<p><b>Student Learning Outcome 1:</b></p>	<p>Critical thinking: All students in the BA Cyber Defense Information Assurance Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.</p>
<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b> Overall, students comprehended the process of digital forensics.</p> <p><b><u>Performance Target</u></b> 80% correct on the target "pull out" items in the final exam.</p> <p><i>Ideal Target: 90% correct on the target "pull out" items in the final exam.</i> <i>Implementation Plan (timeline): 2017-18</i> <i>Key/Responsible Personnel: CJSS Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b> <i>Findings for CDS445 Final Exam on Cyber Warfare</i> <i>Summary of Findings : Students had a collective average of 3.63 on the final exam rubric. This score exceeded the ideal target for this outcome. 24 students were evaluated.</i></p>

	<p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : Since the ideal target was exceeded for this outcome, a new outcome and associated courses will be selected for the next assessment period.</i></p> <p><i>Reflections/Notes : Students exceeded this program outcome.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Understanding the process of digital forensics: All students in the BA Cyber Defense Information Assurance Program will understand the process of digital forensics.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p><i>Students identified appropriate issues, policies and players in cyber warfare. Students had to interpret scenarios involving cyber defense and warfare (CDS 445). Students were required to evaluate specific information related to cyber warfare and information security.</i></p> <p><b><u>Performance Target</u></b></p> <p><i>80% correct on the target "pull out" items in the final exam.</i></p> <p><i>Ideal Target: 90% correct on the target "pull out" items in the final exam.</i></p> <p><i>Implementation Plan (timeline): 2017-18</i></p> <p><i>Key/Responsible Personnel: Full-time Cyber-Defense faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p><i>Findings for CDS445 Final Exam on Cyber Warfare</i></p> <p><i>Summary of Findings : This program OA was met. The data is associated with another program OA collected for the same time period and recorded in this report. Somehow this program OA was not linked to that student artifact.</i></p> <p><i>Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : Since the OA measure exceeded the OA goal, a different program OA and associated course should be identified for next AY.</i></p> <p><i>Reflections/Notes : Students are receiving the necessary academic and practical skills to succeed in this course.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A

<p><b>Student Learning Outcome 4:</b></p>	<p>Devise solutions for problems in national security: All Students in the BA Cyber Defense Information Assurance Program will demonstrate an ability to analyze and devise solutions for problems in national security within the framework of our instruments of national power and the use of those instruments within our political, legal, and policy context.</p>
<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : CDS491 - Capstone Project</i>  <i>Program level ; Direct - Student Artifact</i></p> <p><i>Details/Description : Score capstone project with the assigned rubric - PLO #4.</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target : 3/4 on the assigned rubric.</i>  <i>Ideal Target : 4 on the assigned rubric.</i>  <i>Implementation Plan (timeline) : Spring 2018 only.</i>  <i>Key/Responsible Personnel : Prof. Scott Blough</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b>  <i>Findings for CDS491 - Capstone Project</i>  <i>Summary of Findings : Data was collected and recorded in LAT for the identified course capstone project, however, the data was not linked to AMS for some reason. This may be due to personal changes that occurred during the AY. In addition, the actual artifact was not collected in LAT but the artifact grade was. It should be noted that a few students received low scores due to the instructor assigning an incomplete grade for the course at the end of the grading period. Theses student will have the opportunity to complete the course and OA artifact.</i>  <i>Artifact findings exceeded the program OA goal.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i>  <i>Recommendations : Only one semester of data has been collected. The program OA and associated course should be included in the next AY OA period in order to record multiple semesters of data for review.</i>  <i>Reflections/Notes : CDS491 is the senior capstone course and is designed for seniors in order to bring together academic concepts and practical skills learned from program courses.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p><b>Use of Results</b></p>	<p><i>N/A</i></p>
<p><b>Overall Summary of Assessment</b></p>	<p><i>Overall Recommendations</i></p>

*Regarding CDS445, the OA measure exceeded the OA goal, a different program OA and associated course should be identified for next AY. Continue to assess CDS491 due to only one semester of data has been collected.*

*Overall Reflection*

*CDS491 is the senior capstone course and is designed for seniors in order to bring together academic concepts and practical skills learned from program courses, additional data collection is needed.*

**Finalized 07/12/2018**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Bachelor of Criminal Justice Digital Forensics

**Report Submitted By:** Peter Piraino

**Date of Submission:** Dec. 22, 2017

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
CDS 435	13	3.74/4	Final Project, Practical Project	1, 2	

NM=No Match

**Program Mission Statement:** Tiffin University’s curriculum is designed to expose students to real-world problems and real-world solutions. The Digital Forensics major is designed from an investigative and evidence recovery perspective rather than a computer science perspective. The Students that successfully complete the program are eligible to take professional certification tests in Digital Forensics and Mobile Forensics. This prepares our students to begin work in the criminal justice or digital forensics profession on day one after graduation.

**Student Learning Outcome Overview:**

- 1. Critical thinking: All students in the BCJ Digital Forensics Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.*
- 2. Applying digital forensic tools All students in the BCJ Digital Forensics Program will be proficient in applying digital forensic tools to digital systems for forensic analysis.*
- 3. Critically analyze vulnerabilities All Students in the BCJ Digital Forensics Program will demonstrate the ability to critically analyze information security network vulnerabilities and preserve and present digital evidence in a technically proficient manner. (Not Assessed in 2017-18)*

# Curriculum Map:

## BCJ Digital Forensics

Courses and Activities Mapped to Bachelor of Criminal Justice Digital Forensics Outcome 1:

ACTIONS SAVE WORK

Show Outcome Descriptions Show Course/Activity Filter

Courses and Learning Activities	Outcome		
	critical thinking All students in the BCJ Digital Forensics Program will demonstrate the ability to conduct research and analytical skills as they apply to research and practical application of knowledge.	applying digital forensic tools All students in the BCJ Digital Forensics Program will be proficient in applying digital forensic tools to digital systems for forensic analysis.	critically analyze vulnerabilities All students in the BCJ Digital Forensics Program will demonstrate the ability to conduct analysis of information using the network, web, database and mobile applications to identify evidence in a technically proficient manner.
CDS152	I	I	I
CDS154	I	I	I
CDS151	P	P	P
CDS164	P		P
CDS1A5	I		I
CDS1A5	P		
CDS1A5	P		
CDS1A5 Practical project	P	P	P
CDS1A1 Final project	P	P	P
CIS155			I
BNW239	I		I

### Student Learning Outcome 1:

Critical thinking: All students in the BCJ Digital Forensics Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.

### Method(s) of Assessment

#### Direct Measures (Required)

Measure : CDS435 -- Practical Project  
Program level ; Direct - Student Artifact

Details/Description : Students will submit a practical project.

#### Performance Target

Acceptable Target : 80% of students will score a 3/4 on the rubric.

Ideal Target : 90% of students will score a 3/4 on the rubric.

Implementation Plan (timeline) : Fall 2017 and Spring 2018

Key/Responsible Personnel : CJSS Faculty

#### Indirect Measure (if applicable)

N/A

### Assessment Results

#### Direct Measures

Findings for CDS435 -- Practical Project

Summary of Findings : Students had a collective average of 3.75/4.0 on the Practical Project Rubric for CDS435. This score (94%) exceeded the ideal target achievement for this outcome.

Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

	<p><i>Recommendations : As the ideal target achievement was reached for this outcome, it is recommended that a new outcome be assessed for the next assessment period.</i></p> <p><i>Reflections/Notes : OA target goal achieved.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Applying digital forensic tools: All students in the BCJ Digital Forensics Program will be proficient in applying digital forensic tools to digital systems for forensic analysis.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> <i>Measure : Final Project Rubric for CDS 435 Advanced Digital Forensics Program level ; Direct - Student Artifact</i></p> <p><i>Details/Description : Students will process an image of a machine (hard drive) and be required to find various pieces of evidence and generate a report based on their observations.</i></p> <p><b><u>Performance Target</u></b> <i>Acceptable Target : 80% will score at least a 3/4 on the rubric.</i> <i>Ideal Target : 90% will score at least a 3/4 on the rubric.</i> <i>Implementation Plan (timeline) : Fall 2017 and Spring 2018</i> <i>Key/Responsible Personnel : Full time Digital Forensics faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b> <i>Findings for Final Project Rubric for CDS 435 Advanced Digital Forensics</i></p> <p><i>Summary of Findings : Students had a collective average of 3.74/4.0 (93%) for the Final Project Rubric for CDS 435. This score exceeded the ideal target achievement for this outcome. 13 students were evaluated.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : As only three outcomes exist for the BCJ-Digital Forensics Program, it is recommended that this outcome be reassessed for the next assessment period.</i></p> <p><i>Reflections/Notes : OA target goal achieved.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Overall Summary of Assessment</b>	<p><i>Overall Recommendations</i> <i>See recommendations associated with CDS445 above. Repeat CDS445 OA collection and choose another program OA and associated course for AY 2018-2019.</i></p>

	<i>Overall Reflection</i> <i>OA target goal exceeded.</i>
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**Finalized 07/12/2018**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Bachelor of Criminal Justice Forensic Psychology

**Report Submitted By:** Erin Dean

**Date of Submission:** May, 10, 2018

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
FOR460	14	3.50/4	Presentation	4	
FOR460	14	3.71/4	Major Field Paper	3	
SCS300	133	3.14/4	Research Project	3	
FOR105	26	2.50/4	Major Field Paper	4	
FOR344				4	

NM=No Match

**Program Mission Statement:** The Bachelors of Criminal Justice in Forensic Psychology at Tiffin University explores the many different aspects of the relationship between psychology and the criminal justice system. The focus of this program is to provide students with insight into the application of the many different facets of clinical, experimental, and social psychology to the resolution of problems in the criminal justice system.

**Student Learning Outcome Overview:**

- 1. Constitution: Students will examine & understand major components, processes, ethical issues & the impact of the constitution & laws in the CJ system. (Not assessed in 2017-18)*
- 2. Major theoretical approaches: Students will understand the major theoretical approaches/concepts in psychology & the study of crime (+ the impact of crime on victims). (Not assessed in 2017-18)*
- 3. Research Skill: Students will develop research skills in order to critically evaluate empirical research & empirically answer questions related to CJ SS.*
- 4. Communication: Students will develop the ability to communicate clearly and professionally.*
- 5. Cultural Competence: Students will be exposed to and develop a culturally competent understanding of the field. (Not assessed in 2017-18)*

# Curriculum Map:

## 2017-2018 Curriculum Map for BCJ in Forensic Psychology

Courses and Activities Mapped to 2017-2018 Forensic Psychology Program Outcomes

Courses and Learning Activities	Outcome				
	1) Constitution Students will examine & understand major constitutional principles within issues & the impact of their contribution to work in the CJ system.	2) Major Theoretical Approaches Students will understand the major theoretical approaches to psychology & the study of crime in the context of crime & justice.	3) Research Skills Students will identify research skills in order to critically evaluate empirical research & understand empirical questions related to CJ IS.	4) Communication Students will develop the ability to communicate clearly and professionally.	5) Cultural Competence Students will be exposed to and develop a culturally competent understanding of the field.
COE 400 Agency Management (Pre List for FPE)	P	P	P	P	P
FOR 106 Medicology	P	P	I	I	I
FOR 344 Psychology of Violence and Aggression	I	P	P	P	I
FOR 347 Psychology of Sex Crimes	P	P	P	P	P
FOR 366 Drugs and Society (Pre List for FPE)	P	P		P	P
FOR 420 Crime Intervention Strategies	P	P	P	P	P
FOR 480 Psychology and Law	P	P	P	P	P
FOR 485 Death & Dying (Pre List for FPE)	I	P	I	P	P
JUS 110 Introduction to Criminal Justice	I	I	I	I	I
JUS 201 Criminal Law	P	P	P	P	P
JUS 300 Criminal Procedure	P	P	P	P	P
JUS 361 Ethical Issues in Criminal Justice	P	P	P	P	P
JUS 481 Introduction to Criminal Justice	P	P	P	P	P
PSY 101 Introduction to Psychology (Must be taken by all FPE majors)	I	I	I	I	I
PSY 269 Human Sexuality (Pre List for FPE)	I	P	I	P	P
PSY 260 Introduction to Counseling	I	P		P	P
PSY 340 Abnormal Behavior	P	P	I	P	P
SDS 300 Research Design	P	P	P	P	I
SDS 470 Internship	P	P	P	I	P
SDS 471 Internship II	P	P	P	P	P
BCC 101 Principles of Sociology (Required for all FPE majors)	I	I	I	I	I
BCC 390 Multicultural Issues in Society	P	P	I	P	P
BCC 395 Social Psychology	I	P	I	P	P

Legend: I Introduce P Practice R Reinforce M Master

<p><b>Student Learning Outcome 3:</b></p>	<p>Research Skill: Students will develop research skills in order to critically evaluate empirical research &amp; empirically answer questions related to CJ SS.</p>
<p><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b></p> <p>1. Measure: Final Project in FOR 460 Final Research Project in FOR 460</p> <p>2. Measure: Final Project in SCS 300 Final Research Project in SCS 300</p> <p><b><u>Performance Target</u></b></p> <p>1. 3.5 Ideal Target: 4.0 Implementation Plan (timeline): Fall 2017 &amp; Fall 2018. Key/Responsible Personnel: Faculty teaching FOR 460</p> <p>2. 3.5 Ideal Target: 4.0 Implementation Plan (timeline): Fall 2017 &amp; Fall 2018. Key/Responsible Personnel: All faculty/adjuncts teaching SCS 300</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b></p> <p>Findings for Final Project in FOR 460</p> <p>Summary of Findings : The cumulative score for the final research project in FOR 460 was 3.71. Students are exceeding the accepted target set and demonstrating mastery in presentation skills.</p> <p>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching</p> <p>Findings for Final Project in SCS 300</p> <p>Summary of Findings : Data for SCS 300 was entered into two different places in Taskstream. Some data was entered under the BCJ Core and some data was entered under Forensic Psychology . The cumulative score for the data entered for SCS 300 under the BCJ Core was 2.45 and the score entered under Forensic Psychology was 3.07. Scores fall below the accepted target for all.</p> <p>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</p> <p><b><u>Indirect Measure (if applicable)</u></b></p>

	N/A
<b>Use of Results</b>	<p><i>Recommendations: Students seem to be approaching the ideal target for this course. Continue to reinforce research principles and processes in SCS 300 so that students are fully prepared to conduct research in this course.</i></p> <p><i>Reflections/Notes: Faculty observe that students tend to procrastinate on collecting and analyzing their data despite it being a step-wise process throughout the semester with hard deadlines for each piece. It will be important to reiterate expectations for completing different parts of this process by the deadlines.</i></p> <p><i>Recommendations: Students who have the most difficulty are international students, especially students with language barriers and those unfamiliar with the scientific method. These students might benefit from a one-on-one tutor in research design and/or taking a preparatory course for research design before enrolling in SCS 300. Another option is to offer SCS 300 at two different levels: basic and advanced so that students can learn the more elementary aspects in the first part before moving on to completing an actual research project. Exposure to the scientific method earlier in the program may increase achievement in this course.</i></p> <p><i>Reflections/Notes: Faculty concurred that many of them observe International students taking maximum credit hours, in some cases upwards of 21 hours. Limiting hours students can take, while enrolled in SCS 300, might allow students to dedicate more resources to SCS 300.</i></p>
<b>Student Learning Outcome 4:</b>	Communication: Students will develop the ability to communicate clearly and professionally.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <ol style="list-style-type: none"> <li>1. Measure: Final Project in FOR 344 Final Research Project in FOR 344</li> <li>2. Measure: Final Project in SCS 460 Final Research Project in SCS 460</li> </ol> <p><b><u>Performance Target</u></b></p> <ol style="list-style-type: none"> <li>1. 3.5</li> <li>2. Ideal Target: 4.0</li> </ol> <p>Implementation Plan (timeline): Fall 2017 &amp; Fall 2018. Key/Responsible Personnel: Faculty teaching FOR 344</p> <ol style="list-style-type: none"> <li>3. 3.5</li> <li>4. Ideal Target: 4.0</li> </ol> <p>Implementation Plan (timeline): Fall 2017 &amp; Fall 2018. Key/Responsible Personnel: All faculty/adjuncts teaching SCS 460</p> <hr/> <p><b><u>Indirect Measure (if applicable)</u></b></p>

	N/A
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p><i>Findings for Final Presentation in FOR 344</i>  <i>Summary of Findings : Data was not collected in FOR 344 because students did not complete a presentation this semester.</i></p> <p><i>Findings for Final Presentation in FOR 460</i>  <i>Summary of Findings : The score for FOR 460 for presentations was 3.5. This meets the accepted target for this key assessment.</i>  <i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching</i></p> <p>1. <i>Ideal Target: 4.0</i>  <i>Implementation Plan (timeline): Fall 2017 &amp; Fall 2018.</i>  <i>Key/Responsible Personnel: Faculty teaching FOR 344</i></p> <p>2. <i>Ideal Target: 4.0</i>  <i>Implementation Plan (timeline): Fall 2017 &amp; Fall 2018.</i>  <i>Key/Responsible Personnel: All faculty/adjuncts teaching SCS 460</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<b>Use of Results</b>	<p><i>Recommendations: Have students complete a presentation in FOR 344 in future sections.</i></p> <p><i>Recommendations: Continue to link skills learned in the field and SCS 300 to increase achievement in FOR 460.</i>  <i>Reflections/Notes : Students are meeting the accepted target and seem to be well prepared in SCS 300 to enter FOR 460.</i></p>
<b>Overall Summary of Assessment</b>	<p><i>Overall Recommendations</i>  <i>Review specific OA course recommendations above.</i></p> <p><i>Overall Reflection</i>  <i>Review specific OA course reflections above.</i></p>

Finalized 07/12/2018

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Arts and Science (SAS)

**Degree Program:** Government & National Security

**Report Submitted By:** *Peter Piraino*

**Date of Submission:** *May. 10, 2018.*

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
POL 491	36	3.61/4	Final Essay	2	
POL 491	36	3.60/4	Capstone Project	3	
POL 201	29	3.79/4	Paper		NM
POL341	52	2.47/4	Intelligence Gathering Final Exam		NM

NM=No Match

**Program Mission Statement:** Tiffin University has developed a Bachelor of Arts (BA) Degree in Government & National Security to help meet the growing and demanding needs of our governing agencies for motivated and well-educated graduates. Recruiters and other representatives from the CIA, FBI, Department of Defense, Department of State, U.S. Secret Service, and U.S. Marshals, among others, have come to TU to encourage our graduating seniors to apply for permanent positions with their agencies. They look to TU because they know our graduates have the kind of practical, real-world education necessary to meet the many security challenges in the coming years.

**Student Learning Outcome Overview:**

*Government & National Security Major*

- 1. Reasoning skills and professional behavior: Students will apply reasoning skills and professional behavior appropriate for a government employee and will comprehend practical requirements for beginning and developing a career in homeland security, national security, or international security. (Not assessed in 2017-18)*
- 2. Historical and cultural context: Graduates will demonstrate an understanding of the historical and cultural context for current international security threats that face the USA at home and abroad, and how the USA uses tools of state power to protect the national interests.*
- 3. Complex reasoning and analysis of national power instruments: Graduates will demonstrate an ability to analyze and devise solutions for problems in national security and to convey complex reasoning and analysis within the framework of our instruments of national power and the use of those instruments within our political, legal, and policy context.*

*Government & National Security Major with concentration in Intelligence & Security Studies*

1. *Understand nature of intelligence analysis: Graduates will have an understanding of the nature of intelligence analysis, processes, and institutions. (Not assessed in 2017-18)*
2. *Critical thinking and problem solving: Graduates will be able to demonstrate critical thinking and problem solving skills through assessment and presentation of contemporary intelligence issues and use of current techniques and support software tools (I-2) to intelligence analysis. (Not assessed in 2017-18)*
3. *Understanding of the field, careers, and expectations: Students will demonstrate an understanding of the field of Government and National Security in the Intelligence and Security Studies concentration, careers and work expectations for those in the field. (Not assessed in 2017-18)*

**Government & National Security Major with concentration in Politics & Government (no measures specified)**

1. *Understand development of public policy Graduates will have an understanding of the concepts, institutions, and ideas that develop public policy, and how the formation and management of public policy affects our lives on a daily basis. (Not assessed in 2017-18)*
2. *Understand careers and work expectations Students will demonstrate an understanding of the field of Government and National Security in the politics & Government concentration, careers and work expectations for those in the field. (Not assessed in 2017-18)*

**Curriculum Map:**

**BA -- Government & National Security**

Courses and Activities Mapped to Bachelor of Arts (B.A.) degree in Government & National Security Outcome Set

ACTIONS SAVE NOW

		Outcome							
		reasoning skills and professional behavior	historical and cultural context	complex reasoning and analysis of national issues	INSS - understand nature of intelligence analysis	INSS - critical thinking and problem solving	INSS - understanding of the field: careers and expectations	PAG - understand development of public policy	ISG - understand careers and work expectations
<b>Courses and Learning Activities</b>									
+	POL101	X	Y	Y			Y	Y	Y
+	POL102		Y	Y	Y	Y	Y	Y	Y
+	POL200	X	Y	Y				Y	Y
+	POL201 Paper	X							
+	POL210 Paper	X						Y	
+	POL211	X	Y	Y			Y	Y	Y



<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Complex reasoning and analysis of national power instruments: Graduates will demonstrate an ability to analyze and devise solutions for problems in national security and to convey complex reasoning and analysis within the framework of our instruments of national power and the use of those instruments within our political, legal, and policy context.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Students in POL 491 completed a final essay in which they recognized the national security and homeland security decision making process in a manner which best applies to the particular concentration. Students' work was evaluated on a scoring rubric.</i></p> <p><b><u>Performance Target</u></b>  <i>3/4 on the rubric.</i></p> <p><i>Ideal Target: 3.5/4 on the rubric.</i>  <i>Implementation Plan (timeline): Fall 2017.</i>  <i>Key/Responsible Personnel: GNS faculty</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for National Power Instruments</i>  <i>Summary of Findings : Students had a collective average of 3.61 on the Final Essay. This exceeded the ideal target for this outcome. 36 students were evaluated.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i>  <i>Recommendations : As the ideal target was exceeded for this outcome, a new outcome will be selected for the new assessment period.</i>  <i>Reflections/Notes :</i></p>
	<p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Use of Results</b>	N/A
<b>Overall Summary of Assessment</b>	N/A

Finalized 07/12/2018

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Bachelor of Criminal Justice Justice Administration

**Report Submitted By:** *Peter Piraino/ Mike Lewis*

**Date of Submission:** *Mar. 7, 2017*

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
JUS461	4	3.50/4	Case Study	2	
ENF335	14	3.02/4	Police Department Design	3	
COR120				1	NM

NM=No Match

### Program Mission Statement: The Bachelor of Criminal Justice Administration (BCJ)

Program is designed to promote a practical understanding of criminal justice system, focusing on corrections, law enforcement and multicultural issues. Coursework is grounded in theory, practice, and community engagement in order to help students prepare for careers in criminal justice to include administration preparation.

### Student Learning Outcome Overview:

- 1. Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system*
- 2. Students will be able to identify key concepts in police operations and various criminal justice systems.*
- 3. Students will identify and analyze various policing functions.*

### Curriculum Map:

BCJ Justice Administration New		Courses and Activities Mapped to Bachelor of Criminal Justice Administration					ACTIONS	SAVE NOW
<p>⚠ Important! One or more learning objectives and/or outcomes are not the latest versions. Would you like to manage the alignment set?</p>								
<input checked="" type="checkbox"/> Know Outcomes Descriptions <input type="checkbox"/> Show Course/Activity Detail		Outcome						
	Analyze historical and modern approaches to offenders. Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.	Identify key concepts in law enforcement operations. Students will be able to identify key concepts in law enforcement operations.	Students will demonstrate effective evidence collection procedures. Marked obsolete by Kevin Cashen on 09/26/2017 11:24:47 am	Analyze and evaluate application of management. Students will analyze and evaluate the philosophical and practical applications by management practice and quality measures.	Students will demonstrate effective principles of police administration. Marked obsolete by Kevin Cashen on 09/26/2017 12:06:01 pm			
<p>+</p> <b>Courses and Learning Activities</b>								
+	COR100 Correctional Thought and Practices	I				I		
+	ENF 335 Law Enforcement Supervision		P			P		
+	JUS 461 Capstone for All		R			R		
+	ENF 150 Police and Society		I			I		
+	CCR 335 Criminal Justice System	P				I		
+	ENF 400 Comparative CJ Systems	P	P			P		

<b>Student Learning Outcome 1:</b>	Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.</p> <p><b><u>Performance Target</u></b> Collective average of 3 out of 4 on the rubric.</p> <p><i>Ideal Target: Collective average of 3.5 out of 4 on the rubric.</i> Implementation Plan (timeline) : Fall 2017 and Spring 2018 Key/Responsible Personnel: JA Faculty</p>
	<p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
	<p><b><u>Direct Measures</u></b> N/A</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	N/A
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Students will be able to identify key concepts in police operations and various criminal justice systems.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> Students will be able to identify key concepts in law enforcement operations.</p> <p><b><u>Performance Target</u></b> Collective average of 3/4 on a rubric.</p>

	<p><i>Ideal Target: Collective average of 3.5/4 on the rubric</i>  <i>Implementation Plan (timeline) : Fall 2017 and Spring 2018</i>  <i>Key/Responsible Personnel: Full-time JA Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>N/A</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Student Learning Outcome 3:</b>	Students will identify and analyze various policing functions.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.</i></p> <p><b><u>Performance Target</u></b>  <i>Collective average of 3/4 on a rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on the rubric.</i>  <i>Implementation Plan (timeline): Fall 2017</i>  <i>Key/Responsible Personnel: Full-time JA faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>N/A</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Overall Summary of Assessment</b>	<i>N/A</i>

Finalized 07/12/2018

## PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Bachelor of Criminal Justice Law Enforcement

**Report Submitted By:** Peter Piraino/ Mike Lewis

**Date of Submission:** May. 13, 2018

### Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
JUS 461	53	3.66/4	Capstone Paper	1	
JUS 461	54	3.96/4	Case Study	2	
COR231	2	3.50/4	Paper		NM

NM=No Match

**Program Mission Statement:** Check with LE faculty for mission statement update.

### Student Learning Outcome Overview:

- Law Enforcement Role in Society Graduates will understand law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.*
- Policing Operations Graduates will be able to identify key concepts in policing operations and various criminal justice systems*

### Curriculum Map:

**BCJ Law Enforcement** ACTIONS ▾ SAVE NOW

Courses and Activities Mapped to Bachelor of Criminal Justice Law Enforcement Outcome Set

⚠ Important: One or more learning objectives and/or outcomes are hidden.

Show Outcome Descriptions  Show Course/Activity Dates

	Outcome	
Courses and Learning Activities	Law Enforcement Organizations <small>Graduates will have an understanding of the concepts, structures and skills that describe public safety, as well as the formation and management of law enforcement organizations. <small>Marked obsolete by Peter Piraino on 05/06/2016 7:23:19 pm</small></small>	Law Enforcement Role in Society <small>Graduates will understand law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.</small>
COLE251 Final Exam	I	I
JUS461 Case Study	II	NM
ENF460 Evidence Processing	I	II
ENF338 Law Enforcement Supervision	I	I
ENF319 Criminal Investigation	I	I
JUS310 Intro to Criminal Justice	I	I
ENF160 Police and Society	I	I
BCJ 470 Paper	II	I

<b>Student Learning Outcome 1:</b>	Law Enforcement Role in Society: Graduates will understand law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : JUS461 -- Case Study</i>  <i>Program level ; Direct - Student Artifact</i></p> <p><i>Details/Description : Students will submit a project resulting from a major case study.</i></p> <p><b><u>Performance Target</u></b>  <i>Collective average of 3/4 on a rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on a rubric.</i>  <i>Implementation Plan (timeline): Fall 2017 and Spring 2018</i>  <i>Key/Responsible Personnel: CJSS Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for JUS461 -- Case Study</i>  <i>Summary of Findings : Students had a collective average of 3.96/4.0 on the Case Study Rubric for this outcome. This exceeds the ideal target achievement for this outcome. 54 students were evaluated.</i>  <i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i>  <i>Recommendations : Although the ideal target achievement was exceeded, it is recommended to keep this outcome for assessment in the next assessment period. This is a base-level outcome for the program which we should constantly be attempting to achieve.</i>  <i>Reflections/Notes : JUS461 is the program capstone course and is essential to an overall program measure and preparing students for professional opportunities.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Student Learning Outcome 2:</b>	Policing Operations Graduates will be able to identify key concepts in policing operations and various criminal justice systems.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b>  <i>Measure : JUS461 Capstone Paper</i>  <i>Program level ; Direct - Student Artifact</i></p> <p><i>Details/Description : Students will submit a final capstone paper assessing their overall understanding of key concepts in the criminal justice system.</i></p> <p><b><u>Performance Target</u></b></p>

	<p><i>Collective average of 3/4 on a rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on a rubric.</i></p> <p><i>Implementation Plan (timeline): Fall 2017 and Spring 2018</i></p> <p><i>Key/Responsible Personnel: CJSS Faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p><i>N/A</i></p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p><i>Findings for JUS461 Capstone Paper</i></p> <p><i>Summary of Findings : Students had an average of 3.66/4.0 on the Capstone Paper Rubric for this outcome. This barely exceeds the ideal target achievement for this outcome. 53 students were evaluated.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : Although the ideal target achievement was attained for this outcome, this outcome should be retained and evaluated in the next assessment period. It is one of two outcomes currently in the Law Enforcement program.</i></p> <p><i>Reflections/Notes : JUS461 is the program capstone course and is essential to an overall program measure and preparing students for professional opportunities.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p><i>N/A</i></p>
<b>Use of Results</b>	<p><i>Overall Recommendations</i></p> <p><i>Although the ideal target achievement was attained for this outcome, this outcome should be retained and evaluated in the next assessment period. It is one of two outcomes currently in the Law Enforcement program.</i></p> <p><i>Overall Reflection</i></p> <p><i>JUS461 is the program capstone course and is essential to an overall program measure and preparing students for professional opportunities.</i></p>
<b>Overall Summary of Assessment</b>	<i>N/A</i>

**Finalized 07/12/2018**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Master of Science (M.S.) degree in Criminal Justice

**Report Submitted By:** *Lacy Ellis*

**Date of Submission:** *May 2, 2018.*

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
<b>Crime Analysis</b>				
ENF 627 (CA)	15	2.47/4	Week 7 Capstone	2
ENF 532 (CA)	11	3.55/4	Week 5 Assignment	4
<b>Criminal Behavior</b>				
PSY 636 (CB)	25	3.51/4	Week 7 Assignment	NM
PSY 552 (CB)	11	3.45/4	Week 6 Case Analysis Paper	NM
PSY 615 (CB)	17	3.28/4	Final Essay	7
PSY 626 (CB)	12	3.75/4	Week 7 Assignment	NM
<b>Forensic Psychology</b>				
PSY 548 (FP)	7	3.57/4	Mental Health Law Assignment	NM
PSY 511(FP)	23	3.51/4	Research Proposal	NM
<b>Homeland Security</b>				
JUS 515 (HS)	56	3.74/4	Research Paper	2
JUS 526 (CB)	10	3.90/4	Week 5 Assignment	3
<b>Justice Administration</b>				
JUS 635 (JA)	11	3.58/4	Week 6 Capstone	2
JUS 610 (JA)	14	3.10/4	Week 7 Assignment	1

NM=No Match

**Program Mission Statement:** The Master of Science in Criminal Justice degree is designed to provide advanced studies in the criminal justice field with a focus on the practice and management of law enforcement, investigations, and the administration of justice. The degree is geared toward criminal justice personnel who wish to advance their career within law enforcement, as well as those who wish to teach or train officers of the law. Concentrations offered include crime analysis, criminal behavior, homeland security, homeland security administration, and justice administration.

## **Student Learning Outcome Overview:**

### *Crime Analysis*

1. *Theory and practice of crime analysis: Students will explain the theory and practice of crime analysis by examining theoretical literature, peer-reviewed research articles, and government reports. (Not assessed in 2017-18)*
2. *Types and functions of crime analysis: Students will convey the types and functions of crime analysis.*
3. *Ethics in crime analysis Students will understand how to ethically manage sensitive information, data security, confidentiality, and privacy issues. (Not assessed in 2017-18)*
4. *Software and databases in crime analysis: Students will use a variety of computer software programs and databases to merge and draw data from diverse sources.*
5. *Effective writing in crime analysis Students will produce effective written analytic products tailored to specific audiences that are suitable for publication and dissemination by criminal justice agencies. (Not assessed in 2017-18)*

### *Criminal Behavior*

1. *Legal and ethical issues: Students will identify legal and ethical issues within the behavioral health criminal justice system.*
2. *Academic writing: Students will demonstrate the ability to professionally communicate through academic writing. (Not assessed in 2017-18)*
3. *Communication: Students will demonstrate the ability to professionally communicate through technology and/or oral communication. (Not assessed in 2017-18)*
4. *Academic literature Students will synthesize the academic literature. (Not assessed in 2017-18)*
5. *Behavioral health research: Students will discriminate high quality behavioral health research versus low quality behavioral health research. (Not assessed in 2017-18)*
6. *Psychological Assessment Data: Students will understand and be effective consumers of psychological assessment data and psychological reports. (Not assessed in 2017-18)*
7. *Drugs and crime: Students will understand the relationship between drugs, drug addiction, and crime.*
8. *Crime and mental illness: Students will research and understand the link between crime and mental illness. (Not assessed in 2017-18)*
9. *Procedures for cultural competence Students will create effective procedures for cultural competence. (Not assessed in 2017-18)*
10. *Cultural competence: Students will formulate processes for cultural competence. (Not assessed in 2017-18)*
11. *Administrative policy for cultural competence Students will evaluate administrative policy for cultural competence. (Not assessed in 2017-18)*

### *Forensic Psychology*

- 1. Elements of the criminal justice system Students will explain the elements of the criminal justice system and their interaction. (Not assessed in 2017-18)*
- 2. Criminal justice policies and processes: Students will analyze existing criminal justice policies and processes. (Not assessed in 2017-18)*
- 3. Ethical issues: Students will identify ethical issues within the Forensic Psychology system.*
- 4. Criminal justice and mental health entities: Students will understand the purpose and function of the different criminal justice and mental health entities and recognize the complexity and understand their differences. (Not assessed in 2017-18)*
- 5. Criminal Justice and Mental Health Systems: Students will analyze and evaluate significant contemporary issues and trends that directly affect the functioning of the criminal justice and mental health systems. (Not assessed in 2017-18)*
- 6. Academic Writing: Students will demonstrate the ability to professionally communicate through academic writing. (Not assessed in 2017-18)*
- 7. Effective Communication: Students will demonstrate the ability to professionally communicate through technology and/or oral communication. (Not assessed in 2017-18)*
- 8. Academic literature: Students will synthesize the academic literature. (Not assessed in 2017-18)*
- 9. Formal research process: Students will comprehend the formal research process. (Not assessed in 2017-18)*
- 10. Research: Students will discriminate high quality versus low quality research. ((Not assessed in 2017-18)*
- 11. Statistical methods: Students will apply statistical methods to examine issues within the criminal justice system. (Not assessed in 2017-18)*
- 12. Original empirical research: Students will conduct original empirical research. (Not assessed in 2017-18)*
- 13. Clinical skills: The students will demonstrate basic clinical skills. (Not assessed in 2017-18)*
- 14. Culturally Competent Services: The students will apply analysis to understanding organizational barriers that interfere with providing culturally competent services. (Not assessed in 2017-18)*

### *Homeland Security Administration*

- 1. Foundation for Homeland Security Administration Students will examine the broad foundation of knowledge as it relates to homeland security administration in the 21st century, including current threats, strategic planning, budget & finance, policy formulation, leadership, and ethical issues and practices. (Not assessed in 2017-18)*

2. *Leadership and communication skills* Students will develop and refine their leadership and communication skills in order to assume leadership roles in the homeland security field. (Not assessed in 2017-18)
3. *Legal and ethical systems* Students will analyze and apply legal and ethical systems in order to practice legal and ethical integrity in their professional work.
4. *Global perspective* Students will be exposed to and examine homeland security issues from a global perspective. (Not assessed in 2017-18)
5. *Management practices:* Students will apply effective decision making and management practices to promote positive change in their organization. (Not assessed in 2017-18)
6. *Capstone Project:* Students will think critically, pragmatically, and strategically in the completion of a capstone project that will apply their learning to specific homeland security administration issues and challenges in their workplace and professional settings.

#### *Justice Administration*

1. *Research Skills:* Students will develop research skills and understand the research process in order to apply empirical research to positively impact their profession.
2. *Capstone Project:* Students will apply critical thinking skills and demonstrate skills necessary for the completion of a capstone project that will apply their learning to specific problems and challenges in their workplace and professional settings.
3. *Leadership Skills:* Students will develop and refine their leadership skills. (Not assessed in 2017-18)
4. *Knowledge Base* Students will develop a broadly based knowledge of administration as it relates to criminal justice: topics include current issues and trends, strategic planning, human resources, personnel management, budget & finance, policy formulation, leadership, research methods, and ethical issues and practices. (Not assessed in 2017-18)
5. *Legal and Ethical Integrity* Students will practice legal and ethical integrity in their professional work. *No Mapping Effective Communication* Students will develop the ability to communicate clearly and effectively. (Not assessed in 2017-18)

#### *Master of Science (M.S.) degree in Criminal Justice – CORE*

1. *Elements of the Criminal Justice System* Students will explain the elements of the criminal justice system and their interaction. (Not assessed in 2017-18)
2. *Criminal Justice Policies and Processes* Students will analyze existing criminal justice policies and processes. (Not assessed in 2017-18)
3. *Ethical Issues* Students will identify ethical issues within the criminal justice system. (Not assessed in 2017-18)

4. *Criminal Justice Entities: Students will understand the purpose and function of the different criminal justice entities and recognize the complexity and interaction between them. (Not assessed in 2017-18)*
5. *Contemporary Issues: Students will analyze and evaluate significant contemporary issues and trends that directly affect the functioning of the criminal justice system. (Not assessed in 2017-18)*
6. *Communication: Students will demonstrate the ability to professionally communicate through academic writing and/or oral communication. (Not assessed in 2017-18)*
7. *Academic Literature: Students will synthesize the academic literature in preparation for performing research analysis. (Not assessed in 2017-18)*
8. *Formal Research Process: Students will comprehend the formal research process. (Not assessed in 2017-18)*
9. *Statistical Methods: Students will apply statistical methods to evaluate issues within the criminal justice system. (Not assessed in 2017-18)*
10. *Program Wide Review and Initiatives (Not assessed in 2017-18)*

## Curriculum Map:

### Crime Analysis

#### Crime Analysis Map

Courses and Activities Mapped to Crime Analysis

ACTIONS ▾ SAVE NOW

⚠ Important: One or more learning objectives and/or outcomes are hidden.

Free Outcome Descriptions Show Course Activity Dates

Courses and Learning Activities	Outcome				
	Theory and practice of crime analysis Students will explain the theory and practice of crime analysis by analyzing theoretical, historical, and contemporary research, and government reports.	Types and functions of crime analysis Students will compare the types and functions of crime analysis.	Ethics in crime analysis Students will understand how to ethically manage sensitive information, data security, confidentiality, and privacy issues.	Software and databases in crime analysis Students will use a variety of computer software programs and databases to merge and share data from diverse sources.	Effective writing in crime analysis Students will produce effective written reports, products, and oral reports for audiences that are sensitive to evaluation and dissemination by criminal justice agencies.
ENAP332 Theories of Crime Analysis	P	I	I		I
ENAP333 Computer Applications in Crime Analysis: Community Policing & Investigation		P	P	P	
ENAP334 Criminal Intelligence	P				P
ENAP335 Geographic Information Systems: Application in Criminal Justice	P	P		P	
ENAP336 Crime Analysis Project Capstone	M	M	M	M	M

### Criminal Behavior

### Criminal Behavior Map

Courses and Activities Mapped to Criminal Behavior

Show Outcome Descriptions     Show Course Activity Data

Courses and Learning Activities	Outcome										
	Legal and ethical issues Students will identify legal or ethical issues within the criminal justice system	Academic writing Students will demonstrate the ability to communicate through academic writing	Communication Students will demonstrate the ability to communicate through speaking and/or written communication	Academic literature Students will demonstrate the ability to professionally communicate through academic writing	Behavioral health research Students will demonstrate the ability to analyze and synthesize research on mental health issues	Psychological Assessment & Data Students will demonstrate the ability to professionally communicate through the use of psychological assessment data and professional reports	Drugs and crime Students will understand the relationship between drugs, drug addiction and crime	Crime and mental illness Students will understand the relationship between crime and mental illness	Procedures for cultural competence Students will demonstrate effective procedures for cultural competence	Cultural competence Students will demonstrate effective procedures for cultural competence	Administrative policy for cultural competence Students will demonstrate administrative policy for cultural competence
PSY312 Introduction to Forensic Psychology	I	R	R	P	P	I		I	I	I	
PSY314 Mental Health Law	M	R	R	P	P			R			
PSY312 Criminal Psychology		R	R	P	P			M			
PSY315 Drug Abuse and Society		R	R	M	M		M				
PSY326 Advanced Psych Assessment Theory	P	R	R	P	P	M				I	
PSY318 Cultural Competence in Professional Practice		R	R	P	P				M	M	M

## Forensic Psychology

### Forensic Psychology Map

Courses and Activities Mapped to Forensic Psychology

Show Outcome Descriptions     Show Course Activity Data

Courses and Learning Activities	Outcome													
	Elements of the criminal justice system Students will explain the elements of the criminal justice system and their interactions	Criminal justice policies and procedures Students will analyze existing criminal justice policies and procedures	Ethical issues Students will identify ethical issues within the forensic psychology system	Criminal justice and mental health entities Students will understand the purpose and function of the different criminal justice and mental health entities and recognize the complexity and understand these relationships	Criminal Justice and Mental Health Systems Students will analyze and synthesize research on criminal justice and mental health systems	Academic Writing Students will demonstrate the ability to professionally communicate through academic writing	Effective Communication Students will demonstrate the ability to professionally communicate through the use of oral and written communication	Academic literature Students will synthesize the academic literature	Formal research process Students will comprehend the formal research process	Research Students will demonstrate high quality verbal and written research	Statistical methods Students will identify statistical methods or software to analyze data within the criminal justice system	Original empirical research Students will conduct original empirical research	Clinical skills The student will demonstrate basic clinical skills	Culturally Competent Services The student will apply analysis to understand empirical evidence that interface with providing culturally competent services
PSY311 Psychology and Law	M	I		I	I	P	P	M	I					
PSY313 Research Design & Analysis in Forensic Psychology					P	R	P	M	M	M	M	M		
PSY320 Statistical Applications in Forensic Psychology							P		P	I				
PSY325 Victimology							I	P						
PSY310 Legal and Ethical Issues in Forensic Psychology	P		M		P	R	P	P	P					
PSY317 Mental Health Law II Forensic Psychology		P	P	M	M	R	M							



# Justice Administration

## Justice Administration

Courses and Activities Mapped to Justice Administration

ACTIONS SAVE NOW

Show Outcome Descriptions  Show Course/Activity Detail

	Outcome					
	Research Skills <small>Students will develop research skills and understand the research process in order to apply research to positively impact their profession.</small>	Capstone Project <small>Students will apply critical thinking skills and demonstrate skills necessary for the completion of a capstone project that will apply their learning to specific problems and challenges in their workplace and professional settings.</small>	Leadership Skills <small>Students will assess and refine their leadership skills.</small>	Knowledge Base <small>Students will develop a broad-based knowledge of administration as it relates to criminal justice. Topics include current issues and trends, strategic planning, human resources, operational management, budget &amp; finance, policy formulation, standards, research methods, and ethics issues and practices.</small>	Legal and Ethical Integrity <small>Students will practice legal and ethical integrity in their professional work.</small>	Effective Communication <small>Students will develop the ability to communicate clearly and effectively.</small>
<b>Courses and Learning Activities</b>						
<b>JUS531</b> Human Resource and Personnel Management in CJ - Law and Theory			<b>P</b>	<b>I</b>		
<b>JUS533</b> Human Resource and Personnel Management in CJ - Application			<b>P</b>	<b>I</b>	<b>P</b>	
<b>JUS610</b> Justice Administration Policy Formulation & Analysis		<b>P</b>	<b>R</b>	<b>I</b>	<b>R</b>	
<b>JUS612</b> Strategic Planning, Cooperation & Collaboration	<b>R</b>	<b>R</b>	<b>R</b>	<b>I</b>		<b>R</b>
<b>JUS614</b> Budget & Finance for CJ Administrators		<b>R</b>		<b>I</b>		
<b>JUS635</b> Leadership and Personnel Application in CJ	<b>R</b>	<b>R</b>	<b>R</b>	<b>P</b>	<b>R</b>	<b>R</b>

**MSCJ Core Map**

Courses and Activities Mapped to Master of Science (M.S.) degree in Criminal Justice - CURE

ACTIONS **SAVE NOW**

Important! One or more learning objectives and/or outcomes are missing

Show Outcome Extraction  Show Course/Activity Chart

	Outcome								
	Elements of the Criminal Justice System <small>Students will explain the elements of the criminal justice system and their interaction.</small>	Criminal Justice Policies and Processes <small>Students will analyze existing criminal justice policies and processes.</small>	Ethical Issues <small>Students will identify, evaluate, and justify ethical issues within the criminal justice system.</small>	Criminal Justice Effects <small>Students will understand the causes and effects of crime and the impact of law enforcement, justice systems, and corrections on the individual and interaction between them.</small>	Contemporary Issues <small>Students will analyze current events and issues in the criminal justice system and discuss their impact on the criminal justice system.</small>	Communication <small>Students will demonstrate the ability to professionally communicate through research, academic writing, and oral communication.</small>	Academic Literature <small>Students will compare the academic literature of criminology to research in the field.</small>	Formal Research Process <small>Students will comprehend the formal research process.</small>	Statistical Methods <small>Students will apply statistical methods to evaluate data within the criminal justice system.</small>
<b>Courses</b>									
308530 Contemporary Issues and Trends in CJ	E	E	E	E	E	E	E		
308538 Research Design & Analysis						P	P	E	E
308539 Statistical Applications in Criminal Justice								P	P
308535 Legal and Ethical Issues in Criminal Justice			P	P	P	R			
308536 Legal and Ethical Issues in Protected Society			P	P	P	R			
308532 Pro-Seminar in Criminal Justice			P	P					

**Concentration:**

Crime Analysis

**Student Learning Outcome 1:**

Students will convey the types and functions of crime analysis.

**Method(s) of Assessment**

**Direct Measures (Required)**

*The capstone project will be 10-15 pages PLUS title page and reference pages, clearly researched, and the use of skill sets for the paper will be clearly identifiable by the instructor. The purpose of the project is to demonstrate the understanding and use of the various skills introduced and taught within the class. Each week, you will take additional steps (adding more information to your existing research paper) on the Capstone Project which nets a final "proposal for research" to be completed and submitted for final grading by the last week of class. Thus, using the topics and skills studied each week, you will submit a summary plan of if/how the skills apply to your Capstone Project. You will receive feedback and suggestions each week from your instructor. You can apply this feedback to your final research process. To clarify: Each week you submit a summary plan to apply skills learned to your Capstone Project. This is a culmination of all of the sections completed thus far (so Week 1 starts with a blank paper, but Week 2, you will be taking what you've completed from Week 1 and adding to it. Then, on Week 3, you will add the new Week 3 information to what you've already completed for Weeks 1 and 2). Thus, you should be constantly improving all sections while adding the new material each week. The final draft of*

	<p><i>the Capstone Project is an actual plan for a "real" research project where data could be gathered, interpreted, and analyzed. You will not conduct the actual research. Rather, you are showing how you would use the skills to build a research project. Thus, you will never need to actually gather the data for the project (but you may have to demonstrate or "prove" that the data that would be needed actually exists).</i></p> <p><b><u>Performance Target</u></b>  <i>Collective average of 3/4 on the rubric.  Ideal Target: Collective average of 3.5/4 on the rubric.  Implementation Plan (timeline): Fall 2017 Term 2/Spring 2018 Term 2  Key/Responsible Personnel: Chair, Ellis Lead, Hammen</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b>  <i>Findings for ENF627 Capstone Project  Summary of Findings : Students had a collective average of 2.47 on the Capstone Project rubric. This score did not meet the acceptable average score of 3.0 and was far from the ideal target of 3.5. This finding is disappointing and will be shared with all lead faculty in the program to reflect on ways to improve student's capstone performance.</i></p> <p><i>In addition, the IACA (like) exam has been created to test each students industry specific knowledge. It will be interesting to compare these test results to these scores from the Capstone Project.</i></p> <p><i>This same course will be assessed next year in hopes of bringing up the score.</i></p> <p><i>Results : Acceptable Target Achievement: Not Met;  Ideal Target Achievement : Moving Away</i></p> <p><i>Recommendations : This program has not been revised for 5+ years. It is recommended that this program be updated (new curriculum, courses, etc.) to reflect the most current industry standards. While updating the program, all program level outcomes should be reviewed.</i></p> <p><i>Reflections/Notes : There were not enough students to assess the Capstone last year 16-17. I would like to continue to assess this capstone project next year so that we can see a marked improvement.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p>

	N/A
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Software and databases in crime analysis: Students will use a variety of computer software programs and databases to merge and draw data from diverse sources.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p><i>Introduction: Tactical Forecasting Excel's statistical abilities make it the ideal application for creating models for forecasting (predicting future crimes), especially temporal (time-based) forecasting. The exercises in the book walk you through two forecasting examples, one based on the mean interval between offenses, and one based on a correlation between the intervals and the value of the stolen property. Activity Instructions The Crime Analysis Publications file (in Course Documents) contains the same crime series that you studied in ENF512: six commercial robberies at gasoline stations in California. In the previous class, you analyzed all of the factors involved in the robberies and may have come up with some kind of temporal forecast. Let's make that forecast mathematically-founded and statistically significant. Plug the incident number, dates, times, and dollar values into a spreadsheet and replicate the analysis given on pages 184–188 with this data. Calculate both a mean interval forecast and a correlation-based forecast. Add a text box to your Excel spreadsheet and explain in the text box how you would synthesize the two forecasts to make a specific recommendation about when the offender will strike next.</i></p> <p><b><u>Performance Target</u></b></p> <p><i>Collective average of 3/4 on the rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on the rubric.</i></p> <p><i>Implementation Plan (timeline): Fall 2017 Term 2/Spring 2018 Term 2</i></p> <p><i>Key/Responsible Personnel: Chair, Ellis Lead, C. Bruce</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p><i>Summary of Findings : Students had a collective average of 3.55 on the Week 5 Assignment. This score exceeded the acceptable target and met the idea target. Students seem to be proficient in the use of Excel and</i></p>

	<p><i>managing data from various sources which is a needed skill for crime analysts.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : Since the ideal target has been met for this objective a new objective will be measured for the upcoming year. New course/and new objective.</i></p> <p><i>Reflections/Notes :</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Concentration:</b>	<b>Criminal Behavior</b>
<b>Student Learning Outcome 1:</b>	Students will identify legal and ethical issues within the behavioral health criminal justice system.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> <i>Faculty will assess student scholarly writing in Research Paper for JUS525</i></p> <p><b><u>Performance Target</u></b> <i>Collective average score at least a 3/4 on the rubric.</i></p> <p><i>Ideal Target: Collective average score at least a 3.5/4 on the rubric.</i></p> <p><i>Implementation Plan (timeline): Fall 2016</i></p> <p><i>Key/Responsible Personnel: JUS525 faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b> N/A</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Students will understand the relationship between drugs, drug addiction, and crime.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> <i>Students Week 7 Assignment will be evaluated using a rubric to assess their knowledge of outcome 2.</i></p> <p><b><u>Performance Target</u></b> <i>3/4 on rubic</i></p> <p><b><u>Indirect Measure (if applicable)</u></b></p>

	N/A
<b>Assessment Results</b>	<u><b>Direct Measures</b></u> N/A
	<u><b>Indirect Measure (if applicable)</b></u> N/A
<b>Use of Results</b>	N/A
<b>Concentration:</b> Forensic Psychology	
<b>Student Learning Outcome 1:</b>	The students will demonstrate basic clinical skills
<b>Method(s) of Assessment</b>	<u><b>Direct Measures (Required)</b></u> <i>Students will be evaluated using a rubric to assess their knowledge of the outcome. PSY551</i>  <u><b>Performance Target</b></u> 3/4 on the rubric  <i>Ideal Target: 3.5/4 on the rubric. Implementation Plan (timeline): Fall 2015 Key/Responsible Personnel: MSCJ chair and CJSS faculty</i>
	<u><b>Indirect Measure (if applicable)</b></u> N/A
<b>Assessment Results</b>	<u><b>Direct Measures</b></u> N/A
	<u><b>Indirect Measure (if applicable)</b></u> N/A
<b>Use of Results</b>	N/A
<b>Concentration:</b> Homeland Security Administration	
<b>Student Learning Outcome 1:</b>	Legal and ethical systems Students will analyze and apply legal and ethical systems in order to practice legal and ethical integrity in their professional work.
<b>Method(s) of Assessment</b>	<u><b>Direct Measures (Required)</b></u> <i>Introduction This assignment provides an opportunity to identify and examine ethical issues for homeland security practitioners. You will consider the material reviewed thus far and compose policy advice based on this material. Activity Instructions Write an academic essay addressing an issue where law, policy, and ethics must all be considered in addressing homeland security. The specific issue you address can be one which arises at the local, state, or federal level. You should seek to ground your analysis of the issue in one or more of the traditional methods of ethical reasoning (deontological,</i>

	<p><i>teleological, consequentialism, utilitarianism, etc.), not simply on what personal opinions of right and wrong you hold. Of course, you may rely on your own moral/ethical framework, but you must discuss these in the terminology of ethical analysis as well as statutory, constitutional, and international law. Again: Support your positions with law, policy, and/or statistics.</i></p> <p><i>Writing Requirements (APA format) 3-4 pages (approx. 300 words per page), not including title page or references page 1-inch margins Double spaced 12-point Times New Roman font Title page with topic and name of student References page</i></p> <p><b><u>Performance Target</u></b>  <i>Collective average of 3/4 on the rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on the rubric.</i>  <i>Implementation Plan (timeline): Fall 2017 Term 2/  Spring 2018 Term 2</i>  <i>Key/Responsible Personnel: Chair, Ellis Lead, Monard</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b>  <i>Findings for JUS526 Week 6 Assignment</i>  <i>Summary of Findings : Students scored a 3.9 on the assessment rubric for their Week 6 Assignment which required knowledge of ethical systems and application of ethical decision making. This score exceeds both the acceptable target and the ideal target for this outcome.</i></p> <p><i>Ethics are important in any area of the criminal justice field. A students ability to demonstrate ethical decision making in various capacities (policy making, law, practice, etc.) are a strength for our students to retain.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded;  Ideal Target Achievement : Exceeded</i>  <i>Recommendations : Students are exceeding all expectations for this outcome. Next academic year, a new outcome will be assessed. This is a strength we hope to retain for our students.</i>  <i>Reflections/Notes :</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  N/A</p>
<b>Use of Results</b>	N/A

<b>Student Learning Outcome 2:</b>	Students will think critically, pragmatically, and strategically in the completion of a capstone project that will apply their learning to specific homeland security administration issues and challenges in their workplace and professional settings.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> TBD - In Development</p> <p><b><u>Performance Target</u></b> Collective average of 3/4 on the rubric.</p> <p><i>Ideal Target: Collective average of 3.5/4 on the rubric.</i> <i>Implementation Plan (timeline): Spring 2018 Term 1 &amp; Term 2</i> <i>Key/Responsible Personnel: Chair, Ellis Lead, Brody</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b> <i>Findings for ENF680 Capstone Project</i> <i>Summary of Findings : There is no data to report on this outcome/course this semester. This was the first semester that the course was offered and it was only offered to 1-3 students due to the lack of start up enrollment.</i></p> <p><i>Recommendations : This course will be assessed in 2018-2019 AY in hopes of having more stable enrollment and more quality data to report on.</i> <i>Reflections/Notes : I'm looking forward to seeing the data for this course due to this program being a new program and this course being the Capstone course that should capture all of the students learning throughout the program.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Concentration:</b>	Justice Administration
<b>Student Learning Outcome 1:</b>	Students will develop research skills and understand the research process in order to apply empirical research to positively impact their profession.

<p style="text-align: center;"><b>Method(s) of Assessment</b></p>	<p><b><u>Direct Measures (Required)</u></b>  <i>Activity Instructions For the final paper this week, you will submit your completed final critical policy that you began to work on in Week 1 of the class. This final paper/critical policy needs to be supported by case law and a literature review. Your legal research should be complete having identified and briefed 4-5 controlling cases. Language from case law should already be identified and available for use to strengthen your policy/procedure. I do expect your policy to be well-written and thorough, covering all aspects of the topic your policy covers. Your three briefs must be attached to your final policy along with your literature review. As a result, your final submission will have the form as follows: Title Page: Include the following information (spaced on page according to APA standards):The actual policy in template formThe actual policy in template form Running header: SHORT TITLE IN CAPS with page number 1 Name of paper (only the first letter capitalized) Tiffin University Adult learner's name Date submitted Cohort number Course number and name References section: Give credit to the sources used to complete this policy. Any references must be properly cited in the text and listed on a reference page. Appendix A &amp; B sections (after the reference section) Appendix A: Attach your literature review to your critical policy Appendix B: Attach your case review to the policy. Writing Requirements (APA format) 15-20 pages (approx. 300 words per page), not including title page or references page 1-inch margins Double spaced 12-point Times New Roman font Title page with topic and name of student References page (minimum of 15 resources)</i></p> <p><b><u>Performance Target</u></b>  <i>Collective average of 3/4 on the rubric.</i></p> <p><i>Ideal Target: Collective average of 3.5/4 on the rubric.</i>  <i>Implementation Plan (timeline): Fall 2017 Term 1/Spring 2018 Term 1</i>  <i>Key/Responsible Personnel: Chair, Ellis Lead, McCauley</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p style="text-align: center;"><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b>  <i>Findings for JUS610 Week 7 Assignment - Critical Policy</i></p> <p><i>Summary of Findings : Students scored a 3.10 on the assessment rubric for their critical policy paper. This score meets the acceptable target, but does not meet the</i></p>

	<p><i>ideal target. This score is very similar the the scores from the previous academic year. In addition, of the three criterion that are assessed, the 3rd criterion is still lower than the others hovering just under the acceptable target if scored on its own.</i></p> <p><i>We've brought this to the attention of the lead instructor and provided exemplars for the students to view prior to crafting their own assignment. These strategies have not brought up the assessment scores.</i></p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations : Because we are meeting the acceptable target, though barely, I plan to assess a different outcome for the following AY year.</i></p> <p><i>Reflections/Notes : Despite assessing a different outcome next year, I will still follow up with the lead instructor of this course to make sure that we are continuing to work to improve these scores as they are borderline acceptable.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Students will apply critical thinking skills and demonstrate skills necessary for the completion of a capstone project that will apply their learning to specific problems and challenges in their workplace and professional settings.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p><i>Introduction You will use your experience and research to identify a problem in criminal justice and examine key issues related to the problem. Ideally, this assignment could be something you provide back to your agency, and it could be used to correct the problem, but that is not necessary. The problem can be related to anything in criminal justice, but, remember, you will need to be able to locate a great deal of peer-reviewed research and/or statistics and/or interviews on the matter. Additionally, you will need to be able to come up with a plan for a way forward. You can use other people's research as your foundation, if available, or you can conduct your own research. If you are not currently working in the criminal justice field or cannot come up with an issue to address in your organization, apply the instructions for each of the deliverables to one of the following scenarios: Scenario 1: You are the Chief of Police in a 60% Hispanic community, and your police force consists of 3% Hispanic officers.</i></p>

*What steps would you take to transform your agency into one that more accurately reflects the racial makeup of your community without terminating any of your current personnel or decimating morale? Scenario 2: You are the Warden at a mid-sized correctional facility that houses female inmates. Allegations of sexual misconduct against your officers have spiked significantly in the last year, coinciding with a recent mass hiring, which increased the correctional officer staff by 20%. You have concerns about the thoroughness of your background investigation process and training for new officers. How do you (1) determine if these allegations are justified, (2) identify necessary changes, and (3) implement those changes?*

*Activity Instructions Regardless of the scenario you choose, you will need to complete the following this week using the outline below: Section I: Introduction (1 or 1.5 pages) Discuss the background, history, and context that leads into a clear statement at the very end of the introduction. Use relevant materials and research to paint the picture of what has happened and is happening as a result of the problem you have identified. Then, the very last sentence of your intro section will be a specific statement in which you state your problem as you see it (this is where you actually say what is causing all the things you described throughout your intro). This will also serve as your transition into your next section, where you discuss the actual problem in detail. Section II: Overall Problem Discussion (2-3 pages) In the last section, you focused on the ripple affect caused by your problem, and you briefly stated your problem. In this section, you will start by applying each component of the critical thinking wheel (elements of thought) to the overall problem. Deliberately apply the elements of thought from the critical thinking wheel to your discussion on your given solution: Assumptions Implications and Consequences Point of View Question at Issue Information Interpretation and Inference Concepts You will need to show that you did this, but it is also important to make this section flow and that it not just read like a list. Section III: Justice-Related Implications (2-3 pages) At this point, you will examine all of the variables and key issues of your problem. In this section, address how everything below adds to the problem or how the problem relates to the below items: Community Relations Ethics Training Policy Development Organizational Strategy Budget and Finance Officer Morale and Welfare Section IV: Identify a Solution (3-5 pages) Propose a-way-forward solution to the identified*

*criminal justice problem or initiative. Deliberately apply the elements of thought from the critical thinking wheel to your discussion on your given solution: Assumptions Implications and Consequences Point of View Question at Issue Information Interpretation and Inference Concepts You will need to show that you did this, but it is also important to make this section flow and not just read like a list. Section V: Solution Defense and Validation (3-5 pages) Attempt to predict the barriers and issues you will face as a result of your solution, and prepare an explanation for opponents. Consider unions, public interest groups, the media, public opinion, prosecutors, officers, and supervisors. In this section, you will also address implications of your solution, related to the following areas: Community Relations Ethics Training Policy Development Organizational Strategy Budget and Finance Officer Morale and Welfare Section VI: Other Considerations (2-4 pages) In this section, you will address other considerations that may not have been covered previously. At a minimum, you will address the following, but hopefully you come up with additional considerations. Whose support do you need in the community? Whose backing will you need in the government? Who would you go to for help (Hint: Do you know anyone who has done this kind of thing before? I'll bet you are wishing you went to that quarterly Chiefs of Police luncheon now, aren't you?) What specific deliverables will you use to evaluate success? Why are your chosen deliverables the best measure of your success or failure? What negative repercussions might be caused by your efforts? Could there be fallout? Section VII: Implementation Plan and Timeline (2-4 pages) Develop, organize, and structure an implementation plan for the recommended solution. What specific steps will you be taking? (Group your efforts into phases, and within each phase provide a few specific steps.) Create a timeline for each phase. Section VIII: Ethical Implications (2-3 pages) Discuss in detail all ethical considerations that may apply to (1) the problem and (2) your solution. In addition, discuss any potential ethical considerations that may crop up as you move forward. Section IX: Requisite Leadership Skills and Management Skills, and Resources for Implementation (2-7 pages) What leadership skills are necessary for successful implementation? Additionally, what resources will be needed? How will you address seeking out those resources (grants, cooperative agreements, etc.)? Section X: Conclusion (1 page) Provide*

	<p>a brief summary of the paper. This should be written to serve as a one-page proposal explaining what you are hoping to do while incorporating major points of the paper. This section should actually take quite a bit of work because you will need to cover each section of the paper while incorporating the major talking points and making it all flow nicely. Writing Requirements (APA format) 20-37 pages (approx. 300 words per page), not including title page or references page 1-inch margins Double spaced 12-point Times New Roman font Title page with topic and name of student References page (minimum of 10 reputable resources)</p> <p><b><u>Performance Target</u></b> Collective average of 3/4 on the rubric</p> <p><i>Ideal Target: Collective average of 3.5/4 on the rubric. Implementation Plan (timeline): Fall 2017 Term 2/Spring 2018 Term 2 Key/Responsible Personnel: Chair, Ellis Lead, Augusto</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b> .Findings for JUS635 Week 6 Capstone Project Summary of Findings : Students scored a 3.58 on the assessment rubric for their Capstone Project. This score exceeds the acceptable target and meets the idea target. This capstone project is a lengthy in depth project that is used to asses a students cumulative knowledge throughout the program.</p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Exceeded Recommendations : I would like to assess this outcome again using this same course (due to the nature of the course), but would like to adjust the scoring rubric to drill down more specifically into the critical thinking aspect of the assignment. Reflections/Notes :</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Use of Results</b></p>	<p>N/A</p>
<p><b>Overall Summary of Assessment</b></p>	<p><i>Overall Recommendations Crime Analysis concentration needs a total revision. It has not been touched as a whole for 5+ years. With the change in</i></p>

*administrative leadership, it will be recommended that the curriculum be placed in the course development queue for Summer 2019 to run "live" Fall 2019.*

*Overall Reflection*

*Overall, the MSCJ program OA cycle was positive with all programs meeting, if not exceeding, their outcomes assessment benchmarks, aside from one.*

*It is my hope that a total overhaul to the Crime Analysis curriculum AY18-19 will provide a better learning experience for our students and in return the lower outcomes for that program will be brought up overtime.*

**Finalized 07/12/2018**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**

**Academic Year: 2017-18**

**College:** Tiffin University

**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)

**Degree Program:** Master of Science (M.S.) degree in Psychology

**Report Submitted By:** *Steven Borawski*

**Date of Submission:** *June 13, 2018.*

**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY541	9	3.13/4	Final Project	1
PSY 612	18	3.89/4	Final Project	NM
PSY 534	12	3.50/4	Research Project	5
PSY611	4	3.00/4	Final Project	1
PSY611	4	4.00/4	Analysis Paper	1
PSY 642	3	3.53/4	Final Project	NM
PSY546	14	2.99/4	Final Project	1
PSY 641	4	3.15/4	Research Project	NM

NM=No Match

**Program Mission Statement:** The MS in Psychology curriculum is designed to meet program-level learning outcomes that are based on the American Psychological Association's (APA) recommendations for a "broad theoretical and scientific foundation of the field of psychology in general."

**Student Learning Outcome Overview:**

1. *Modern psychological concepts. Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices*
2. *Multicultural awareness. Students will develop multicultural awareness, tolerance, and cultural alertness (Not assessed in 2017-18)*
3. *Modern therapeutic practices. Students will demonstrate knowledge of modern therapeutic practices (Not assessed in 2017-18)*
4. *Communicate clearly. Students will develop the ability to communicate clearly and professionally (Not assessed in 2017-18)*
5. *Original project. Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline*

**Curriculum Map:**

<p><b>Student Learning Outcome 1:</b></p>	<p>Modern psychological concepts. Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices</p>
<p><b>Method(s) of Assessment</b></p>	<p><u><b>Direct Measures (Required)</b></u></p> <p>1. <i>Measure : Students will demonstrate knowledge of ethical issues and practices</i>  <i>Program level ; Direct - Student Artifact</i></p> <p><i>Details/Description : Students in PSY611 will propose a research project to your university's Institutional Review Board (IRB) concerning a study involving minors or the severely mentally disabled or the developmentally disabled. What protections must you include? Speak about informed consent and disclosure of risk. Your proposal should include:</i></p> <p><i>A PowerPoint presentation of your lecture</i>  <i>Outline of your lecture (in narrative form including citations)</i>  <i>An APA bibliography</i></p> <p>2. <i>Measure : Students will demonstrate knowledge of modern psychological issues and concepts</i>  <i>Program level ; Direct - Student Artifact</i></p>

*Details/Description :* For the final project in PSY541 students will be tasked with taking the prospective that they are interviewing for a position teaching undergraduate psychology classes at the local university. As part of their interview process the Department has asked you to prepare a 50-minute lecture on your topic of choice from history and systems of psychology. They ask you to email three items before your interview:

*PowerPoint of your lecture*  
*Outline of your lecture in narrative format*  
*An APA Bibliography*

*3. Measure :* Students will demonstrate knowledge of modern therapeutic practices  
*Program level ; Direct - Student Artifact*

*Details/Description :* In PSY546 final project students will:

*Answer the following three essay questions:*  
*How can research on the causes of psychopathology provide a basis for the classification of psychopathology? Discuss the pros and cons of looking for physical or biological impairments as the causes of psychopathology. To what extent is psychopathology simply a more extreme form of normal behavior? What do mental health professionals need to do in order to challenge existing negative stereotypes of individuals with mental health problems? How can the mental health field reduce the levels of stigma associated with mental health diagnoses and treatment?*

*To what extent can the success of a treatment be determined by the elimination of diagnostic symptoms? Out of all of the treatment options discussed this term, which ones do you think hold the most promise and for which disorders do you think they are most likely to be successful?*

*Be sure to answer the questions (all parts) accurately and support answers with at least three scholarly sources. If the question is an opinion type question, support your opinion with scholarly and empirical information.*

	<p><i>Include an introduction to each answer and state position/idea clearly. Summarize answer and tie in all the points in a concluding/summarizing paragraph.</i></p> <p><i>Sources must be cited in APA style in-text parenthetical citations and listed in an APA style reference page in order to get full credit.</i></p> <p><b><u>Performance Target</u></b>  <i>Acceptable Target :           Collective average of 3/4 on the rubric</i></p> <p><i>Ideal Target :       Collective average of 3.5/4 on the rubric</i></p> <p><i>Implementation Plan (timeline) :   2018-2019</i>  <i>Key/Responsible Personnel :       Psy faculty</i></p> <p><b><u>Indirect Measure (if applicable)</u></b>  <i>N/A</i></p>
<p><b>Assessment Results</b></p>	<p><b><u>Direct Measures</u></b></p> <p><i>1. Findings for Students will demonstrate knowledge of ethical issues and practices</i>  <i>Summary of Findings :   Two iterations of PSY611 were taught over the 2017-2018 school year and the resulting average of those students was a 3.5 on the outcomes assessment rubric. This average would indicate that students met the ideal target for the learning objectives in this outcome.</i></p> <p><i>1. Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i>  <i>Recommendations :       Since the ideal target was met during this school year data collection there is no additional intervention suggested. There will be a continued need to monitor and ensure the quality of education but at this time all indications are students are being successful.</i>  <i>Reflections/Notes :</i></p> <p><i>2. Findings for Students will demonstrate knowledge of modern psychological issues and concepts</i>  <i>Summary of Findings :   Data collection took place during the school year 2018-2019 for PSY541 and the average student score on the outcomes assessment rubric was 3.61. The ideal target for this outcomes assessment measure was 3.5 in the current score outperforms that. This would indicate that students are properly obtaining</i></p>

	<p><i>the knowledge they need to be successful in this learning outcome.</i></p> <p><i>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</i></p> <p><i>Recommendations : Since the ideal target for the outcomes assessment measure was not only met but exceeded no current interventions are suggested. It is however a prudent measure to continue to observe student performance to ensure continued success.</i></p> <p><i>Reflections/Notes :</i></p> <p><i>3. Findings for Students will demonstrate knowledge of modern therapeutic practices</i></p> <p><i>Summary of Findings : Data was collected from PSY546 during the 2017 - 2018 school year and students scored an average of 3.11 on the outcomes assessment rubric. This average indicates that students are performing at a level that is commensurate with an acceptable outcomes assessment target.</i></p> <p><i>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations : While students performance on this rubric was above the level of acceptability the continued desire is to have students within the ideal target range for their performance on this outcomes assessment rubric. In order to achieve and progress towards an ideal target it is recommended that a major revision of the course be undertaken in order to ensure that students are getting proper knowledge and exposure to this area to be successful as relates to this degree outcome.</i></p> <p><i>Reflections/Notes : Evaluate the possibility of a major revision in the course.</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<p><b>Use of Results</b></p>	<p><i>Action : Modern Psychology</i></p> <p><i>This Action is associated with the following Findings</i></p> <p><i>No supporting Findings have been linked to this Action .</i></p> <p><i>Action details : Psy 546 is an important course in the program and students are expected to establish a good command of the skills/knowledge addressed in this first outcome. Various aspects of the course will be adjusted to give students more exposure and hands-on experiences with therapeutic practices and research methods. Additional research opportunities will be provided, as well as more instruction on research methods in</i></p>

	<p>psychology. More examples of therapeutic practices will be provided to students throughout the term, as well.</p> <p>Implementation Plan (timeline) : Fall 2016</p> <p>Key/Responsible Personnel : Psy faculty</p> <p>Measures :</p> <p>Budget approval required? (describe) :</p> <p>Budget request amount : \$500.00</p> <p>Priority :</p>
<b>Student Learning Outcome 5:</b>	<p>Original project. Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline.</p>
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b></p> <p>Measure : The students will comprehend and demonstrate knowledge of empirically supported best practices in the field</p> <p>Program level ; Direct - Student Artifact</p> <p>Details/Description : In PSY534 students complete a original research project and submit a final of their completed manuscript.</p> <p><b><u>Performance Target</u></b></p> <p>Acceptable Target : Collective average of 3/4 on the rubric</p> <p>Ideal Target : Collective average of 3.5/4 on the rubric</p> <p>Implementation Plan (timeline) : 2018-2019</p> <p>Key/Responsible Personnel : Psy faculty</p> <p><b><u>Indirect Measure (if applicable)</u></b></p> <p>N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b></p> <p>Findings for The students will comprehend and demonstrate knowledge of empirically supported best practices in the field</p> <p>Summary of Findings : Evaluating the data collected from PSY534 it was clear that the ideal target was met. On average students scored 3.5 out of four on the rubric. This would indicate that students are clearly learning the desired information to meet the learning outcomes for this measurement. This is not to say that there is no need to be diligent to ensure continued success but that currently indications are showing student success.</p> <p>Results : Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p>

	<p><i>Recommendations : Current recommendations are to monitor the core shell and faculty performance to ensure continued success on this learning outcome measurement. However, no further actions are warranted at this time only a need for continued observation.</i></p> <p><i>Reflections/Notes :</i></p>
	<p><b><i>Indirect Measure (if applicable)</i></b></p> <p><i>N/A</i></p>
<b>Use of Results</b>	<i>N/A</i>
<b>Overall Summary of Assessment</b>	<p><i>Overall Recommendations</i></p> <p><i>Two program level outcomes were measured in the 2017-2018 school year for the Masters of Psychology. Out of the four data points for these two outcome measurements only one of the data points failed to reach its ideal target. While PSY546 did indeed meet a acceptable level of performance we do strive to meet the ideal target for the program learning outcomes as a relates to this degree. Therefore it is suggested that PSY546 undergo a major revision to ensure that in the future student averages on the outcome assessment rubric fall within the ideal target range.</i></p> <p><i>Overall Reflection</i></p> <p><i>As chair for this degree program I would like to thank the hard work of the full-time and adjunct faculty that strive to do the best by our students at Tiffin University.</i></p>

**Finalized 07/12/2018**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT****Academic Year: 2017-18****College:** Tiffin University**Department/School/ Division:** School of Criminal Justice and Social Science (CJSS)**Degree Program:** Psychology**Report Submitted By:** Erin Dean**Date of Submission:** May 24, 2018.**Assessment Focus for 2017-18 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed	Match with AMS
SCS 450	3	3.33/4	Portfolio	5	
SCS 470	2	3.33/4	Addictions Counseling Internship Ev	4	
SOC 360	25	3.14/4	California Brief Multicultural Comp	3	
PSY 362	29	3.78/4	Case Study		NM
SCS 470	7	3.48/4	Internship Eval	4	
CSL 430	11	3.45/4	California Brief Multicultural Comp	3	
SCS 470 Online	1	3.33/4	Internship Evaluation	4	

NM=No Match

**Program Mission Statement:** The psychology degree program within the Department of Behavioral and Social Sciences (DBSS) at Tiffin University provides instruction and experience to increase student sensitivity to and understanding of biological, social, emotional, and cognitive processes underlying human thoughts and actions. The program also seeks to instill a professional identity that demonstrates respect for diverse peoples, ideas, and cultures. The sub-specializations (concentrations) in the degree (Human Services, Cross-Cultural and International Psychology, and Addictions Counseling offer further opportunities in developing skills in practical orientations and working with diverse populations). The primary goal of the psychology degree program is to prepare students for admission into a wide variety of non-practitioner, graduate psychology programs, and paraprofessional roles; it also teaches practical concepts and skills that may be applied immediately in many occupational contexts.

## Student Learning Outcome Overview:

### Psychology Major

1. Students will acquire knowledge of key psychological theories, issues, practices, and concepts. (Not assessed in 2017-18)
2. Students will integrate knowledge of ethical issues. (Not assessed in 2017-18)
3. Students will employ multicultural awareness, knowledge, and competence.
4. Students will apply theories and practices in the helping professions.
5. Students will illustrate the ability to communicate professionally through academic writing and presentations.

Psychology Major with concentration in Addictions Counseling (no measures specified)

Psychology Major with concentration in Cross-Cultural and International Psychology (no measures specified)

Psychology Major with concentration in Experimental Psychology (no measures specified)

Psychology Major with concentration in Human Services (no measures specified)

## Curriculum Map:

### B.A. Psychology Courses 2017-2018

Courses and Activities Mapped to B.A. Psychology Program Level Outcomes

ACTIONS

Show Outcome Descriptions  Show Course/Activity Detail

Courses and Learning Activities	Outcome				
	1. Students will acquire knowledge of key psychological theories, issues, practices, and concepts.	2. Students will integrate knowledge of ethical issues.	3. Students will employ multicultural awareness, knowledge, and competence.	4. Students will apply theories and practices in the helping professions.	5. Students will illustrate the ability to communicate professionally through academic writing and presentations.
<b>ARB 200A</b> Various Language Courses (Required for EOP)			P		P
<b>CSL 310</b> Introduction to Addiction Theory and Practice (ADDICTIONS COUNSELING)	I	I	I	P	P
<b>CSL 330</b> Counseling Strategies & Procedures with Diverse & Disordered Populations (ADDICTIONS COUNSELING)	I	P	P	P	P
<b>CSL 435</b> Group Process & Techniques Working with Addicted & Disordered Populations (ADDICTIONS COUNSELING)	P	P	P	P	R
<b>CSL 450</b> Cultural Competence in Counseling (ADDICTIONS COUNSELING) (COP: HS has moved to CSL 435 or SOC 360)	P	P	P	P	P
<b>CSL 435</b> Assessment & Diagnosis of Addictive & Behavioral Health Problems (ADDICTIONS COUNSELING)	R	P	P	P	R

+	CSL 440 Physical, Behavioral, & Treatment Planning in Addictions (ADDICTIONS COUNSELING)	X	P	R	D	P	R
+	CSL 447 Theory & Practice/Relationship Counseling in Addictions & Behavioral Health (ADDICTIONS COUNSELING)	X	P	P	R	P	R
+	COM 330 Human, Intrapersonal & Small Group Communications (Pick list for HUMAN SERVICES)	X	P	P			P
+	COM 420 Agency Management (Pick list for HUMAN SERVICES)	X	P	P	P		P
+	CUL Various Culture Courses (Pick list for CCPI)	X			I		P
+	FOR 345 Drugs and Society (Pick list for HUMAN SERVICES)	X	P	P	P		P
+	FOR 425 Case Management (HUMAN SERVICES)	X	P	P	P	P	P
+	FOR 450 Crisis Intervention Strategies (HUMAN SERVICES)	X	R	R	R	P	R
+	PSY 301 Introduction to Psychology (Must be taken by all psych majors)	X	I	I	I	I	I
+	FOR 485 Death & Dying (Pick list for HUMAN SERVICES)	X	P	P	P	P	P
+	PSY 301 Introduction to Professional Practices (PSY CORE)	X	I	I	I	I	I
+	PSY 363 Themes of Personality (PSY CORE)	X	P	P	P	P	P
+	PSY 289 Human Sexuality (Pick list for HUMAN SERVICES)	X	P	P	P	P	P
+	PSY 302 History and Systems of Psychology (PSY CORE)	X	P	P	P	P	P
+	PSY 340 Introduction to Counseling (HUMAN SERVICES)	X	I	I	I	I	P
+	PSY 362 Abnormal Behavior (PSY CORE)	X	P	P	P	P	P
+	PSY 401 Biological Foundations of Behavior (PSY CORE)	X	R	P	P	P	R
+	PSY 425 Cross-Cultural and International Psychology (CCIP)	X	P	P	P	P	R
+	PSY 440 Comparative Psychotherapies & Therapeutic Techniques (Pick list for HUMAN SERVICES)	X	P	P	P	P	R



	<p><i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations : Increase exposure to diversity via immersion, experiential learning, and field trips where different cultures are studied and examined.</i></p> <p><i>Reflections/Notes : Faculty felt like more field trips and experiential learning can give students exposure to things that a text book cannot. There is also evidence that exposure to different groups increases acceptance. (Contact Hypothesis-Alport).</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 4:</b>	Students will apply theories and practices in the helping professions.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> <i>Based on the evaluation received from the student's on-site supervisor, supervising faculty will complete the rubric assessing student's ability to apply theories and practices in the helping professions.</i></p> <p><b><u>Performance Target</u></b> 3.5</p> <p><i>Ideal Target: 4.0</i> <i>Implementation Plan (timeline): Fall 2017 &amp; Spring 2018.</i> <i>Key/Responsible Personnel: All faculty who supervise BA Psych student internships</i></p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b> <i>Findings for SCS 470 Internship Evaluation</i> <i>Summary of Findings : Students in SCS 470 (addictions counseling interns) achieved an overall evaluation score of 3.33 and students in other internships in psychology outside of addictions had an overall score or 3.48. Students in fields outside of addictions counseling were very close to meeting the acceptable target whereas addictions counseling students are slightly further below the acceptable target. This might be due to the fact that more advanced skills are required to do an addictions counseling internship.</i></p> <p><i>Results : Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</i></p> <p><i>Recommendations : Will continue to track over time-may wish to reconsider threshold for addictions counseling interns. We should consider adding a seated internship course where</i></p>

	<p>students meet with a professor in a seminar style format to be further prepared to embark on their internship and to have a platform for discussing internship situations and debriefing with faculty and other students. Additionally, site visits should be added early in the internship process to ensure that students are meeting expectations..</p> <p>Reflections/Notes : There was a consensus among the faculty that an internship course would be extremely valuable to students because it allows for mentor ship, debriefing, and group supervision, which are the best practices in the field. Faculty would like to see data collected on post graduate employment on behalf of TU alumni association or institutional research.</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 5:</b>	Students will illustrate the ability to communicate professionally through academic writing and presentations.
<b>Method(s) of Assessment</b>	<p><b><u>Direct Measures (Required)</u></b> Students' portfolios were evaluated on a rubric for the categories: Thoroughness, Evidence of Student Learning, Personal Introduction, and Background Information.</p> <p><b><u>Performance Target</u></b> 3/4 on the rubric.</p> <p>Ideal Target: 3.5/4 on the rubric. Implementation Plan (timeline): Fall 2017 &amp; Spring 2018 Key/Responsible Personnel: Full-time Psychology Faculty</p> <p><b><u>Indirect Measure (if applicable)</u></b> N/A</p>
<b>Assessment Results</b>	<p><b><u>Direct Measures</u></b> Findings for Student Portfolios in SCS 450 Summary of Findings : The cumulative score for students in SCS 450 was 3.34. This falls just above the accepted target of 3.0. Students appear to be exceeding this target, however this target is lower than targets set for other outcomes.</p> <p>Results : Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching Recommendations : We may want to consider increasing our target to 3.5 to align with other key assessment targets. Increase early portfolio instruction so that students have a better understanding of what a portfolio entails. Consider utilizing an e-portfolio for increasing structure, organization, and portability. Reflections/Notes : There was consensus among faculty that the quality of portfolios generally fall below expectations.</p>

	<i>Faculty felt like this was because students were not really informed about what a portfolio should entail.</i>
	<b><i>Indirect Measure (if applicable)</i></b>
	<i>N/A</i>
<b>Use of Results</b>	<i>N/A</i>
<b>Overall Summary of Assessment</b>	<i>N/A</i>

**Finalized 7/12//2018**