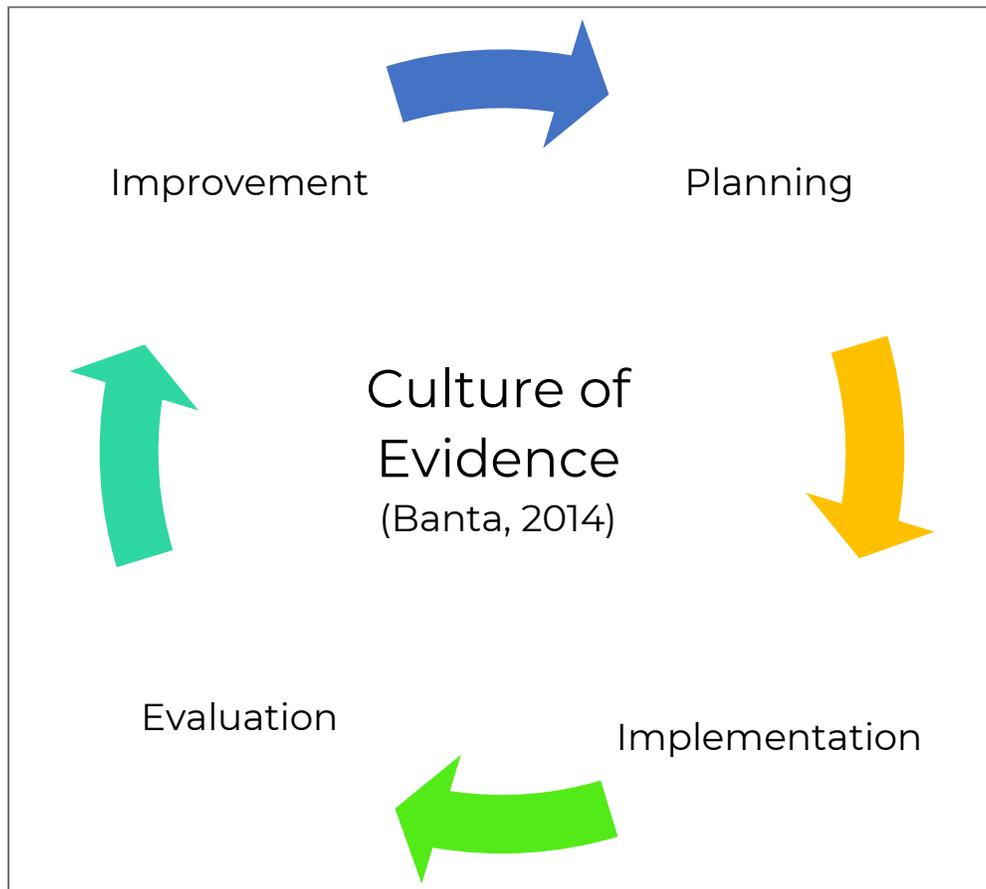




OUTCOMES ASSESSMENT
Institutional Report 2021-22



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Executive Summary

Tiffin University’s work toward quality outcomes assessment, with oversight from the Office of Assessment and Accreditation, 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 strategic 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. Tiffin's outcome assessment process has undergone significant improvements through the addition of standardized processes utilized across the university's academic units, aligning with best practices in academic outcome assessment analysis. The University Assessment Report serves as the annual reporting mechanism to detail the Outcomes Assessment and Program Review activities during the academic year as well as progress made by the three (academic schools) in this area. The process of data-informed decision-making is evident throughout the Cycle for Assessment of Student Learning shown below.

Overview

TU's Outcomes Assessment process is used to identify needs for continuous improvement, including benchmarks for particular courses to identify the success rates of students in mastering skills, knowledge, and abilities expected within their academic programs. Key assessments are identified throughout programs, which offer students an opportunity to showcase their understanding of the Program Learning Outcomes identified. Assessment courses are selected and artifacts of learning are devised that allow students to demonstrate they are able to formulate ideas on a level appropriate to the particular major within the program. Regardless of modality, there is one set of master course documents for each course at TU, of which includes a Minimum Course Content Guide (MCCG) and Master Syllabus, as well as a comprehensive Outcomes Assessment plan. Therefore, the course will be administered based on the same course learning outcomes and identified key assessments.

Assessment is an ongoing process. Every year, key faculty, administrators, and OA staff refine Outcome Assessment plans, Program Learning Outcomes, and key assessments to align them with the current Course Learning Objectives that drive the program assessment plans. Refinement can include rubric improvements or key assessment instructions, as well as training of department faculty to assist with rater reliability issues.

Technology Utilized to Manage Outcomes Assessment

Tiffin University utilizes various Watermark products to manage Outcomes Assessment efforts. Below is a summary of the products utilized.

- Learning Achievement Tools (LAT) in Taskstream: 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.

- **Accountability Management System (AMS) in Taskstream:** 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 to the program itself.
- **Outcomes Assessment Projects (formerly known as Aqua):** Outcomes Assessment Projects is utilized to assess the achievement of Program Learning Outcomes with a variety of scorers.
- **ePortfolio:** All students at Tiffin University construct an ePortfolio to showcase the TU Core Program Learning Outcomes.

Outcomes Assessment Training

There are numerous professional development opportunities for faculty and staff to become acclimated to the Outcomes Assessment process and to the use of the outcome's assessment software, Taskstream. These training sessions are offered by Department of Assessment and Accreditation in conjunction with the Center for Faculty Support and Teaching Innovation. Training sessions are available both virtually and in person throughout the year.

Topics addressed during these sessions include:

- Outcomes Assessment Overview
- Outcomes Assessment Plans
- How to utilize LAT and AMS
- How to Close the Loop at the end of the academic year

Additional support is provided by the Department of Assessment and Accreditation for faculty, staff, administration, and students via PDFs and video guides. Shared documents have been created in a Google Team Drive for OA reps for each school. These include assessment plans with details such as the program outcome being assessed, the key assessment being used to assess the outcome, the course that houses the key assessment, the term or semester in which the course is being offered, the faculty members responsible for collecting data, and a log of data that has been submitted.

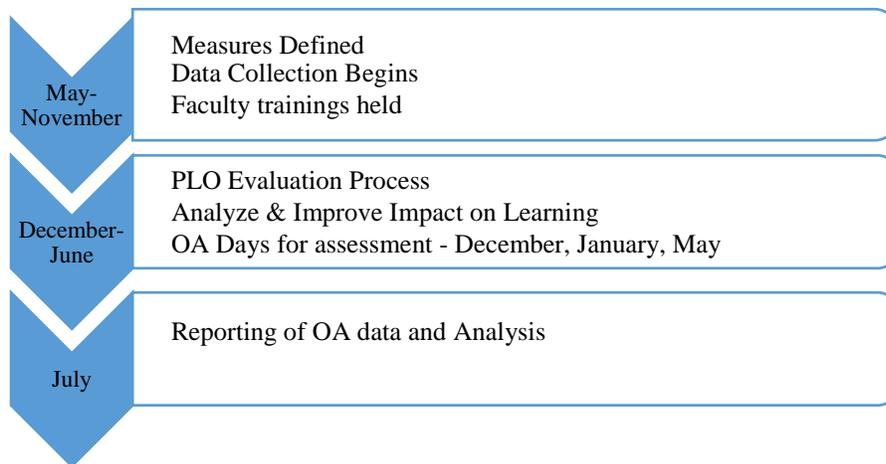
Annual Reporting

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 program learning outcomes achievement
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 2021-22, the following timeline was developed and communicated to all faculty:

Figure 1 Annual Reporting Cycle Timeline



OA reports are generated by class, term, and semester in order to analyze student achievement for the purposes of continuous improvement. For example, if there is a particular program learning outcome with which students are consistently not meeting the benchmark, discussions are held with instructors to define a strategy for improving the course learning experience for students. Through the Outcomes Assessment process, there are opportunities to identify potential needs for professional development, course improvement, and/or curricular improvement and revision.

Faculty understand that everything in the OA process emanates from the outcomes, therefore, they use both assessment data and observations of students in class through other assignments and from follow-ups with students outside of class or online to evaluate whether program outcome thresholds are being met. Additionally, full-time faculty consult with adjunct faculty for their input regarding students' strengths and weaknesses, as well as the kinds of instructional adjustments they would recommend for the future. TU refers to this process as "Closing the Loop."

OA Days

OA Days are held twice a year, once in December and again in May. The Coordinator of Assessment and Accreditation leads the discussions and analysis of OA data, via the use of

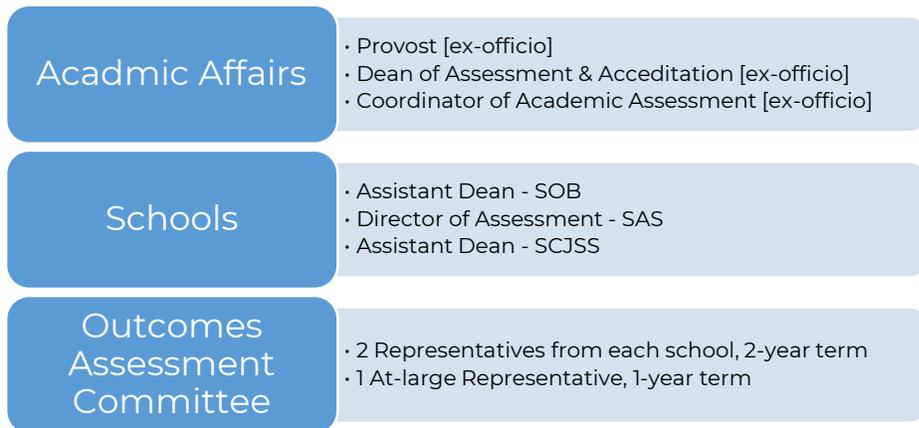
Outcomes Assessment Projects. During OA Days, faculty and staff engage in a blind, peer-reviewed assessment of student artifacts from a select set of Outcomes Assessment courses. Multiple reviewers score artifacts using rubric identified in Taskstream. Faculty volunteers are paid a stipend to participate. A key activity during the use of Outcomes Assessment Projects is the ability to analyze the OA data in real-time with “closing the loop” discussions immediately after scoring is completed.

Outcomes Assessment Committee and Governance

All assessment activities are overseen through the university-level Outcomes Assessment Committee composed of two members from each academic school as well as one at-large member. The committee is chaired by an elected faculty member. Monthly meetings are held to discuss key outcomes assessment initiatives in addition to planning the Outcomes Assessment Day. The AY2021-22 Outcomes Assessment Committee was comprised of the following members:

- Chair: Dr. Michelle Meadows
- Chair Elect: Dr. Michael Lynch
- School of Arts and Sciences faculty: Dr. Michael Lynch, Dr. Michelle Meadows
- School of Business faculty: Dr. Diego Hernandez, Owen Fritz
- School of Criminal Justice and Social Sciences faculty: Dr. Fang-Mei Law, Dr. Steve Hurwitz
- At-Large: Seth Lowery
- Ex-officio: Dr. Peter Holbrook, Dr. Terry Sullivan, Dr. Michelle Maus, Dr. Erin Dean, Dr. Tom Marben, Kerry Jones, Jonah Sumfleth

Figure 2 Outcomes Assessment Governance Structure



In AY2021-22, each academic school designated a leadership position who successfully continued to ensure a single point of contact and school level oversight for all OA activities. This contact provides primary oversight for the school in ensuring OA data is collected and analyzed as well as serving as the contact person for outcomes assessment related information and training. 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 Leadership from each school for AY2021-22 were as follows:

- Dr. Michael Lynch, School of Arts and Sciences
- Dr. Tom Marben, School of Business
- Dr. Erin Dean, School of Criminal Justice and Social Sciences

Higher Learning Commission (HLC) and Outcomes Assessment at TU

On December 18, 2020, Tiffin University received confirmation that the Higher Learning Commission (HLC) granted continued accreditation of Tiffin University under the Standard Pathway. Additionally, the IAC action letter included no specific actions to be taken by Tiffin University in regards to outcomes assessment processes. This positive action is the first time in recent outcomes assessment reporting under Criteria 4 that there have been no recommendations or specific improvements suggested by the site visit team or the IRC. To maintain context of this

positive action, the following HLC information from the University Outcomes Assessment Report AY2019-20 is noted below.

HLC Team responses to the TU Assurance Argument and Site Visit

Below are the comments regarding outcomes assessment as found in the HLC team's feedback report that was received May 2020 concerning the following Criterion in regards to Outcomes Assessment.

- Criterion 4: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
 - 4. A. The institution demonstrates responsibility for the quality of its educational programs.
 - 4. B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
 - 4. C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
 - Feedback received:
 - *Tiffin University has demonstrated a commitment to educational achievement and tracks student mastery of learning outcomes. Institutional standards and program level outcomes are available for review on the university website. TU provided curriculum maps and also provided the results of key assessments. Tiffin's outcome*

assessment process has undergone significant improvements through the addition of standardized processes utilized across the university's academic units. TU created the Coordinator of Academic Excellence and Effectiveness position to oversee outcome assessment processes for the university. Tiffin utilizes Taskstream as a platform to report and house outcomes and assessment data. Faculty have undergone extensive training on the Taskstream platform and have ready access to support resources, including video guides and regularly scheduled training events. Compliance with implementation of key assessments and reporting results is monitored within each school at the assistant dean and department chair levels. TU provided extensive reports documenting the 2018-2019 academic year assessment data collection and analysis.

- *The university incorporates best practices in academic outcome assessment analysis. This is exemplified in their incorporation of Watermark's Aqua program to conduct double blind review of key assessment results. The university logs three types of information monthly: 1. faculty participation in collecting key assessment data; 2. when and which specific course program outcomes are scheduled to be assessed; and 3. the key assessments implemented. Details of processes used and data collected are consolidated in final reports generated during their Outcome Assessment Days.*

- *In summary, Tiffin University has developed a culture of assessment that permeates all levels. Tiffin demonstrates best practices, supported through partnerships with consultant firms to help evaluate programs from a university level as well as at the level of individual schools and programs. Faculty are included in the assessment process and have received extensive training on the platforms utilized by the university to house outcomes and evaluate key assessment data. The university uses data at the university level to determine program viability. Program level assessment data is used for course renovation or elimination if no longer needed. Retention, persistence and completion data are used to strategically address academic, financial and social interventions needed to best support students. The university has utilized best practices to develop and maintain outcome generation and assessment processes. The work is conducted in a transparent manner that involves faculty in all aspects of development and implementation.*

Institutional Self-Assessment

In addition to the positive comments from HLC, for several years, TU has engaged in a common practice has risen in higher education to do “institutional self-assessment” – evaluating the effectiveness of assessment practices on campus (Banta & Palomba, 2014). The past six years have seen an intentional focus to significantly increase the ownership of outcomes assessment in each academic school, primarily at the department level. When the benchmarking

of our outcome's assessment processes began in AY2016-17, there were several areas where we were at a "not evident" or "emerging" category as detailed in the SUNY rubric. Beginning that academic year, several key initiatives were implemented to move us to where we currently stand, showing "proficient" or "excelling" in several rubric components. Academic year 2021-22 showed continuous improvement towards a Best in Class outcomes assessment function as described in the State University of New York Council on Assessment (SCOA) Institutional Effectiveness Rubric (n.d.). 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. 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.

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 presents each of the rubric's criteria with the score and description included.

Table 1 below presents the overview of TU's assessment program over the past four (4) years 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 An Analysis of TU's Academic Outcomes Assessment Program

ASPECT	ELEMENT	GOAL	AY 2016-17 LEVEL ACHIEVED	AY2017-18 LEVEL ACHIEVED	AY2018-19 LEVEL ACHIEVED	AY2019-20 LEVEL ACHIEVED	AY2020-21 LEVEL ACHIEVED	AY2021-22 LEVEL ACHIEVED
DESIGN	Plan	The institution maintains formal assessment plans for each academic program leading to a degree.	Level 1: Emerging	Level 2: Proficient				
	Outcomes	Measurable outcomes have been articulated for the institution as a whole and within individual academic programs.	Level 2: Proficient	Level 2: Proficient	Level 2: Proficient	Level 2: Proficient.	Level 2: Proficient.	Level 2: Proficient.
	Alignment	More specific subordinate outcomes are aligned with broader, higher-level outcomes.	Level 0: Not Evident	Level 1: Emerging	Level 2: Proficient	Level 2: Proficient.	Level 2: Proficient.	Level 2: Proficient.

IMPLEMENTATION	Resources	Campus resources are adequate to support assessment activities.	Level 2: Proficient	Level 3: Excelling	Level 3: Excelling	Level 3: Excelling.	Level 3: Excelling.	Level 3: Excelling.
	Culture	All members of the faculty are involved in academic assessment.	Level 1: Emerging	Level 2: Proficient	Level 3: Excelling	Level 3: Excelling	Level 3: Excelling	Level 3: Excelling
	Data Focus	Data from multiple sources and measures are considered in assessment.	Level 2: Proficient	Level 2: Proficient	Level 2: Proficient	Level 2: Proficient.	Level 2: Proficient.	Level 2: Proficient.
	Sustainability	Assessment is conducted regularly and is sustainable over the long term.	Level 1: Emerging	Level 1: Emerging	Level 2: Proficient	Level 2: Proficient	Level 2: Proficient	Level 2: Proficient

IMPACT	Monitoring	Mechanisms are in place to systematically monitor the implementation of the assessment plan.	Level 0: Not Evident	Level 1: Emerging	Level 3: Excelling	Level 3: Excelling	Level 3: Excelling	Level 3: Excelling
	Communication	Assessment results are readily available to all parties with an interest in them.	Level 0: Not Evident.	Level 1: Emerging	Level 2: Proficient	Level 3: Excelling	Level 3: Excelling	Level 3: Excelling
	Strategic Planning and Budgeting	Assessment data are routinely considered in strategic planning and budgeting.	Level 0: Not Evident	Level 1: Emerging	Level 1: Emerging	Level 1: Emerging.	Level 1: Emerging.	Level 1: Emerging.
	Closing the Loop	Assessment data have been used for institutional improvement.	Level 1: Emerging	Level 1: Emerging	Level 2: Proficient	Level 2: Proficient	Level 2: Proficient	Level 2: Proficient

As viewed in Table 1, Tiffin University has made measurable progress with improvements in our OA program for academic programs. To provide additional perspective on the process improvements that led to the current ratings on the SUNY rubric. The table below details the continuous improvement initiatives that were undertaken during AY2021-22 in alignment with the rubric score.

Table 2 Rational for SUNY Rubric levels

ASPECT	ELEMENT	AY2021-22 LEVEL ACHIEVED	CONTINUOUS IMPROVEMENT INITIATIVES IMPLEMENTED & RESULTS - AY 2021-22
DESIGN	Plan	<p><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.</p>	<p>ALL academic programs collected and analyzed assessment data during AY2021-22.</p> <p>GOAL to achieve Excelling level: develop a plan for assessment data to be aligned with strategic planning and budgeting processes.</p>
	Outcomes	<p><u>Level 2: Proficient.</u> All academic programs have outcomes statements, but not all of these are stated in terms that link to measurement</p>	<p>ALL academic programs have articulated outcome statements and during AY2021-22, each program at the departmental level reviewed and revised program learning outcomes.</p> <p>GOAL to achieve Excelling level: Define measurable outcomes for the institutional-level Core Competencies of a TU Grad</p>
	Alignment	<p><u>Level 2: Proficient.</u></p>	

		<p>Alignment of lower level outcomes to higher level outcomes within areas/units is mostly complete.</p> <p>Alignment of higher levels unit outcomes to institutional mission, goals, and values is not complete.</p>	<p>All program level outcomes were reviewed and revised as needed during AY2021-22 to ensure the appropriate level of competencies within the program. Higher level outcomes were ensured where appropriate.</p> <p>GOAL to achieve Excelling level: With the development and implementation of university-level Core Competencies of a TU Graduate, the mapping of programs to university competencies will continue in a directed and systematic manner until complete.</p>
IMPLEMENTATION	Resources	<p><u>Level 3: Excelling.</u> The institution and each area/unit has made a commitment to assessment and provides all necessary resources for assessment</p>	<p>Wider implementation of Watermark's products occurred during AY 2021-22. Stipends for faculty participation in OA Days were also allocated. Budgetary allowance for the use of Peregrine assessments for key School of Business programs was continued.</p> <p>GOAL to maintain Excelling level: Upgrade Watermark products used for outcomes assessment.</p>
	Culture	<p><u>Level 3: Excelling</u> All members of the university community are involved in assessment activities in their respective units. Institution leaders frequently articulate assessment as an important value/activity of the institution.</p>	<p>All full-time faculty and several adjuncts are actively involved in assessment activities. The culture of assessment is enhanced by monthly updates at full faculty meetings as well as OA discussions at each monthly departmental meeting. Administration actively supports OA processes and emphasizes the importance of OA through frequent communication at academic leadership meetings.</p>
	Data Focus	<p><u>Level 2: Proficient.</u> All units collect some combination of direct and indirect evidence to assess performance.</p>	<p>Direct submission and scoring through Taskstream was successfully continued in AY21-22. Department leadership regularly include instructor feedback when they are reviewing data.</p>

			<p>GOAL to achieve Excelling level: This will continue to be an area of focus, specifically to identify indirect measures.</p>
	Sustainability	<p><u>Level 2: Proficient</u> Assessment is routinely conducted in most, if not all, units. The sustainability of the assessment activity varies in terms of how regularly it occurs or in how systematically outcomes/goals are assessed. Assessment activity is becoming a regular part of each unit's functioning.</p>	<p>AY 2020-2021 saw another significant increase in the number of PLOs assessed in each program with the goal of ALL PLOs being assessed with data collected every year, thus ensuring a continuous trend of data for analysis and improvements.</p> <p>GOAL to reach the Excelling level: the number of PLOs will continue to increase with sustained collection and analysis for each program over several years. Additionally, a five-year cycle for PLO data collection and review will be established by each school.</p>
IMPACT	Monitoring	<p><u>Level 3: Excelling</u> There is evidence of systematic monitoring of the quality and implementation of assessment activities within all units. The institution has an established mechanism for monitoring unit compliance with institutional assessment policies.</p>	<p>During AY2021-22, the SCOA Institutional Effectiveness Rubric was continued to formally assess the quality of OA activities. Also, this AY each academic school completed an assessment of their school OA activities using a modified version of the SCOA rubric. The OA office regularly supplies the academic schools with compliance rates to ensure that OA processes are complete in each program being assessed. GOAL: Develop a modified SCOA rubric for assessment of OA activities at the <i>department</i> level to increase the understanding of and effectiveness of OA processes at all levels.</p>

	Communication	<p><u>Level 3: Excelling</u> Assessment results are disseminated to appropriate audiences at appropriate times; data appropriate to external audiences are available in easily accessible public domains; data needed for internal decision making are readily accessible to decision makers.</p>	<p>AY2021-22 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. OA discussions are placed on the agenda for every academic department's monthly meeting as well as every monthly full faculty meeting. Additionally, to prepare for the HLC visit in Spring 2020, availability of OA reporting was expanded to public domains as well as to institutional decision makers through the Outcomes Assessment page on the university website.</p>
	Strategic Planning and Budgeting	<p><u>Level 1: Emerging.</u> One or more units use assessment results in budgetary requests and/or to inform strategic planning</p>	<p style="text-align: center;">GOAL to achieve Excelling level: This will continue to be an area of focus, specifically to work closely with academic deans and leadership to utilize assessment data into strategic planning processes. .</p>
	Closing the Loop	<p><u>Level 2: Proficient</u> There is evidence that all units regularly use assessment results to inform improvements.</p>	<p>Closing the loop was a key focus area for AY2021-22. As shown in the school OA reports, closing the loop analysis and implementation is being done for every program assessed. Efforts will continue to monitor the effectiveness of closing the loop activities in each program.</p> <p style="text-align: center;">GOAL to achieve Excelling level: Develop processes to ensure that assessment data are routinely used for institutional improvement, effectiveness, and planning.</p>

College-Level SUNY Measurement

In addition to reviewing the entire institution's level of effectiveness, each school reviewed their levels based on the SCOA Institutional Effectiveness Rubric. Table 3 displays the levels that each school reported for AY21-22.

Table 3 College-Level SUNY Rubric Measurement

ASPECT	ELEMENT	GOAL	AY2020-21 LEVEL ACHIEVED
DESIGN	Plan	The institution maintains formal assessment plans for each academic program leading to a degree.	<u>SAS Level 2: Proficient.</u> <u>SCJSS Level 2: Proficient.</u> <u>SOB Level: Level 3: Excelling</u>
	Outcomes	Measurable outcomes have been articulated for the institution as a whole and within individual academic programs.	<u>SAS Level 2: Proficient.</u> <u>SCJSS Level 3: Excelling.</u> <u>SOB Level 2: Proficient.</u>
	Alignment	More specific subordinate outcomes are aligned with broader, higher-level outcomes.	<u>SAS Level 2: Proficient.</u> <u>SCJSS Level 3: Excelling.</u> <u>SOB Level 2: Proficient.</u>
IMPLEMENTATION	Resources	Campus resources are adequate to support assessment activities.	<u>SAS Level 3: Excelling.</u> <u>SCJSS Level 2.5: Proficient/Excelling.</u> <u>SOB Level 2: Proficient.</u>

	Culture	All members of the faculty are involved in academic assessment.	<u>SAS Level 3: Excelling.</u> <u>SCJSS Level 3: Excelling.</u> <u>SOB Level 3: Excelling.</u>
	Data Focus	Data from multiple sources and measures are considered in assessment.	<u>SAS Level 2.5: Proficient/Excelling.</u> <u>SCJSS Level 3: Excelling.</u> <u>SOB Level 2: Proficient.</u>
	Sustainability	Assessment is conducted regularly and is sustainable over the long term.	<u>SAS Level 3: Excelling.</u> <u>SCJSS Level 2.5: Proficient/Excelling.</u> <u>SOB Level 2: Proficient.</u>
IMPACT	Monitoring	Mechanisms are in place to systematically monitor the implementation of the assessment plan.	<u>SAS Level 3: Excelling.</u> <u>SCJSS Level 3: Excelling.</u> <u>SOB Level 2: Proficient.</u>
	Communication	Assessment results are readily available to all parties with an interest in them.	<u>SAS Level 2.5: Proficient/Excelling.</u> <u>SCJSS Level 2.5 Proficient/Excelling.</u> <u>SOB Level 2: Proficient.</u>
	Strategic Planning and Budgeting	Assessment data are routinely considered in strategic planning and budgeting.	<u>SAS Level 3: Excelling.</u> <u>SCJSS Level 2: Proficient.</u> <u>SOB Level 3: Excelling.</u>
	Closing the Loop	Assessment data have been used for institutional improvement.	<u>SAS Level 3: Excelling.</u> <u>SCJSS Level 2.5: Proficient/Excelling.</u> <u>SOB Level 2: Proficient.</u>

In addition to the continuous improvements in outcomes assessment in AY2021-22 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 4 details these initiatives introduced or enhanced last academic year.

Table 4 Additional Outcomes Assessment Improvement Initiatives, AY2021-22

Improvement Initiative	Result of Initiative
Expanded use of Outcomes Assessment Project through the Taskstream system. (continued from AY2020/21)	Expanded utilization of the Outcomes Assessment Project system for 6 OA Days and reviewed data for primarily general education courses and CQ assessments.
Develop OA Graduate Assistant training manual.	A digital training manual was created. Items are continually added as updates occur.
Develop outcomes Assessment processes regarding the newly implemented Cultural Intelligence (CQ) assessment into DEC courses and PhD program. (continued from AY 2020/21)	This is still in progress as leadership for the CCU initiative has experienced turnover in the past year.
Provide training and tutorials to faculty to address their needs.	In addition to as needed training, training was provided through the Faculty Center.
Creation of OA Data Day in May 2022 to share OA results.	This initiative will be amended for AY22-23 to determine more efficient delivery of assessment data.
Develop strategies for sharing OA data with academic units.	The OA committee expanded the use of the SUNY rubric to each department.

Outcomes Assessment Projects

Watermark’s Outcomes Assessment Project system, formerly known as Aqua, was again utilized during AY2021-22. Outcomes Assessment Projects is a software that allows the blind multiple scoring of redacted student artifacts through an automated process. Below is an overview of the key assessments that were analyzed with Outcomes Assessment Project during AY2021-22 OA Scoring Days. The detailed report for the Outcomes Assessment Project Scoring Days can be found in the Appendices.

Each academic year, the use of Outcomes Assessment Project has been increased by adding new Tiffin CORE classes and artifacts to be scored. Additionally, several Tiffin CORE program outcomes now have three data points for the programs to analyze trend data.

Table 5 AY 2021-22 OA Days Summary Overview

	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Acceptable Target	Rubric used
RES810	October 2021	3 (SOB, SAS)	9	2.88/4	3.0/4	AACU Intercultural Knowledge & Competence VALUE rubric
MAT181	December 2021	5 (SAS)	43	2.19/4	1.00/4	AACU Quantitative Literacy
MAT181	May 2022	5 (SAS)	34	2.09/4	1.00/4	AACU Quantitative Literacy
DEC100 - CQ reflection	December 2021	6 (SOB, SAS, CJSS)	87	1.57/4	1.5/4	AACU Intercultural Knowledge & Competence VALUE rubric
DEC100 - Final project	January 2022	14 (SOB, SAS, CJSS)	178	1.62/4	1.00/4	AACU Lifelong Learning
DEC200	May 2022	8 (SAS)	107	1.9/4	2.00/4	Annotated Bibliography Rubric

Program Learning Outcomes (PLOs) for AY2021-22

For AY2021-22, each academic program chose three or more program learning outcomes (PLOs) to collect data on student achievement. This resulted in the following courses being used in Taskstream for data collection and analysis. To highlight the progress made in outcomes assessment data collection and analysis, Table 4 shows the number of assessment courses reported by program for AY 2021-22 and the four years prior. Due to a more focused effort to

work with the academic schools, there continues to be a significant increase in the number of OA courses identified and data collected than in the previous year.

Table 6 Assessment Courses Reported by Program and School for AY2021-22

Academic Program	Total Number of Assessment Courses in Taskstream					
	AY 2021-22	AY 2020-21	AY 2019-20	AY 2018-19	AY 2017-18	AY 2016-17
School of Arts and Sciences (SAS)						
BA Arts Entrepreneurship	Sunsetted	Sunsetted	Sunsetted	1	2	0
BA Health, Fitness & Wellness	3	3	3	3	Not developed	Not developed
BA Strategic Mass Communication (formerly Communication)	7	7	4	4	4	2
BA Digital Media & Design	2	2	3	Not developed	Not developed	Not developed
BA English	Sunsetted	Sunsetted	Sunsetted	1	3	1
BA General Science	Sunsetted	Sunsetted	Sunsetted	3	2	2
BA Public History (formerly History)	8	3	6	3	1	0
BA Professional Music	0	0	3	4	1	0
BS Exercise Science	8	15	4	4	2	1
BS Forensic Science	4	4	4	4	2	1
BS Healthcare Administration	11	9	10	13	9	10
BS Information Technology	Sunsetted	Sunsetted	Sunsetted	4	2	2
Master of Education	5	5	13	14	9	1
Master of Humanities	3	3	3	3	2	3
Mercy College/Tiffin Core	0	4	Not developed	Not developed	Not developed	Not developed
Tiffin Core (GenEd)	36	32	25	Not developed	Not developed	Not developed
SAS Total	87	83	78	61	42	23
School of Business (SOB)						
BBA Accounting	4	4	5	4	3	2
BBA Finance	4	4	4	4	2	0
BBA Management	6	4	4	4	2	2
BBA Marketing	4	4	4	4	2	0
BBA Sports Recreation Management	4	4	4	4	2	0
BS Computer Science	6	3	3	Not developed	Not developed	Not developed
MBA	13	13	5	3	4	3

PhD Global Leadership	6	6	2	Not developed	Not developed	Not developed
SOB Total	47	42	31	23	18	7
School of Criminal Justice and Social Sciences (CJSS)						
Associate in Law Enforcement	2	2	2	1	0	0
BA Cyber Security/Cyber-Defense and Information Assurance	4	4	4	4	2	0
BA Government and National Security	2	2	2	2	4	0
BA Psychology	4	4	4	4	7	3
BCJ Core	2	2	2	2	4	2
BCJ Corrections	3	3	6	5	3	0
BCJ Criminalistics	2	2	3	3	3	0
BCJ Digital Forensics	3	3	3	3	2	0
BCJ Forensic Psychology	5	5	5	5	4	0
BCJ Homeland Security and Terrorism	4	4	4	4	1	0
BCJ Justice Administration	2	2	3	3	0	0
BCJ Law Enforcement	4	4	4	2	2	0
MS Criminal Justice	23	25	23	23	14	13
MS Cyber Security	4	4	4	Not developed	Not developed	Not developed
MS Psychology	4	4	4	6	6	0
CJSS Total	66	70	73	67	52	18
University Total	200	199	182	151	112	48

For AY2021-22, all academic programs assessed determined if their Acceptable Target Levels were achieved. The Figures below detail the percentages that were achieved.

Figure 3 University-Wide Achievement of Acceptable Target Levels, AY2021-22

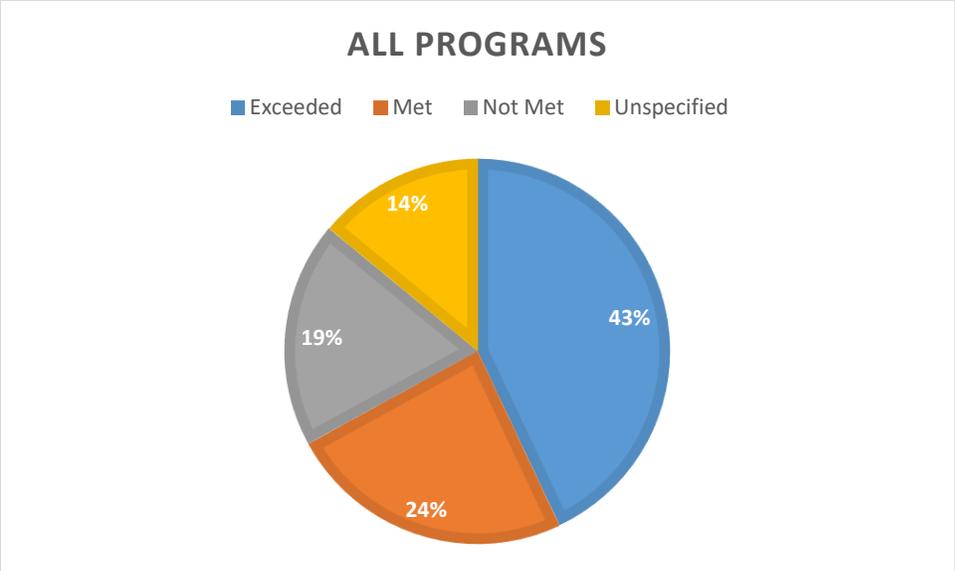


Figure 4 School of Arts and Sciences Achievement of Acceptable Target Levels, AY2021-22

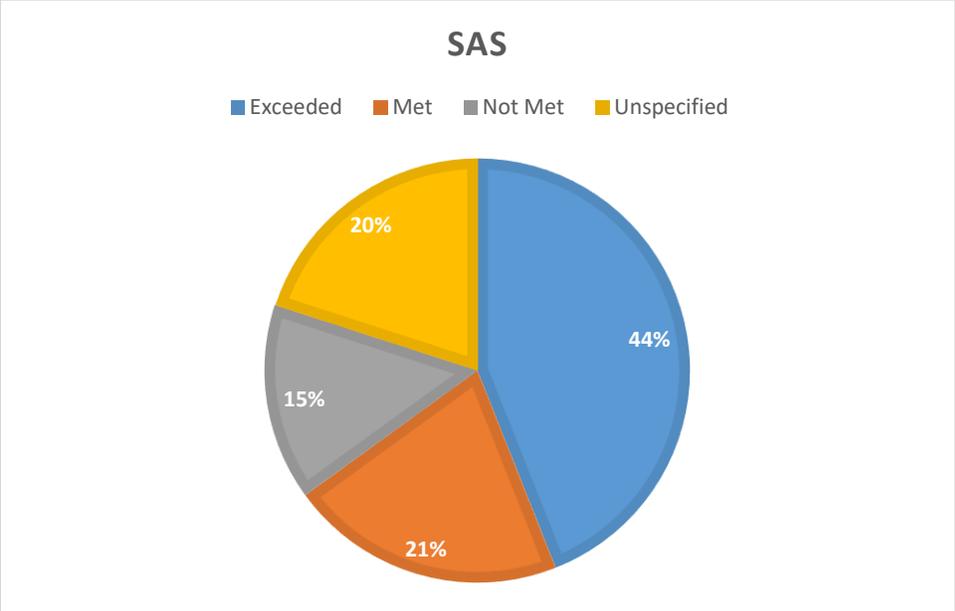


Figure 5 School of Business Achievement of Acceptable Target Levels, AY2021-22

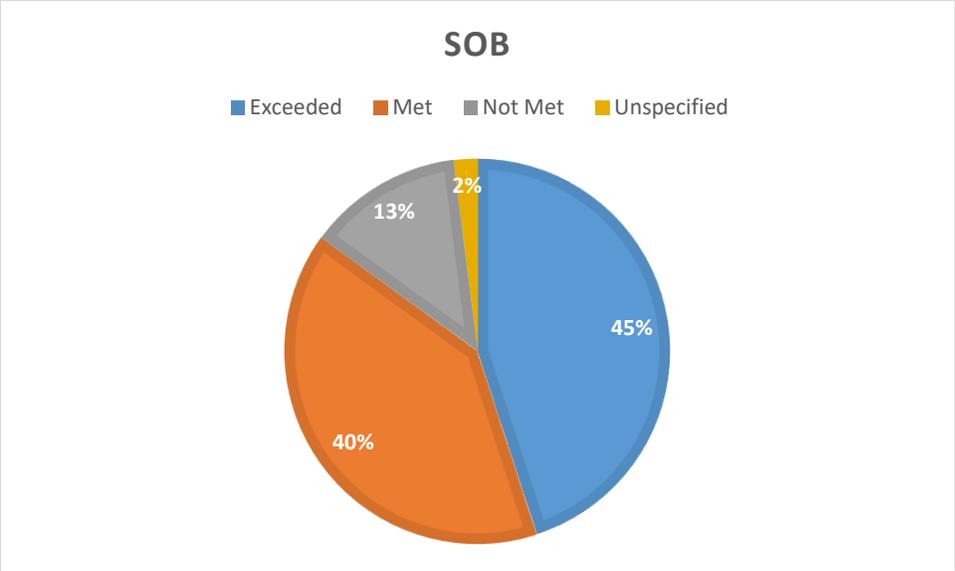
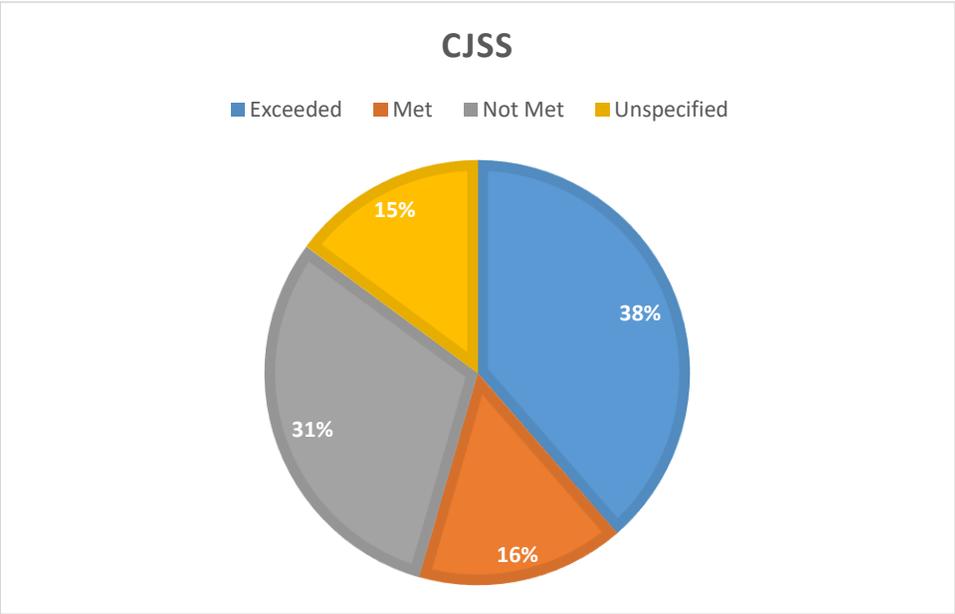


Figure 6 School of Criminal Justice and Social Sciences Achievement of Acceptable Target Levels, AY2021-22



Of the assessment courses reported by program and schools, Table 6 details:

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

4- Outcomes described as Unspecified are ones designated to collect data but then did not collect data. For example, a key assessment was supposed to be in a course that had low enrollment and did not run.

NOTE: Details of outcomes assessment results can be found in the individual school reports that are included in the appendices.

Table 7 Assessment Courses and Acceptable Target Achievements for AY2021-22

Academic Program	Outcome	Key Assessment	Acceptable Target	Result	Acceptable Target Achievement
BA in Health, Fitness, and Wellness	Students will identify the tools to develop and manage health, fitness, and wellness initiatives in a variety of settings throughout the lifespan	NAT 321 Week 6 Assignment Final Paper	Students will score at least 3/4.	3.74/4	Exceeded
Digital Media & Design	Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi	DMD 320 Final Project	The average score is 3.5.	3.92/4	Exceeded
Strategic Mass Communication	Students will evaluate communication to support freedom of expression within the boundaries of ethics and standards of professionalism.	COM 241 Media Analysis Essay	The average score is 2.5.	3.12/4	Exceeded
Exercise Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	EXS146 Comprehensive Exam	The average score is 1/4.	3.36/4 & 85.40/100	Exceeded
Exercise Science	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	EXS322 Exercise Analysis Chart	The average score for the class is 3.0/4.	3.73/4	Exceeded
Exercise Science	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention,	EXS146 Comprehensive Exam	The average score is 1/4.	3.36/4 & 85.40/100	Exceeded

	treatment, and human performance using evidence based approach to professional practice.				
Exercise Science	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to professional practice.	EXS316 Adopt an Athlete Project	The average score for the class will be 3/4.	3.54/4	Exceeded
Forensic Science	Exhibit knowledge in chemistry and biology field & laboratory techniques, processing, analysis, evaluation and interpretation scientific data.	CHM 481 Lab Report	Approximately 60% of the students received a 'B' or better.	93.40/100	Exceeded
Healthcare Administration	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.	HCA 140 Final Project	The average score for the class will be 1.0.	2.24/4	Exceeded
Healthcare Administration	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.	HCA 301 Activity 7.2: ICD Requirements, IMPACT Act, MIPS & Telehealth	The average score for the class will be 3.0.	3.53/4	Exceeded
Healthcare Administration	Analyze & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.	HCA 427 Week 7 Assignment	The average score for the class will be 3.75.	4.00/4	Exceeded
Healthcare Administration	Analyze & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.	HCA 491 Final Paper	The average score for the class will be 3.75.	N/A	Exceeded

Master of Education	Legal Issues: Students will identify legal issues and create recommendations to resolve the issues.	EDU 615 Week 6 Newsletter	Collective average of 3 out of 4 on rubric.	3.67/4	Exceeded
Master of Education	Creating Learning Environments: Students will be able to assess student profiles and make appropriate determinations to create optimal learning environments.	EDU 646 Week 7	3 out of 4	3.83/4	Exceeded
Master of Education	Researching Solutions: Successful program completers demonstrate effective research toward organizational resolutions.	EDU 635 Week 5	3 out of 4	3.69/4	Exceeded
Master of Education	Administrative Processes: Successful program completers are able to design administrative processes that lead to holistic learning environments.	EDU 552 Week 5	3 out of 4	4.00/4	Exceeded
Master of Humanities	Professional Communication: Students demonstrate the ability to communicate in an effective and professional manner within the Humanities discipline.	HUM 680 Capstone	3.5/4.0	3.86/4	Exceeded
Master of Humanities	Critical and Analytical thinking: Students will demonstrate levels of critical inquiry and analytical thinking that are appropriate for graduate study in the Humanities.	HUM 680 Capstone	3.5/4.0	3.86/4	Exceeded
Master of Humanities	Scholarly Writing: Students will demonstrate the ability to write clearly and professionally and at a level appropriate for graduate students.	HUM 680 Capstone	3.5/4.0	3.86/4	Exceeded

Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	CST 111 Final Presentation	Students will receive an average score of 1.00 or higher.	1.65/4	Exceeded
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	DEC 100 Final Reflection	Students will receive an average score of 1.00 or higher.	1.82/4 & 1.61/4	Exceeded
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	DEC 200 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.45/4 & 2.20/4	Exceeded
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	DEC 300 Final Project	Students will receive an average score of 2.25 or higher.	3.06/4	Exceeded
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	MAT 181 Chapter 3 Problem of the Week	Students will receive an average score of 1.00 or higher.	2.22/4	Exceeded
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	MAT 185 Finance Project	Students will receive an average score of 1.00 or higher.	2.10/4	Exceeded
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	MAT 273 Final Statistics Project	Students will receive an average score of 2.00 or higher.	2.90/4	Exceeded
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	NAT 130 Final Reflection Project	Students will receive an average score of 1.50 or higher.	2.39/4	Exceeded
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	COM 130 Persuasive Speech	Students will receive an average score of 1.00 or higher.	2.40/4	Exceeded
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	CST 111 Final Presentation	Students will receive an average score of 1.00 or higher.	1.65/4	Exceeded
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	CUL 210 Travel Guide Assignment	The average score on the rubric is 2.0.	3.23/4	Exceeded
Tiffin Core (General Education)	Students will communicate	DEC 100 Final Reflection	Students will receive an	1.82/4 & 1.61/4	Exceeded

	appropriately in diverse situations.		average score of 1.00 or higher.		
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	DEC 200 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.45/4 & 2.20/4	Exceeded
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	DEC 250 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.45/4 & 2.20/4	Exceeded
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	DEC 300 Final Project	Students will receive an average score of 2.25 or higher.	3.06/4	Exceeded
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	ENG 141 Persuasive Essay	Students will receive an average score of 1.00 or higher.	1.94/4	Exceeded
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	ENG 142 Research Essay	Students will receive an average score of 1.00 or higher.	2.17/4	Exceeded
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	CUL 210 Travel Guide Assignment	The average score on the rubric is at least 2.0.	3.23/4	Exceeded
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	DEC 100 Final Reflection	Students will receive an average score of 1.00 or higher.	1.82/4 & 1.61/4	Exceeded
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	DEC 200 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.45/4 & 2.20/4	Exceeded
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	DEC 250 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.45/4 & 2.20/4	Exceeded
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	DEC 300 Final Project	Students will receive an average score of 2.25 or higher.	3.06/4	Exceeded
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	PHI 110 Course Project Argumentative Paper	Students will receive an average score of 1.00 or higher.		Exceeded
Accounting	Broaden and deepen student knowledge of the federal income tax system.	ACC304 Tax Research Analysis	3 out of 4 on the rubric.	3.69/4	Exceeded
Accounting	Students will demonstrate knowledge of costing systems and decision making techniques.	ACC313 Job Order Cost System	2.0 out of 3 on the rubric.	2.77/3	Exceeded

Accounting	Students will demonstrate knowledge of Generally Accepted Accounting Principles.	ACCC 301 Financial Statement Project	3 out of 4 on the rubric.	3.35/4	Exceeded
Accounting	Students will demonstrate an understanding of internal controls and risk assessment.	ACC 404 Presentation Project	3 out of 4 on the rubric.	3.81/4	Exceeded
Finance	Apply hedging techniques to minimize risk.	FIN426 Problem Set	Class average is a 3/4 on Rubric	3.84/4	Exceeded
Management	The students will demonstrate knowledge of the impact of cultural differences on managerial structures and decision making.	MGT 411 International Business	Collective average of 3/4 on the scoring rubric.	3.55/4	Exceeded
Marketing	Students will apply marketing theories through experiential learning.	MKT 470 Internship	3/4 on the scoring rubric for internships	4.00/4	Exceeded
Computer Science	Identify hardware and operating systems to comply with industry standards.	CST412 - Management Case Study	3 out of 4 on Rubric	3.72/4	Exceeded
Computer Science	Explain and illustrate the reasons for the modeling and design of computer-based systems.	CST301 - Software Program	3 out of 4 in rubric	3.58/4	Exceeded
Computer Science	Interpret and apply object-oriented programming language.	CST450 - Software Program	3 out of 4 in Rubric	3.50/4	Exceeded
Computer Science	Apply knowledge of networking concepts and principles to solving problems related to networked computer systems.	CST430-Hands-on-Skills Final	3 out of 4 in the rubric.	3.30/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change	GLC 755 Activity 3.3: Best Practices for Successful Teams	The collective average of all participating GLC 755 students on this assignment will be set at 3.0/4 related to the scoring rubric created for this assignment.	3.67/4	Exceeded

Doctor of Philosophy (PhD) Global Leadership	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change	RES 810 Activity 4.1: Cultural Intelligence (CQ) Reflection	The collective average of all participating RES 810 students on this assignment will be set at 3.0/4 related to the scoring rubric created for this assignment.	3.90/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change	RES 710 Activity 5.2: Argumentative/Persuasive Essay paper to support your research topic	The collective average of all participating RES 710 students on this assignment will be set at 2.7/4 related to the scoring rubric created for this assignment.	3.86/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change	GLC 735 Activity 5.2: Case/Applied Research Paper 4	The collective average of all participating GLC 735 students on this assignment will be set at 3.4/4 related to the scoring rubric created for this assignment.	3.85/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Represent a multidisciplinary understanding of leader and follower and the complexities of change within global organizational environments	GLC 815 Activity 6.1: Research Questions and Hypothesis	The collective average of all participating GLC 815 students on this assignment will be set at 2.75/4 related to the scoring rubric created for this assignment.	3.33/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Represent a multidisciplinary understanding of leader and follower and the complexities of change within global organizational environments	GLC 740 Week Seven - Final Project: Strategic Action Plan	The collective average of all participating GLC 740 students on this assignment will be set at 3.25/4 related to the scoring rubric created for this assignment.	3.33/4	Exceeded

Master of Business Administration (MBA)	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.	HCA 553 Activity 6.2 Final Project Healthcare Trend HEALTHCARE	4 out of 5	4.57/5	Exceeded
Master of Business Administration (MBA)	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.	MGT 623 Activity 7.2 Final Project Private Property, Regulation, and the Constitution CORE	3 out of 4	3.88/4	Exceeded
Master of Business Administration (MBA)	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.	MKT 627 Week 6 Assignment Marketing Plan INTERNATIONAL BUSINESS	4 out of 5	4.54/5	Exceeded
Master of Business Administration (MBA)	Evaluate Research Students will evaluate current research in order to synthesize, apply, and interpret research findings for the greater understanding of problem solving	FEE 620 Activity 6.2 Identity Theft FORENSICS & FRAUD EXAMINATION	80/100	4.00/4 & 96.73/100	Exceeded
Associate of Criminal Justice - Law Enforcement	Students will be able to identify key concepts in policing operations and various criminal justice systems.	ENF150 Final Grade	A grade of C (70-79%).	88.65/100	Exceeded

Bachelor of Criminal Justice Corrections	Students will analyze and evaluate the philosophies and practical applications to correctional practices.	COR336 -- Final Course Grade	80% of students will receive a final grade of B or better.	90.14/100	Exceeded
Bachelor of Criminal Justice Corrections	Students will comprehend the constitutional rights of prisoners.	COR336 -- Final Course Grade	80% of students will receive a final grade of B or better.	90.14/100	Exceeded
Bachelor of Criminal Justice Criminalistics	Students will perform evidence collection and preservation, evaluate evidence, and present evidence in mock courtroom setting.	JUS465 Mock Trial	Collective average of 3/4 on a rubric.	3.67/4 & 3.00/4	Exceeded
Bachelor of Criminal Justice Forensic Psychology	Students will examine & understand major components, processes, ethical issues & the impact of the constitution & laws in the CJ system.	FOR 460 Psychology and Law Exam	60/100	81.50/100	Exceeded
Bachelor of Criminal Justice Forensic Psychology	Students will understand the major theoretical approaches/concepts in psychology & the study of crime (+ the impact of crime on victims)	FOR 105 Victimology Final Exam	60/100	81.68/100	Exceeded
Bachelor of Criminal Justice Forensic Psychology	Students will develop research skills in order to critically evaluate empirical research & empirically answer questions related to CJ SS.	SCS 300 Final Research Paper/Project	3 out of 4	3.55/4	Exceeded
Bachelor of Criminal Justice Forensic Psychology	Students will develop the ability to communicate clearly and professionally.	SCS 300 Final Presentation	2.5/4	3.79/4	Exceeded
Bachelor of Criminal Justice Homeland Security/Terrorism	Students will learn the history of, convey the purpose for, and present the structure of the homeland security enterprise.	ENF154 - Final Course Grade	75% out of 100% grading scale.	85.31/100	Exceeded
Bachelor of Criminal Justice Homeland Security/Terrorism	Students will describe the complexity of terrorism, security, and contemporary or emergent threats, challenges, and issues.	ENF212 - Paper Assignment	3/4 on the assigned rubric.	3.70/4	Exceeded

Bachelor of Criminal Justice Homeland Security/Terrorism	Students will devise situationally appropriate problem solving strategies for ensuring effective homeland security.	POL491 -- Capstone Research Project	Collective average of 3/4 on the rubric.	3.92/4	Exceeded
Bachelor of Criminal Justice Justice Administration	Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system	COR120 Analyze historical and modern approaches.	Collective average of 3 out of 4 on the rubric.	91.57/100	Exceeded
Bachelor of Criminal Justice Law Enforcement	Graduates will understand law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.	ENF150 Final Grade	A final grade of C (70-79%).	88.65/100	Exceeded
Bachelor of Criminal Justice Law Enforcement	Graduates will understand law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.	JUS461 -- Case Study	Collective average of 3/4 on the rubric.	4.00/4	Exceeded
Bachelor of Criminal Justice Law Enforcement	Graduates will be able to identify key concepts in law enforcement operations and various criminal justice systems.	JUS461 Capstone Paper	Students will score at least a 3.0 out of 4.0 on the rubric.	3.72/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Students will articulate the basic processes and purposes of tactical, strategic, and crime analysis.	ENF622 WK 6 Assgn. 1	Collective average of 3/4 on the rubric.	4.00/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Types and functions of crime analysis: Students will convey the types and functions of crime analysis.	ENF627 Capstone Project	Collective average of 3/4 on the rubric.	3.50/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Students will understand how to ethically manage sensitive information, data security, confidentiality, and privacy issues.	ENF627 Capstone Project	Collective average of 3/4 on the rubric.	3.50/4	Exceeded

Master of Science (M.S.) degree in Criminal Justice	Students will produce effective written analytic products tailored to specific audiences that are suitable for publication and dissemination by criminal justice agencies.	ENF627 Capstone Project	Collective average of 3/4 on the rubric.	3.50/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Students will demonstrate the ability to professionally communicate through academic writing.	PSY 615 Week 7 Assignment Paper	Collective average of 3/4 on the rubric.	3.36/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Students will synthesize the academic literature.	PSY 615 Week 7 Assignment Paper	Collective average of 3/4 on the rubric.	3.36/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Students will discriminate high quality behavioral health research versus low quality behavioral health research.	PSY 615 Week 7 Assignment Paper	Collective average of 3/4 on the rubric.	3.36/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Students will understand and be effective consumers of psychological assessment data and psychological reports.	PSY 626 Final Project "Week 7"	Collective average of 3/4 on the rubric.	3.90/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Students will comprehend the formal research process.	PSY 515 Research project/paper	Collective average of 3/4 on the rubric.	3.89/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	The students will demonstrate basic clinical skills.	PSY 637 Role Play	3 out of 4	4.00/4	Exceeded
Master of Science (M.S.) degree in Criminal Justice	Students will evaluate the various threats to the American homeland, to include those that are man made, technological, and natural.	ENF570 Wk 5 Assgn.	Collective average of 3/4 on the rubric.	3.33/4	Exceeded
Master of Science (M.S.) degree in Psychology	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	PSY541 Final Project	Collective average of 3/4 on the rubric	3.63/4	Exceeded

Master of Science (M.S.) in Cyber Security	Evaluate the relative value of different data sets and analyze the threat vectors to develop an organizational cyber security strategy to effectively prepare that organization for operations in a contested environment.	CDS512 Week 7 Research Paper	3.0 on a 4.0 scale.	3.40/4	Exceeded
Master of Science (M.S.) in Cyber Security	Develop, present, and defend a personal approach to cyber security management, emphasizing decision making, trade-offs, requirements building, team building, leading, and other human factors which acknowledge that cyber security is a process that impacts every aspect of an organization's operations.	CDS620 Week 7 (Activity 7.2) Final Paper	3.0 on a 4.0 scale.	3.00/4	Exceeded
Digital Media & Design	Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi	DMD 234 Final Project	The average score is 2.5.	2.55/4	Met
Digital Media & Design	Students will be proficient in the Adobe Creative Cloud toolkit to produce multi-media products.	DMD 234 Final Project	The average score is 2.5.	2.55/4	Met
Digital Media & Design	Students will deliver products for real world clients that integrate multi-media platforms.	ART 420 Final Project Highlight Reel	The average score is 3.5/4.	3.62/4	Met
Public History	Students will interpret and synthesize information to create visual designs that problem solve in multiple modalities.	HIS 122 Primary Source Exercise	The average score is 1.5.	1.50/4	Met
Public History	Students will develop primary and secondary research to interpret historical events	HIS 231 Monograph Book Review	The average score of the class is 1.75.	1.88/4	Met

Exercise Science	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	EXS 315L Biomechanical Analysis Presentation	The average score for the class is 3.0/4.	3.65/4	Met
Exercise Science	Students will identify, assess, and develop individualized exercise tests based on the patient population employed	EXS225 Case Study	The average score for the class is 3.0/4.	2.96/4	Met
Forensic Science	Demonstrate the basic knowledge necessary for effective testimony as an expert witness, and in effective written and oral communication of scientific information.	FSC 215 Case Study Analysis	The average score will be 2.8.	N/A	Met
Forensic Science	Formulate scientific hypotheses through research and interpretation of scientific literature.	CHM 411 Final Exam	Approximately 60% of the students received a 'B' or better.	82.83/100	Met
Forensic Science	Demonstrate ethical standards in research, laboratory techniques, and communication of scientific information.	BIO 445 Paper	The average score will be 2.8.	3.47/4	Met
Healthcare Administration	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.	HCA 362 Week 7 Assignment	The average score for the class will be 3.0.	3.25/4	Met
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	DEC 400L Final ePortfolio	The average score on the rubric will be at least 3.5.	3.55/4	Met
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	MAT 275 Vietnam Veteran's Memorial Case Study	The average score is 2.0.		Met
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	ART 210 Controversies in Art Project	The average score is 2.	2.02/4	Met

Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	DEC 400L Final ePortfolio	The average score on the rubric will be at least 3.5.	3.55/4	Met
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	ENG 201 Large Analysis Paper	Students will receive an average score of 2.00 or higher.	2.00/4	Met
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	ART 210 Week 6 Controversies in Art	Students will receive an average score of 2.00 or higher.	2.02/4	Met
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	DEC 400L Final ePortfolio	The average score on the rubric will be at least 3.5.	3.55/4	Met
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	ENG 201 Large Analysis Paper	Students will receive an average score of 2.00 or higher.	2.00/4	Met
Finance	Analyze how capital markets function to allocate resources.	ECO422 Paper	Class average is a 3/4 on Rubric	3.29/4	Met
Management	The students will interpret ethical implications of human resource management related to situations and its impact on decision-making "	MGT 317 - case study HR challenges	Collective average of 3/4 based on rubric	3.59/4	Met
Management	Students will apply management theories through experiential learning	MGT 470 Internship - Supervisor Evaluation	Collective average of 3/4 on scoring rubric	3.46/4	Met
Management	The students will identify operational problems within the field of supply chain, and assert problem solving strategies to develop solutions	MGT 221 - Baldrige Company Project	Collective average of 3/4 based on rubric	3.60/4	Met
Marketing	Students will demonstrate the ability to make ethical decisions in the marketing field.	MKT 402 Research Project	Collective average of 3/4 on the rubric	3.44/4	Met
Marketing	Students will be able to adapt the marketing theories to a culturally diverse population.	MKT 404 Final Project	Collective average of 3/4 on the rubric	N/A	Met
Sports and Recreation Management	The students will develop a foundation of ethical standards in business	LAW 260 Legal analysis project	Collective average 3/4 on the rubric	3.7	Met

Sports and Recreation Management	Students will demonstrate the ability to professionally communicate across all medias	SMG 235 - Website Assignment	Collective average 3/4 on the rubric	3.75	Met
Sports and Recreation Management	Students will demonstrate professionalism in an experiential learning scenario	SRM 470 Internship Performance Evaluation	3/4 on the scoring rubric	3.27/4	Met
Computer Science	Demonstrate the ability of Microsoft client and server operating systems to configure, repair, optimize and solve system issues.	CST345 - Final Exam	3 out of 4 in rubric	N/A	Met
Master of Business Administration (MBA)	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].	FIN 627 Week 7 Term Paper FINANCE	4 out of 5 in rubric	4.35/5	Met
Master of Business Administration (MBA)	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].	MGT 622 Activity 6.2 Capstone Paper- & Major Field Test CORE	90% of participating students will score 50% or higher on the master field test.	3.67/4	Met
Master of Business Administration (MBA)	MBA students will demonstrate proficiency in understanding	SMG 670 Final Reflection E-Portfolio SPORTS MANAGEMENT	3 out of 4 in rubric	3.38/4	Met

	business policies and practices related to sub-categories of quantitative and managerial competencies [ethics, marketing, globalization, accounting, economics, statistics, finance, and information technology].				
Master of Business Administration (MBA)	Students will demonstrate the ability to communicate clearly and professionally	LDR 611 Week 6 Presentation- LEADERSHIP	3 out of 4	3.63/4	Met
Master of Business Administration (MBA)	Students will demonstrate the ability to communicate clearly and professionally	MGT 526 Final Research Project and Presentation CORE	3 out of 4 in rubric	3.14/4	Met
Master of Business Administration (MBA)	Students will demonstrate the ability to communicate clearly and professionally	MKT 631 Week 7 Assignment: Meeting Case Study MARKETING	4 out of 5 in rubric	4.48/5	Met
Master of Business Administration (MBA)	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.	DAX 641 Activity 6.1 Create Forecast DATA ANALYTICS	3 out of 4 in rubric	3.42/4	Met
Master of Business Administration (MBA)	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.	HRM 613 Activity 6.2 Improving Diversity HUMAN RESOURCES MANAGEMENT	3 out of 4 in rubric	3.49/4	Met
Master of Business Administration (MBA)	Evaluate Research Students will evaluate current research in order to synthesize,	MGT 614 Activity 6.2 Final Project: The Role of Men and Women during Expatriate CORE	3 out of 4 in rubric	3.71/4	Met

	apply, and interpret research findings for the greater understanding of problem solving				
Associate of Criminal Justice - Law Enforcement	Students will be able to identify key concepts in policing operations and various criminal justice systems.	ENF239 Artifact	Collective average of 3/4 on the rubric.	2.92/4	Met
Bachelor of Arts (B.A.) degree in Cyber Security	Students in the BA Cyber Security Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.	CDS 348 Critical Thinking	Paper / Project. 3/4 on grading rubric	2.41/3	Met
Bachelor of Arts (B.A.) degree in Cyber Security	Outline methods for protection All students in the BA Cyber Security Program will outline methods for protection of information assets against security threats.	CDS244 Outline Methods for Protection	Paper / Project 3/4 on grading rubric	2.61/3	Met
Bachelor of Arts (B.A.) degree in Cyber Security	All Students in the BA Cyber Security Program will critically analyze information security network vulnerabilities and develop effective mitigation strategies.	CDS 244 Critically Analyze Vulnerabilities	Paper / Project 3/4 on grading rubric	2.73/3	Met
Bachelor of Arts (B.A.) degree in Psychology	Students will acquire knowledge of key psychological theories, issues, practices, and concepts.	PSY 362 Abnormal Psychology	3.5/4	3.72/4	Met
Bachelor of Arts (B.A.) degree in Psychology	Students will apply theories and practices in the helping professions.	SCS 470 Internship Evaluation	3.5/4	3.85/4	Met
Bachelor of Arts (B.A.) degree in Psychology	Students will illustrate the ability to communicate professionally through academic writing and presentations.	SCS 450 Student Portfolios	3.5/4 on the rubric	3.78/4	Met

Bachelor of Criminal Justice Core	The students will comprehend the legal rights of criminal offenders.	JUS202 Final Exam	Students will pass final exam with an 80% or better.	85.95/100	Met
Bachelor of Criminal Justice Administration	Students will identify and analyze various policing functions.	ENF335 Analyze practical application of management.	Collective average of 3/4 on the rubric	3.28/4	Met
Master of Science (M.S.) degree in Criminal Justice	Students will analyze and evaluate significant contemporary issues and trends that directly affect the functioning of the criminal justice and mental health systems.	PSY 613: Amicus Curiae brief	3 out of 4	3.15/4	Met
Master of Science (M.S.) in Cyber Security	Propose and defend a set of cyber security business services consistent with the context of an organization's strategic priorities, including but not limited to acquisition, procurement, policy, human resources, and budgeting.	CDS620 -- Week 4 (Activity 4.2) Knowledge Management & Organizational Readiness	3.0 on a 4.0 scale.	3.00/4	Met
BA in Health, Fitness, and Wellness	Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals	HFW415 CSCS Certification	It is expected that 50% of majors will be proficient or better. (Proficient is defined as passing the CSCS exam)	20 Fail/ 0 Pass	Not Met
BA in Health, Fitness, and Wellness	Students will identify and assess psychological and sociological aspects that influence individual's participation in exercise and physical activity	HFW 413 Final Project	The average score will be at least 3/4.	2.95/4	Not Met
Strategic Mass Communication	Students will be able to communicate effectively in a variety of oral, public, professional, small group and interpersonal settings.	COM 310 Ethics Paper	The average score is 3.5.	3.00/4	Not Met

Strategic Mass Communication	Students will create, write and produce content for various media industries.	COM 329 Final Writing Assignment	The average score is 3.5.	3.33/4	Not Met
Exercise Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	EXS422L Exercise Metabolism Lab	The average score for the class is 3.0/4.	2.63/4	Not Met
Exercise Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	EXS442 ACSM EP-c Exam	70% or more of BS in Exercise Science majors will earn certification as an Exercise Physiologist-Certified by successfully completing the ACSM's EP-c Examination during the final examination week.	7 Pass/13 Fail	Not Met
Exercise Science	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	EXS225 Case Study	The average score for the class is 3.0/4.	2.96/4	Not Met
Exercise Science	Students will identify, assess, and develop individualized exercise tests based on the patient population employed	EXS422L Exercise Metabolism Lab	The average score for the class is 3.0/4.	2.63/4	Not Met
Exercise Science	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to professional practice.	EXS475 Research Project	The average score for the class is 3.0/4.	2.79/4	Not Met
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	DEC 400 Final Project Assignment	Students will receive an average score of 3.50 or higher.	3.35/4	Not Met

Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	DEC 400 Final Project Assignment	Students will receive an average score of 3.50 or higher.	3.35/4	Not Met
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	HIS 201 Final Project	Students will receive an average score of 2.00 or higher.	1.92/4	Not Met
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	DEC 400 Final Project Assignment	Students will receive an average score of 3.50 or higher.	3.35/4	Not Met
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	HIS 201 Final Project	Students will receive an average score of 2.00 or higher.	1.92/4	Not Met
Finance	Through experiential learning, apply principles of asset allocation and diversification to formulate portfolio strategies.	FIN421 Investment Project	Class average is a 3/4 on Rubric	2.88/4	Not Met
Finance	Students can perform cash flow analysis to make capital budgeting decisions.	FIN421 Investment Project	Class average is a 3/4 on Rubric	2.88/4	Not Met
Management	The students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior	MGT 301 - Case Study	3 out of 4	2.75/4	Not Met
Marketing	Students will identify and define major marketing theories.	MKT 252 Final Project	Collective average of 3/4 on the rubric	2.81/4	Not Met
Sports and Recreation Management	The students will develop an understanding of quantitative business practices in sports management	SMG 405 Data analysis project	Collective average 3/4 on the rubric	2.55/4	Not Met
Computer Science	Compare and contrast knowledge of computer security models.	CST280 - Case Project	3 out of 4 in Rubric.	2.65/4	Not Met
Bachelor of Arts (B.A.) degree in Psychology	Students will employ multicultural awareness, knowledge, and competence.	SOC 360 & CSL 430 California Brief Multicultural Comp.	3.5/4 on the scale	2.77/4	Not Met

Bachelor of Criminal Justice Core	Major components and processes of the criminal justice system and the impact of constitution and laws in criminal justice system.	JUS 110 Final Course Grade	Students will receive a final JUS110 course grade of 80% or better.	78.37/100	Not Met
Bachelor of Criminal Justice Corrections	Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.	COR120 Theories Paper	Collective average of 3/4 on the rubric.	2.86/4	Not Met
Bachelor of Criminal Justice Forensic Psychology	Students will develop research skills in order to critically evaluate empirical research & empirically answer questions related to CJ SS.	FOR 460 Final Research Paper/Project	3 out of 4	3.06/4	Not Met
Bachelor of Criminal Justice Homeland Security/Terrorism	Students will know the purpose of intelligence in conducting domestic and foreign national security operations to include the intelligence cycle.	POL225 Intelligence Cycle	Rubric is ranked 0-4, with 0 being the best and 4 being the worst. Collective average of 2.0 on the rubric.	1.85/3	Not Met
Bachelor of Criminal Justice Law Enforcement	Graduates will be able to identify key concepts in law enforcement operations and various criminal justice systems.	ENF239 Artifact	Collective average of 3/4 on the rubric.	2.92/4	Not Met
Master of Science (M.S.) degree in Criminal Justice	The students will apply analysis to understanding organizational barriers that interfere with providing culturally competent services.	PSY 635 Create Cultural Agency	Collective average of 3/4 on the rubric.	N/A	Not Met
Master of Science (M.S.) degree in Criminal Justice	Students will distinguish the inter- and multi-agency relationships needed to better prevent and mitigate the impact of terrorism or disaster upon a community, region, state, nation, or abroad.	ENF680 Capstone Project	Collective average of 3/4 on the rubric.	N/A	Not Met

Master of Science (M.S.) degree in Criminal Justice	Students will analyze and apply legal and ethical systems in order to practice legal and ethical integrity in their professional work.	ENF680 Capstone Project	Collective average of 3/4 on the rubric.	N/A	Not Met
Master of Science (M.S.) degree in Criminal Justice	Students will think critically, pragmatically, and strategically in the completion of a capstone project that will apply their learning to specific homeland security issues and challenges in their workplace and professional settings	ENF680 Capstone Project	Collective average of 3/4 on the rubric.	N/A	Not Met
Master of Science (M.S.) degree in Criminal Justice	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	ENF685 Wk 7 Assgn.	Collective average of 3/4 on the rubric.	N/A	Not Met
Master of Science (M.S.) degree in Criminal Justice	Students will develop and refine their leadership and communication skills in order to assume leadership roles in the homeland security field.	ENF685 Wk 7 Assgn.	Collective average of 3/4 on the rubric.	N/A	Not Met
Master of Science (M.S.) degree in Criminal Justice	Students will apply effective decision making and management practices to promote positive change in their organization.	JUS612 Wk 6 Assign.	Collective average of 3/4 on the rubric.	N/A	Not Met
Master of Science (M.S.) degree in Criminal Justice	Students will think critically, pragmatically, and strategically in the completion of a capstone project that will apply their	ENF685 Wk 7 Assgn.	Collective average of 3/4 on the rubric.	N/A	Not Met

	learning to specific homeland security administration issues and challenges in their workplace and professional settings.				
Master of Science (M.S.) degree in Criminal Justice	Students will develop and refine their leadership skills.	JUS635 Week 6 Capstone Project	Collective average of 3/4 on the rubric.	N/A	Not Met
Master of Science (M.S.) degree in Criminal Justice	Students will practice legal and ethical integrity in their professional work.	JUS525 Legal & Ethical Issues in CJ	Collective average of 3/4 on the rubric	2.96/4	Not Met
Master of Science (M.S.) degree in Psychology	Multicultural awareness: Students will develop multicultural awareness, tolerance, and cultural alertness	PSY612 Week 7 Assignment	Collective average of 3/4 on the rubric	N/A	Not Met
Master of Science (M.S.) degree in Psychology	Research skills: Students will develop research skills in order to empirically answer questions related to psychology and social sciences	PSY534 Research Project	Collective average of 3/4 on the rubric	2.90/4	Not Met
Master of Science (M.S.) degree in Psychology	Original project: Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline	PSY534 Research Project	Collective average of 3/4 on the rubric	2.90/4	Not Met
Digital Media & Design	Students will demonstrate and implement graphic design principles across multi-media platforms.	DMD 334 TU Guiding Principles Promo	N/A	N/A	N/A
Digital Media & Design	Students will demonstrate and implement graphic design principles across multi-media platforms.	DMD 454	N/A	N/A	N/A
Digital Media & Design	Students will be proficient in the Adobe Creative Cloud toolkit to produce multi-media products.	DMD 334 TU Guiding Principles Promo	The average score is 3.5.	N/A	N/A
Digital Media & Design	Students will deliver products for real world clients that	DMD 454	N/A	N/A	N/A

	integrate multi-media platforms.				
Public History	Students will interpret and synthesize information to create visual designs that problem solve in multiple modalities.	HIS 314 British Theft of Artifact Presentation	The average score in the class is 2.75.	N/A	N/A
Public History	Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob	HIS 114 Museum reflection Assignment	The average score is 1.5.	1.75/4	N/A
Public History	Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob	HIS 410	The average score of the class is 3.5.	N/A	N/A
Public History	Student s will identify and apply causation, continuity and change, comparison, and contextualization to historical events.	HIS 267 Essay 1970s Turn Inward Assignment	The average score is 2.5.	N/A	N/A
Public History	Student s will identify and apply causation, continuity and change, comparison, and contextualization to historical events.	HIS 475	The average score of the class is 3.5.	N/A	N/A
Public History	Students will develop primary and secondary research to interpret historical events	HIS 425 Historiographical Essay	N/A	N/A	N/A
Strategic Mass Communication	Students will demonstrate the application of communication theories to human interactions	COM 320 Group Policy Debate	The average score is 3.5.	N/A	N/A
Strategic Mass Communication	Students will create, write and produce content for various media industries.	COM 218 Final News Story	The average score is 2.5.	N/A	N/A
Strategic Mass Communication	Students will create, write and produce content for various media industries.	COM 450 Final Paper	The average score is 3.8.	N/A	N/A
Strategic Mass Communication	Students will evaluate communication to support freedom of	COM 340 Legal Memorandum	The average score is 3.5.	N/A	N/A

	expression within the boundaries of ethics and standards of professionalism.				
Exercise Science	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	EXS146 Comprehensive Exam	The average score is 1/4.	3.36/4 & 85.40/100	N/A
Exercise Science	Students will identify, assess, and develop individualized exercise tests based on the patient population employed	EXS146 Comprehensive Exam	The average score is 1/4.	3.36/4 & 85.40/100	N/A
Exercise Science	Students will identify, assess, and develop individualized exercise tests based on the patient population employed	EXS442 ACSM EP-c Exam	It is expected that 50% of majors will be proficient or better. (Proficient is defined as passing the ACSM Exercise Physiologist Certification)	7 Pass/13 Fail	N/A
Exercise Science	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to professional practice.	EXS442 ACSM EP-c Exam	It is expected that 50% of majors will be proficient or better. (Proficient is defined as passing the ACSM Exercise Physiologist Certification)	7 Pass/13 Fail	N/A
Healthcare Administration	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.	HCA 312 Week 6 Assignment	The average score for the class will be 3.0.	2.67/4	N/A
Healthcare Administration	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.	HCA 318 Course Project	The average score for the class will be 3.5.	4.00/4	N/A

Healthcare Administration	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.	HCA 355 Executive Summary and Business Plan	The average score for the class will be 3.0.	N/A	N/A
Healthcare Administration	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.	HCA 403 Week 7 Assignment	The average score for the class will be 3.75.	N/A	N/A
Healthcare Administration	Analyze & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.	HCA 312 Week 5 Assignment	The average score for the class will be 3.0.	2.60/4	N/A
Healthcare Administration	Analyze & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.	PHI 307 Week 5 Assignment 1 Case Study	The average score for the class will be 3.0.	N/A	N/A
Master of Education	Successful program completers will demonstrate the ability to utilize theoretical content knowledge of digital pedagogies to optimal learning environments."	EDU586 Week 6	A collective average of 3/4 will be earned on the course rubric.	N/A	N/A
Management	The students will interpret, analyze and present information, related to challenges faced in todays manufacturing environment	MGT 455 Key Assessment	3/4 on the assigned rubric.	N/A	N/A
Bachelor of Arts (B.A.) degree in Cyber Security	All Students in the BA Cyber Security Program will demonstrate an ability to analyze and devise	CDS491 - Capstone Project	3/4 on the assigned rubric.	N/A	N/A

	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.				
Bachelor of Arts (B.A.) degree in Government & National Security	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.	POL 491 Historical Context	Collective average of 3/4 on the rubric	N/A	N/A
Bachelor of Arts (B.A.) degree in Government & National Security	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.	POL 491 National Power Instruments	3/4 on the rubric	N/A	N/A
Bachelor of Criminal Justice Criminalistics	Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.	ENF460 Class Project	Collective average of 3/4 on a rubric.	N/A	N/A
Bachelor of Criminal Justice Digital Forensics	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.	CDS491 - Capstone Project	3/4 on the assigned rubric.	N/A	N/A
Bachelor of Criminal Justice Digital Forensics	All students in the BCJ Digital Forensics Program will	CDS 351 Lab Report	80% will score at least a 3/4 on the rubric.	N/A	N/A

	understand the process of digital forensic.				
Bachelor of Criminal Justice Digital Forensics	All Students in the BCJ Digital Forensics Program will be able to apply digital forensic tools to digital systems for forensic analysis.	CDS 435 Final Project Rubric	80% will score at least a 3/4 on the rubric.	N/A	N/A
Bachelor of Criminal Justice Justice Administration	Students will be able to identify key concepts in police operations and various criminal justice systems.	No Measure specified	N/A	N/A	N/A
Master of Science (M.S.) degree in Criminal Justice	Students will evaluate and analyze the foundational concepts and methods used in the field of Crime Science.	ENF511 Week 6 Final Paper	Collective average of 3.0/4.0 on the rubric.	N/A	N/A
Master of Science (M.S.) degree in Criminal Justice	Students will master the components of territoriality and maintenance and assess how they intertwine with access control and natural surveillance.	No Measure specified	N/A	N/A	N/A
Master of Science (M.S.) in Cyber Security	Evaluate the relative value of different data sets and analyze the threat vectors to develop an organizational cyber security strategy to effectively prepare that organization for operations in a contested environment.	CDS520 Week 7 (Activity 7.3) Policy Memorandum Presentation	3.0 on a 4.0 scale.	N/A	N/A

Table 8 Recommendations for NOT MET Assessment Courses AY2021-22

Program	Outcome	Key Assessment	Summary Findings	Recommendations/ Reflections/ Notes
BA in Health, Fitness, and Wellness	Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals	HFW415 CSCS Certification	None of the seated students that took the course passed the CSCS exam. In addition, the CSCS exam is not required for online students, therefore, since the professor had to choose pass or fail, the professor teaching HFW415_200 chose fail for all online students.	Change the outcomes assessment artifact of this course from the CSCS exam to the Program Design Project, which is to be submitted at the end of the course. Based on the fact that online students are not required to take the CSCS exam and that the passing rate of the CSCS exam is 63%, professors teaching the course in the 2021-22 AY decided to change the assessment. In addition, the project will be a better assessment for Outcome 1: Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals.
BA in Health, Fitness, and Wellness	Students will identify and assess psychological and sociological aspects that influence individual's participation in exercise and physical activity	HFW 413 Final Project	11 students have taken HFW413_01 this semester, with 9 submitting assignments into Taskstream. The average score for the entire group of 9 students was as follows: Clarity of Expression = 2.44 Structure/Organization of Paper = 3.00 Formal/Professional Language of Paper = 2.00 Grammar = 3.00 Description of the Problem = 4.00 The average score for the entire group of 9 students for all categories was 2.89 (out of 4 possible points).	I recommend this assignment to continue to be used. It is important for students to learn how to come up with solutions for problems of sociological and/or psychological nature in their careers in the field of health. Ten of the students in the course were Health, Fitness, and Wellness majors. One student was an Exercise Science major.
Bachelor of Arts (B.A.) degree in Psychology	Students will employ multicultural awareness, knowledge, and competence.	SOC 360 & CSL 430 California Brief Multicultural Comp.	Scores are down significantly at 2.77/4.00 from last academic year (3.51/4.00). This does not meet the acceptable target of 3.5 and is moving further away from the ideal target of 4.0. Last year we had 39%	One faculty member teaching SOC 360 shared his thoughts about the use of the CBMCS for SOC 360. They stated: "At some point we do need to look at [SOC]360 and the CA Brief. It is adequate, but geared

			evaluated and this year 47% of authors were evaluated.	much more for counselors. Some of the questions skew the outcomes I think (ie "I understand the counseling needs of gay men" is outside of SOC [360]). I'm wondering if next year we could come up with an online exercise for students to complete at home, and have those be directly related to CLOs and put right into TS". We had a higher percentage of authors who were evaluated on this outcome this year than last year. However, at 47% this still leaves a lot to be desired. Because the CBMCS is an external instrument given to students to complete in class, and is not built into any of the Moodle course shells, students in online sections of these two courses are not completing this assessment, which explains the percentage of authors evaluated. Moving forward, we should consider embedding this instrument into course shells for OA purposes. Additionally, the social science department should discuss creating a key assessment that assesses multicultural awareness, knowledge, and competence that is less specific to counseling.
Bachelor of Criminal Justice Core	Major components and processes of the criminal justice system and the impact of constitution and laws in criminal justice system.	JUS 110 Final Course Grade	The average final score of all JUS110 courses for Fall 2021 and Spring 2022 was 78/100.	Continue to assess JUS110 into the future with the goal of meeting our targets. We will also be moving more full-time faculty into these intro level courses with the hopes of improving grades. This year was a recovery year from COVID-19. Students still faced mask mandates in the Fall and changes regarding covid requirements in the Spring. It is our hope that 22-23 will bring a return to normal for students. It should be noted that faculty mentioned severe attendance issues throughout this course that often led to dismissals or failures.

Bachelor of Criminal Justice Corrections	Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.	COR120 Theories Paper	COR120 Theories Paper - Students scored 2.85/4 (71%) collectively in the Fall. The acceptable target was not met. However, we are nearing the acceptable target.	This course generally runs with lower enrollment. Our corrections program has always had low enrollment. The question remains as to if sunsetting the program should be an option. In addition, these courses are 100% taught by adjuncts.
Bachelor of Criminal Justice Forensic Psychology	Students will develop research skills in order to critically evaluate empirical research & empirically answer questions related to CJ SS.	FOR 460 Final Research Paper/Project	Findings indicate an average score among 50% of authors being reported of 3.06/4 . This means this measure met the acceptable and is approaching the ideal target.	Due to the pandemic, data for this measure was not able to be collected last year. This is the first time since the start of the pandemic that data for this measure was able to be collected. Considering this, it is important to continue to measure this again next year so we have data to compare. Findings indicate that the acceptable target was met but not the ideal target. However, given that students generally take SCS 300 first and complete research in that course in preparation for this course, it is possible that not being able to fully conduct research in the previous year in SCS 300, due to the pandemic, put students at a disadvantage (i.e. underprepared) in FOR 460 this year. It will be important to compare results next year to see if this has improved.
Bachelor of Criminal Justice Homeland Security/Terrorism	Students will know the purpose of intelligence in conducting domestic and foreign national security operations to include the intelligence cycle.	POL225 Intelligence Cycle	Students were scored on a rubric with a max score of 3 (despite what the assessment plan states - out of 4). These inconsistencies will be cleared up moving forward with our outcome revisions for 22-23.	Continue to assess this outcome and monitor students progress as this is the lowest performance thus far in our department. It is our hope with OA revisions and new faculty teaching in the program that this will begin to improve.
Computer Science	Compare and contrast knowledge of computer security models.	CST280 - Case Project	Students scored an average of 2.65 out of 4 on the rubric. This did not meet the acceptable target.	As this course continues to run, we shall continue to tweak the capstone project/case study that they do in the course. Also, we should look to see if there are other textbooks and materials that will help reinforce what is being taught. The current text while just being published does not have enough reinforcement content for students that help them understand the material. Also, this course should have more

				reference materials and practice assignments so students can continue to develop their programming skills. 1) This course is relatively new in teaching a new language. The change was made in this course to focus more the SQL Database language. Overall, the goal for this semester is to really establish a baseline for how well the students understand and comprehend what was being taught in the course with the new language. I did not really an expectation of what students may or may not accomplish in the course and what target scores should be as this really is the first time evaluating the course for Outcomes Assessment. 2) The class structure overall is done very well. I think that implementing the new language of SQL for students is a major benefit to the program and to continuing to develop their skills as a computer science major. As this course continues to run it will only complement what they are learning in their other courses, specifically the programming courses. As students continue to evolve through the course, they seemed to like working in teams on projects in order to bounce ideas off of one another to get more instant feedback on if they are on the right track or not when working on assignments.
Exercise Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	EXS422L Exercise Metabolism Lab	There were 17 students in the course. The average score was 2.63.	The faculty member recommends the same artifact to be used. However, focusing on lab procedure, data analysis, and grammar will increase the average scores. Even though the acceptable target was not met, overall students did well on the assignment. They were very interested and involved in the laboratory experiment. In addition, this score is better than previous years.
Exercise Science	Students will recognize the physiological responses	EXS442 ACSM EP-c Exam	20 of 20 students registered for EXS442 completed the ACSM EP-C exam at a	Given certification as an Exercise Physiologist is the “Gold Standard”

	and adaptations of the human body to external stressors and fuel utilization		Pearson Vue Testing Center. Earning 550 points on the exam, as established by the ACSM, was the minimum “pass score.” 7 of 20 students earned at least 550 points on the exam and therefore “passed” the OA evaluation for EXS442. In conclusion, 35.0% of the students were proficient or better according to the EXS442 OA tool.	indicator for competency and entry into the health/fitness industries with a BS degree in Exercise Science, I recommend the ACSM EP-c Examination continue to serve as the OA tool for EXS442. In keeping with high standards, I would recommend for the “ideal target” continue to be 80% and the “acceptable target” continue to be 70%. Given the Acceptable and Ideal Target achievements were not met for proficiency, I, as the instructor, need to focus on competencies where students struggled on the ACSM EP-c exam. Those specific competencies are risk assessment and exercise prescription. Too much time was dedicated to clinical aspects in relation to risk assessment. I will remedy this moving forward. The current format of the ACSM EP-C exam should continue to be the assessment outcomes tool for EXS442.
Exercise Science	Students will identify, assess, and develop individualized exercise tests based on the patient population employed	EXS422L Exercise Metabolism Lab	There were 17 students in the course. The average score was 2.63.	The faculty member recommends the same artifact to be used. However, focusing on lab procedure, data analysis, and grammar will increase the average scores. Even though the acceptable target was not met, overall students did well on the assignment. They were very interested and involved in the laboratory experiment. In addition, this score is better than previous years.
Exercise Science	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to professional practice.	EXS475 Research Project	11 of 11 students registered for EXS475 completed a research manuscript. Earning an 85% (as determined by the EXS475 OA Rubric) was established as proficient. Only 7 of 11 submitted work in Taskstream. Of the 7 students who submitted work, 3 of 7 students earned at least 85% on the research manuscript. In conclusion, 43% of the students were proficient or better.	Due to continued COVID-19 restrictions, I recommend that this assessment tool to continue to be utilized and that the “ideal target” continue to be 70% and the “acceptable target” continue to be 80% until future data necessitates changes. Given the Acceptable and Ideal Targets were not met, the instructor should reorganize the research process by which students construct a research manuscript. The main challenge for the students in 2021 was data collection and

				availability of data to address research questions. In the future, to reduce the issue of limited data and data collection opportunities, the instructor should assign students research topics and questions. This would assure students have a “workable” research project.
Exercise Science	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	EXS225 Case Study	27 of 27 students registered for EXS225 completed the Final Project Case Study presentation. 5 of 27 students failed to submit the outcomes assessment project to Taskstream, but are included in the final “Closing the Loop” analysis. Earning an average of 3.4 or better out of 4 points of all grading sections on the presentation was established as “proficient.” 12 of 27 students earned at least an average of 3.4 points on the presentation and were considered “proficient” for the OA evaluation for EXS225. In conclusion, 44.4% of the students were proficient or better according to the EXS225 OA tool.	In the second year of utilizing the current OA tool, there was a 14.3% improvement in the number of students earning a “proficient” mark. Given the improvement in “proficiency” and in keeping with high standards, I recommend the Final Project Case Study continue to serve as the OA tool for EXS225 and that the “ideal target” continue to be 70% and the “acceptable target” continue to be 80%. Given the Acceptable and Ideal Target achievements were not met for proficiency, though there was improvement year over year, I, as the instructor, need to scaffold the content throughout the term. Each population in the OA project are discussed throughout the semester and in-class discussions are utilized to master the content. Moving forward, the in-class activities should be replaced with a series of graded projects/presentations. These projects/presentations would enable students to become accustomed to the presentation design. The current format of the Final Project Case Study should continue to be the assessment outcomes tool for EXS225.
Finance	Through experiential learning, apply principles of asset allocation and diversification to formulate portfolio strategies.	FIN421 Investment Project	Student scored 2.88 out of 4 on the rubric. This did not meet the acceptable target.	What did not work for you? OA rubric doesn't work too well for me as it asks very specific questions that imply some specific project that the creator of this rubric had in mind. It is not adoptable. Recommendations and/or Changes to be made. Generalize the rubric so that regardless of who teaches the

				class, what areas they chose to focus on and etc the same rubric could be used. The class worked well. I introduced a couple of new types of activities this time (a series of structured debates, and an event study) that seem to have been successful and the students seem to have enjoyed them.
Finance	Students can perform cash flow analysis to make capital budgeting decisions.	FIN421 Investment Project	Student scored 2.88 out of 4 on the rubric. This did not meet the acceptable target.	What did not work for you? OA rubric doesn't work too well for me as it asks very specific questions that imply some specific project that the creator of this rubric had in mind. It is not adoptable. Recommendations and/or Changes to be made. Generalize the rubric so that regardless of who teaches the class, what areas they chose to focus on and etc. the same rubric could be used. The class worked well. I introduced a couple of new types of activities this time (a series of structured debates, and an event study) that seem to have been successful and the students seem to have enjoyed them.
Management	The students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior	MGT 301 - Case Study	How many students and average score. 2.5/3 average score and 14 students 2.79/4 69.75%. 2.754	Discuss the expectations of the case study prior to the assignment, some students did not do a thorough job. I believe the expectations of the case study need to be discussed in class with a brainstorming session prior to the students engaging in the project. The miss with this project in this semester was making the connection with the material and articulating that within the confines of the project. Giving better directions and expectations will elevate this and provide a stronger platform for students to prepare and perform at a higher rate. This case study is well developed and requires the students to provide a thorough analysis of what a leader in an organization should/would do in a very specific situation. The student feedback about the case was positive and allowed for reflection of the

				course work leading up to the project. The PLO -The student will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior is supported by the case provided. Numerous CLO's are covered within this project to allow students to see connections and relevancy of the project and key learnings. As stated earlier explaining, discussing, and brainstorming before the project is necessary.
Marketing	Students will identify and define major marketing theories.	MKT 252 Final Project	1) Summary of findings. How many students and average score. The course finished with 33 students. The average grade was 80.46% = "B."	<u>Recommendations:</u> a. Permit study questions from Connect chapter tests. b. Revisit Final Exam. Possibly have a mid-term exam and a final exam. c. In-class work on writing Thesis Statements before each paper. d. Work more on APA formatting. Put a link to the Pfeiffer Library Learning APA Style in the course Moodle pages of each paper assignment. e. Create Critical Thinking lesson based on the course concepts. a. Having Brigitte Galauner, Reference & Instruction Librarian, conduct a class on students conducting secondary research through the Pfeiffer Library's Dragon Quest. This was required for the three secondary research papers b. Schema & Scripts exercise to help students understand the concept of associate networks in memory as how consumers learn & remember. c. Three papers requiring secondary research. a. Critical thinking is an important skill for students to develop. The three papers are a build toward improving critical thinking. Each paper builds on the one(s) before. In the first two papers, students are to express

				<p>their understanding of memory and ways of human learning that are in specific chapters in the textbook. Resources for research the papers are readily accessible. The third paper requires assessing and synthesizing the knowledge and applying it in resolving a challenge: How to move cultural meaning into brands.</p> <p>b. In teaching this course, writing is an important component. In addition to the Connect chapter tests and chapter assignments, assessing the students grasp and application of the concepts that affect consumer behavior and marketing strategy is ascertained through the writing assignments. Content cannot be separated from delivery. Therefore, as business academic writing is in APA formatting, teaching how to conduct secondary research, formulate cogent ideas, and present those ideas in APA style is an important part of the course.</p>
Master of Science (M.S.) degree in Criminal Justice	The students will apply analysis to understanding organizational barriers that interfere with providing culturally competent services.	PSY 635 Create Cultural Agency	No data was collected for this assessment this cycle.	Continue assessment into next cycle with data collected.
Master of Science (M.S.) degree in Criminal Justice	Students will think critically, pragmatically, and strategically in the completion of a capstone project that will apply their learning to specific homeland security issues and challenges in their workplace and professional settings	ENF680 Capstone Project	No data was collected for this assessment this cycle.	Continue assessment into next cycle with data collected.

Master of Science (M.S.) degree in Criminal Justice	Students will practice legal and ethical integrity in their professional work.	JUS525 Legal & Ethical Issues in CJ	Final project assessed 23/54 students. Results showed an average of 2.96/4 (74%). Acceptable target achievement of 3/4 was Not Met. Ideal target achievement 3.5/4 was Moving Away.	Continue assessment into next cycle with more students assessed
Master of Science (M.S.) degree in Criminal Justice	Students will distinguish the inter- and multi-agency relationships needed to better prevent and mitigate the impact of terrorism or disaster upon a community, region, state, nation, or abroad.	ENF680 Capstone Project	No data was collected for this assessment.	Continue assessment into next cycle with data collected.
Master of Science (M.S.) degree in Criminal Justice	Students will analyze and apply legal and ethical systems in order to practice legal and ethical integrity in their professional work.	ENF680 Capstone Project	No data was collected for this assessment.	Continue assessment into next cycle with data collected.
Master of Science (M.S.) degree in Criminal Justice	Students will apply effective decision making and management practices to promote positive change in their organization.	JUS612 Wk 6 Assign.	No data was collected was collected this cycle for this assessment.	Continue assessment into next cycle with data collected.
Master of Science (M.S.) degree in Criminal Justice	Students will develop and refine their leadership skills.	JUS635 Week 6 Capstone Project	No data was collected was collected this cycle for this assessment.	Continue assessment into next cycle with data collected.
Master of Science (M.S.) degree in Psychology	Multicultural awareness: Students will develop multicultural awareness, tolerance, and cultural alertness	PSY612 Week 7 Assignment	No data was collected for this measure.	Continue assessment during the next reporting period and have online chair continue to enforce the importance of instructor participation in the OA process, including the need for them to remind their students to submit key assessments in Taskstream. Need to work on greater compliance for student submissions and instructor evaluations.
Master of Science (M.S.) degree in Psychology	Original project: Students will demonstrate skills necessary for the completion of an original	PSY534 Research Project	Students had a collective average of 2.9/4.0 (73%) on the Original Research Project. This score just missed the Acceptable Target Achievement of 3/4 and is moving away	Reassess in the next reporting period. Twenty out of 30 students were evaluated. Continue to work on submission compliance

	project that meets the standards within the psychology discipline		from the Ideal Target of 3.4/4. Last year, the score on this measure was 3/4, however, that score was only based on data for six students.	from students and evaluation compliance by instructors.
Master of Science (M.S.) degree in Psychology	Research skills: Students will develop research skills in order to empirically answer questions related to psychology and social sciences	PSY534 Research Project	Students had a collective average of 2.9/4.0 (73%) on the Original Research Project. This score just missed the Acceptable Target Achievement of 3/4 and is moving away from the Ideal Target of 3.4/4. Last year, the score on this measure was 3/4, however, that score was only based on data for six students.	Reassess in the next reporting period. Twenty out of 30 students were evaluated. Continue to work on submission compliance from students and evaluation compliance by instructors.
Sports and Recreation Management	The students will develop an understanding of quantitative business practices in sports management	SMG 405 Data analysis project	Average score was 2.55, with 11 students submitting their assignments and thus being included in the calculation. This did not meet the target, and I'm not surprised—see below, but in a nutshell for this class this semester it was difficult to get the students to turn things in on time and other such things (I had a scaffolded portion of the project to check in with them but the majority of the students didn't turn that in and so couldn't get comments from me to help them going forward). I did have some students come in to my office hours towards the end of the semester to discuss the project and they were generally successful in competing the project (and getting a 4/4 on the assessment).	A couple of things—perhaps a few smaller projects rather than one somewhat large one (though it wasn't *that* large). I will likely require meetings for students to come in during my office hours to discuss these smaller projects. I am also adopting a different textbook (and working on sample exercises now, over the summer) to have a much more aligned book to go with the lectures; sports analytics is relatively new and there weren't many textbooks so I picked the best of the best available, but kept my eye out for a new book, and I think I've found a much better one. In the past, what I did to engage students was enough, but for some reason this class was difficult to engage and motivate. My other upper level class (ECO422—a required course for the finance major) was one of my better classes. I don't know if the struggles (mine and the students) were a result of the couple of years of COVID or something else. I'm expecting the new text; meetings and some other small changes will help the student's interest and engagement. When the students met me, that worked well. Those that showed up to class generally did well and I

				had a lot of engagement from those students.
Strategic Mass Communication	Students will be able to communicate effectively in a variety of oral, public, professional, small group and interpersonal settings.	COM 310 Ethics Paper	N = 17. Students scored an average of 3.0 on the rubric.	It is recommended to continue to monitor scores until such time as we can do a program review. The program review is scheduled for 2022-2023. In the meantime, various teaching strategies will be employed to further enhance the learning experience for students in hopes to meet and exceed the noted targets. COVID has affected a lot of students' scores this past year, and this class is no different. In 2022-2023, we'll do a Program Review for the Strategic & Mass Communication program. At that time, we'll come back to this data and past trends to see if we need to adjust curriculum.
Strategic Mass Communication	Students will create, write and produce content for various media industries.	COM 329 Final Writing Assignment	Students scored an average of 3.33 overall. N=6 There were not enough students to generalize these assessment findings.	Keep OA assignment the same for 22-23. Given the writing intensive nature of this course, this was offered in a computer lab. This complemented the design and flow of the content. Anyone instructing this course should ensure there is an available lab in which to hold this class.
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	DEC 400 Final Project Assignment	The average score was 3.23. Criterion 2 of the rubric received the overall lowest score of 3.16. Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion. Criteria 1 & 4 of the rubric both received the highest score of 3.28. Criterion 1 is: Explanation of issues. Criterion 4 is: Student's position (perspective, thesis/hypothesis).	The recommendation at this point is to keep the same assessment as is to collect more data. With the number of sections of DEC 400 increasing, we'll get a better look with a larger group of seated students. Online students seem to be progressing through the course seamlessly. Overall, online students tended to score higher than seated students. Giving more attention to Criterion 2 concepts in class would help with a better final presentation project. There is a planned revamp of the Engage Project in the entire DEC100-400 sequence.
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	DEC 400 Final Project Assignment	The average score was 3.23. Criterion 2 of the rubric received the overall lowest score of 3.16. Criterion 2 is: Evidence Selecting and using information to investigate a point	The recommendation at this point is to keep the same assessment as is to collect more data. With the number of sections of DEC 400 increasing, we'll get a better look with a

			of view or conclusion. Criteria 1 & 4 of the rubric both received the highest score of 3.28. Criterion 1 is: Explanation of issues. Criterion 4 is: Student's position (perspective, thesis/hypothesis).	larger group of seated students. Online students seem to be progressing through the course seamlessly. Overall, online students tended to score higher than seated students. Giving more attention to Criterion 2 concepts in class would help with a better final presentation project. There is a planned revamp of the Engage Project in the entire DEC100-400 sequence.
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	HIS 201 Final Project	The average score for the academic year was 1.85. The lowest scoring Criterion on the rubric (1.73) was: Criterion 5 Conclusions and related outcomes (implications and consequences). The highest scoring Criterion on the rubric (2.08) was: Criterion 1 Explanation of Issue.	The rubric was changed for AY2021-22 compared to previous years. The acceptable and ideal targets may need adjusted accordingly. Suggest looking at another year of scores, then adjusting. Mike Goodnough notes: This assignment works well for this course. I realize this is a 200-level course, but many third- and fourth-year students take this course, so they are advanced in their skillset, when they decide to apply themselves. Almost no first-year students take this course. However, this fall cohort was significantly weaker than in previous semesters. Yet, my spring 201 sections were far stronger in some respects, so not sure if this course was just an outlier.
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	HIS 201 Final Project	The acceptable/ideal targets for this class was not met. With the level of this course, expectations for scoring would fall between 2-2.5. There were considerable outliers in the data, producing a range of 1 -3.6.	Calibrate scoring practices with instructor and offer more OA training. Provide more clarity toward why the data is collected, its value, and its implications. This course was scored too highly for its level. There was a lot of variance in the scores, where they may need to be more consistent.
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	DEC 400 Final Project Assignment	The average score was 3.23. Criterion 2 of the rubric received the overall lowest score of 3.16. Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion. Criteria 1 & 4 of the rubric both received the highest score of 3.28. Criterion 1 is: Explanation of issues.	The recommendation at this point is to keep the same assessment as is to collect more data. With the number of sections of DEC 400 increasing, we'll get a better look with a larger group of seated students. Online students seem to be progressing through the course seamlessly. Overall, online students tended to score higher than seated students.

		Criterion 4 is: Student's position (perspective, thesis/hypothesis).	Giving more attention to Criterion 2 concepts in class would help with a better final presentation project. There is a planned revamp of the Engage Project in the entire DEC100-400 sequence.
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The results of closing the loop efforts are shown in Table 9 below, which details the actions taken in AY2021-22 to address the PLOs that were Not Met during AY2020-21.

Table 9 Actions Taken for NOT MET Assessment Courses AY2020-21

Academic Program	Outcome	Key Assessment	Recommendations/ Reflections/ Notes	Actions Taken
School of Arts & Sciences » Bachelor of Arts » BA in Health, Fitness, and Wellness	Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals	HFW415 CSCS Certification	The faculty recommends for the registration forms to be submitted to the NSCA sooner in the semester (week 5). The only student that reported his results passed the practical/applied section of the exam, but not the scientific foundations.	This course is only offered in the spring, therefore, in the spring of 2022 the faculty member will register the students earlier for the CSCS exam.
School of Arts & Sciences » Bachelor of Arts » Digital Media & Design	PLO 1. Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi	DMD 234 Final Project	No change as of yet. This is the first time the course was offered and in my opinion was a test run of the course and learning experience of projects and techniques that work/don't work, Also, with the challenge of COVID the way in which I would normally teach the techniques was not possible due to the students needing to be in close proximity to observe and the requirement to adhere to social distancing. If this occurs again then I will look at making some changes but I don't think we need to rush to make changes after one semester at this time.	This is a new course that ran for the first time. Due to the small data set, no change is recommended at this time.

School of Arts & Sciences » Bachelor of Arts » Digital Media & Design	PLO 3. Students will be proficient in the Adobe Creative Cloud toolkit to produce multi-media products.	DMD 234 Final Project	<p>No change as of yet. This is the first time the course was offered and in my opinion was a test run of the course and learning experience of projects and techniques that work/don't work, Also, with the challenge of COVID the way in which I would normally teach the techniques was not possible due to the students needing to be in close proximity to observe and the requirement to adhere to social distancing.</p> <p>If this occurs again then I will look at making some changes but I don't think we need to rush to make changes after one semester at this time.</p>	This is a new course that ran for the first time. Due to the small data set, no change is recommended at this time.
School of Arts & Sciences » Bachelor of Arts » Public History	PLO 2 Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob	HIS 114 Museum reflection Assignment	<p>The acceptable target was met. However, the majority of the students who took this course were at the rank of 3rd year or above. This course should mainly be reserved for 1st year Public History majors. In other words, this data is not necessarily indicative of the program yet. Students should be encouraged to take history elective courses instead of major focused courses if history is not their major. Reflections/Notes This assignment works as a good measure for PLO 2.</p>	We'll work to set up a schedule plan for Public History majors so that we can limit this problem.
School of Arts & Sciences » Bachelor of Arts » Strategic Mass Communication	Students will create, write and produce content for various media industries.	COM 329 Final Writing Assignment	<p>Re-order Communication Program Writing Courses, add prerequisites of ENG 241 and ENG 241. I suggest a re-sequencing of the writing classes in communication.</p> <p>Specifically, COM 218 News Writing COM 329 Writing for the Electronic</p>	We'll keep working on improving student writing throughout their classes; however, we have not required the sequence of classes because of student scheduling issues. When we do a program review in 2023-2024, we'll visit this again.

			<p>Media COM 318 Feature Writing</p> <p>I'd also like to recommend that students be required to complete ENG 241 and ENG 242 as prerequisites to the writing courses in communication.</p> <p>Research shows writing skills are declining and I've seen this reflected in our students over the past five to ten years. In the field(s) they are going into, exceptional writing skills are required.</p> <p>Many students are entering these courses lacking knowledge of basic English composition. They are also enrolling in classes they are not prepared for.</p> <p>Originally, I suggested we teach COM 218 and COM 329 as two-part, sequenced classes as COM XXX part 1 and COM XXX part 2. News writing as a basic course, writing and producing for the electronic media as an advanced class. The first as a prerequisite for the second. I think this sequencing is more important than ever. Feature writing could then be sequenced as the third class, building on the skills learned from the first two.</p>	
School of Arts & Sciences » Bachelor of Arts » Strategic Mass Communication	Students will create, write and produce content for various media industries.	COM 450 Final Paper	<p>Because of COVID, keep scoring as is to get more data. 50% met the Acceptable target. Students were tired and stressed, probably from COVID. Course needs revision as well, and this is probably</p>	No change recommended. Rather additional data needs to be collected to ensure sound decision-making beyond COVID.

			<p>the majority of the problem. However, Kate notes that she had them submit work throughout the term, and the final project was not reflective of the posts they had done during the term. 50% met the Acceptable target. Students were tired and stressed, probably from COVID. Course needs revision as well, and this is probably the majority of the problem. However, the professor noted that she had them submit work throughout the term, and the final project was not reflective of the posts they had done during the term. Only 1 student actually did the project as laid out.</p>	
<p>School of Arts & Sciences » Bachelor of Arts » Strategic Mass Communication</p>	<p>Students will evaluate communication to support freedom of expression within the boundaries of ethics and standards of professionalism.</p>	<p>COM 340 Legal Memorandum</p>	<p>No specific recommendations. Maintain the academic standards and rigor for this upper-level course.</p> <p>The scores in this course were the lowest in 12-years. Students were unmotivated, did not turn in assignments (only a few submitted the final paper to Taskstream), were not reading and, consequently, did poorly on exams and papers.</p> <p>The course was not taught in a hybrid format. It met twice a week in the same format it has been taught in the past. Final grades were calculated on a square-root curve. Otherwise, over half the students would have wound up repeating the course.</p> <p>The poor scores in this course are attributable to the COVID-19 Pandemic and the impact it had on</p>	<p>No change recommended. Rather additional data needs to be collected to ensure sound decision-making beyond COVID.</p>

			student performance. This is consistent with what occurred across campus.	
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	EXS146 Comprehensive Exam	<p>Exercise Science major will likely increase the number of students scoring in the 90% ideal target range for this assessment as well as a more standardized cumulative test so as the instructors could gear their lessons accordingly to better prepare the students. I have personally always been fonder of practical exams as assessments of knowledge gained but I find such would be difficult to implement for a course such as this. I would recommend a course such as this for an assessment as such to remain in place. Admission requirements for the Exercise Science major will likely increase the number of students scoring in the 90% ideal target range for this assessment as well as a more standardized cumulative test so as the instructors could gear their lessons accordingly to better prepare the students.</p> <p>I would like to recommend that 80% or more of the students in EXS146 will earn 80% or higher on the comprehensive exam. I would also recommend for the ideal target that 90% or more of the students in EXS146 will earn 80% or higher on the comprehensive exam.</p> <p>Many of the students were seeking a profession in the medical field but not necessarily a profession directly correlated to Exercise Science</p>	Since this course assess all 4 program learning outcomes, professors have developed an artifact that will cover each area separately. This assessment will be used started spring 2022.

			(One student was looking to become a dentist). Other students were unsure of what profession, whether in the medical field or not, they wanted to pursue. I felt this additionally hampered their focus and overall performance.	
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	EXS422 Exercise Metabolism Lab	None at this time. Due to the pandemic and teaching hybrid, this class accidentally does not have any data to evaluate. The expectation is that the issue will resolve itself with the distribution of the vaccine/hybrid learning no longer required.	The professor has changed the structure of the assignment in order for it to look like a research study report. The new structure includes introduction, methods, results, and discussion. The project is now due on week 5 of the semester, which allows the faculty member to make sure that students submitted the project in taskstream.
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization	EXS442 ACSM EP-c Exam	Given certification as an Exercise Physiologist is the “Gold Standard” indicator for competency and entry into the health/fitness industries with a BS degree in Exercise Science, I recommend the ACSM EP-c Examination continue to serve as the OA tool for EXS442. In keeping with high standards, I would recommend for the “ideal target” continue to be 80% and the “acceptable target” continue to be 70%. Given the Acceptable and Ideal Target achievements were not met for proficiency, I, as the instructor, need to re-tool the course to focus more specifically on the competencies of facilities management, marketing, legal ethics, corrective exercise, and behavior change theory. The current format of the ACSM EP-C exam should continue to be the assessment outcomes tool for EXS442.	The ACSM EP-C format has changed and the professor has made the necessary changes to better prepare the students for the certification in the spring of 2022.

<p>School of Arts & Sciences » Bachelor of Science » Exercise Science</p>	<p>Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement</p>	<p>EXS146 Comprehensive Exam</p>	<p>Exercise Science major will likely increase the number of students scoring in the 90% ideal target range for this assessment as well as a more standardized cumulative test so as the instructors could gear their lessons accordingly to better prepare the students. I have personally always been fonder of practical exams as assessments of knowledge gained but I find such would be difficult to implement for a course such as this. I would recommend a course such as this for an assessment as such to remain in place. Admission requirements for the Exercise Science major will likely increase the number of students scoring in the 90% ideal target range for this assessment as well as a more standardized cumulative test so as the instructors could gear their lessons accordingly to better prepare the students.</p> <p>I would like to recommend that 80% or more of the students in EXS146 will earn 80% or higher on the comprehensive exam. I would also recommend for the ideal target that 90% or more of the students in EXS146 will earn 80% or higher on the comprehensive exam.</p> <p>Many of the students were seeking a profession in the medical field but not necessarily a profession directly correlated to Exercise Science (One student was looking to become a dentist). Other students were unsure of what profession, whether in the</p>	<p>Since this course assess all 4 program learning outcomes, professors have developed an artifact that will cover each area separately. This assessment will be used started spring 2022.</p>
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			medical field or not, they wanted to pursue. I felt this additionally hampered their focus and overall performance.	
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	EXS225 Case Study	Given this was the first year utilizing the current OA tool, I recommend the Final Project Case Study continue to serve as the OA tool for EXS225. In keeping with high standards, I would recommend that the “ideal target” continue to be 70% and the “acceptable target” continue to be 80%. Given the Acceptable and Ideal Target achievements were not met for proficiency, I, as the instructor, need to re-tool the course to focus more specifically on the proper design of visual tools used for oral presentations. Further, a midterm presentation for students to become accustomed to presentation design would be helpful. The current format of the Final Project Case Study should continue to be the assessment outcomes tool for EXS225.	Professor has made the necessary changes within the course in order to improve students' performance. So, the ideal and acceptable target will continue to be the same.
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will identify, assess, and develop individualized exercise tests based on the patient population employed	EXS146 Comprehensive Exam	Exercise Science major will likely increase the number of students scoring in the 90% ideal target range for this assessment as well as a more standardized cumulative test so as the instructors could gear their lessons accordingly to better prepare the students. I have personally always been fonder of practical exams as assessments of knowledge gained but I find such would be difficult to implement for a course such as this. I would recommend a course such as this for an assessment as such	Since this course assess all 4 program learning outcomes, professors have developed an artifact that will cover each area separately. This assessment will be used started spring 2022.

			<p>to remain in place. Admission requirements for the Exercise Science major will likely increase the number of students scoring in the 90% ideal target range for this assessment as well as a more standardized cumulative test so as the instructors could gear their lessons accordingly to better prepare the students.</p> <p>I would like to recommend that 80% or more of the students in EXS146 will earn 80% or higher on the comprehensive exam. I would also recommend for the ideal target that 90% or more of the students in EXS146 will earn 80% or higher on the comprehensive exam.</p> <p>Many of the students were seeking a profession in the medical field but not necessarily a profession directly correlated to Exercise Science (One student was looking to become a dentist). Other students were unsure of what profession, whether in the medical field or not, they wanted to pursue. I felt this additionally hampered their focus and overall performance.</p>	
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will identify, assess, and develop individualized exercise tests based on the patient population employed	EXS225 Case Study	<p>Given this was the first year utilizing the current OA tool, I recommend the Final Project Case Study continue to serve as the OA tool for EXS225. In keeping with high standards, I would recommend that the “ideal target” continue to be 70% and the “acceptable target” continue to be 80%.</p> <p>Given the Acceptable and Ideal Target achievements were not met for</p>	Professor has made the necessary changes within the course in order to improve students' performance. So, the ideal and acceptable target will continue to be the same.

			<p>proficiency, I, as the instructor, need to re-tool the course to focus more specifically on the proper design of visual tools used for oral presentations. Further, a midterm presentation for students to become accustomed to presentation design would be helpful. The current format of the Final Project Case Study should continue to be the assessment outcomes tool for EXS225.</p>	
<p>School of Arts & Sciences » Bachelor of Science » Exercise Science</p>	<p>Students will identify, assess, and develop individualized exercise tests based on the patient population employed</p>	<p>EXS422 Exercise Metabolism Lab</p>	<p>Due to the pandemic and teaching hybrid, this class accidentally does not have any data to evaluate. The expectation is that the issue will resolve itself with the distribution of the vaccine/hybrid learning no longer required.</p>	<p>The professor has changed the structure of the assignment in order for it to look like a research study report. The new structure includes introduction, methods, results, and discussion. The project is now due on week 5 of the semester, which allows the faculty member to make sure that students submitted the project in taskstream.</p>
<p>School of Arts & Sciences » Bachelor of Science » Exercise Science</p>	<p>Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to professional practice.</p>	<p>EXS146 Comprehensive Exam</p>	<p>Exercise Science major will likely increase the number of students scoring in the 90% ideal target range for this assessment as well as a more standardized cumulative test so as the instructors could gear their lessons accordingly to better prepare the students. I have personally always been fonder of practical exams as assessments of knowledge gained but I find such would be difficult to implement for a course such as this. I would recommend a course such as this for an assessment as such to remain in place. Admission requirements for the Exercise Science major will likely increase the number of students scoring in the 90% ideal target range for this assessment as well</p>	<p>Since this course assess all 4 program learning outcomes, professors have developed an artifact that will cover each area separately. This assessment will be used started spring 2022.</p>

			<p>as a more standardized cumulative test so as the instructors could gear their lessons accordingly to better prepare the students.</p> <p>I would like to recommend that 80% or more of the students in EXS146 will earn 80% or higher on the comprehensive exam. I would also recommend for the ideal target that 90% or more of the students in EXS146 will earn 80% or higher on the comprehensive exam.</p> <p>Many of the students were seeking a profession in the medical field but not necessarily a profession directly correlated to Exercise Science (One student was looking to become a dentist). Other students were unsure of what profession, whether in the medical field or not, they wanted to pursue. I felt this additionally hampered their focus and overall performance.</p>	
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to professional practice.	EXS316 Adopt an Athlete Project	<p>The faculty member recommends the same artifact to be used in the future. This project is a great representation of outcome 4, in which students have to identify, assess, and develop an appropriate nutritional plan based on an athlete's health status, nutritional and athletic background.</p> <p>If one more student in the course was proficient or better completing the project, the acceptable target would have been met. In addition, based on the experience we had with students' overall lack of interest and attendance due to COVID-19 and the changes the</p>	Faculty member teaching the course will continue to use the Adopt an Athlete Project as the OA for EXS316. Due to the length of the project, the professor will break down the project into phases. Example: the first part of the project in which students need to find an athlete and collect his/her information (demographics, sport, season, etc.) will be completed within the first couple weeks of the course. As the professor presents new information, more data will be collected and analyzed such as the amount of carbohydrates, fats, and protein

			university had to adapt in order for us to have classes, I find the results to be successful.	the athlete consumes versus how much he/she should consume.
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to professional practice.	EXS442 ACSM EP-c Exam	Given certification as an Exercise Physiologist is the “Gold Standard” indicator for competency and entry into the health/fitness industries with a BS degree in Exercise Science, I recommend the ACSM EP-c Examination continue to serve as the OA tool for EXS442. In keeping with high standards, I would recommend that the “ideal target” continue to be 80% and the “acceptable target” continue to be 70%. Given the Acceptable and Ideal Target achievements were not met for proficiency, I, as the instructor, need to re-tool the course to focus more specifically on the competencies of facilities management, marketing, legal ethics, corrective exercise, and behavior change theory. The current format of the ACSM EP-C exam should continue to be the assessment outcomes tool for EXS442.	The ACSM EP-C format has changed and the professor has made the necessary changes to better prepare the students for the certification in the spring of 2022.
School of Arts & Sciences » Bachelor of Science » Exercise Science	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to	EXS475 Research Project	Given this is the first year of EXS475 being offered as a course requirement for B.S. in Exercise Science majors, in addition to COVID-19 restrictions, I recommend that this assessment tool to continue to be utilized and that the “ideal target” continue to be 70% and the “acceptable target” continue to be 80% until future data necessitates changes. Given the Acceptable and Ideal Targets were not met, the instructor should reorganize the lectures/assignments to	In order to improve the success of students in this course, a proposal will be made for this course to be offered over a 2-semester period. This will allow enough time for students to complete a literature review, collect and analyse the data, as well as to present their findings and conclusions.

	professional practice.		better align with the research manuscript. A notable change would be to create assignments intended to complete the research manuscript in phases. Further, introducing statistical analyses instruction and quicker IRB proposals will help future students meet the Ideal and Acceptable targets. For Fall 2021, the Research Manuscript should continue to be the outcomes assessment tool for EXS475. If changes to the outcomes assessment tool need to be made, the increased data in 2021 will assist in that decision.	
School of Arts & Sciences » Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	ENG 201 Large Analysis Paper	Recommend that English faculty review the data and course MCCG and decide whether we want to revise time spent in each area to emphasize the skills in the underperforming categories more. The lowest scores are in categories dealing with generic distinctions (novel vs. poetry, etc.) and the student's voice in academic writing about literature. This is neither surprising nor troubling. These students aren't English majors, and the skills at stake here are in some ways discipline specific. The target score is met or nearly met in the other categories--this is good!	In Fall 2021 and beyond, the theory and other elements of the course that aren't essential for non majors have and will be de-emphasized. Since there is currently not an undergraduate English major at TU, full time seated English faculty and online faculty will be meeting in Spring 2022 to discuss slightly tweaking the MCCG language so that the course is more pertinent for general education purposes.
School of Arts & Sciences » Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	ENG 201 Large Analysis Paper	Recommend that English faculty review the data and course MCCG and decide whether we want to revise time spent in each area to emphasize the skills in the underperforming categories more. The lowest scores are in categories dealing with generic distinctions (novel vs. poetry, etc.) and the student's voice	In Fall 2021 and beyond, the theory and other elements of the course that aren't essential for non majors have and will be de-emphasized. Since there is currently not an undergraduate English major at TU, full time seated English faculty and online faculty will be meeting in Spring 2022 to discuss slightly tweaking the MCCG language so that the course is

			in academic writing about literature. This is neither surprising nor troubling. These students aren't English majors, and the skills at stake here are in some ways discipline specific. The target score is met or nearly met in the other categories--this is good!	more pertinent for general education purposes.
School of Business » Bachelor of Business Administration (BBA) » Finance	Through experiential learning, apply principles of asset allocation and diversification to formulate portfolio strategies.	FIN421 Investment Project	Proceed with Planned review and update, This course with its projects are long past due for changes. This course will be reviewed, along with the program, and have a major overhaul.	Will follow up with in 2021-22, Program went through review in 2020-21
School of Business » Bachelor of Business Administration (BBA) » Finance	Students can perform cash flow analysis to make capital budgeting decisions.	FIN421 Investment Project	Proceed with Planned review and update, This course with its projects are long past due for changes. This course will be reviewed, along with the program, and have a major overhaul.	Will follow up with in 2021-22, Program went through review in 2020-21
School of Business » Bachelor of Business Administration (BBA) » Finance	Analyze how capital markets function to allocate resources.	ECO422 Paper	In summary: three big changes: Introduce SPSS Modeler (instead of SPSS Statistics) (Done) Skip the costs chapter and use that time for other later material (and the project) (Done) Introducing a project (I had planned on this, but had to abandon it for time reasons) (planned, will be done next year). What went well: I think the content presentation went well, I decided to skip some of the cost chapters and I think that was a good idea, as it allowed me to spend more time on later chapters and the cost chapters were	Introduce SPSS Modeler (instead of SPSS Statistics) (Done); Skip the costs chapter and use that time for other later material (and the project) (Done); Introduce a project (I had planned on this, but had to abandon it for time reasons) (planned, will be done next year).

			<p>almost entirely repeating what the students have seen in ECO322. That's something that through the Finance review/revision that we had decided upon as well. That allowed me to get more into pricing in different market structures, auctions and other such items. I introduced SPSS Modeler to this class for their computer/regression work (as well as in my SMG 405 class), and that seemed to work really well in both classes. I'm going to emphasize that more in the future—it was only set up towards the end of the second week of class, so I couldn't count on it for this year, but now that it's up, I can plan on having access to it.</p> <p>What didn't go well (I would say what needs to be changed, but some definitely will). The online-only portion for the first two weeks wasn't a great thing (though I understand why and agree with the decision to start online—the benefits did outweigh the costs, but I think it created a slow start). I also got COVID towards the end of the semester and that took two weeks away from class. I did have the students work on things during that time, but I would have dedicated a significant amount of that time to a project that we eventually didn't get to do because of that delay. I'm really looking forward to doing a research project next year in that class and think it will go through. With the COVID issues things seemed a little more</p>	
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			scattered but I do think we got through things fine.	
School of Business » Doctor of Philosophy (PhD) Global Leadership	Learning Outcome 1	GLC 740 Week Seven : Final Project: Strategic Action Plan	No changes in course delivery or assignment directions are recommended at this point. The PhD program director will review this course and the assignment directions and make suggested changes as needed. This is the first time the course was offered in the program and this is the first and only data point. The curriculum appeared to fall short of delivering the level of support needed for completion of this assignment. It should be noted that this was the first time the course has been offered.	The GLC 740 course OA scores increased into the acceptable range.(3.33) This is likely related to the program director working with the new professor in this course and highlighting the need for increased announcements and offering optional Zoom meetings during the course.
School of Business » Doctor of Philosophy (PhD) Global Leadership	Learning Outcome 2	RES710 - Activity 5.1 – Argumentative/Persuasive Essay paper	In the past evaluations, the curriculum appeared to deliver the level of support needed for completion of this assignment. No changes in course delivery or assignment directions are recommended at this point; however, the next assessment results will be carefully examined to determine if this reporting group is in fact an anomaly. This is the fourth group of students to take this assessment and at this point it represents an outlier in relationship to achievement. No notable changes in student demographics or abilities are apparent.	The RES 710 OA scores increased to a 3.86 rating. This would tend to provide evidence of the potential group four outlier theory that was offered within earlier recommendation/reflection notes.
School of Business » Master of Business Administration (MBA)	Apply tools and technology	DAX 641 Create Forecast DATA ANALYTICS	Start collecting data during Spring Term II 2022 This course will be offered only during the Spring Term II semester.	In an effort to close the loop and improve student learning, the faculty recommended updating an initial dataset they worked on in Week 1 as some students suggested the dataset they worked with was too large. It took them a long time to download it.

<p>School of Criminal Justice & Social Sciences » Bachelor of Arts (B.A.) degree in Psychology</p>	<p>1. Students will acquire knowledge of key psychological theories, issues, practices, and concepts.</p>	<p>PSY 362 Abnormal Psychology</p>	<p>One suggestion to improve the scores and move towards the ideal target would be to engage students in group work on this assignment where they can confer and collaborate with peers and/or a submit/edit/resubmit process with ongoing feedback provided by the instructor on the case study. It is also important to note that this course was taught by at least three different instructors who likely have different ways of teaching this material and scoring students on this assignment, thus it is hard to determine inter-rater reliability with each instructor teaching and evaluating only their own students each semester. Reassess in the next reporting period in an effort to reach the Acceptable Target Achievement. Fifty-eight percent of students submitted work to be evaluated which has increased considerably from last year when only nine percent of students submitted work to be evaluated. While this is a vast improvement, there is still room for significant improvement in improving instructor and student engagement in this process to accurately measure outcomes. However, the case study assignment seems to be an accurate scale to measure the students' comprehension of abnormal principles</p>	<p>One instructor is doing more practice case studies as a class to better prepare students for this assessment. He is using additional supplemental texts that address the areas that students tend to perform more poorly on. He is also posting more discussions and case studies to better prepare students. Both instructors teaching the course in Fall 2021 conferred with each other about their practices and procedures for this key assessment to assure more consistency in these processes.</p>
<p>School of Criminal Justice & Social Sciences » Bachelor of Arts (B.A.) degree in Psychology</p>	<p>4. Students will apply theories and practices in the helping professions.</p>	<p>SCS 470 Internship Evaluation</p>	<p>Students are typically off campus and away from faculty when they are completing their internship hours. It is important for faculty to check in with site-supervisors at least at the midpoint of internship hours, if not more</p>	<p>There were a few outliers that may have skewed the data, therefore, the thinking is that there is not a lot to be done. Additionally, the pandemic had an impact on internship opportunities and some internships were moved online or had</p>

			<p>frequently, to ensure that students are on target and meeting expectations. If they are not, faculty can then work one on one with students to help get them up to speed and address any issues or concerns accounting for their performance. Faculty supervisors must remain vigilant regarding their interns' development even though they don't see them each week during this process. Reassess next reporting period.</p> <p>The internship evaluation has become more Likert scale based in recent years with less space for open-ended comments. This has helped to decrease subjectivity; however, this measure is still subjective as it is based on the site supervisor's opinion. Additionally, there is a degree of subjectivity by the faculty member completing the rubric in Taskstream in terms of how they interpret and translate the scores provided to the student. Perhaps a more streamlined process or score-based form (i.e. the student earns so many points out of a total point possible) could be used for internship evaluations in the future. It should also be noted that there was only a 6% response rate compared to last year's 15%. This could be because fewer interns were psychology majors out of all the interns (in the school of CJSS, this is not an OA measure for all majors, only psychology).</p>	<p>other limitations. Some of the deficits on evaluations were due to social factors, which are being addressed by individual advisors. The hope is also that the impact of the pandemic on internships as well as social and mental factors will lessen over time and have less of an impact on student performance and internship experiences.</p>
School of Criminal Justice & Social Sciences	Criminal Justice System	Final Course Grade in JUS110	Maintain as is and continue comparison pre and post pandemic before contemplating changes.	In an effort to close the loop and improve student learning, the faculty recommended updating an initial dataset

» Bachelor of Criminal Justice Core			As an entry level course, the impact of the pandemic, hybrid and split classes, may have adversely impacted the final scores for FYS.	they worked on in Week 1 as some students suggested the dataset they worked with was too large. It took them a long time to download it.
School of Criminal Justice & Social Sciences » Bachelor of Criminal Justice Criminalistics	collection, preservation, and presentation of evidence	JUS465 Mock Trial	Reassess during the next reporting period. This measure will be assessed by a different instructor during the next reporting period.	We hired a new faculty member who is now teaching this course. Over the past academic year, the target has been met and scores have improved.

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 Assessment and Accreditation will continue to 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. Working closely with the designated OA Representatives in each of the academic schools, we are able to report the closing the loop findings in the year in which Not Met outcomes occur and corrective actions can be implemented before the start of the upcoming year and as the next year's assessment plans are being defined. This enhanced closing the loop process and reporting structure will continue next academic year.

Summary and Looking Ahead

Much progress has occurred during AY2021-22 to continue 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 AY2022-23, 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 10 Key Outcomes Assessment Initiatives for AY2022-23

Improvement Initiative	Expected Result of Initiative
Expanded use of Outcomes Assessment Project through the Taskstream system.	Assessment sessions will be held to assess student work with groups of faculty trained in the use of assigned rubrics. Plans are to expand the number of PLOs assessed in Outcomes Assessment Project to include the

	DEC program, CQ assessments, and upper level program courses.
Revise and publish OA Manual for faculty.	Manual will be revised and posted on the Academic Assessment website.
Develop outcomes Assessment processes regarding the newly implemented Cultural Intelligence (CQ) assessment into DEC courses and PhD program. (continued from AY 2020/21)	These OA processes will provide key data points for the Celebrating Cultural Uniqueness (CCU) commitment at Tiffin University.
Provide training and tutorials to faculty to address their needs.	Collaborate with OA Committee and the Faculty Center to address the needs of faculty and provide trainings to meet needs.
Pilot, Implement, and Assess Dragon Assessment Assistance collection of Watermark program issues.	Determine efficiencies and analyze the data we receive throughout the year.
Develop strategies for sharing OA data with academic units.	OA Staff will benchmark data distribution with other institutions at conferences to determine best practices.

CCU Across the Curriculum

CCU Framework

Under the leadership of Dr. Schumacher, in 2016 Tiffin University (TU) embarked on an effort called Celebrating CulTUrAl Uniqueness (CCU), now called CCU@TU. The initiative began as a focus to strengthen our approach to diversity and inclusion in order to be able to foster a culture of openness to diversity of thought and this action was not because we were not already promoting diversity, but because we could do better and our student body of which approximately 44% are either domestically and globally diverse, deserve this. TU administrators, faculty, staff and students wanted to show a strong attitude for embracing, welcoming, and celebrating diversity and inclusion and, moreover, become known internally and externally as an institution that educates, develops and prepares individuals for the realities of the world in which we live and work.

Our commitment fosters inclusive excellence through celebrating cultural uniqueness in an environment that is welcoming, understanding of different perspectives, affirming, and safe for all populations. The collaborative strategic alignment of the Councils for Academic Experience, Expansion of Opportunity, and Talent & Engagement cultivates the opportunity to support and maintain an educational and working environment which promotes a commitment to inclusive excellence.

The initiative has grown into a commitment and now encompasses both internal and external cultural competency education and training, an updated and relevant for TU students curriculum, and student programming around these topics. The next phase is to start a Center to house and build on these endeavors.

Culture is defined as “the characteristics and knowledge of a particular group of people defined by everything from language, religion, cuisine, social habits, music, and arts.” (Zimmerman, 2015, p. 1). At Tiffin University, we have more than one culture at play; the campus culture and the individual culture each person encompasses. This lens is essential in the work we do. Celebrating CULTUral Uniqueness albeit, does not preclude the importance of diversity, equity and inclusion (DEI). More on this below.

We made a commitment in 2016 and have far exceeded our goals. Not only do we graduate culturally competent students, but we have trained our faculty and staff, hosted phenomenal speakers and created our own internal and external training programs. Furthermore, we have developed a curriculum that doesn’t just benefit Tiffin University, but other organizations as well. The next step is to create and staff a Center to centralize and manage all of these facets and to continue to develop and grow our initiatives and strategic goals (Tiffin University, 2022).

Figure 7 Institutional Standards for the Core Competencies of a Tiffin University Graduate



Building Cultural Competencies Training Information and Data

Tiffin University has completed 4 years of CCU@TU training with our Building Cultural Competencies within Organizations Certification program. Over 200 faculty and staff have already gone through this training. In the next few years, all faculty and staff will have completed this certification.

This training provides insight into a lot of what is going on in the world today; it helps faculty and staff understand cultural intelligence and awareness, and overall; and, gives them the opportunity to better serve students, understand them and each other. This certification supports our Celebrating CULTUral Uniqueness commitment, which is our response to diversity, equity,

inclusion and belonging. Each year, we have had approximately 60 employees complete the program. All participants earn a certification from Tiffin University upon completing this program and it is required of all employees. As of the 21-22 academic year, 202 employees completed the CCU training since the onset of the initiative.

PLOs that Address CCU/CI

Tiffin University utilizes an institutional standard to assess the core competencies of a Tiffin University Graduate. Courses PLOs are assessed on their ability to promote a cognitive, inclusive, integrative, and foundational mindset while integrating ICARE (Interdependence, Communication, Accountability, Respect, and Entrepreneurship) values within the curriculum. A comprehensive list of competencies addressed are provided in the appendix titled, TU Competencies Report.

TU Core (General Education)

The Tiffin Core is assessed in each general education course and places emphasis on the students' ability to solve problems using quantitative and qualitative thinking methods, communicate appropriately in diverse situations, and cultivate a mindset to impact various communities while incorporating CCU into their assignments. Highlighted below are a few courses that demonstrate the incorporation of CCU into the Tiffin Core:

Students are tasked with completing a CQ Self-Assessment and Reflection assignment in DEC 100, DEC 250, and DEC 400L. More specifically, in DEC 100 and DEC 250, students were tasked with taking the CQ Self-Assessment, summarizing their assessments, noting areas of strength, room for improvement, and surprises. In DEC 400L, students were tasked with retaking the CQ Self-Assessment and reflecting on changes noted in the four areas of the assessment during their time at TU. Table 11, below, shows the statistically significant change

in scores from students' CQ assessments between taking the assessments. All four post-test CQ scores are significantly higher than the pre-test CQ scores, with a range between 7.1% - 14.5%.

Table 11 CQ Assessment Scores with Matched Pairs

	Pre-Test (n=93)	Post-Test (n=93)	% Change	p-value
CQ Drive Overall	73.3	78.5	+ 7.1%	p<.002
CQ Knowledge Overall	51.0	58.4	+ 14.5%	p<.001
CQ Strategy Overall	66.8	73.1	+ 9.4%	p<.001
CQ Action Overall	54.7	62.2	+ 13.7%	p<.001

Table 12 PhD students' CQ Assessment Scores with Matched Pairs

	Pre-Test (n=25)	Post-Test (n=25)	% Change	p-value
CQ Drive Overall	80.5	84.8	+5.3%	p<.007
CQ Knowledge Overall	53.4	69.8	+ 30.7%	p<.001
CQ Strategy Overall	77.3	86.1	+11.3%	p<.001
CQ Action Overall	69.5	78.3	+12.7%	p<.009

Additional training was determined necessary to support both faculty and students. In AY2021-22 further curriculum support and training was provided to faculty teaching DEC 100 and DEC 250. Topics addressed in the faculty training included:

- Overview of the four areas of CQ assessed in the CQ Self-Assessment.
- Guidance on how best to instruct each element of CQ assessed, of which included CCU activities and CCU classroom discussion topics.
- During the weeks before the CQ material was covered in Fall 2021 seated classrooms all instructors were emailed several activities that were classroom ready.

Curriculum adjustments were made to both DEC 100 and DEC 250 concerning CCU. Following is a summary of the curriculum changes concerning CCU. The adjustments include:

- *The Other Wes Moore* reading was replaced with readings/videos on themes. One key theme is 'Who am I' where students participate in activities and written reflections on how they define themselves and what makes them unique. Another theme is social impact in areas/populations in need of help and people willing to make a difference.
- The Engage and Explore project was streamlined in order to help students make better choices on topics - social or community issues preferably related to their future careers. Instructors were encouraged to help students connect the selected issue with cultural uniqueness if applicable.

DEC 200, DEC 300, and DEC 400 seated course sections are focused on various themes related to CCU. Topics included are:

- DEC200 - Celebrating Black Women
- DEC200 - Social Change
- DEC200 - Sports & Gender
- DEC300 - Cancel Culture
- DEC400 - Famous Black Americans

OA Days DEC 100, DEC 400L, and PhD

During the 2020-21 academic year, three outcomes assessment days were held that reviewed the CQ reflections completed by first-year undergraduate students, senior undergraduate students, and PhD students. At each of these assessment sessions, faculty and staff

trained by the Cultural Intelligence Center rated a sample of student reflections based on their CQ Assessment. Recommendations to further enhance CCU in DEC 100, DEC 250, and DEC 400L were discussed at these assessment days: The details and results of those assessment days are provided in the report in the appendix titled [OA Day 2021 CQ Assessment Report](#).

CCU courses from Each School

School of Business.

The School of Business aims 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 while incorporating CCU into their assignments. Highlighted below are a few courses that demonstrate the incorporation of CCU into the School of Business:

Global PhD.

- RES 810
 - Complete the Cultural Intelligence (CQ) Survey, the results of which you will compare in Week 4 to the same survey taken in RES710. 7–10-page paper
- GLC 715
 - Identify possible complexities arising from global influences that may affect an organization you may be leading, and the importance of external environmental analysis.

Business Core.

- ECO 221
 - Students engage in a comparative study of real GDP and growth rates around the world. For example, in one case study, the reasons for the existence of extreme poverty in sub-Saharan Africa are examined. The establishment of extractive

institutions, such as authoritarian governments by the former colonial power, that continue to exist today, impede economic development and is unique to this region, and South Asia as well. This cultural experience for students helps develop connections between different types of government authority and economic differences that occur.

- FIN 301
 - One of the required assignments for the course is a presentation on an executive, including their background, academics, and career. Students are to select an executive from the list of about 40 names that the professor provides. The list has been constructed with CCU values in mind as a result the high-achieving individuals on the list represent very diverse backgrounds and paths. Specifically, racial diversity, most executives on the list are non-white; gender diversity, female executives presented nearly as much as the males, and transgender executives; openly gay; immigrants; religious diversity; underprivileged upbringing, by being raised in projects or other deprived situations; executives with a criminal record but managed to overcome it; diversity in terms of their educational path, never went to college, dropped out, took a gap year then returned, multiple changes in majors. The presentations help students understand the vast cultural differences that exist within leadership of organizations.
- MKT 151
 - Students from different backgrounds are placed into groups, creating diversity within each group. This elevates the learning between students by learning about each other, and the assignment at hand. Time is taken during the group time to

acknowledge different cultures, different laws and regulations and different marketing strategies within these cultures. Additionally, this course requires that students develop a marketing plan for a business that includes global aspects.

Marketing.

- MKT 354
 - In the course students participate in a pitch competition. During the judging of this competition students present to a diverse panel of judges. This exposes students to perceptions that are outside of their own perceptions.

Sports Management.

- SMG 160
 - In the course students are required to complete a reflection paper regarding long term athletic development. This assignment requires students to make connections between long-term athletic development and public entities such as governments and schools. This assignment helps students learn about the cultural connections between athletics and the public. Students are also required to complete an assignment regarding career development. This assignment requires students to consider their unique cultural background and the integration of this background into their future career.
- SMG 375
 - In the course students engage in debates regarding emerging issues within sports governance and administration. Students are assigned to either support or refute the given topic. These topics encompass a variety of cultural topics such as the participation of trans-gender athletes, corruption within sports federations, and other emergent global issues.

School of Criminal Justice and Social Sciences

The School of Criminal Justice and Social Sciences (SCJSS) is committed to developing and offering new educational programs of the highest quality in several domains of criminal justice and social and behavioral sciences. The design of SCJSS programs help students grasp the fundamental values and purposes of criminal justice, social sciences, politics, and international relations in American society while incorporating CCU into their assignments. Highlighted below are a few courses that demonstrate the incorporation of CCU into the School of Criminal Justice and Social Science:

Forensic Psychology.

- PSY 551
 - Two separate assignments one covering sex offenders/offenses and another covering social learning and the application of the APA's Hoffman report.

Psychology: Addictions Counseling Concentration

- CSL 430/450
 - For their final exam in the course, students have to choose a cultural group and develop and conduct a presentation on this population. The presentation must include first-hand information that they acquired from having a conversation with a person from this group or population, clearly outline major issues (current and historical), values, and cultural norms for this group. indicate how these issues, values, and cultural norms may be relevant in counseling settings, "Humanize" the group (not just present what the group looks like from the outside, but also highlight how it feels from the inside), recognize variations and confounds, and emphasize counseling related issues (i.e. What are the issues that clients from this population often present with? What are some of the cultural beliefs and norms

about mental health/illness, counseling, etc. which might influence or interfere with the counseling process? What are possible obstacles or barriers to seeking or obtaining mental health treatment?)

Homeland Security and Terrorism.

- ENF 212
 - Through a variety of exercises, such as discussion forums and quizzes, the students will enhance their understandings of modern terrorism and how different societies produce different types of terrorisms and terrorists. We will discuss the fundamental framework for modern terrorist action which is ethnic or nationalist, and will examine various nationalisms which are culturally unique. These discussions will help students develop a nuanced understanding of the principle of national self-determination and the concept of cultural distinctness that inspire certain social groups within a society to join international terrorist networks and organizations.

Justice Administration.

- ENF 335
 - Affirmative Action (lecture and discussion). Ethical Decision Making: Policing with Principled Insight (professional certificate). Procedural Justice and Police Legitimacy (paper). Changing the Narrative Police Community Partnerships and Racial Reconciliation (article review and feedback). Changing Perceptions: A Fair and Impartial Policing Approach (professional certificate).

School of Arts and Sciences

The School of Arts and Sciences (SAS) 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 while incorporating CCU into their assignments. Highlighted below are a few courses that demonstrate the incorporation of CCU into the School of Arts and Sciences:

Exercise Science.

- *CEP505 Exercise, Health, and Disease*
 - Special Populations Assignment: Students are to select a special population from a list of 13 provided by the instructor (multiple sclerosis, Parkinson's disease, spinal cord injury, cancer, peripheral artery disease, heart failure, trisomy 21, cerebral palsy, emphysema, type I diabetes mellitus, cystic fibrosis, human immunodeficiency virus, or heart transplant). Students will work in pairs to write a systematic review article concerning the management of their population with exercise. The article is to be divided into the following sections: introduction, etiology, epidemiology, pathology, medical diagnosis and management, search methodology, exercise programming, special considerations, and conclusion. Specific to CCU, as a part of exercise programming, students are required to highlight behavior changes theories to promote exercise adherence. Accordingly, students will have to thoroughly explain how to consider a patient's environment (family, friends, other peers, public policy, etc) when offering suggestions to exercise professionals on how to manage a patient's illness with exercise therapy.
- *EXS316 Nutrition for Sport and Exercise*

- Adopt an Athlete Project: Students are to select an athlete of their choice (sport, biological sex, and athletic position). From there, students will identify the bioenergetic needs of training and competition to design a nutrition plan. The emphasis is placed on macronutrient selection and proportions, caloric intake, and hydration. Beyond the above aims, students also have to explain how to assist their adopted athlete in adhering to the diet. Within this framework, students address cultural differences/considerations, behavior change, food availability, and the purchase of food items. In this respect, the Adopt an Athlete Project is in-line with Tiffin University's emphasis on celebrating cultural uniqueness.

Master of Humanities.

- *HUM680 Capstone*
 - The Capstone Project is the product of a student's work throughout the program. It is a 40-60 page paper that allows students to "join the scholarly conversation" around their chosen topic. Creative writers as well join their own "writing conversations" surrounding their chosen genres by writing and revising their own original work. This assignment transitions students from being a student to being a professional in their chosen field.

Master of Education.

- *EDU532 Diversity in Education*
 - Activity 7.2: Students imagine that they have been hired as Assistant Director of Diversity at an educational institution (K-12 or higher education). They are to create a project training presentation that the educational institution could implement in order to help employees and/or students to successfully engage with a specific group of people. The focus of the training is the students' choice from a

variety of topics discussed throughout the course. Students are to consider the rationale and learning outcomes of the project and alignment with the mission and vision of the institution, actions to be implemented as part of this project, and the intended results.

M.Ed - Higher Education Administration Concentration.

- EDU590 Assessment and Student Learning
 - Activity 7.2 Students take on the role as the Director of Assessment at a university and are to create a presentation to disseminate the findings from a program review to their faculty and staff. They are to describe who collected this information, share the findings, summarize key issues, identify and critique limitations, and draw conclusions to inform future decision-making processes. In addition, students are to consider the alignment between the assessment and the institutional mission and values.

M.Ed - Instructional Design Concentration.

- EDU502 Universal Design for Learning
 - Activity 7.1: As a culminating project, students will develop an entire week of content and activities for an online course, lesson, or tutorial. They can opt how to present this information (e.g., in one or more Word documents), as long as the content adheres to accessibility and UDL standards. They are to use any of the assignments for this course or another as a model, or develop their own "style" (there is no correct or preferred design). If they're skilled in web design, they may substitute documents with a series of web pages, following WCAG guidelines.

Academic Experience Council

The Council provided supportive services throughout the academic year addressing such topics as gender identity, providing an inclusive syllabus, and assisted with the CCU Teaching Endorsement in CCU course.

Academic Experience Council meeting included discussion topics related to DEC courses:

- bringing in a CCU related speaker for the campus and/or DEC100 students in Fall 2022 during a common Friday meeting time to better understand Cultural Uniqueness.
- having trained members of the council present the CCU assessment material instead of DEC100/250 instructors
- bringing back experiential learning experiences to DEC courses (post pandemic) specifically related to cultural uniqueness

Teaching Endorsement in CCU

In order to enhance faculty's knowledge, skills, and abilities concerning CCU the Center for Faculty Support & Teaching Innovation offers twice a year a course titled Teaching Endorsement. The course was built in Moodle in the late Fall of 2021 by Dr. Stacey Floyd with materials and activities provided by subject-matter experts Dr. Julia Porter and Dr. Sharon Perry-Fantini. After its first run in January of 2022, it was revised slightly with more resources added. Changes made entailed the inclusion of readings, a Suggested Reading list at the end, alterations to an assignment, and the addition of a reflection. Between January 2022 and May 2022, 12 faculty earned the Teaching Endorsement in CCU.

- **Course Description:** The Teaching Endorsement in Celebrating Cultural Uniqueness will empower participants to foster an inclusive environment in the classroom by

examining their own course and syllabus design as well as some classroom behaviors. Through videos, readings, and discussions with colleagues, faculty will engage in relevant and new material to ensure that the tangible skills they've begun to learn through CCU workshops can be used in the classroom. All participants will leave the course with skills to help them continue to reevaluate their courses to better serve TU students. This is a two-week asynchronous course in Moodle with 1 discussion and 1-2 activities each week. Successful completion will earn you an electronic teaching endorsement from the Center for Faculty Support & Teaching Innovation that you can use as part of your professional portfolio. Participants must have completed the initial CCU full-year training before taking this Teaching Endorsement.

- Course Learning outcomes:
 - Examine ways to promote and cultivate students' sense of belonging by fostering an inclusive environment
 - Apply inclusive learning practices to our courses
 - Integrate diverse examples, peoples, and texts into your course design
 - Create or Revise a syllabus for inclusive language, content, and policies

Academic School Summary Reports for AY2021-22

The following are highlights from each of the academic schools as reported by the Deans after analysis of the school's outcomes assessment data. Highlights are reported by school and detailed reports from each Dean can be found at the end of this institutional report.

School of Arts and Sciences

as reported by Dr. Stephanie Opfer, Dr. Michelle Meadows, Dr. Tonia Duncum, & Dr. Matthew McCabe

School 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.

Summary of School OA Process for this Academic Year

- Dr. Michael Lynch took on a new role within the School of Arts and Sciences as the Director of Outcomes Assessment in November 2020.
- Dr. Michelle Maus took on a new role as the Dean of Outcomes Assessment and Accreditation in November 2020.
- The current procedure for completing Outcomes Assessment involves the Department Chairs working with faculty and adjuncts to ensure all OA assignments are entered

and scored in Taskstream. Dr. Michael Lynch then organizes the data, and Department Chairs work with him to complete reports.

- The State University of New York (SUNY) self-assessment rubric was used by the OA Committee in order to determine the effectiveness of student learning outcomes and institutional effectiveness. This tool was applied to Tiffin University's Programs in order to formatively assess the planning (design), resource allocation (implementation), and closing of the loop (impact). The goal of using this self-assessment tool to further embrace the spirit of assessment is for Tiffin University to identify self-improvement processes and elements that may be implemented based on areas of strength and weakness found within the data collected. Department chairs provided their perspectives on each part of this scaled rubric..

Summary of School Relevant OA information

Sunset Programs.

- M.Ed. Sunsetting the Concentration in Technology Management (Spring 2021) due to low enrollment
- AY2021-22 was the last year with a "full" class of students in the old TU Core. All remaining students still on the old general education requirements are students who are in their 5th year at TU *or equivalent if transfer students.*

New Programs.

- M.Ed. New Concentration in Instructional Design was approved by DOE, ODHE, and HLC with the help of Dr. Michelle Maus. Students enrolled for the first semester during the Summer of 2022. All courses will be built by Spring 1 2023.

- M.S. in Clinical Exercise Physiology start date was delayed until Fall 2023.
One course was offered to undergraduate seniors this past year, however.

Review of PLOs and Assessment Plans.

- The M.Ed. Outcomes Assessment plan will change for the AY22-23, but was not changed for the AY20-21 or AY21-22.
- Exercise Science restructured the curriculum map and OA courses/assignments for AY21-22, but the PLOs have not changed.
- PLOs for the TU Core will not change.
- DMD, Public History, and Strategic & Mass Communications will restructure the curriculum maps and OA courses/assignments for AY22-23, but the PLOs will not change.

Highlight of School Undergraduate and Graduate Programs for AY 2021-22

- **Strengths.**

- ***Overall:***
 - Comparing SAS to TU, Chairs identified the following strengths with regard to the SUNY rubric: Culture, Sustainability, Monitoring, Communication, and Closing the Loop.
- ***Humanities:***
 - The assessments in the DMD program are approaching ideal targets. This suggests that the assessments are a good measure of skills students are learning within the courses of the program.
 - According to instructors and data, the assessments in the Public History program are good measures of student achievement. We will continue

to use these assessments as we try to enroll more students in the program to get better, more generalizable data.

- The assessments in the MH program exceeded targets. AY22-23 will be the last year HUM680 is used as an OA assignment. Beginning in AY23-24, the MH PLOs will be revised and a new MA program will be added with its own OA plan.

- ***Science and Math:***

- The B.S. Forensic Science program reported their students as “meeting,” “exceeding,” or “approaching” for achieving acceptable and ideal targets. This suggests that the faculty in the Forensic Science program are adopting and delivering curriculum and learning materials that align with the program learning and course learning outcomes. Further, these results are reflective of the quality of and effort from the students currently enrolled in the Forensic Science program.
- B.S. Exercise Science program has a consistent outcome assessment plan with a curriculum map that identifies courses within the program’s Outcomes Assessment as “introducing,” “practicing,” “reinforcing,” and “mastering” content.
- Faculty tasked with teaching EXS146 reported 100 percent acceptable and ideal targets being met. This indicates the faculty teaching EXS146 are providing instruction in-line with established course learning and program learning objectives.
- Faculty teaching EXS315L, EXS322, EXS316, and NAT321 reported students as “exceeding” or “approaching” acceptable and ideal targets.

This indicates those faculty are providing instruction and experiential learning opportunities in-line with established course learning and program learning objectives.

- The B.S. Exercise Science and B.A. Health, Fitness, and Wellness programs have scored artifacts embedded within their program and course learning objectives that affords students the opportunity to sit for and obtain national certification through the American College of Sports Medicine and National Strength and Conditioning Association, respectively. This opportunity affords graduating students within these respective programs the chance to graduate with national certification, thus providing them a “leg up” on the employment competition.
- ***Education:***
 - The M.Ed. Program new concentration in Instructional Design was approved by HLC, ODHE, and DOE in the Spring of 2022.
 - The M.Ed. Program has terminated the concentration in Technology Management as of the end of Spring 2022 in order to focus limited resources elsewhere, such as the new concentration in Instructional Design.
- ***Tiffin Core:***
 - The Tiffin Core is assessed in each general education course. Each section uses the same assessment. Most TU Core courses (one exception) utilize a national AACU rubric for scoring student artifacts. This is important data due to the differing modalities in which students learn. This ensures that data compiled over semesters is quite helpful in guiding the Tiffin Core

Committee in the review of achievement of students to outcomes. This is also important to many adjunct faculty members in following procedures in evaluating the assessment over multiple semesters. Training combined with OA Scoring Days offer key opportunities for instructors to come to consensus on rubric interpretation and evaluating student work.

Throughout the entire TU Core scorings in AY2021-22, there was much less tendency for instructors to inflate the scores compared to previous years.

- Three training days during August 2021 focused on helping instructors in the TU Core understand the overall general education competencies, the focus of the DEC course sequence, and the difference between grading an assignment and scoring an OA artifact on the AACU rubrics.
 - Adjunct Training in SAS
 - DEC 100/250 Instructor Training
 - DEC 200-400 Instructor Training
- Most (17 of the 19) courses in the TU Core either Met or Exceeded the Acceptable Target Achievements.
- ENG 201 - Met the ideal target this year after not meeting it in AY2020-21. Good adjustments were made by the instructors teaching the course.

Opportunities for Improvement.

- **Overall:**
 - Comparing SAS to TU, Chairs identified the following opportunities for improvement with regard to the SUNY rubric: Part 1: Plan, Outcomes, and

Alignment; Part 2: Resources and Data Focus; and Part 3: Strategic Planning and Budgeting.

○ ***Humanities:***

- The Commercial Music Major is not being assessed. We need to set up an OA plan and begin collecting data for this program.
- The Workplace Leadership program is not being assessed. Because this program is a compilation of courses from other programs, we need to find a way to assess learning outcomes for this program specifically.
- The undergraduate Humanities Core is not being assessed. We need to set up an OA plan and begin collecting data to assess these courses.
- The DMD, Public History, and Strategic & Mass Communication programs are lacking in data for some of the program learning outcomes. This is because enrollment in those programs is currently low. Some OA courses haven't run yet because students are not at the point where they need those courses. In addition, some of the DMD and COM courses are part of the Humanities Core; therefore, when they are assessed, students not in these programs are included in assessments. The Chair will be cleaning up the assessment maps for the Humanities programs in preparation for AY2022-23.
- COM329 did not meet the acceptable target of 3.5.
 - The average student scores were 3.33. However, there were only 6 students who submitted work for this class; therefore, there were not enough students to generalize these findings.

- In addition, because of student scheduling issues, we have not required the regular sequence of courses, so students have not had the appropriate writing preparation for this writing intensive course. We will fix this by creating guided pathways to graduation that students will follow.
 - Lastly, we know that COVID affected students' learning, especially in writing skills, so it's possible that these students are behind and this assessment reflects that. We recommend a continuation of assessment to see if this trend continues.
- ***Science and Math:***
 - The B.S. Forensic Science program has a clear and concise program outcome assessment plan and curriculum map. However, the program only has four outcomes assessment courses (FCS215, CHM481, CHM411, and BIO435) and the program curriculum map only demonstrates “reinforcing” and “practicing” program outcomes. The Chair will work with faculty to identify more outcomes assessment courses and opportunities to “introduce” and “master” program outcomes.
 - The B.A. Health, Fitness, and Wellness program has an incomplete program outcome assessment plan and curriculum map. There are only three outcomes assessment courses (HFW415, HFW413, and NAT321) and the program curriculum map only demonstrates “introducing” program outcomes. The Chair will work with faculty to identify more outcomes assessment courses and opportunities to “practice,” “reinforce,” and “master” program outcomes. Moreover, faculty reported “not met” and “moving

away” from acceptable and ideal targets for HFW415 and HFW413. Further, the Chair and faculty will consider program termination of the existing program (new B.A. in Global Sports may replace the purpose the current B.A. in Health, Fitness, and Wellness serves) and design of a new program emphasizing Sport and Human Performance (more closely aligning with student goals). Either an updated assessment plan or new program proposal will be reported to the Chair of Science and Mathematics by the end of December, 2022.

- The B.A. Chemistry program is not being assessed. Currently, the program closely aligns with the B.S. in Forensic Science. An assessment plan was to be reported to the Dean and Assistant Dean of Academic Operations by the end of AY 2021-22. However, due to leadership transitions in the School of Arts and Sciences this was not accomplished. The Chair will work with faculty to design a program outcomes assessment plan, outcomes assessment courses, and opportunities to “introduce,” “reinforce,” “practice,” and “master” learning objectives within a curriculum map. The assessment plan will be delivered to the Dean and Assistant Dean of Academic Operations by the end of April 2023.
- The B.S. Mathematics program was not assessed. Faculty will work with the Chair to determine the feasibility for this program and/or proposal for new concentrations, minors, or a major in Mathematics. The goal for a report to the Office of the Provost will be the end of April 2023.

- The B.S. Exercise Science program had a student submission of artifacts rate of 85.1 percent in AY21-22. The Chair will work with faculty to improve student submissions of artifacts.
- EXS475 reported “not met” and “moving away” for acceptable and ideal targets, respectively. The Chair will work with the faculty in charge of teaching EXS475 to design “doable” research projects that allow for better assessment of student outcomes. This course was highly impacted by COVID-19 restrictions for in-person data collection. With COVID-19 restrictions being lifted, student outcomes concerning the research manuscript should improve.
- EXS422 and EXS442L reported “not met” and “approaching” acceptable and ideal targets. The artifacts for these courses are the Metabolism Lab and American College of Sports Medicine’s Exercise Physiologist Examination, respectively. The Chair will work with faculty to address learning gaps in bioenergetics, oxygen kinetics, and managerial aspects of exercise physiologists to improve these student outcomes.
- **Education:**
 - In the M.Ed., we need to change the name of EDU514 (Higher Administrative Writing) to “Professional Communication and Writing” to include Instructional Design students in this course and not make them feel the course is for Higher Ed Concentration students only.

- ***Tiffin Core:***
 - DEC 400 reported “not met” and “approaching” acceptable and ideal targets. The artifact for this course is the Final Project. It is recommended to keep the assessment and gather more data especially in the on-campus sections. Information will be shared with the DEC 400 instructors for AY22-23 on specific criteria to emphasize as students work on the Final Project, specifically “Selecting and using information to investigate a point of view or conclusion”.
 - HIS 201 reported “not met” and “approaching” acceptable and ideal targets. The artifact for this course is the Final Project. The rubric was changed for AY21-22 compared to previous years. The acceptable and ideal targets may need adjusted accordingly. After completion of the AY22-23 scoring, the chair will work with HIS faculty to adjust targets as necessary.
 - MAT 275 - The OA assignment was not completed in the on-campus section, so data was very limited. The chair will work with the on-campus instructor in Spring 2023 to ensure the assignment is embedded in the course.

Overall School Assessment

Suggested Areas of OA Focus for the Next Academic Year:

- ***Humanities:***
 - Add assessment plans for the following programs:
 - Commercial Music
 - Workplace Leadership

- Humanities Core
 - Global Sports & Culture (new for AY22-23)
- Revise OA curriculum maps for the following programs (to include Introduction, Reinforcement, and Mastery)
 - DMD
 - Public History
 - Strategic & Mass Communication
- Set up new OA curriculum map for all new MH curriculum and new MA curriculum (for AY23-24)
- ***Science and Math:***
 - Maintain strong results indicating effective teaching strategies and curriculum for the B.S. Forensic Science program.
 - Revise assessment plans and structures for B.S. Mathematics and Forensic Science and B.A. Health, Fitness, and Wellness programs - The Chair will work with faculty to determine the direction of the B.S. Mathematics and B.A. Health, Fitness, and Wellness programs. The Chair will work the Forensic Science faculty to identify content areas for introduction, practice, and mastery.
 - Design an OA plan for the B.A. Chemistry and M.S. Clinical Exercise Physiology programs to be completed by the end of AY22-23.
 - Identify pathways for student success on certification exams, human metabolism and oxygen kinetics, and research design, data collection, and dissemination.
 - Unclear direction of B.S. in Neuroscience program (partnership with

RIZE).

- Unclear direction of B.S. in Health Science/Nursing and purview of oversight.

○ **Education:**

- Re-structure the OA PLOs and rubrics for each of the M.Ed. Concentrations to be completed during the Summer of 2022 with Dr. Michelle Maus as part of a pilot program within the OA department - The new PLOs will collect data beginning the Fall of 2022. The goal is to have three assessments per each PLO to identify a course in the program that introduces the PLO, one that reinforces it, and a third that shows mastery.
- No OA data is collected by TU for the Undergraduate Education Programs. All data is collected, organized, and analyzed by Lourdes University.

○ **Tiffin Core:**

- Revise the DEC sequence - There is a planned revamp of the entire DEC100-400 sequence in order to better align the courses with the Core Competencies. This will result in changes to the OA assignments. SAS has established a panel of “DEC Fellows” to work on the revisions with the Provost and the Chair of the Tiffin Core during AY22-23. Offerings of the revised courses will commence in AY23-24.
- Review CST 111 - Digital Literacy and Technology Readiness: Due to high rates of student failures/withdrawals, this course will be reviewed by a group of faculty in both SAS and SOB.

Other Information Indirectly Related to OA

- Because Lourdes University manages the Undergraduate Education outcomes assessment, here is some information about the undergraduate program from our point of view:
 - The Undergraduate Education program through Partnership with Lourdes University received a Grant through DOE for the teacher shortage to add a 3+2 Masters in Special Education program. A faculty member will be hired Summer 2022 to begin building the program in the Fall of 2022.
 - The Undergraduate Education program ran a tutoring pilot program study during the fall and spring semesters to help students pass their Praxis and OAE exams.
 - Fees were added to the undergraduate education courses to create a funding account that can be used to purchase tests and materials for students.
 - The Undergraduate Education program sheet and website were updated in the Spring of 2022.
 - Dr. Michelle Meadows sent out 150 emails to advertise the new Instructional Design Concentration to K-12 principals and curriculum directors prior to the Summer of 2022.
 - Plans for upcoming year:
 - Create a proposal to approve a course for the 240 tutoring program for the undergraduate education programs.
 - Create an official education club on campus (started this last fall 2021 but it did not get completed)
 - Increase retention and enrollment within both undergraduate and graduate programs.

School of Business

By: Dr. Terry Sullivan

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, ensures that each student masters the basic, yet essentials 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.

AY 2021-22 School of Business Academic Programs

- BBA Accounting
- BBA Business Management
- BS Computer Science
- BBA Finance
- BBA Healthcare Management
- BBA Human Resource Management
- BBA International Business
- BBA Marketing
- BBA Manufacturing Management
- BBA Sports Management
- BBA Supply Chain Management
- MBA Data Analytics Concentration
- MBA Finance Concentration
- MBA Forensics and Fraud Examination Concentration
- MBA Healthcare Administration Concentration

- MBA Human Resource Management Concentration
- MBA International Business Concentration
- MBA Leadership & Change Concentration
- MBA Marketing Concentration
- MBA Sports Management Concentration
- Ph. D. Global Leadership and Change

Summary of the School of Business OA Process for Academic Year 2021-22

This academic year a greater emphasis was placed on improving programs by focusing on the weaknesses of each program as indicated by last year's Outcomes Assessment findings. This was accomplished by utilizing the Department Meetings where more time was spent at beginning of each semester to review courses that had suggestions for improvements for the current academic year. Recaps of prior year Outcomes Assessment results were reviewed with Faculty.

Program Chairs, in conjunction with Outcomes Assessment Department, reached out to new and recent hires for one-on-one instruction and reach out for Outcomes Assessment Assignment management. This was extended as a refresher to all faculty as well.

The following were the key program assessments for the 2021-22 academic year:

- 1) Accounting Program – ACC313 Job Order Cost System, ACC301 Financial Statement Project, ACC304 Tax Research Analysis, ACC404 Presentation Project. ACC210 was assessed in previous years, but not in current year due to rotation of assessed courses.
- 2) Business Management - MGT 301 Case Study, MGT 470 Internship Site Supervisor Evaluation
- 3) Computer Science Program – CST412 Management Case Study, CST301 Software Program, CST430 Hands-on-Skill Final, CST280 Case Project, CST450 Software

Program. CST345 was assessed in previous year, but not in current academic year due to course not running.

- 4) Finance – FIN421 Case Study, ECO422 Problem Set, FIN426 Problem Set
- 5) Human Resource Management - MGT 317 Group Case Study
- 6) International Business – MGT 411 Case Study
- 7) Manufacturing Management – MGT 455 -N/A
- 8) Marketing MKT 470 Internship Site Supervisor Evaluation, MKT 404 Final Project, MKT 252 Critical Thinking Paper, MKT 402– Marketing Research Project
- 9) Sports Management - SMG 405 Analytics Project, SMG 235 Website Assignment, LAW 260 Ethical Dilemma Assignment, SMG 470 Internship Site Supervisor Evaluation
- 10) Supply Chain - MGT 221 Baldrige Project
- 11) MBA CORE -assessed the core program with four classes, MGT 526 Quantitative Business Analysis and Research, Final Research Project; MGT 614 Global and Transactional Management, Final Project MGT 622 Strategic Management, Capstone Paper and MGT 623 Legal and Ethical Issues in Management, Final Project.
- 12) MBA Concentrations - LDR 611 Presentation, DAX 641 Create Forecast; FIN 627 Term Paper, FFE 620, Identity Theft Assignment; HCA 553 Final Project, HRM 613 Improving Diversity and Inclusion Practices at Work, MKT 627 Marketing Plan, MKT 631 Meeting Case Study and, SMG 670 Reflection Assignment.
- 13) PhD – RES810 CQ Reflection, RES815 Research Question & Hypothesis, GLC740 Final Project, GLC735 Case/Applied Research Paper 4, GLC755 Best Practices Activity, RES710 Argumentative/Persuasive Essay Paper.

Once again, as part of the undergraduate and MBA core assessment, Tiffin University's School of Business utilized the Peregrine Exam. This exam allows Tiffin University's School of Business to nationally norm their business students against students from both Accreditation Council for Business Schools and Programs (ACSBP) and The Association to Advance Collegiate Schools of Business (AACSB). The Peregrine exam is a Major Field Test (MFT) designed to assist administrators, academic program chairs, assessment coordinators, faculty, and other academic officials with program-level direct assessment of institutional programs by providing data for both internal and external benchmarking. The results from this exam are used to assess strengths and opportunities for improvement associated with the academic programs based upon the knowledge levels of the students regarding the foundational learning outcomes of the curriculum.

Action Taken on Shortcomings Identified in 2020-21

- Accounting: Learning outcome 1, where students will demonstrate knowledge of an accounting information system, was not assessed during the year. It was part of normal rotation that it was removed for assessment. Outside of assessment, a textbook change was made, and a change was made to the major course project. This will need to be monitored for future use. In addition, the accounting program will assess all outcomes in the future, in order to keep record and trend history of assessments.
- Computer Science: Learning outcome 2, for the Network System Administration Concentration states that students will demonstrate the ability of Microsoft client and server operating systems to configure, repair, optimize, and solve systems issues. This course was not assessed during the current academic year. However, faculty did still

consider the book that was used. Faculty felt since this program change was so new, they will continue to monitor for another year and reconsider texts going forward.

- Finance: Update on learning outcomes 1 and 2 from the previous year, where data was not collected. Data was successfully collected this year and assessed properly. Learning outcome 3 states students will analyze how capital markets function to allocate resources, and the acceptable target was not met during 2020-2021 academic year. Faculty's suggestion was to introduce SPSS Modeler (instead of SPSS Statistics) for the 2021-22 year. They will also remove course content regarding cost in order to introduce a project. These items did take place during the current academic year, but scores increased from 2.70 to 3.29.
- Management: The rubric was updated and a new artifact was used for the 2021-22 academic year. Data was collected for MGT 301 had student submissions that were not evaluated limiting the overall data obtained for thorough results.
- Marketing: It was observed that student group interaction was limited due to the pandemic. The 2021-22 academic year allowed for more group interaction resulting in higher rubric scores 3.71/4 student score.
- Sports Management: SMG 470 has not hit the ideal target of 3.5/4, although the target has been met each year. The development of stronger customer relationships in a public (working) environment that was noted in the 20/21 report was limited in the 2021-22 academic year due to COVID thus not allowing the movement towards the ideal target.

Highlight of School of Business Undergraduate and Graduate Programs for AY 2021-22

Program Strengths.

Once again, as part of the undergraduate and MBA core assessment, Tiffin University's School of Business utilized the Peregrine Exam. This exam allows Tiffin University's School of Business to nationally norm their business students against students from other (ACBSP) schools. Additionally, the exam serves to provide insight into core competencies that may 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 a 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 student-retained knowledge in relation to academic program learning outcomes.

Peregrine Academic Services places a high priority on ensuring the validity and reliability of the assessment services. The exam includes 10 questions for each topic, and each exam is unique in that questions are selected at random from a 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 graph below labeled “Undergraduate Fall Seated 2021 (A)” shows how Tiffin University students completed the exam in Fall 2021 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 18.56 percentage points higher in each competency area as compared to other participating ACBSP Institutions. An improvement of 7.25% as compared to the previous year. The graph below labeled “Undergraduate Spring Seated 2022 (B)” shows that Undergraduate Tiffin University School of Business students scored on average 15.51 percentage points higher in each competency area as compared to other participating ACBSP Institutions. An improvement of 2.0% as compared to the previous year. The graph below labeled “Undergraduate Fall Seated 2021 (C)” shows how Tiffin University students completed the exam in Fall 2021 compared with students from other AACSB Schools. Tiffin University students performed extremely well as compared to students from other AACSB Schools. Undergraduate

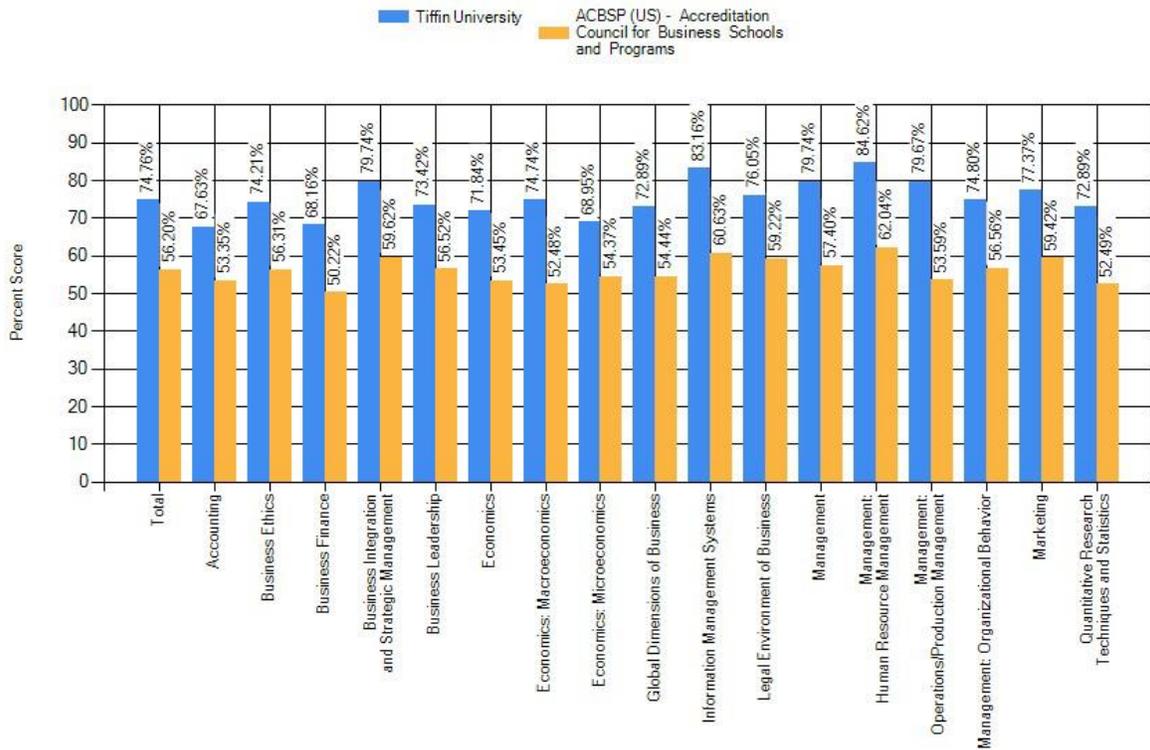
Tiffin University School of Business students scored on average 19.65 percentage points higher in each competency area as compared to other participating AACSB Institutions. An improvement of 7.7% as compared to the previous year. The graph below labeled “Undergraduate Spring Seated 2022 (D)” shows that Undergraduate Tiffin University School of Business students scored on average 15.37 percentage points higher in each competency area as compared to other participating AACSB Institutions. An improvement of 1.22% as compared to the previous year. The graph below labeled “Undergraduate Online Fall 2021 (E)” shows that Undergraduate online Tiffin University School of Business students scored on average 7.34 percentage points higher in each competency area as compared to other participating ACBSP Institutions. The graph below labeled “Undergraduate Online Spring Seated 2022 (F)” shows that Undergraduate Tiffin University School of Business students scored on average 12.69.51 percentage points higher in each competency area as compared to other participating ACBSP Institutions. The graph below labeled “Undergraduate Online Fall Seated 2021 (G)” shows how Tiffin University students completed the exam in Fall 2021 compared with students from other AACSB Schools. Undergraduate online Tiffin University School of Business students scored on average 8.43 percentage points higher in each competency area as compared to other participating AACSB Institutions. The graph below labeled “Undergraduate Online Spring Seated 2022 (H)” shows that Undergraduate Tiffin University School of Business students scored on average 12.55 percentage points higher in each competency area as compared to other participating AACSB Institutions. The graph below labeled “Graduate Seated Spring 2022 (K)” shows that the seated Graduate Tiffin University School of Business students scored on average 20.84 percentage points higher in each competency area as compared to other participating ACBSP Institutions. The graph below labeled “Graduate Seated Spring 2022 (L)” shows that the

online Graduate Tiffin University School of Business students scored on average 21.6 percentage points higher in each competency area as compared to other participating AACSB Institutions.

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

Figure 8 Undergraduate Fall Seated 2021 (A)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

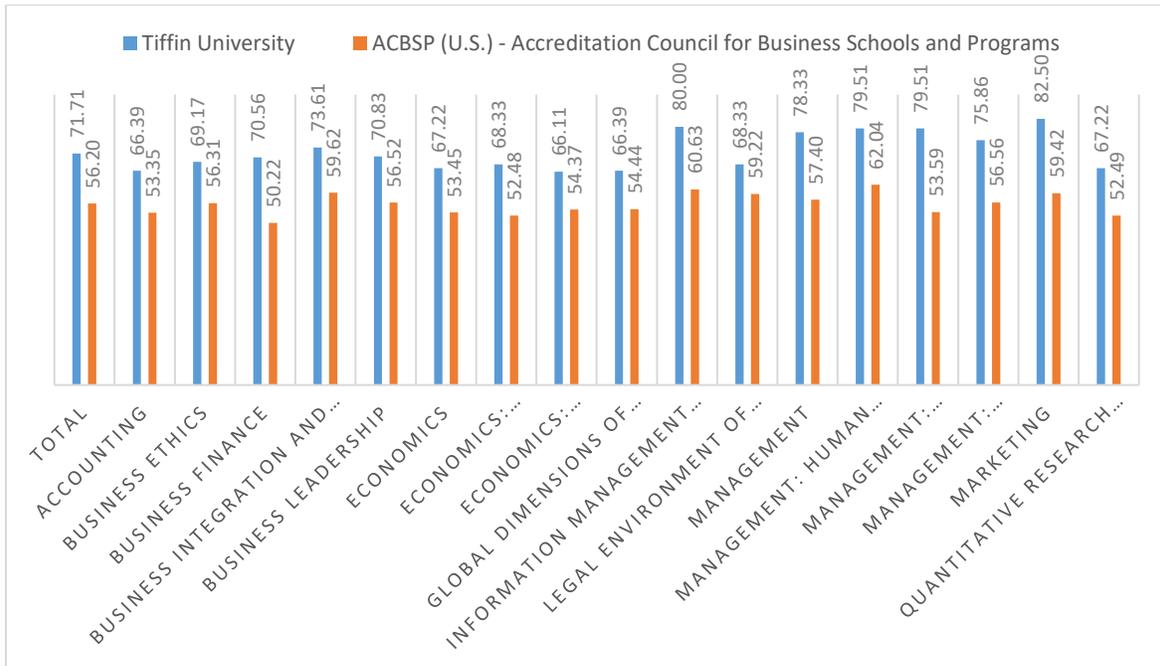
ACBSP (US) - Accreditation Council for Business Schools and Programs.



- 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 2021, undergraduate students at Tiffin University in the School of Business scored an average of 74.76% on the Major Field Test (MFT) as compared to an average of 56.20% for all ACBSP students completing the exam national. This means that on average Tiffin University students outperformed the national average by 18.56%. An improvement of 7.25% points compared to the previous year.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other (ACBSP) schools. Exam results demonstrate students retained knowledge and learning.

Figure 9 Undergraduate Spring Seated 2022 (B)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

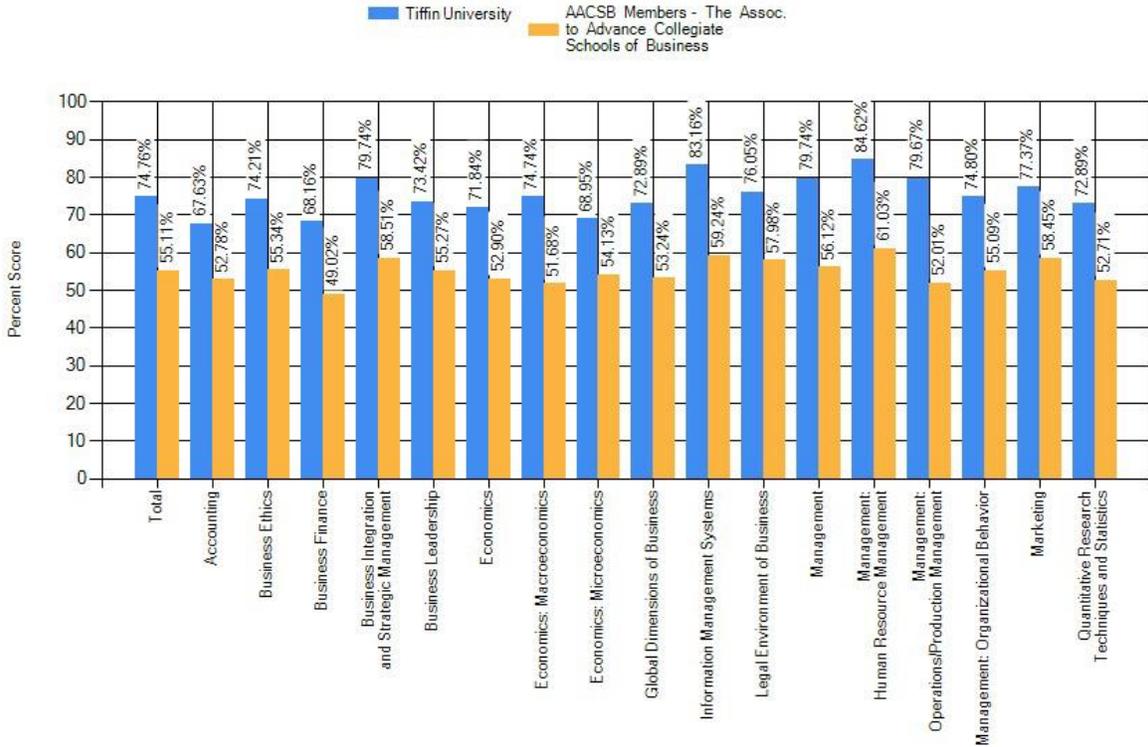
ACBSP (US) - Accreditation Council for Business Schools and Programs.



- 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 2022, undergraduate students at Tiffin University in the School of Business programs scored an average of 71.71% on the Major Field Test (MFT) as compared to the average of 56.20% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 15.51%. An improvement of 2.0% points compared to the previous year.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of the Outcome assessment to benchmark our students. Exam results demonstrate students retained knowledge and learning.

Figure 10 Undergraduate Fall Seated 2021 (C)-Overview: Outbound Exam Results Compared to the Aggregate Pool for programs

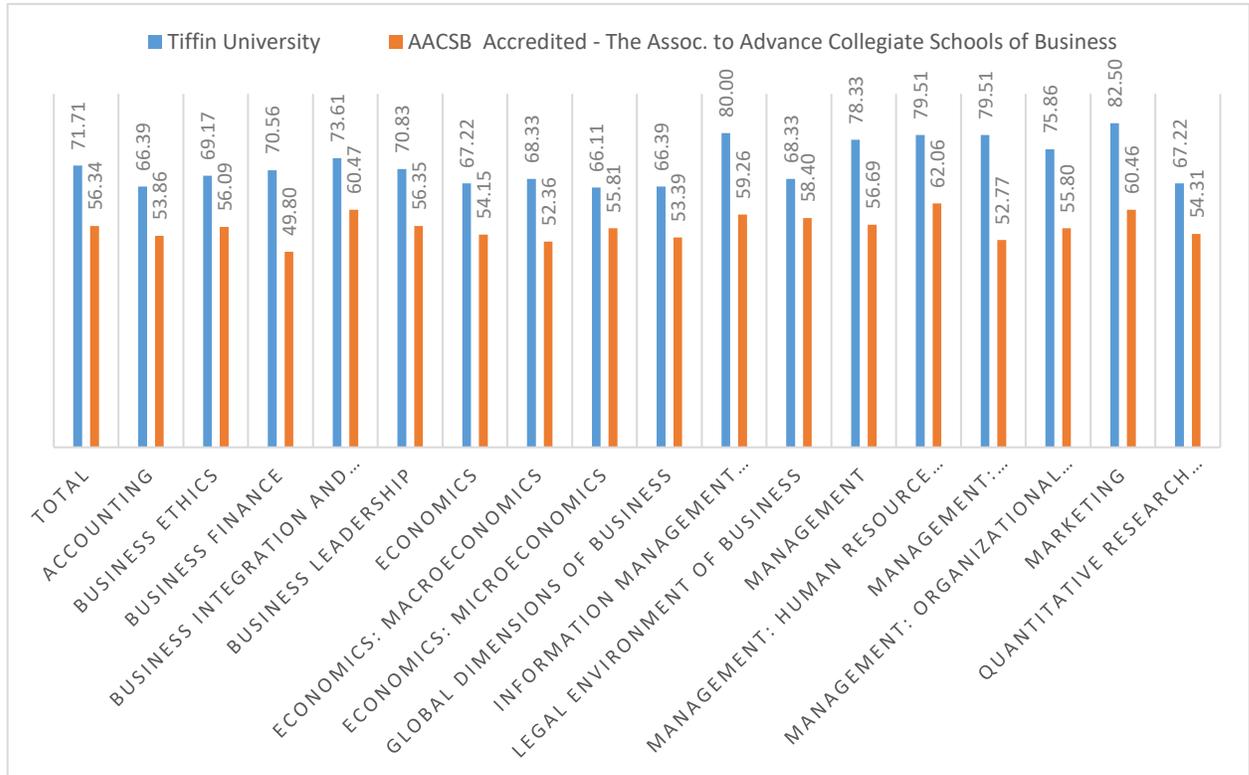
AACSB Members - The Assoc. to Advance Collegiate Schools of Business



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all AACSB students completing the exam nationally.
- During Fall 2021, undergraduate students at Tiffin University in the School of Business scored an average of 74.76% on the Major Field Test (MFT) as compared to an average of 55.11% for all AACBS students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 19.65%. An improvement of 7.7% points compared to the previous year.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of the Outcome assessment to benchmark our students. Exam results demonstrate students retained knowledge and learning.

Figure 11 Undergraduate Spring Seated 2022 (D)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

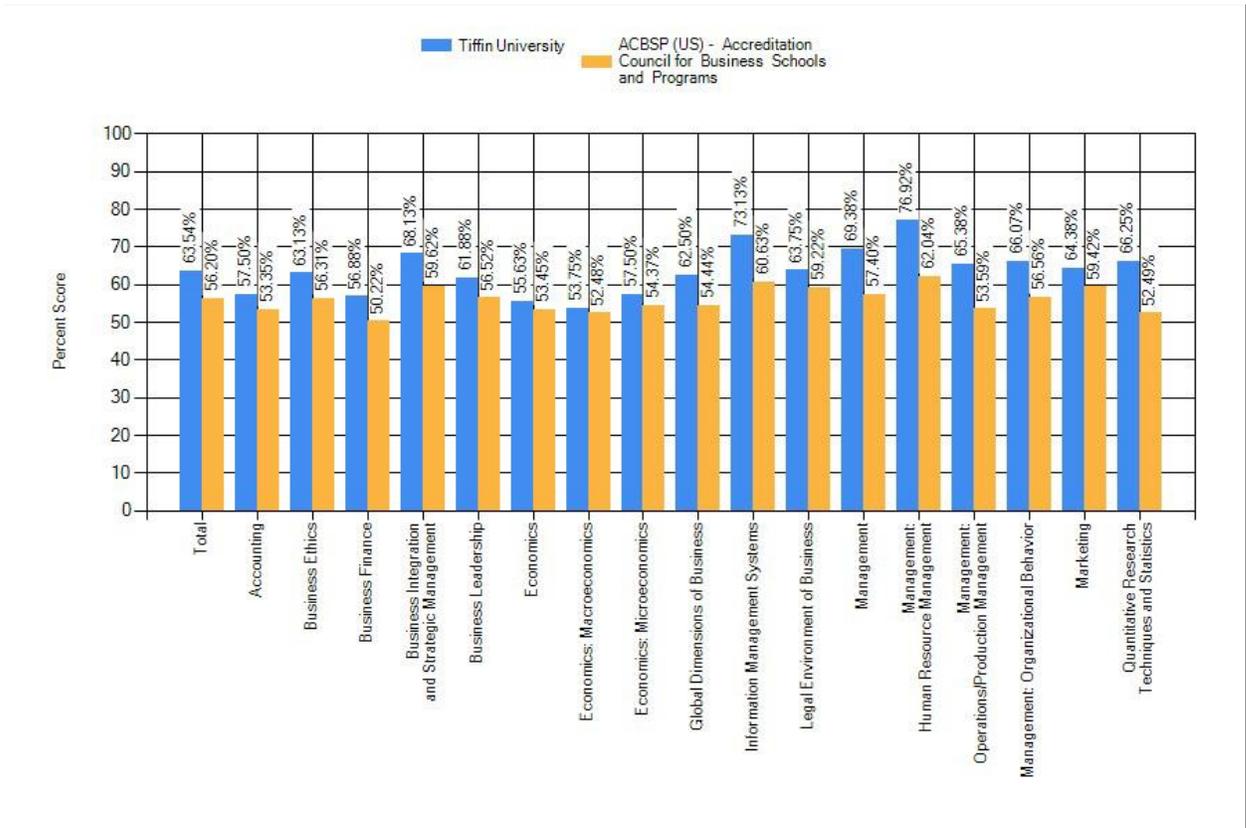
AACSB Members - The Assoc. to Advance Collegiate Schools of Business



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all AACSB students completing the exam nationally.
- During Spring 2022, undergraduate students at Tiffin University in the School of Business programs scored an average of 71.71% on the Major Field Test (MFT) as compared to the average of 56.34% for all AACSB students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 15.37%. An improvement of 1.22% points compared to the previous year.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of the Outcome assessment to benchmark our students. Exam results demonstrate students retained knowledge and learning.

Figure 12 Undergraduate Online Fall 2021 (E)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

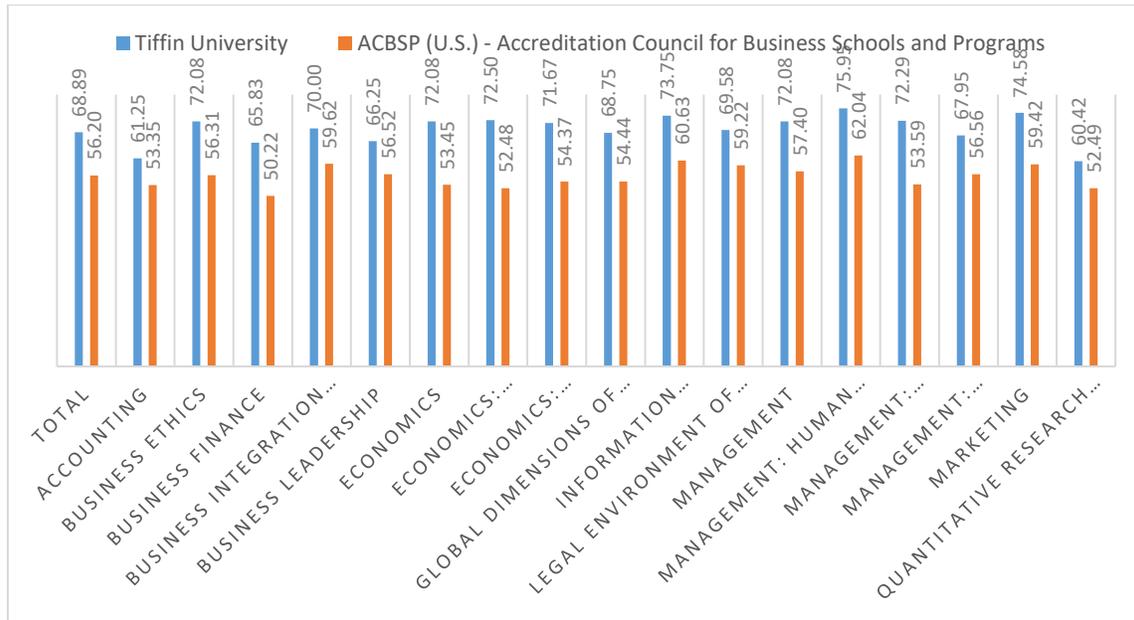
ACBSP (US) - Accreditation Council for Business Schools and Programs.



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all online students completing the exam nationally.
- During Fall 2021, online undergraduate students at Tiffin University in the School of Business programs scored an average of 63.54% on the Major Field Test (MFT) as compared to the average of 56.20% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 7.34%.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of the Outcome assessment to benchmark our students. Exam results demonstrate students retained knowledge and learning.

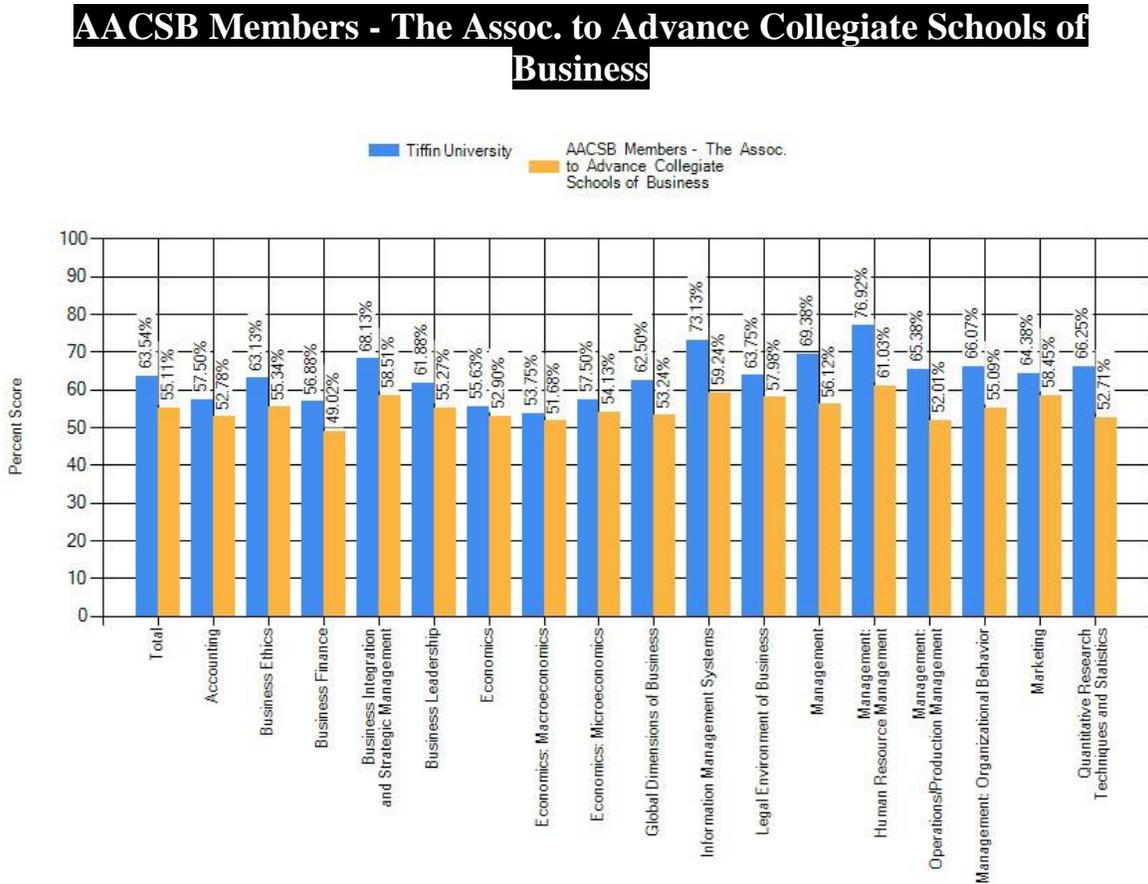
Figure 13 Undergraduate Online Spring 2022 (F)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

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 2022, undergraduate online students at Tiffin University in the School of Business programs scored an average of 68.89% on the Major Field Test (MFT) as compared to the average of 56.20% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 12.69%.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other (ACBSP) schools. Exam results demonstrate students retained knowledge and learning.

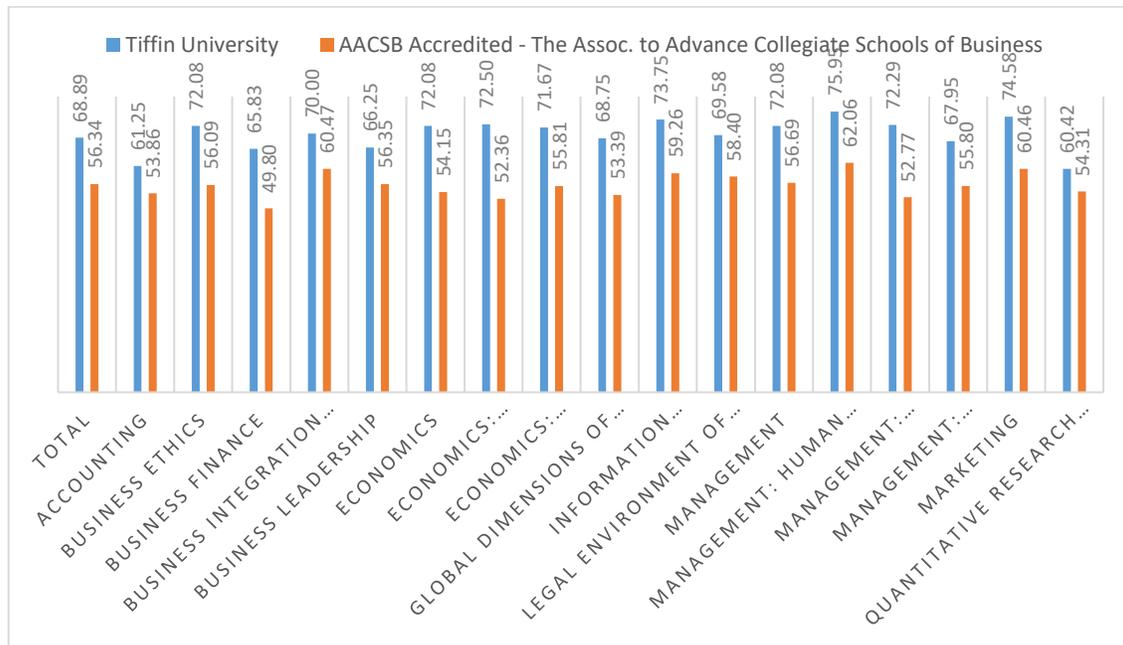
Figure 14 Undergraduate Online Fall 2021 (G)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all online students completing the exam nationally.
- During Fall 2021, online undergraduate students at Tiffin University in the School of Business programs scored an average of 63.54% on the Major Field Test (MFT) as compared to the average of 55.11% for all AACBS students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 8.43%.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of the Outcome assessment to benchmark our students. Exam results demonstrate students retained knowledge and learning.

Figure 15 Undergraduate Online Spring 2022 (H)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

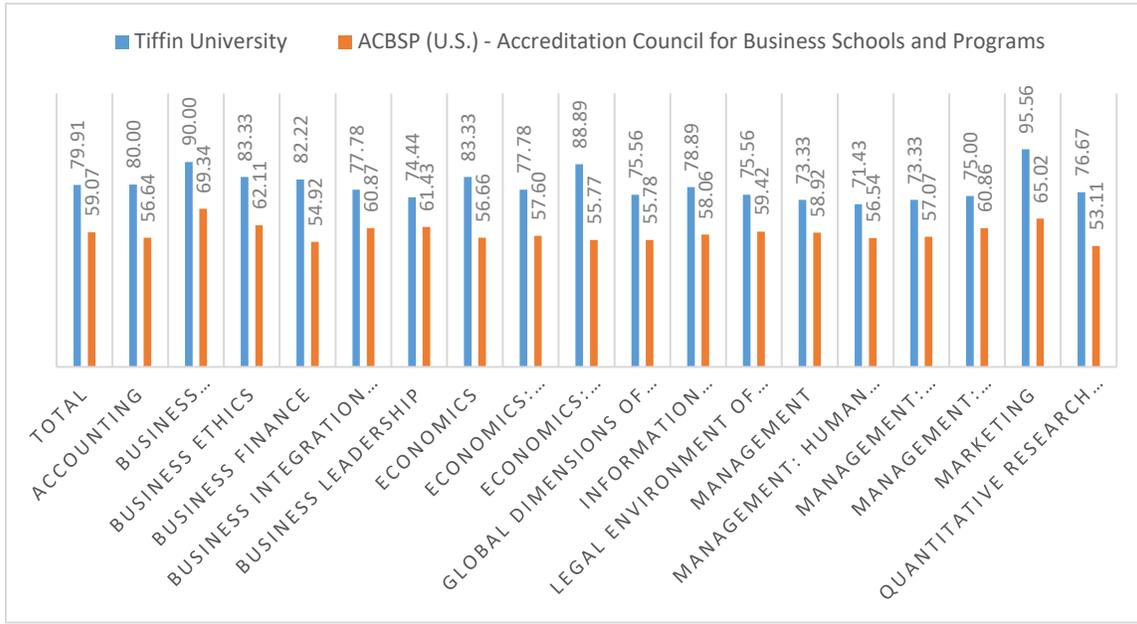
AACSB Members - The Assoc. to Advance Collegiate Schools of Business



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all AACSB students completing the exam nationally.
- During Spring 2022, undergraduate students at Tiffin University in the School of Business programs scored an average of 68.89% on the Major Field Test (MFT) as compared to the average of 56.34% for all AACSB students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 12.55%.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of the Outcome assessment to benchmark our students. Exam results demonstrate students retained knowledge and learning.

Figure 16 Graduate Spring Seated 2022 (K)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

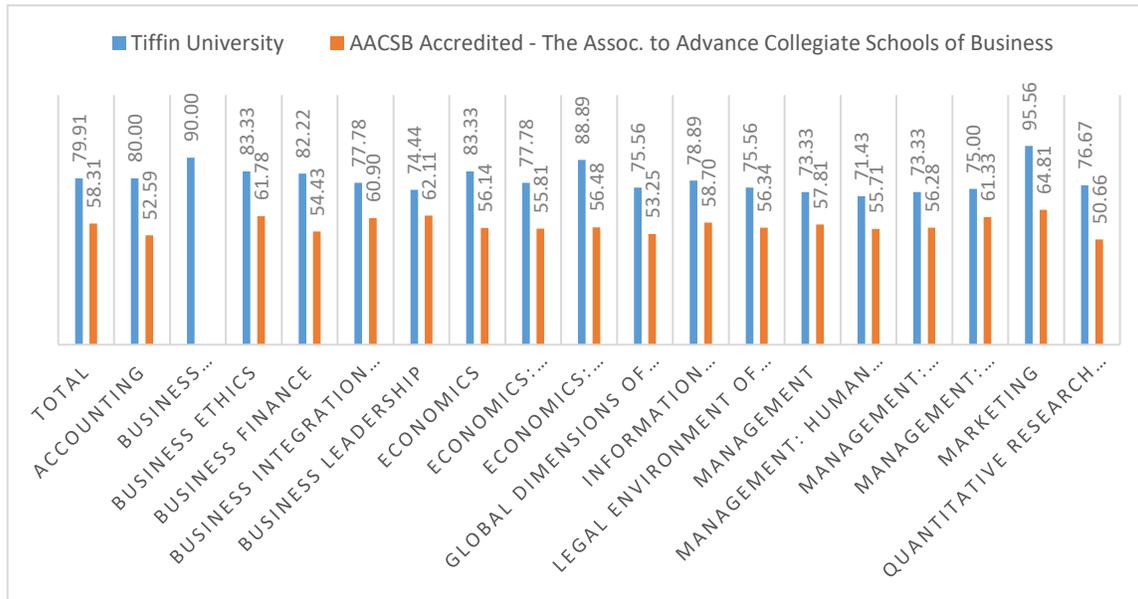
ACBSP (US) - Accreditation Council for Business Schools and Programs



- 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 2022, graduate students at Tiffin University in the School of Business scored an average of 79.91% on the Major Field Test (MFT) as compared to an average of 59.07% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 20.84%.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other (ACBSP) institutions. Exam results demonstrate students retained knowledge and learning.

Figure 17 Graduate Spring Seated 2022 (L)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

AACSB Members - The Assoc. to Advance Collegiate Schools of Business



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University undergraduate students to all AACSB students completing the exam nationally.
- During Spring 2022, undergraduate students at Tiffin University in the School of Business programs scored an average of 79.91% on the Major Field Test (MFT) as compared to the average of 58.31% for all AACSB students completing the exam nationally. This means that on average Tiffin University students outperformed the national average by 21.6%.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of the Outcome assessment to benchmark our students. Exam results demonstrate students retained knowledge and learning.

Recognizing that the ability to benchmark performance, through national testing, as an essential part of the OA process, the School of Business has decided to continue using the Peregrine exam moving forward. Beyond the Peregrine exam, additional academic program strengths can be found in the 2021-22 Taskstream outcomes assessment data that was collected. Those additional program strengths were as follows:

Accounting

Program learning outcome 5 is where students will demonstrate an understanding of internal controls and risk assessment. The target for the assessment instrument used was 3 out of 4 on the rubric. Students exceeded the ideal target of 3.5, by achieving a 3.81 out of 4.

Computer Science

Program learning outcome 1, identify hardware and operating systems to comply with industry standards. The target for the assessment instrument used was 3 out of 4 on the rubric. Students exceeded the ideal target of 3.5, by achieving 3.72 out of 4.

Finance

Program learning outcome 4 is where students apply hedging techniques to minimize risk. The target for the assessment instrument used was 3 out of 4 on the rubric. Students exceeded the ideal target of 3.5, by achieving a 3.84 out of 4.

Business Management

Learning outcome 6 for the management program states that the students will apply management theories through experiential learning. The target for the assessment instrument used in MGT 470 was 3 out of 4. Students did meet the target achieving a 3.46/4.

Human Resource Management

The learning outcome 3 for the human resource management program states the students will interpret ethical implications of human resource management related to situations and its impact

on decision-making. The ideal target for the assessment instrument used in MGT 317 was 3.5 out of 4. Students did meet the ideal target achieving a 3.5/4.

International Business

The learning outcome 1 for the international business program states the students will demonstrate knowledge of the impact of cultural differences on managerial structures and decision making. The ideal target for the assessment instrument used in MGT 411 was 3.5 out of 4. Students did meet the ideal target achieving a 3.55/4.

Manufacturing Management

There was no identified strength for the year as the Assessment Course for this program, MGT 455 was not offered so no data was collected.

Marketing

The learning outcome 3 for the marketing program states the students will demonstrate the ability to make ethical decisions in the marketing field. The ideal target for the assessment instrument used in MKT 402 was 3.5 out of 4. Students did meet the ideal target achieving a 3.63/4.

Sport Management

The learning outcome 3 for the sports management program states the students will demonstrate the ability to professionally communicate across all medias. The ideal target for the assessment instrument used in SMG 235 was 3.5 out of 4. Students did meet the ideal target achieving a 3.75/4.

Supply Chain Management

The learning outcome 1 for the supply chain management program states the students will identify operational problems within the field of supply chain, and assert problem solving

strategies to develop solutions. The ideal target for the assessment instrument used in MGT 221 was 3.5 out of 4. Students did meet the ideal target achieving a 3.6/4.

Master of Business Administration

- MGT 622
 - Performance Measure
 - PLO #1: 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.
 - Measure Instrument Process
 - Direct and internal data derived from business unit MGT 622 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the target achieving an average of 3 out of 4.
 - Analysis of Results
 - Students met the ideal target of 3.5, achieving a 3.67/4. 91.67%.
Ideal target exceeded.
 - Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended making students aware of the MFT sooner in the course. It shows that many students reached out inquiring what this test was, how it was graded, etc. (even though this is stated in

the course). Instructors need to provide this explanation in week 4 but providing it sooner might be beneficial.

- MGT 526
 - Performance Measure
 - PLO #2: Students will demonstrate the ability to communicate clearly and professionally.
 - Measure Instrument Process
 - Direct and internal data derived from business unit MGT 526 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the acceptable target achieving an average of 3 out of 4.
 - Analysis of Results
 - Students did not meet the ideal target of 3.5/4, achieving only a 3.14/4 78.55%. Ideal target approaching.
 - Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended incorporating more videos for those who had not had a statistics class in the past.
- MGT 614
 - Performance Measure
 - PLO #4: 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.

- Measure Instrument Process
 - Direct and internal data derived from business unit MGT 614 on the assessment rubric in Taskstream.
- Current Results
 - Students did meet the target achieving an average of 3 out of 4.
- Analysis of Results
 - Students did meet the ideal target of 3.5, achieving only a 3.71/4
92.84 Ideal Target exceeded.
- Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended changing the rubric for the final project in Taskstream. Also, make the week 5 assignment about organizational structure instead of expatriate assignments.
- MGT 623
 - Performance Measure
 - PLO #5: Students will evaluate current research in order to synthesize, apply, and interpret research findings for a greater understanding of problem-solving.
 - Measure Instrument Process
 - Direct and internal data derived from business unit MGT 623 on the assessment rubric in Taskstream.

- Current Results
 - Students did meet the target achieving an average of 3 out of 4.
- Analysis of Results
 - Students did meet the ideal target of 3.5, achieving a 3.88/4. 96.92%. Ideal target exceeded.
- Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended maintaining the course, as is since everything worked well in the courses this year! The discussion questions and writing assignments are very timely and interesting topics for the students to research think about and discuss.
- LDR 611
 - Performance Measure
 - PLO #2: Students will demonstrate the ability to communicate clearly and professionally.
 - Measure Instrument Process
 - Direct and internal data derived from business unit LDR 611 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the target achieving an average of 3 out of 4.
 - Analysis of Results
 - Students did meet the ideal target of 3.5/4, achieving a 3.63/4 90.83% Ideal Target exceeded.

- Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended updating the links for future classes. Host a couple of live sessions for the next class; it will be a better Student - Faculty engagement.
- DAX 641
 - Performance Measure
 - PLO #3: MBA graduates will identify and apply tools and technology to solve quantitative problems and make decisions based on the information they generate.
 - Measure Instrument Process
 - Direct and internal data derived from business unit DAX 641 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the target achieving an average of 3 out of 4.
 - Analysis of Results
 - Students did not meet the ideal target of 3.5/4, achieving only a 3.42/4 85.42%. Ideal target approaching.
 - Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended updating an initial dataset they work on in Week 1 as some students suggested the dataset they worked with was too large and it took them a long time to download it.

- FIN 627
 - Performance Measure
 - PLO #1: 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.
 - Measure Instrument Process
 - Direct and internal data derived from business unit FIN 627 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the target achieving an average of 4 out of 5.
 - Analysis of Results
 - Students did not meet the ideal target of 4.5, achieving only a 4.35/5 86.95% Ideal target approaching.
 - Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended emphasizing the APA style and criterion 4. On average, students did well on all the components of the rubric except a few who did not do well on criterion 4 (grammar, mechanics, and style) where the primary issue was the following of APA citation rules.

- FEE 620
 - Performance Measure
 - PLO #5: Students will evaluate current research in order to synthesize, apply, and interpret research findings for a greater understanding of problem-solving.
 - Measure Instrument Process
 - Direct and internal data derived from business unit FEE 620 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the target achieving an average of 80 out of 100.
 - Analysis of Results
 - Students did meet the ideal target of 85/100, achieving a 96.73/100. Ideal target exceeded.
 - Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended improving all of the students to submit their assignments to Taskstream.
- HCA 553
 - Performance Measure
 - PLO #4: 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.

- Measure Instrument Process
 - Direct and internal data derived from business unit HCA 553 on the assessment rubric in Taskstream.
- Current Results
 - Students did meet the target achieving an average of 4 out of 5.
- Analysis of Results
 - Students did meet the ideal target of 4.5/45 achieving a 4.57/5
91.43% Ideal target exceeded.
- Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended that in the course document section that there is an instructional link to help the students with submitting multiple documents under the same assignment. In addition, a true reflection paper should be added to week #7. Finally, the course communicates the Taskstream involvement for assignment 6.2 in more areas of the home page.
- HRM 613
 - Performance Measure
 - PLO #4: 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.
 - Measure Instrument Process

- Direct and internal data derived from business unit HRM 613 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the target achieving an average of 3 out of 4.
 - Analysis of Results
 - Students did not meet the ideal target of 3.5/4, achieving only a 3.49/4 87.36. Ideal target approaching.
 - Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended making sure Assignment 2.2 is corrected on forming the teams. Also, insert a Collaborate feature in Week 2, and set up on-going Collaborate sessions for groups to work in. They could then also record these sessions.
- MKT 627
 - Performance Measure
 - PLO #4: 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.
 - Measure Instrument Process
 - Direct and internal data derived from business unit MKT 627 on the assessment rubric in Taskstream.
 - Current Results

- Students did meet the target achieving an average of 4 out of 5.
 - Analysis of Results
 - Students did meet the ideal target of 4.5/5, achieving a 4.54/5 90.7. Ideal target exceeded.
 - Action Taken or Improvement
 - In an effort to close the loop and improve student learning, the faculty recommended adding detail to directions and trying to incorporate more video/social media interaction and a little less writing.
- MKT 631
 - Performance Measure
 - PLO #2: Students will demonstrate the ability to communicate clearly and professionally.
 - Measure Instrument Process
 - Direct and internal data derived from business unit MKT 631 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the target achieving an average of 4 out of 5.
 - Analysis of Results
 - Students did not meet the ideal target of 4.5, achieving only a 4.48/5 89.56%. Ideal target approaching.
 - Action Taken or Improvement

- In an effort to close the loop and improve student learning, the faculty recommended incorporating a template or example of a case study, to eliminate initial confusion on the format of writing one. The initial student stress in the course was derived from not understanding how to structurally format different from that of a regular research paper.
- SMG 670
 - Performance Measure
 - PLO #1: 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.
 - Measure Instrument Process
 - Direct and internal data derived from business unit SMG 670 on the assessment rubric in Taskstream.
 - Current Results
 - Students did meet the target achieving an average of 3 out of 4.
 - Analysis of Results
 - Students did not meet the ideal target of 3.5/4, achieving only a 3.38/4 84.62. Ideal target approaching.
 - Action Taken or Improvement

- In an effort to close the loop and improve student learning, the faculty recommended connecting the internship experiences to mentorship clusters with industry professionals and an undergraduate sport management student. Students still lack true industry experience.

Ph.D. in Global Leadership and Change

Learning Outcome 4.1 in the RES 810 course offers a comprehensive program curriculum review and evaluation. As students enter the dissertation stage of their program, the 4.1 assignment of the RES 810 course measures the effectiveness of the curriculum. In the student's first course (RES710), students complete the CQ (Cultural Intelligence) survey, and in Week 1 of the RES 810 course, students complete their second CQ survey. The pre-post comparison Cultural Intelligence (CQ) Reflection Paper provides great insights for both individual students and the Ph.D. program, leading to significant curriculum enhancements and improvements. The following key questions are addressed within the Pre-Post reflection paper:

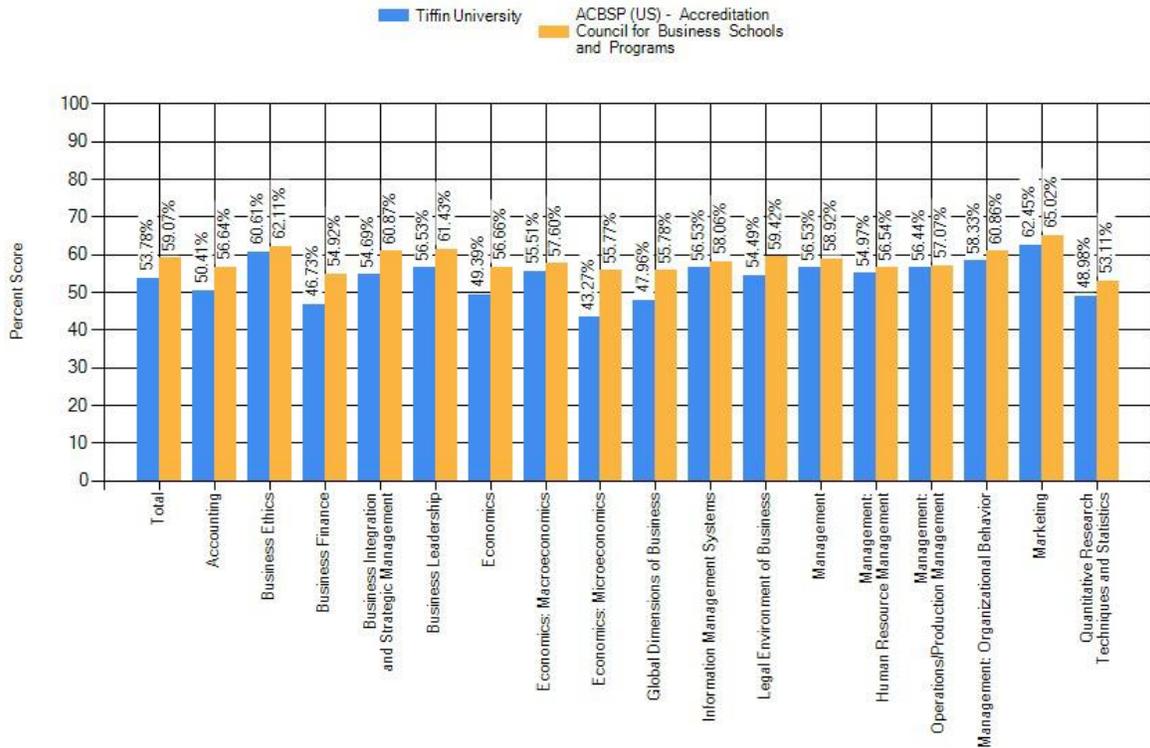
1. Explain why you think understanding other cultures and global awareness is important to you both in your career and personally.
2. How has your work and experience with Cultural Intelligence at TU helped you with that?
3. Based on your personal experiences and research, what do you believe are the implications of CQ with global leadership?
4. Explain what ways you think working with your CQ Assessment results has helped you to understand working with those from other cultures.

Program Weaknesses & Opportunities for Improvement.

One opportunity for improvement can be found in the Peregrine results for the Graduate Online program. In the graph below is labeled “Graduate Online Fall 2021 (K)”. As one can see from this graph, Tiffin University Online MBA Students scored an average of 53.78% on the Major Field Test (MFT) as compared to the average of 59.07% for all ACBSP students completing the exam nationally. This means that on average Tiffin University, students underperformed the national average by 5.29%. The graphs below are labeled “Graduate Online Spring 2022 (M)”. As one can see from these graphs, Tiffin University Online MBA Students scored an average of 55.70% on the Major Field Test (MFT) as compared to the average of 59.07% for all ACBSP students completing the exam nationally. This means that on average Tiffin University, students underperformed the national average by 3.37%. Additionally, in the graph below labeled “Graduate Online Fall 2021 (L)”. As one can see from this graph, Tiffin University Online MBA Students scored an average of 53.78% on the Major Field Test (MFT) as compared to the average of 55.16% for all AACSB students completing the exam nationally. This means that on average Tiffin University, students underperformed the national average by 1.38%. The graphs below are labeled “Graduate Online Spring 2022 (N)”. As one can see from these graphs, Tiffin University Online MBA Students scored an average of 55.70% on the Major Field Test (MFT) as compared to the average of 58.31% for all ACBSP students completing the exam nationally. This means that on average Tiffin University, students underperformed the national average by 2.61%. These results are an indication of an improvement. As mentioned in last year’s Outcomes Assessment Report, the School of Business is in the process of updating all MBA Online courses to the Next Gen. The process will be finalized during the spring 2023 academic year. In addition, more efforts are going to be implemented to make students aware of the MFT sooner in the course MGT 622. Instructors need to provide this explanation in week 1.

Figure 18 Graduate Online Fall 2022 (K)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

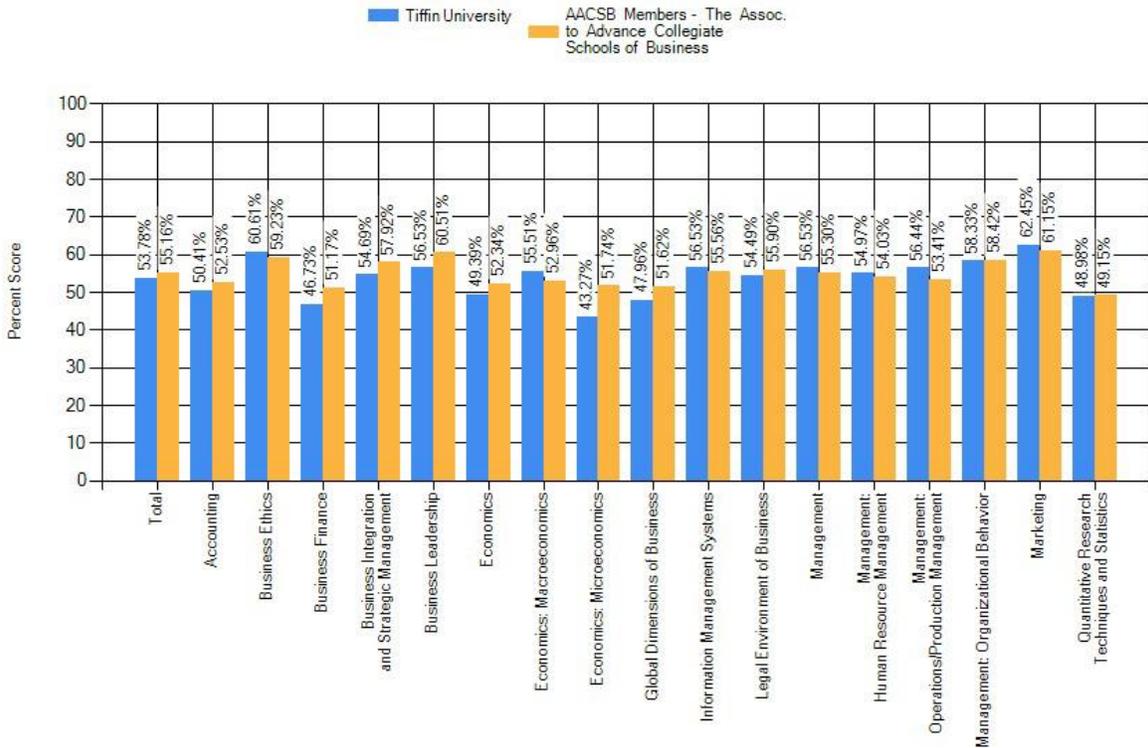
ACBSP (US) - Accreditation Council for Business Schools and Programs



- 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 Fall 2021, Online graduate students at Tiffin University in the School of Business scored an average of 53.78% on the Major Field Test (MFT) as compared to an average of 59.07% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students underperformed the national average by 5.29%.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other (ACBSP) institutions. Exam results demonstrate students retained knowledge and learning.

Figure 19 Graduate Online Fall 2021 (L)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

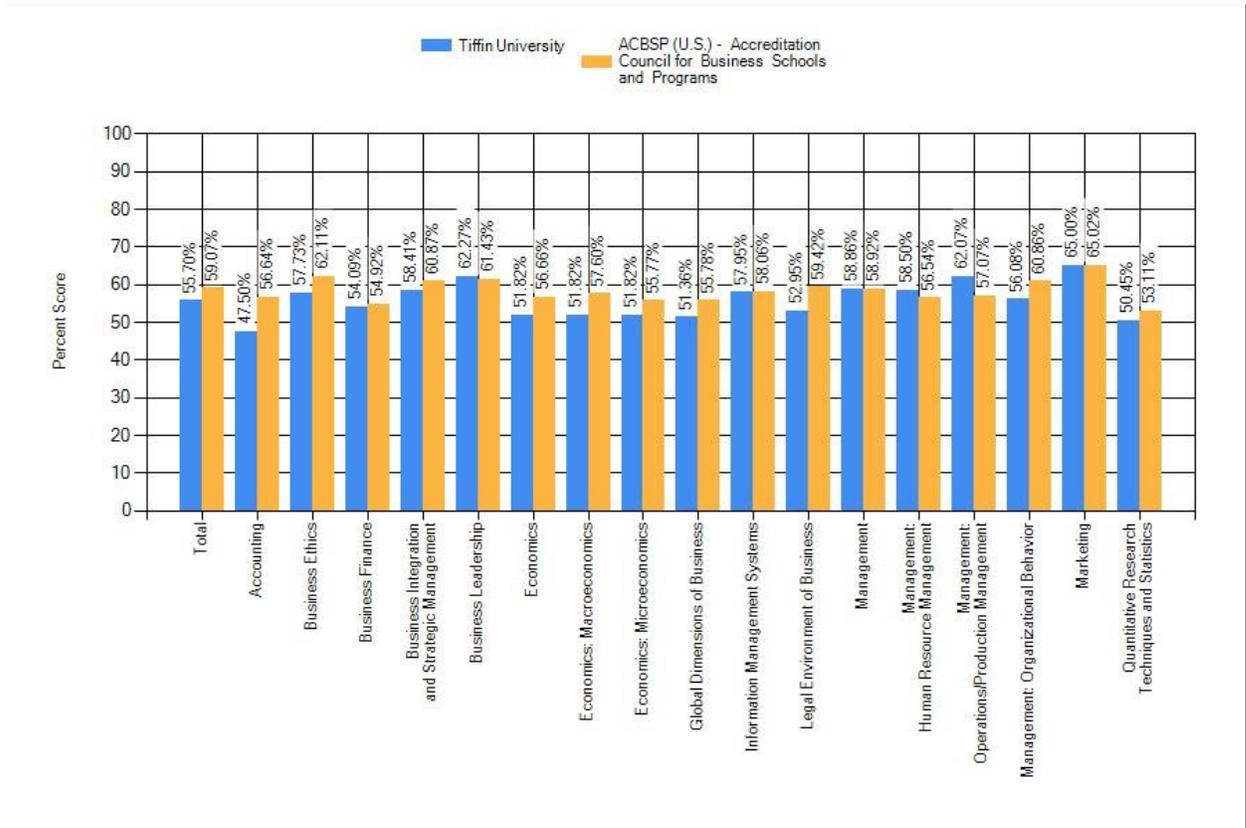
AACSB Members - The Assoc. to Advance Collegiate Schools of Business



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University graduate students to all AACSB students completing the exam nationally.
- During Fall 2021, Online graduate students at Tiffin University in the School of Business scored an average of 53.78% on the Major Field Test (MFT) as compared to an average of 55.16% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students underperformed the national average by 1.38%.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other (ACBSP) institutions. Exam results demonstrate students retained knowledge and learning.

Figure 20 Graduate Online Spring 2022 (M)-Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

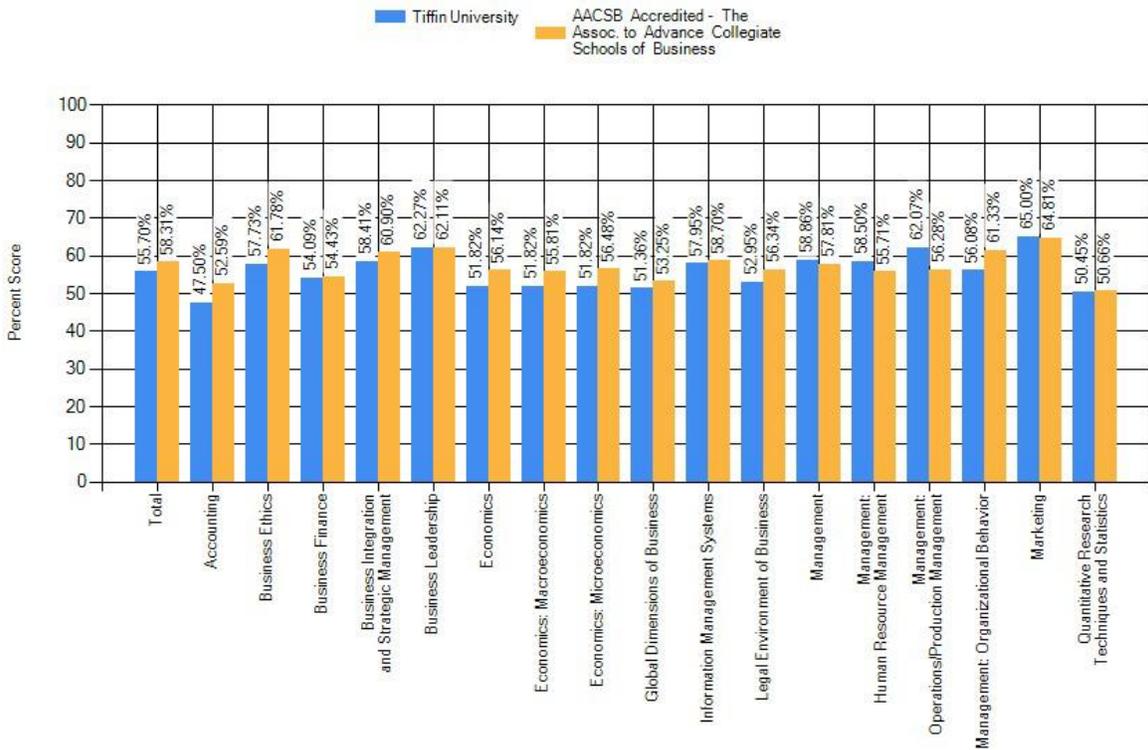
ACBSP (US) - Accreditation Council for Business Schools and Programs.



- 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 2022, online graduate students at Tiffin University in the School of Business programs scored an average of 55.70% on the Major Field Test (MFT) as compared to the average of 59.07% for all ACBSP students completing the exam nationally. This means that on average Tiffin University students underperformed the national average by 3.37%.
- Tiffin University’s School of Business is utilizing the Peregrine exam as part of the Outcome assessment to benchmark our students. Exam results demonstrate students retained knowledge and learning.

Figure 21 Graduate Online Spring 2022 (N)- Overview: Outbound Exam Results Compared to the Aggregate Pool for Programs

AACSB Members - The Assoc. to Advance Collegiate Schools of Business



- This graph shows a side-by-side overview of the Peregrine exam results, comparing Tiffin University graduate students to all AACSB students completing the exam nationally.
- During Spring 2022, online graduate students at Tiffin University in the School of Business scored an average of 55.70% on the Major Field Test (MFT) as compared to an average of 58.31% for all AACSB students completing the exam nationally. This means that on average Tiffin University students underperformed the national average by 2.61%.
- The implementation of this exam allows Tiffin University to Nationally Norm their business students against students from other (AACSB) institutions. Exam results demonstrate students retained knowledge and learning.

Suggested areas of OA focus for the NEXT academic year

Beyond the MBA Online Peregrine Exam results, additional academic program weaknesses can be found in the other 2021-22 Taskstream outcomes assessment data that was collected. These additional program weaknesses and areas of focus for next year are as follows:

Accounting

- Program learning outcome 4 for the accounting program is where students will demonstrate knowledge of Generally Accepted Accounting Principles. The target for this instrument used in ACC301 was 3 out of 4 on the rubric. Students did meet the acceptable target but did not meet the ideal target of 3.5, achieving 3.35 out of 4.
- To close the loop and improve performance on the Financial Statement Project, students will be provided with additional examples in class. Furthermore, faculty will follow up more directly with students while completing the project during class workshop sessions. When given examples, students will also be given chances to work hands-on as well.

Business Management

- Learning outcome 2 for the management program is that students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior. MGT 301 had student submissions that were not evaluated limiting the overall data obtained. The target was 3 out of 4 on the assessment. Students did not meet the target the student score was 2.75/4.
- In an effort to improve the new case study that is used as the artifact needs to be discussed further within the course in order to move towards the ideal target.

Computer Science

- Program learning outcome 2 for the computer science program is where students will compare and contrast knowledge of computer security models. The target for this instrument used in CST280 was 3 out of 4 on the rubric. Students did not meet the acceptable target, achieving 2.65 out of 4 on the rubric.
- In the 2021/2022 academic year SQL was added to the course. In the future additional reference materials from outside the classroom will be provided to students, to assist in increasing their scores on the assessed assignment.

Finance

- Program learning outcomes 1 and 2 for the finance program are where students through experiential learning, apply principles of asset allocation and diversification to formulate strategies, and students can perform cash flow analysis to make capital budgeting decisions. The target for this instrument used in FIN421 was 3 out of 4 on the rubric. Students did not meet the acceptable target, achieving 2.88 out of 4 on the rubric.
- In the upcoming year, faculty will review the rubric of the assessment. Faculty believe that the rubric used is too strict and narrow for this assignment. Any alterations, or adjustments in assignment does not match the rubric. Faculty will generalize the rubric.

Human Resource Management

- Only one data collection point for the 2021-22 academic year. 22/23 another PLO will be added.

International Business

- Only one data collection point for the 2021-22 academic year due to the change from a concentration to a program major. 22/23 another PLO will be added.

Manufacturing Management

- MGT 455, an Outcomes Assessment course for this program, was not run in the 2021-22 academic year.

Marketing

- The learning outcome 1 for the marketing program states the students will identify and define major marketing theories. The target for the assessment instrument used in MKT 252 was 3 out of 4. Students did not meet the target the student score was 2.81 out of 4.
- Faculty will be working with students to enhance the secondary research skills that are behind. Faculty plan to invite support systems including the librarian to the classroom. Continuing, the artifact being used was changed for the 2021-22 academic year to better support the learning outcome.

Sport Management

- The learning outcome 2 for the sports management program states the students will develop an understanding of quantitative business practices in sports management. The target for the assessment instrument used in SMG 405 was 3 out of 4. Students did not meet the target achieving a 2.55/4.

Supply Chain Management

- Only one data collection point for the 2021-22 academic year due to the change from a concentration to a program major. 22/23 another PLO will be added.

- Continuing, the project will be broken down into further sections to support further understanding and preparation for the final presentation.

Masters of Business Administration

- PLO 1,2,3, and 4 met the target MBA. Some courses did not exceed the target. In an effort to close the loop and improve student learning, the faculty recommended incorporating videos and update links in the courses to provide an additional learning style mostly in quantitative courses where students need additional information. In addition, the faculty recommends improving all of the students to submit their assignments to Taskstream to have complete feedback from students.

Ph.D. in Global Leadership and Change

- GLC 740 - GLC 740: Change, Innovation, & Entrepreneurial Motivation demonstrated an increased need for oversight to ensure that Taskstream submissions are monitored, and director intervention is undertaken as needed.
- As we gain more RES 810 – 4.1 Pre-Post Cultural Intelligence reflection paper submissions; a faculty group needs to be formed and results evaluated and potential curriculum updates and changes. Realizing that Outcomes Assessment is a continuous improvement process, the School of Business faculty will work moving forward to make the aforementioned improvements to strengthen the Academic programs offered.

School of Criminal Justice and Social Sciences

By: Dr. Pete Piraino

School of Criminal Justice and Social Sciences Mission Statement

The School of Criminal Justice and Social Sciences (SCJSS) is committed to developing and offering new educational programs of the highest quality in several domains of criminal justice and social and behavioral sciences. The SCJSS 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 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 design of SCJSS programs help students grasp the fundamental values and purposes of criminal justice, social sciences, politics, and international relations in American society. SCJSS programs prepare students for professional competency in the fields of criminal justice, national/homeland security, cyber security, and the social sciences.

Summary of School OA Process for this Academic Year

The OA process in the School of CJSS begins with the submission in Taskstream of OA plans for the upcoming academic year. This plan outlines which Program Learning Outcomes

(PLOs) will be assessed for each individual program within the school, and which courses and key assessments will be used to assess the PLOs. The selection of the PLOs for a given academic year is jointly decided by the Dean and Assistant Deans with input from faculty in the respective departments. The selection decision is based on rotating the PLOs used every few years as acceptable and ideal targets are reached.

In the first few weeks of each semester, the Assistant Dean overseeing OA procedures for the school (in this case, the Assistant Dean for Social Sciences) sends out an e-mail to all faculty and department chairs with a detailed written explanation of the OA requirements, processes, and instructions, along with a comprehensive list of all SCJSS majors, program outcomes, courses with key assessments, and the key assessments being used to assess the PLOs. OA guides, such as the *Student Quick Guide to Taskstream Direct Submit* and *TU Taskstream Guide for Evaluators* are also shared in this e-mail as attachments. The e-mail explains the role of faculty in instructing students about the direct submit process and how the students will have to submit any assignment that is an OA key assessment twice: once in Moodle for normal review and grading, and once in Taskstream. The Assistant Deans contact all adjuncts and affiliates who teach in their respective programs and share this information. Throughout the semester, the Assistant Dean overseeing OA for the school sends out periodic reminders and responds to any OA inquiries and questions from faculty, staff, and adjuncts/affiliates. The assistant dean also attends the monthly OA Committee meetings as an ex-officio member and stays current on OA plans for the university, sharing relevant information with the school, as needed. A final OA reminder e-mail is sent out to all SCJSS faculty in the last couple of weeks of the semester, as this is often when OA data is submitted by instructors. In May, at the end of the academic year, final reminders are sent with a push to submit all outstanding OA data for the academic year, as

department chairs usually have to work on "closing the loop" for their programs and enter the OA summary of findings, results, recommendations, and reflections/notes. In prior years, these have been due on May 15th, which is the same date that the new OA plans for the upcoming academic year are to be submitted in Taskstream by the department chairs. Before completing the OA plans for the next year, department chairs reach out to their faculty members to request any updates, changes, and suggestions for the new OA plans. Once these plans are agreed to, they are entered in Taskstream for each program by the respective department chair. With each new academic year, this process repeats, and the new OA lists, requirements, expectations, and instructions are sent out to everyone in the school.

Summary of School Relevant OA Information

New/Sunset Programs.

The SCJSS had no new programs run in AY2021-22 and no programs were sunsetted. For AY22/23, BA Psychology has added a new concentration in Sport Psychology for which the OA plan has been developed.

Review of PLOs and Assessment Plans.

All SCJSS undergraduate and graduate programs have current active OA plans established in Taskstream for AY22/23.

Beginning in May 2022, the SCJSS created five new Program Lead positions within the school's organizational structure, one for each academic area. One of the purposes of the Program Lead position is to continually review all PLOs within their area for quality assurance and to ensure that the PLOs are reflective of the program's mission. This task used to fall to the Department Chairs, however the Department Chair positions have now been absorbed into the

Assistant Dean positions. Currently in the SCJSS, one of the Assistant Deans has oversight of the school's OA plan with support for the plan coming from the Program Leads.

SCJSS leadership periodically reviews the PLOs in each program to determine their appropriateness to the program. At present, we are comfortable that virtually all our PLOs are well-written and appropriate to the program. However, this review will intensify in the future with the onset of our school's Program Lead positions taking direct responsibility for PLO review.

Presently, all programs contain an adequate number of PLOs to properly assessed the program. However, it is noted that MSCJ Forensic Psychology contains 14 PLOs. While there is no agreed upon upper limit to the number of preferred PLOs, most institutions researched suggest no more than 5-10 PLOs per program, as having more than 10 PLOs for a program can dilute the purpose of the assessment, while making the assessment of all of them cumbersome at best.

Of particular note is the fact that the MSCJ degree in Criminal Justice is displayed in Taskstream as one program, with the many concentrations of the MSCJ degree listed within the overall MSCJ degree. Leadership in the SCJSS feel that the setup of this is counterproductive to the efficient assessment of data collected for each concentration. In actuality, each concentration of the MSCJ degree is, in and of itself, its own program, and therefore should be assessed independently of each other, and not assessed within the confines of the overall MSCJ degree. Our understanding is that programs, not degrees, are what are to be assessed annually. Therefore, SCJSS Leadership feel the current Taskstream setup for the MSCJ degree should be dissolved and each program plan should be listed individually in Taskstream for every MSCJ concentration (i.e. Crime Analysis, Criminal Behavior, Crime Science, Forensic Psychology,

Homeland Security, Homeland Security Administration, and Justice Administration), similar to how the BCJ programs are set up in Taskstream. This would greatly assist us in the efficient operation of outcomes assessment for these programs. This recommendation was noted in the Opportunities for Improvement section of last year's AY 20/21 OA Report.

Highlight of School Undergraduate and Graduate Programs for AY 2021-22

Strengths.

- The BCJ-Forensic Psychology and BCJ-Law Enforcement programs scored very high exceeding all ideal targets across four and three PLOs assessed, respectively. BCJ-Forensic Psychology and BCJ Law Enforcement have been long-standing signature programs within the SCJSS.
- MSCJ – Crime Analysis exceeded ideal targets across the four PLOs assessed.
- Other MSCJ programs (Criminal Behavior and Forensic Psychology), and MS Cyber Security met acceptable targets and approached ideal targets.

Opportunities for Improvement.

- Data collection appears to be something that is an ongoing uphill battle. As noted in the Overall School Assessment below, 27% of the PLOs assessed in the undergraduate programs in AY2021-22 collected no data. The same was true for 34.4% of the PLOs assessed in the graduate programs. Several possible explanations for the lapse in data collection were identified:
 1. Key assessment courses which ended up with low enrollment or were cancelled, especially in the graduate programs.
 2. Faculty (particularly newer faculty and adjuncts) confusion on the proper procedure for the collection of OA data.

To this last point regarding student confusion on the proper submission of OA artifacts, SCJSS leadership feels strongly that the limitations in the design of Taskstream, as it relates to its connection to the Moodle course shell, grossly impedes any semblance of efficient collection of OA data. Much of the lack of data collection in our programs can be traced to students failing to upload their artifacts into Taskstream. To simply blame this lack of student cooperation on faculty not properly informing the students of this requirement does not fully account for this major shortcoming of the collection system. It may seem on the surface that we are employing a “direct submit” methodology whereby students directly submit their work into Taskstream. In actuality, this method can more accurately be described as a “double submit” method, as students are expected to upload their work once into Moodle for normal grading by the course instructor, then upload their work a second and separate time into Taskstream for OA purposes. Many students do not understand this process and apparently the continual warnings given by instructors across the school to them to do so has not had much impact. Also, most instructors feel that they are unable to ethically require students to submit their work to Taskstream under a grade penalty should they not. SCJSS leadership agree with this position. Further, when students fail to upload their work to Taskstream, there is no option for instructors to simply move their submitted work in Moodle over to Taskstream. Prior to the direct submit model, instructors reviewed the work within Moodle and scored the rubric in Taskstream. Currently, when students fail to upload their work to Taskstream, there is no option for instructors to just use the work they submitted in Moodle in order to complete the rubric in Taskstream, as has been the case in the past, prior to the direct submit model. Now, if a student does not submit their assignment in Taskstream, the instructor is blocked from being able to provide any evaluation whatsoever in Taskstream for the student. Therefore, the present system of data collection is entirely dependent

on the voluntary cooperation of every enrolled student, a grossly inefficient methodology for data collection. SCJSS leadership does not feel it is reasonable to expect students to take extra steps to assist us with the collecting of OA data. Nor do we feel that the burden placed on instructors to convince students to take these extra steps is warranted or optimal. SCJSS leadership has mentioned this issue previously in its Overall Recommendations in the OA Assessment Findings report. While we understand that the rationale for the present direct submit system is about the collection of student artifacts, we feel that until a more efficient method of data collection is established, poor data collection rates may persist--an issue that tends to outweigh the preservation of artifacts.

Overall School Assessment

The SCJSS assessed its 12 undergraduate and eight graduate programs for the 2021-22 academic year. At the undergraduate level, this included seven Bachelor of Criminal Justice (BCJ) degrees and the BCJ Core Curriculum of six courses, three Bachelor of Arts degrees, and one Associate of Arts degree. At the graduate level, this included six Master of Science in Criminal Justice degrees, one MA degree, and one MS degree.

The following is an overview of the performance of the PLOs assessed during AY2021-22 across our programs.

Undergraduate Level

- 33 PLOs were used in the OA process with 24 of them successfully collecting data.
- 83.3% of the PLOs assessed met at least the acceptable target.
- 41.6% of the PLOs assessed also met the ideal target.

- 27% of the PLOs assessed provided no data.

Graduate Level

- 29 PLOs were used in the OA process with 19 of them successfully collecting data.
- 84.2% of the PLOs assessed met at least the acceptable target.
- 42.1% of the PLOs assessed also met the ideal target.
- 34.4% of the PLOs assessed provided no data.

The following is a review of the targets met by the PLOs program-by-program.

Undergraduate Level

- BCJ Core – 1 of 2 PLOs assessed met the acceptable target.
- BCJ Corrections – 1 of 2 PLOs assessed met the ideal target.
- BCJ Criminalistics – 1 PLO assessed met the ideal target. No data was collected for the 2nd PLO.
- BCJ Digital Forensics – No data was collected for 3 PLOs.
- BCJ Forensic Psychology – 4 of 4 PLOs assessed met ideal targets.
- BCJ Homeland Security & Terrorism – 3 of 4 PLOs assessed met acceptable targets, with 2 of them meeting ideal targets as well.
- BCJ Justice Administration – 2 of 2 PLOs assessed met acceptable targets, with 1 of them meeting the ideal target as well.
- BCJ Law Enforcement – 2 of 2 PLOs assessed met ideal targets.
- BA in Cyber Security – 3 of 3 PLOs assessed met acceptable targets.
- BA in Government & National Security – No data was collected for 2 PLOs.

- BA in Psychology – 3 of 4 PLOs assessed met acceptable targets.

Graduate Level

- MSCJ / Crime Analysis – 4 of the 4 PLOs assessed met acceptable and ideal targets.
- MSCJ / Criminal Behavior – 4 of the 4 PLOs assessed met acceptable targets, with 1 of them meeting the ideal target as well.
- MSCJ / Forensic Psychology – 3 of the 4 PLOs assessed met acceptable targets, with 2 of them meeting ideal targets as well. No data was collected for 1 of the PLOs assessed.
- MSCJ / Homeland Security Administration – No data was collected for the 4 PLOs assessed.
- MSCJ / Homeland Security – 1 of the 4 PLOs assessed met the acceptable target. No data was collected from 3 of the 4 PLOs assessed.
- MSCJ / Justice Administration – 1 of the 2 PLOs assessed did not meet the acceptable target. 1 of the 2 PLOs assessed returned no data.
- MA in Cyber Security – 3 of the 3 PLOs assessed met acceptable targets. 1 of the 3 PLOs assessed met the ideal target as well.
- MS in Psychology – 1 of the 4 PLOs assessed met both the acceptable and ideal targets. 1 of the 4 PLOs assessed returned no data.

Suggested Areas of OA Focus for the Next Academic Year

- The SCJSS leadership is looking forward to the recently announced OA pilot program involving two of our programs. We are in the process of selecting these programs based on the quality of the PLOs, the historical strength of data collection, and potential for program review in the near future. We are hopeful that the pilot program will uncover a stronger methodology for the collection and evaluation of OA data.

- Over the next year, our new Program Lead positions will be reviewing virtually all the PLOs under their charge and making recommendations for upgrades and improvements to their respective Assistant Deans to eventually be considered by the School. We expect the vast majority of PLOs to be of sound quality and appropriate to the program. Additionally, as we move our online courses to Next Gen 4, for online courses without a seated counterpart, we are looking to the SMEs to work with our Department Chair of Online Programs to review and update outdated CLOs and course descriptions for School consideration.
- As a school, in AY 2022-2023, we will continue to strategize ways to increase student submissions in Taskstream including the possibility of blast emails to all students encouraging them to check their course with their instructor regarding OA submissions in Taskstream.
- Data collection for seated courses and online courses are lumped together. Not only does this not give us the specificity needed to see how online students are performing compared to seated students (in the same programs with the same PLOs), but some of the online courses do also not have an identical key assessment or opportunity for assessment as seated courses. For example, SOC360, in seated courses, the instructor gives students a cultural competence related questionnaire to complete at the end of the class. Online instructors likely have no clue this key assessment item even exists. PSY362 (Abnormal Behavior) asks instructors to utilize some type of case study assignment to assess students' understanding of psychological theories. For PSY362 online, assignments are set, and instructors cannot just work in some case study assignments of their choosing to assess this. This is an inherently ongoing issue with our OA process overall.

- Another fundamental issue with the current data collection is that fact that key assessments, it is more accurate to say, are evaluated by the course and not by the program. For example, SCS300 (Research Design) is a course required for several majors in the SCJSS. This is a key assessment course for the Forensic Psychology program. However, there are students of majors other than Forensic Psychology taking the SCS300 course; yet those students are being assessed alongside the Forensic Psychology students with a key assessment intended to only assess the Forensic Psychology program. This co-mingling of students from various programs for specific key assessments can only cloud the data collected.

Conclusion

The final two bullet points in the previous section highlight what we see as potential flaws in the current OA data collection process. SCJSS leadership hope to enter into discussions with the OA Committee that will address these issues as the OA data collection processes university-wide are revisited in the future. Notwithstanding these issues, the SCJSS considers AY2021-22 as a successful outcomes assessment year overall. While we still struggle to rectify the issues with data collection across all of the programs, there were several positive outcomes obtained. For example, nearly half of our programs, both undergraduate and graduate, met ideal target assessments, and two of our signature programs assessed at a very high level. We also must be cognizant of the fact that, although we are emerging from a global pandemic, AY2021-22 took place predominantly during this time. This naturally had affected many aspects of higher education, including data collection for assessment purposes.

Summary and Looking Ahead

Much progress has occurred during AY2021-22 to continue 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 AY2022-23, 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 13 Key Outcomes Assessment Initiatives for AY2022-23

Improvement Initiative	Expected Result of Initiative
Expanded use of Outcomes Assessment Project through the Taskstream system.	Assessment sessions will be held to assess student work with groups of faculty trained in the use of assigned rubrics. Plans are to expand the number of PLOs assessed in Outcomes Assessment Project to include the DEC program, CQ assessments, and upper level program courses.
Revise and publish OA Manual for faculty.	Manual will be revised and posted on the Academic Assessment website.
Develop outcomes Assessment processes regarding the newly implemented Cultural Intelligence (CQ) assessment into DEC courses and PhD program. (continued from AY 2020/21)	These OA processes will provide key data points for the Celebrating Cultural Uniqueness (CCU) commitment at Tiffin University.
Provide training and tutorials to faculty to address their needs.	Collaborate with OA Committee and the Faculty Center to address the needs of faculty and provide trainings to meet needs.
Pilot, Implement, and Assess Dragon Assessment Assistance collection of Watermark program issues.	Determine efficiency
Develop strategies for sharing OA data with academic units.	OA Staff will benchmark data distribution with other institutions at conferences to determine best practices.

References

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Appendices

Academic Program Reports for AY2021-22

School of Arts and Sciences

School of Business

School of Criminal Justice and Social Sciences

Comprehensive OA Days Reports for AY2021-22

TU Competencies Report

OA Day 2021 CQ Assessment Report

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts and Science

Degree Program: BA Digital Media & Design

Report Submitted By: Michael Lynch

Date of Submission: 5/20/2022

Assessment Focus for 2020-21 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
DMD234	10	2.55/4	Final Project	1, 3
DMD320	3	3.92/4	Final Project	1
DMD334	0	-	TU Guiding Principles Promo	2, 3
ART420	11	3.62/4	Final Project Highlight Reel	4
DMD454	0	-	DMD454	4

Program Mission Statement:

Design is a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what is viable business strategy can convert into customer value and market opportunity. Current literature promotes the belief that design thinking has much to offer the business world is which most management ideas and best practices are freely available to be copied and exploited. Businesses begin to consider innovation a principal source of differentiation and competitive advantage; therefore, we do well to incorporate design thinking into all phases of business processes.

Student Learning Outcome Overview:

1. Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi.
2. Students will demonstrate and implement graphic design principles across multi-media platforms.
3. Students will be proficient in the Adobe Creative Cloud toolkit to produce multi-media products.
4. Students will deliver products for real world clients that integrate multi-media platforms.

Curriculum Map:

	Outcome			
	PLO 1. Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi	PLO 2. Students will demonstrate and implement graphic design principles across multi-media platforms.	PLO 3. Students will be proficient in the Adobe Creative Cloud toolkit to produce multi-media products.	PLO 4. Students will deliver products for real world clients that integrate multi-media platforms.
Courses and Learning Activities				
SAS499 Senior Seminar				I
DMD 454 eLearning/eTraining		I		I
DMD 334 Digital Video II		I	I	
DMD 320 Web Design	I			
DMD 234 Photography I	I		I	

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
DMD 134 Final Project	x		
DMD 234 Photoshop assignment	x	x	x

Student Learning Outcome 1:	Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi.
Method(s) of Assessment	<p>Measure: DMD 234 Final Project Program level Direct - Student Artifact</p> <p>Details/Description: Final Project</p> <p>Acceptable Target: The average score is 2.5.</p> <p>Ideal Target: The average score is 2.8.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>

Assessment Results	<p>Of the 10 students assessed in the Fall class, all but three met the acceptable target. Four students exceeded the ideal target.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Keep OA assignment the same for 22-23.</p> <p>Because this course is required for the Humanities Core, there are more than just DMD students in the course. These non-DMD students could account for the lower scores.</p>
Student Learning Outcome 1:	Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi.
Method(s) of Assessment	<p>Measure: DMD 320 Final Project Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score is 3.5.</p> <p>Ideal Target: The average score is 3.8.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Students scored an average of 3.92 on the rubric.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	Continued monitoring is recommended until the program is in review. Keep OA assignment the same for 22-23, with some slight adjustments to the rubric.

	The students were very well prepared for this class and appear to have spent the necessary time and effort needed to materialize substantial visual problem-solving through multimedia.
Student Learning Outcome 2:	Students will demonstrate and implement graphic design principles across multi-media platforms.
Method(s) of Assessment	<p>Measure: DMD 334 TU Guiding Principles Promo Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target:</p> <p>Ideal Target:</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel:</p>
Assessment Results	No data received. Only three students took the course and none of them submitted an OA project.
Use of Results	Modify OA assignment for 22-23.
Student Learning Outcome 2:	Students will demonstrate and implement graphic design principles across multi-media platforms.
Method(s) of Assessment	<p>Measure: DMD 454 Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target:</p> <p>Ideal Target:</p> <p>Implementation Plan (timeline): This is a new class and has yet to be offered. This class will not be offered AY 2021-2022.</p> <p>Key/Responsible Personnel:</p>
Assessment Results	

	No data. The course was offered as an IGS but no OA data was collected. The course will be offered as a regular running class in the fall.
Use of Results	
Student Learning Outcome 3:	Students will be proficient in the Adobe Creative Cloud toolkit to produce multi-media products.
Method(s) of Assessment	<p>Measure: DMD 334 TU Guiding Principles Promo Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score is 3.5.</p> <p>Ideal Target: The average score is 3.8.</p> <p>Implementation Plan (timeline): The course will be assessed when running.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	No data received. Only three students took the course and none of them submitted an OA project.
Use of Results	
Student Learning Outcome 3:	Students will be proficient in the Adobe Creative Cloud toolkit to produce multi-media products.
Method(s) of Assessment	<p>Measure: DMD 234 Final Project Program level Direct - Student Artifact</p> <p>Details/Description: Final Project</p> <p>Acceptable Target: The average score is 2.5.</p> <p>Ideal Target: The average score is 2.8.</p> <p>Implementation Plan (timeline):</p>

	<p>Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Of the 10 students assessed in the Fall class, all but three met the acceptable target. Four students exceeded the ideal target.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Keep OA assignment the same for 22-23.</p> <p>Because this course is required for the Humanities Core, there are more than just DMD students in the course. These non-DMD students could account for the lower scores.</p>
Student Learning Outcome 4:	Students will deliver products for real world clients that integrate multi-media platforms.
Method(s) of Assessment	<p>Measure: ART 420 Final Project Highlight Reel Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score is 3.5/4.</p> <p>Ideal Target: The average score is 3.8/4.</p> <p>Implementation Plan (timeline): This is a new course. This course may run Spring 2022.</p> <p>Key/Responsible Personnel:</p>
Assessment Results	<p>Students scored an average of 3.62 overall. Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p> <p>Keep OA assignment the same for 22-23.</p>

	11 students took this class. Students worked in pairs for each of the production assignments. In the future, there is a plan to incorporate more individual assignments into this course.
Use of Results	
Student Learning Outcome 4:	Students will deliver products for real world clients that integrate multi-media platforms.
Method(s) of Assessment	<p>Measure: DMD 454 Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target:</p> <p>Ideal Target:</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel:</p>
Assessment Results	No data. The course was offered as an IGS but no OA data was collected. The course will be offered as a regular running class in the fall.
Use of Results	

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts & Science

Degree Program: BA Healthcare Administration

Report Submitted By: Michelle Maus

Date of Submission: 05/12/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
HCA140	19	2.24/4	Final Project	1
HCA301	5	3.53/4	Activity 7.2: ICD Requirements, IMPACT Act, MIPS & Telehealth	1
HCA312	6	2.67/4	Week 6 Assignment	1
HCA318	1	4.00/4	Course Project	2
HCA355	0	-	Executive Summary and Business Plan	2
HCA362	4	3.25/4	Week 7 Assignment	2
HCA403	0	-	Week 7 Assignment	2
HCA 312	5	2.60/4	Week 5 Assignment	3
HCA427	2	4.00/4	Week 7 Assignment	3
HCA491	0	-	Final Paper	3
PHI307	0	-	Week 5 Assignment	3

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 & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.

Curriculum Map:

	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.
Courses and Learning Activities			
HCA 140 Final Project	I		
HCA 301 Small Group Project	P		
HCA 312 Week 6 Assignment	R		
HCA 491 Final Paper	M		M
NAT 150 Wellness Seminar		I	
HCA 318 Course Project		P	
HCA 355 Executive Summary and Business Plan		R	
HCA 362 Week 7 Assignment		R	
HCA 403 Week 7 Assignment		M	
HCA 312 Week 5 Assignment			I
PHI 307 Week 5 Assignment			P
HCA 427 Week 7 Assignment			R

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
HCA 140 Week 1 Table	x	x	
HCA 140 Week 4 Assignment Essay	x	x	
HCA 140 Final Project			x
HCA 301 Week 7 Assignment Small Group Project	x	x	
HCA 301 Activity 7.2: ICD Requirements, IMPACT Act, MIPS & Telehealth			x
HCA 318 Week 4 Assignment 2	x	x	
HCA 318 Week 5 Assignment	x	x	
HCA 318 Course Project			x

HCA355 Executive Summary and Business Plan			x
HCA 362 Week 7 Assignment	x	x	x
HCA 403 Week 7 Assignment	x	x	x
HCA 312 Week 2 Assignment	x		
HCA 312 Week 5 Assignment			x
HCA 312 Week 6 Assignment			x
HCA 427 Week 7 Assignment	x	x	x
HCA 491 Final Paper			x
PHI 307 Week 5 Assignment 1 Case Study	x	x	x

Student Learning Outcome 1:	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry.
Method(s) of Assessment	<p>Measure: HCA 140 Final Project Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 1.0.</p> <p>Ideal Target: The average score for the class will be 1.5.</p> <p>Implementation Plan (timeline): Data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>HCA 140 was offered twice during the 21-22 AY. The number of students who uploaded their work = 19. The average score = 2.24. The highest scoring category of the rubric was Explanation of the Issues. The lowest scoring category of the rubric was Evidence Selection and Using Information to Investigate a Point of View or Conclusion.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	

	<p>No further changes are necessary at this time to the curriculum or the assignment. Additional data needs to be collected.</p> <p>HCA 140 was significantly revised Summer of 2021. Therefore, this class has only ran twice since the curriculum has been updated. The individual who was the SME for the course taught the Fall 2021 section. A different faculty member taught the Spring 2022. Both faculty members made slight adjustments in the curriculum to ensure clarity. Despite having only ran twice since the course has been revised, both faculty members feel as if this is a appropriate assignment to assess this PLO.</p>
Student Learning Outcome 1:	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry
Method(s) of Assessment	<p>Measure: HCA 301 Activity 7.2: ICD Requirements, IMPACT Act, MIPS & Telehealth Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3.0.</p> <p>Ideal Target: The average score for the class will be 3.5.</p> <p>Implementation Plan (timeline): The key assessment of HCA 301 is offered in Week 7. Data will be gathered when the course is offered.</p> <p>Key/Responsible Personnel: Faculty instructing the course.</p>
Assessment Results	<p>The average score was 3.53 out of 4. There is one student that did not submit the assignment. All others were completed.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>The instructor did not have any recommendation at this time.</p> <p>This was a great course, students were really engaged.</p>

Student Learning Outcome 1:	Demonstrate a critical understanding of transformation and change in order effectively to meet needs of the healthcare industry
Method(s) of Assessment	<p>Measure: HCA 312 Week 6 Assignment Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3.0.</p> <p>Ideal Target: The average score for the class will be 3.5.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	This course did not run during OA collection for AY 21-22.
Use of Results	This course did not run during OA collection for AY 21-22.
Student Learning Outcome 2:	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.
Method(s) of Assessment	<p>Measure: HCA 318 Course Project Program level Direct - Student Artifact</p> <p>Details/Description: The average score for the class will be 3.0.</p> <p>Acceptable Target: The average score for the class will be 3.5.</p> <p>Ideal Target:</p> <p>Implementation Plan (timeline): Data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>

Assessment Results	This course did not run during OA collection for AY 21-22.
Use of Results	This course did not run during OA collection for AY 21-22.
Student Learning Outcome 2:	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.
Method(s) of Assessment	<p>Measure: HCA 355 Executive Summary and Business Plan Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3.0.</p> <p>Ideal Target: The average score for the class will be 3.5.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	This course was not offered in the 2021-2022 AY.
Use of Results	
Student Learning Outcome 2:	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.
Method(s) of Assessment	<p>Measure: HCA 362 Week 7 Assignment Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3.0.</p> <p>Ideal Target: The average score for the class will be 3.5.</p> <p>Implementation Plan (timeline):</p>

	<p>The key assessment of HCA 362 is offered in Week 7. Data will be gathered when the course is offered.</p> <p>Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a HCA 362 Week 7 Assignment rubric.</p>
Assessment Results	<p>4 of 4 students registered for HCA362 fully completed the Week 7 Assignment. All students successfully met the minimum established competency level by achieving at least 70%.</p> <p>Three of the students exceeded the ideal established competency level of 85%.</p> <p>The Average Results for the Assignment were at 86.83%.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Based on the results, I believe this assessment should continue to be utilized with the current standards for proficiency. I would not recommend choosing a different assignment to assess the course outcomes, as the week 7 assignment is comprehensive and reinforces all the content students learned throughout the class.</p> <p>Since the minimum standards were fully met for this assignment, this should continue to operate as the outcomes assessment for HCA362. I believe it fully assesses students' key learnings from the course content and provides an adequate representation of what we expect students to take away from the course. Thus, I would suggest leaving the outcomes assessment as-is.</p>
Student Learning Outcome 2:	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare administration and the industry.
Method(s) of Assessment	<p>Measure: HCA 403 Week 7 Assignment Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3.75.</p> <p>Ideal Target:</p>

	<p>The average score for the class will be 4.0.</p> <p>Implementation Plan (timeline): The key assessment of HCA 403 is offered in Week 7. Data will be gathered when the course is offered.</p> <p>Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a HCA 403 Week 7 Assignment rubric.</p>
Assessment Results	No Findings Added
Use of Results	
Student Learning Outcome 3:	Analyze & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.
Method(s) of Assessment	<p>Measure: HCA 312 Week 5 Assignment Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3.0.</p> <p>Ideal Target: The average score for the class will be 3.5.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	This course did not run during OA collection for AY 21-22.
Use of Results	This course did not run during OA collection for AY 21-22.
Student Learning Outcome 3:	Analyze & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.
Method(s) of Assessment	<p>Measure: HCA 427 Week 7 Assignment Program level Direct - Student Artifact</p>

	<p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3.75.</p> <p>Ideal Target: The average score for the class will be 4.0</p> <p>Implementation Plan (timeline): The key assessment of HCA 427 is offered in Week 7. Data will be gathered when the course is offered.</p> <p>Key/Responsible Personnel: Faculty instructing the course will input the data into Taskstream via the use of a HCA 427 Week 7 Assignment rubric.</p>
Assessment Results	<p>Only 1 student enrolled in HCA 427 this AY. n = 1. The rubric score for this student was 4.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>No changes is necessary, due to the small sample size. n = 1</p> <p>The OA assignment for this course is appropriate to assess this PLO. In addition, the assignment is written as such where student do indeed have the opportunity to display mastery of the concept of systems thinking.</p>
Student Learning Outcome 3:	<p>Analyze & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.</p>
Method(s) of Assessment	<p>Measure: HCA 491 Final Paper Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3.75.</p> <p>Ideal Target: The average score for the class will be 4.0</p> <p>Implementation Plan (timeline):</p>

	Key/Responsible Personnel: Faculty teaching the course.
Assessment Results	There were 4 students in this section and the average percentage score was high above 4.5/5. This was a very engaging class that produced well written narratives for their final project. The assignment percentage average score was 93% Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded
Use of Results	No changes are recommended at this time except to make sure the master course has TS accessible for student submission. Upon reviewing the course, Taskstream was not set up for any submission in Moodle. Therefore, no assessments were submitted to TS.
Student Learning Outcome 3:	Analyze & apply systems thinking in the healthcare industry regarding interrelationships, interdependencies, components, feedback, & culture.
Method(s) of Assessment	Measure: PHI 307 Week 5 Assignment 1 Case Study Program level Direct - Student Artifact Details/Description: Acceptable Target: The average score for the class will be 3.0. Ideal Target: The average score for the class will be 3.5. Implementation Plan (timeline): The key assessment of PHI 307 is offered in Week 5. 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 PHI 307 Week 5 Assignment 1 Case Study rubric.
Assessment Results	This course was not offered in the 2021-2022 AY.
Use of Results	This course was not offered in the 2021-2022 AY.

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PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts and Sciences

Degree Program: BS in Health, Fitness, and Wellness

Report Submitted By: Michael Lynch

Date of Submission: 5/20/2022

Assessment Focus for 2020-21 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Assessment Tool
HFW415	20	20 Fail	HFW415 CSC Certification	1
HFW413	11	2.95/4	HFW413 The Future of Sports and Sports and Education	2
NAT321	7	3.74/4	NAT321 Week 6 Assignment Final Paper	3

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. Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals
2. Students will identify and assess psychological and sociological aspects that influence individual's participation in exercise and physical activity
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

	Outcome		
	1 Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals	2 Students will identify and assess psychological and sociological aspects that influence individual's participation in exercise and physical activity	3 Students will identify the tools to develop and manage health, fitness, and wellness initiatives in a variety of settings throughout the lifespan
Courses and Learning Activities			
NAT 321 Community and Public Health			I
HFW 413 Sociological and Psychological Aspects of Physical Activity	I		
EXS 342L Lab Practical		I	

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
HFW 415 CSCS Certification	x	x	
HFW 413 Psychological and Sociological Assessment Project	x	x	
NAT 321 Week 6 Assignment Final Paper	x	x	

Student Learning Outcome 1:	Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals
Method(s) of Assessment	<p>Measure: HFW415 CSCS Certification Program level Direct - Exam</p> <p>Details/Description: Students will learn how to apply scientific knowledge to specific types of training with the goal of improving individual's performance. Besides gaining the knowledge on how to conduct sport-specific testing sessions, students will also be able to design and implement safe and effective strength training and conditioning programs, which will also include guidance on nutrition and injury prevention.</p> <p>Acceptable Target:</p>

	<p>It is expected that 50% of majors will be proficient or better. (Proficient is defined as passing the CSCS exam)</p> <p>Ideal Target: It is expected that 60% of majors will be proficient or better. (Proficient is defined as passing the CSCS exam)</p> <p>Implementation Plan (timeline): Students will be required to take the CSCS exam at the end of this course (finals week) during each semester it is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>None of the seated students that took the course passed the CSCS exam. In addition, the CSCS exam is not required for online students, therefore, since the professor had to choose pass or fail, the professor teaching HFW415_200 chose fail for all online students.</p> <p>Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>Change the outcomes assessment artifact of this course from the CSCS exam to the Program Design Project, which is to be submitted at the end of the course.</p> <p>Based on the fact that online students are not required to take the CSCS exam and that the passing rate of the CSCS exam is 63%, professors teaching the course in the 2021-2022 AY decided to change the assessment. In addition, the project will be a better assessment for Outcome 1: Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals.</p>
<p>Student Learning Outcome 2:</p>	<p>Students will identify and assess psychological and sociological aspects that influence individual's participation in exercise and physical activity</p>
<p>Method(s) of Assessment</p>	<p>Measure: HFW 413 The Future of Sports and Sports and Education Program level Direct - Student Artifact</p> <p>Details/Description: In your professional careers as sport/health professionals you will undoubtedly have to face problems of sociological and/or psychological nature on a daily basis. The purpose of this exercise is to help you develop</p>

	<p>skills that will allow you to address these problems not by relying exclusively on your experience and intuition, but by also taking advantage of the scientific literature. This project involves the development of a paper with the following structure: 1. a description of a problem; 2. a review and critique of at least three relevant research articles from peer-reviewed journals that address and test a certain approach to deal with the problem; 3. a conclusion, a proposed solution, and a justified course of action designed to solve the problem utilizing ‘sociological or psychological skills training/techniques. APA format is required.</p> <p>Acceptable Target: Students will score at least 3/4.</p> <p>Ideal Target: Students will score at least 4.2/4.</p> <p>Implementation Plan (timeline): The project will be completed in HFW413 course during week 15 of the 15-week semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>11 students have taken HFW413_01 this semester, with 9 submitting assignments into Taskstream. The average score for the entire group of 9 students was as follows: Clarity of Expression = 2.44 Structure/Organization of Paper = 3.00 Formal/Professional Language of Paper = 2.00 Grammar = 3.00 Description of the Problem = 4.00 The average score for the entire group of 9 students for all categories was 2.89 (out of 4 possible points).</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>I recommend this assignment to continue to be used. It is important for students to learn how to come up with solutions for problems of sociological and/or psychological nature in their careers in the field of health.</p> <p>Ten of the students in the course were Health, Fitness, and Wellness majors. One student was an Exercise Science major.</p>

Student Learning Outcome 3:	Students will identify the tools to develop and manage health, fitness, and wellness initiatives in a variety of settings throughout the lifespan
Method(s) of Assessment	<p>Measure: NAT 321 Week 6 Assignment Final Paper Program level Direct - Student Artifact</p> <p>Details/Description: In this assignment, students will research and analyze a local, state, or federal government community and public health policy/guideline and describe the outcome of the change. Then, students will evaluate the impact of the policy/guideline and make recommendations for future legislation and/or implementation strategies.</p> <p>The essay should include the following components:</p> <ul style="list-style-type: none"> - summary of the policy/guideline - significant history and background information related to the policy/guideline - description of the change to the policy/guideline - impact of the change, public and industry perceptions - recommendations for future legislation and/or implementation strategies <p>Acceptable Target: Students will score at least 3/4.</p> <p>Ideal Target: Students will score at least 3.4/4.</p> <p>Implementation Plan (timeline): Students are introduced to the assignment in Week 1. Students submit an outline of the assignment in Week 4. Students submit the final document in Week 6.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Students overall did detailed work and had solid analysis of the subject matter and provided adequate conclusions. One area of weakness is APA format 7th edition.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	Additional support and tools from the school/instructors to reinforce APA format.

	<p>Students overall were enthusiastic about the topics provided and showed consistent efforts in their FINAL papers.</p>
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Acceptable target - Not quite met is APA format. Otherwise, targets were met or exceeded.

Ideal target - Ideally, exceeding in areas like analysis/critical thinking should remain a priority.

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts and Science

Degree Program: BA Public History

Report Submitted By: Michael Lynch

Date of Submission: 5/16/2022

Assessment Focus for 2020-21 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
HIS122	8	1.50/4	Primary Source Exercise	1
HIS314	0	-	British Theft of Artifact Presentation	1
HIS114	4	1.75/4	Museum reflection Assignment	2
HIS410	0	-	HIS410	2
HIS267	0	-	Essay 1970s Turn Inward Assignment	3
HIS475	0	-	HIS475	3
HIS231	13	1.88/4	Monograph Book Review	4
HIS425			Historiographical Essay	4

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.

The Public History major is designed for students interested in securing employment as archivists, community historical activists, government historians, museum professionals, curators, historical consultants, graduate school, and other positions associated with the field. Public history focuses on insight of historical events and the best ways to communicate history to the general public. Our classes focus on research, critique, and various methods of communication through written word, film production, and design.

Student Learning Outcome Overview:

1. Students will interpret and synthesize information to create visual designs that problem solve in multiple modalities.
2. Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob
3. Student s will identify and apply causation, continuity and change, comparison, and contextualization to historical events.
4. Students will develop primary and secondary research to interpret historical events

Curriculum Map:

	Outcome			
	PLO 1 Students will interpret and synthesize information to create visual designs that problem solve in multiple modalities.	PLO 2 Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob	PLO 3 Student s will identify and apply causation, continuity and change, comparison, and contextualization to historical events.	PLO 4 Students will develop primary and secondary research to interpret historical events
Courses and Learning Activities				
HIS 122 HIS 122	I			
HIS 114 Public History I		I		
HIS 231 Creating a Nation US to Civil War				I
HIS 267 Global Leadership			I	
HIS 314 Public History III	I			
HIS 410 globalization		I		
HIS 425 Historiography				I
HIS 414 Practicing Public History			I	

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
HIS 122 Primary Source Exercise	X	X	X
HIS 114 Museum reflection Assignment	X	X	X
HIS 410 Group Project or Essay	X		X
HIS 267 Essay 1970s	X	X	X
HIS 231 Research Paper	X		X
HIS 425 Historiographical Essay	X		X
HIS 231 Monograph Book Review			X
HIS 324 British Theft of Artifact Presentation			X

Student Learning Outcome 1:	Students will interpret and synthesize information to create visual designs that problem solve in multiple modalities.
Method(s) of Assessment	<p>Measure: HIS 122 Primary Source Exercise Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score is 1.5.</p> <p>Ideal Target:</p>

	<p>The average score is 1.8.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>N = 8. Students scored an average of 1.5 on the rubric.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>N = 8. It is recommended to continue to monitor scores in this class due to the small population size.</p> <p>Scores are a little lower than expected. The overall student learning experience more than likely was impacted by COVID. In 2022-2023 school year, a Program Review for the Public History program will be completed. We will return to these scores and trends to see if curriculum adjustments need to be made.</p>
Student Learning Outcome 1:	<p>Students will interpret and synthesize information to create visual designs that problem solve in multiple modalities.</p>
Method(s) of Assessment	<p>Measure: HIS 314 British Theft of Artifact Presentation Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score in the class is 2.75.</p> <p>Ideal Target: The average score in the class is 3.00.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>

Assessment Results	This course was not offered this year.
Use of Results	
Student Learning Outcome 2:	Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob
Method(s) of Assessment	<p>Measure: HIS 114 Museum reflection Assignment Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score is 1.5.</p> <p>Ideal Target: The average score is 1.8.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>N = 4. Students scored an average of 1.75 on the rubric.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Due to the small population size, it is recommended to continue monitoring this course. No change is recommended at this time.</p> <p>This is a great introductory assignment. However, there was only 1 Public History student in this course. The rest were seniors who took the course as an elective, so this data is not a great indicator of the program. Moreover, this is an assignment designed for first-year students to get their feet wet; the students who completed this assignment in the fall were seasoned college students--the assignment is a little too easy for them relatively speaking. The Public History student who did take this course is already a junior by credit hours, so their work was advanced for a 100-level course.</p>

Student Learning Outcome 2:	Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob
Method(s) of Assessment	<p>Measure: HIS 410 Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score of the class is 3.5.</p> <p>Ideal Target: The average score of the class is 3.75.</p> <p>Implementation Plan (timeline): This class has not run yet. In addition, this class will not be running AY 2021 - 2022. Therefore, although a part of the assessment plan, this course will not be assessed.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	No data. Course did not run this year.
Use of Results	
Student Learning Outcome 3:	Student s will identify and apply causation, continuity and change, comparison, and contextualization to historical events.
Method(s) of Assessment	<p>Measure: HIS 267 Essay 1970s Turn Inward Assignment Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score is 2.5.</p> <p>Ideal Target: The average score is 2.8.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel:</p>

	Faculty teaching the course.
Assessment Results	No data collected. No students submitted work to Taskstream.
Use of Results	
Student Learning Outcome 3:	Students will identify and apply causation, continuity and change, comparison, and contextualization to historical events.
Method(s) of Assessment	<p>Measure: HIS 475 Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score of the class is 3.5.</p> <p>Ideal Target: The average score of the class is 3.75.</p> <p>Implementation Plan (timeline): This class has not run yet. In addition, this class more than likely will not be running AY 2021 - 2022. Therefore, although a part of the assessment plan, this course will not be assessed.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	No data collected. Course not offered this year.
Use of Results	
Student Learning Outcome 4:	Students will develop primary and secondary research to interpret historical events
Method(s) of Assessment	<p>Measure: HIS 231 Monograph Book Review Program level Direct - Student Artifact</p> <p>Details/Description: Topic will vary. Either slavery abolitionism or ingenious-settler conflict resolution.</p> <p>Acceptable Target:</p>

	<p>The average score of the class is 1.75.</p> <p>Ideal Target: The average score of the class is 2.00.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Students scored an average of 1.88 overall.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Fall (from Dr. Goodnough): This assignment works as a good measure for PLO 4. The results remain similar to students from earlier semesters, but the overall quality of work submitted in Fall 2021 was slightly weaker than earlier semesters. Our stronger students in the program had already graduated, so there were less strong students in this course. Note: There was only one public history student in this course the rest were AYA Social Studies majors.</p> <p>Spring (from Dr. Goodnough): This assignment works as a good measure for PLO 4. The overall quality of work submitted in Spring 2022 was significantly weaker than earlier semesters. These students are all part of the AYA Social Studies Ed and not Public History students. They were in HIS 122 in the fall and then 231 this spring. As noted in the 122 report, I am worried about these students. They seem to be struggling and are entering our Education program (not Public History) with less background skills required for college-level history courses. I will continue to work and support them through supplemental instruction in addition to possible tutoring opportunities.</p>
Student Learning Outcome 4:	Students will develop primary and secondary research to interpret historical events
Method(s) of Assessment	<p>Measure: HIS 425 Historiographical Essay Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>Acceptable Target:</p> <p>Ideal Target:</p> <p>Implementation Plan (timeline): This class has not run yet. In addition, this class will not be running AY 2021 - 2022. Therefore, although a part of the assessment plan, this course will not be assessed.</p> <p>Key/Responsible Personnel:</p>
<p>Assessment Results</p>	<p>No data collected. Course not offered this year.</p>
<p>Use of Results</p>	

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts & Science

Degree Program: BA Strategic Mass Communication

Report Submitted By: Michael Lynch

Date of Submission: 5/20/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
COM310	17	3.00/4	Ethics Paper	1
COM320	0	-	Group Policy Debate	2
COM218	0	-	Final News Story	3
COM329	6	3.33/4	Final Writing Assignment	3
COM450	0	-	Final Paper	3
COM340	0	-	Legal Memorandum	4
COM241	16	3.12/4	Media Analysis Essay	4

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:

1. Students will be able to communicate effectively in a variety of oral, public, professional, small group and interpersonal settings.
2. Students will demonstrate the application of communication theories to human interactions
3. Students will create, write and produce content for various media industries.
4. Students will evaluate communication to support freedom of expression within the boundaries of ethics and standards of professionalism.

Curriculum Map:

	Outcome			
	PLO 1 Students will be able to communicate effectively in a variety of oral, public, professional, small group and interpersonal settings.	PLO 2 Students will demonstrate the application of communication theories to human interactions	PLO 3 Students will create, write and produce content for various media industries.	PLO 4 Students will evaluate communication to support freedom of expression within the boundaries of ethics and standards of professionalism.
Courses and Learning Activities				
COM 218 COM 218			I	
COM 241 COM 241				I
COM 310 COM 310	I			
COM 320 COM 320		I		
COM 329 COM 329			I	
COM 340 COM 340				I
COM 450 COM 450			I	

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
COM 310 Group Presentation	x		
COM 310 Final Writing Assignment	x		
COM 218 Final News Story	x	x	x
COM 241 Final Group Project	x		x
COM 310 Ethics Paper		x	x
COM 441 Final Writing Assignment		x	
COM 320 Group Policy Debate		x	x
COM 329 Final Writing Assignment		x	x
COM 450 Final Paper		x	x
COM 340 Legal Memorandum		x	x

Student Learning Outcome 1:	Students will be able to communicate effectively in a variety of oral, public, professional, small group and interpersonal settings.
Method(s) of Assessment	<p>Measure: COM 310 Ethics Paper Program level Direct - Student Artifact</p> <p>Details/Description: Ethics Paper</p> <p>Acceptable Target: The average score is 3.5.</p> <p>Ideal Target: The average score is 3.8.</p> <p>Implementation Plan (timeline): OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>N = 17. Students scored an average of 3.0 on the rubric.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>It is recommended to continue to monitor scores until such time as we can do a program review. The program review is scheduled for 2022-2023. In the meantime, various teaching strategies will be employed to further enhance the learning experience for students in hopes to meet and exceed the noted targets.</p> <p>COVID has affected a lot of students' scores this past year, and this class is no different. In 2022-2023, we'll do a Program Review for the Strategic & Mass Communication program. At that time, we'll come back to this data and past trends to see if we need to adjust curriculum.</p>
Student Learning Outcome 2:	Students will demonstrate the application of communication theories to human interactions
Method(s) of Assessment	Measure: COM 320 Group Policy Debate

	<p>Program level Direct - Student Artifact</p> <p>Details/Description: Group Policy Debate</p> <p>Acceptable Target: The average score is 3.5.</p> <p>Ideal Target: The average score is 3.8.</p> <p>Implementation Plan (timeline): OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>course did not run this academic year</p>
<p>Use of Results</p>	<p>not have it as part of OA 2022-23</p>
<p>Student Learning Outcome 3:</p>	<p>Students will create, write and produce content for various media industries.</p>
<p>Method(s) of Assessment</p>	<p>Measure: COM 218 Final News Story Program level Direct - Student Artifact</p> <p>Details/Description: Final News Story</p> <p>Acceptable Target: The average score is 2.5.</p> <p>Ideal Target: The average score is 2.8.</p> <p>Implementation Plan (timeline): OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>

Assessment Results	No data collected because no OA assignments were submitted.
Use of Results	We had some issues with the instructor half-way through the semester, and they were let go. Therefore we had to replace the instructor in the middle of the semester, so any scores for this class would not accurately reflect the assessment anyway.
Student Learning Outcome 3:	Students will create, write and produce content for various media industries.
Method(s) of Assessment	<p>Measure: COM 329 Final Writing Assignment Program level Direct - Student Artifact</p> <p>Details/Description: Final Writing Assignment</p> <p>Acceptable Target: The average score is 3.5.</p> <p>Ideal Target: The average score is 3.8.</p> <p>Implementation Plan (timeline): OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Students scored an average of 3.33 overall. N=6 There were not enough students to generalize these assessment findings.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>Keep OA assignment the same for 22-23.</p> <p>Given the writing intensive nature of this course, this was offered in a computer lab . This complemented the design and flow of the content. Anyone instructing this course should ensure there is an available lab in which to hold this class.</p>

Student Learning Outcome 3:	Students will create, write and produce content for various media industries.
Method(s) of Assessment	<p>Measure: COM 450 Final Paper Program level Direct - Student Artifact</p> <p>Details/Description: Final Paper</p> <p>Acceptable Target: The average score is 3.8.</p> <p>Ideal Target: The average score is 4.0.</p> <p>Implementation Plan (timeline): OA data will be collected when the course is offered</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	No data collected because course did not run this year.
Use of Results	
Student Learning Outcome 4:	Students will evaluate communication to support freedom of expression within the boundaries of ethics and standards of professionalism.
Method(s) of Assessment	<p>Measure: COM 241 Media Analysis Essay Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score is 2.5.</p> <p>Ideal Target: The average score is 2.8.</p> <p>Implementation Plan (timeline): Faculty teaching the course.</p> <p>Key/Responsible Personnel:</p>

Assessment Results	<p>Students scored an average of 3.12 overall.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>The media analysis paper is a substantial cumulative project. Move up assessment timeline for this assignment so there is more time to analyze, score, and input data into Taskstream.</p> <p>This course will work much better if taught in a computer lab each time it's scheduled. This is a writing intensive course and there were challenges in Fall 2021 with it being scheduled in a low-tech St. Marys classroom.</p>
Student Learning Outcome 4:	<p>Students will evaluate communication to support freedom of expression within the boundaries of ethics and standards of professionalism.</p>
Method(s) of Assessment	<p>Measure: COM 340 Legal Memorandum Program level Direct - Student Artifact</p> <p>Details/Description: Legal Memorandum</p> <p>Acceptable Target: 60% score a 3 or 4</p> <p>Ideal Target: 80% score a 3 or 4</p> <p>Implementation Plan (timeline): OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>No data collected. This course was taught as an IGS for one student who did not submit an assessment to Taskstream.</p>
Use of Results	

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts & Science

Degree Program: BS Exercise Science

Report Submitted By: Paula Fantini

Date of Submission: 5/10/2022

Assessment Focus for 2022-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
EXS146	52	3.36/4	Comprehensive Exam	1,2,3,4
	40	85.40/100		
EXS422	10	2.63/4	Exercise Metabolism Lab	1,3
EXS442L	20	7 Pass/13 Fail	ACSM EP-c Exam	1,3,4
EXS315L	17	3.65/4	Biomechanical Analysis Presentation	2
EXS225	22	2.96/4	Case Study	2,3
EXS322	30	3.73/4	Exercise Analysis Chart	2
EXS316	13	3.54/4	Adopt an Athlete Project	4
EXS475	7	2.79/4	Research Project	4
SAS470	0	-	Paper	/

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.

3. Students will identify, assess, and develop individualized exercise tests based on the patient population employed.
4. Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence-based approach to professional practice.

Curriculum Map:

Courses and Learning Activities	Outcome			
	PLO 1 Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization.	PLO 2 Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement.	PLO 3 Students will identify, assess, and develop individualized exercise tests based on the patient population employed.	PLO 4 Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence based approach to professional practice.
EXS 146 EXS 146	I	I	I	I
EXS 225 EXS 225	P	P	P	
EXS 315L EXS 315L		M		
EXS 316 EXS 316				P
EXS 322 EXS 322		R		
EXS 422L EXS 422L	R		R	
EXS 442 EXS 442	M		M	M
EXS 475 EXS 475				R

Longitudinal Assessment Plan:

Measures	AY19-20	AY20-21	AY21-22
EXS 422 Comprehensive Final Exam	x		
EXS 315 Poster Presentation	x		
EXS 442 Lab Practical	x		x
SAS 470 Paper	x		
EXS 146 Comprehensive Exam		x	x
EXS 422 Exercise Metabolism Lab		x	x
EXS 442L ACSM EP-c Exam		x	x
EXS 315L Biomechanical Analysis Presentation		x	x
EXS 225 Case Study		x	x
EXS 322 Exercise Analysis Chart		x	x
EXS 316 Adopt an Athlete Project		x	x
EXS 475 Research Project		x	x

<p>Student Learning Outcome 1:</p>	<p>Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization.</p>
<p>Method(s) of Assessment</p>	<p>Measure: EXS146 Comprehensive Exam Program level Direct - Exam</p> <p>Details/Description: Students will demonstrate their knowledge through the completion of a comprehensive exam that addresses the following content areas:</p> <ol style="list-style-type: none"> 1) Introduction to Exercise Science, 2) Introduction to Research, 3) Exercise Science: A Systems Approach, 4) Exercise Physiology, 5) Clinical Exercise Physiology, 6) Athletic Training and Sports Medicine, 7) Exercise and Sport Nutrition, 8) Exercise and Sport Psychology, 9) Motor Behavior, 10) Clinical and Sport Biomechanics, 11) Equipment and Assessment in Exercise Science, 12) Careers and Professional Issues in Exercise Science, and 13) Exercise Science in the Twenty-First Century <p>Acceptable Target: The average score is 1/4.</p> <p>Ideal Target: The average score is 1.5/4.</p> <p>Implementation Plan (timeline): Students will gain knowledge throughout the term on each content area above. Students will complete a comprehensive exam during the final exam week. Raw scores will be included in the students' final course grade calculation. For outcomes assessment, the attached rubric will serve as the assessment tool.</p> <p>Key/Responsible Personnel: Faculty teaching EXS146; Benjamin Shuff</p>
<p>Assessment Results</p>	<p>There were 15 students enrolled in this course. 14 out of the 15 students (93% of the class) scored 80% or higher in the final comprehensive exam. 1 out of the 15 students (7%) did not take the exam.</p>

	<p>7 of the 14 students that took the exam (47% of the total class) scored greater than 90% on the exam.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>No recommendations at this point.</p> <p>Small class size lead to a greater effect on overall percentages. Large portion of the class scored greater than 80% which is promising. Had two students who were not EXS majors and still did extremely well.</p>
Student Learning Outcome 1:	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization.
Method(s) of Assessment	<p>Measure: EXS422L Exercise Metabolism Lab Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class is 3.0/4.</p> <p>Ideal Target: The average score for the class is 3.5/4.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>There were 17 students in the course. The average score was 2.63.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>The faculty member recommends the same artifact to be used. However, focusing on lab procedure, data analysis, and grammar will increase the average scores.</p> <p>Even though the acceptable target was not met, overall students did well on the assignment. They were very interested and involved in the laboratory experiment. In addition, this score is better than previous years.</p>

Student Learning Outcome 1:	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization.
Method(s) of Assessment	<p>Measure: EXS442 ACSM EP-c Exam Program level Direct - Exam</p> <p>Details/Description: Students will evaluate their knowledge of and skills in the following performance domains: 1) Pre-participation health screening and exercise evaluation, 2) Assessment and interpretation of the health-related components of physical fitness, 3) Exercise prescription and implementation of strength, aerobic, muscular endurance, balance, agility, reaction time, and flexibility based exercise for apparently healthy adults and individuals with controlled disease based on health fitness status, fitness goals, and the availability of time, 4) Implementation of a general weight management program, 5) Exercise counseling and behavior modification, and 6) Risk management guidelines for a health/fitness facility to reduce member, employee, and business risk – all via the ASCM’s EP-c Examination.</p> <p>Acceptable Target: 70% or more of BS in Exercise Science majors will earn certification as an Exercise Physiologist-Certified by successfully completing the ACSM’s EP-c Examination during the final examination week.</p> <p>Ideal Target: 80% of BS in Exercise Science majors will earn certification as an Exercise Physiologist-Certified by successfully completing the ACSM’s EP-c Examination during the final examination week.</p> <p>Implementation Plan (timeline): Students will register for the ACSM’s EP-c Examination on the first day of class. Students must schedule for and take the exam prior to the end of final exam week at their desired Pearson Vue testing center. The exam will serve as the student’s final examination for the semester. Student results must be forwarded to the instructor upon exam completion. Passage or failure of the ACSM’s EP-c will account for the equivalent of ½ of students’ final letter grade for the class.</p> <p>Key/Responsible Personnel: Faculty teaching EXS442; Matt McCabe</p>
Assessment Results	20 of 20 students registered for EXS442 completed the ACSM EP-C exam at a Pearson Vue Testing Center. Earning 550 points on the exam, as established by the ACSM, was the minimum “pass score.” 7 of 20 students

	<p>earned at least 550 points on the exam and therefore “passed” the OA evaluation for EXS442. In conclusion, 35.0% of the students were proficient or better according to the EXS442 OA tool.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Given certification as an Exercise Physiologist is the “Gold Standard” indicator for competency and entry into the health/fitness industries with a BS degree in Exercise Science, I recommend the ACSM EP-c Examination continue to serve as the OA tool for EXS442. In keeping with high standards, I would recommend for the “ideal target” continue to be 80% and the “acceptable target” continue to be 70%.</p> <p>Given the Acceptable and Ideal Target achievements were not met for proficiency, I, as the instructor, need to focus on competencies where students struggled on the ACSM EP-c exam. Those specific competencies are risk assessment and exercise prescription. Too much time was dedicated to clinical aspects in relation to risk assessment. I will remedy this moving forward. The current format of the ACSM EP-C exam should continue to be the assessment outcomes tool for EXS442.</p>
Student Learning Outcome 2:	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement.
Method(s) of Assessment	<p>Measure: EXS 315L Biomechanical Analysis Presentation Program level Direct - Student Artifact</p> <p>Details/Description: Students will apply the course learning outcomes presented in EXS315L by designing and executing a biomechanical analysis via power point presentation. Students will be grouped in pairs and will select a movement/sport/exercise skill to analyze. Students will video an “expert” of their selected skill, a novice of the skill, and the same novice after errors are identified and corrected. Students will utilize these three videos to formulate a biomechanical analysis for presentation. Presentations are to last 15 minutes.</p> <p>Acceptable Target: The average score for the class is 3.0/4.</p> <p>Ideal Target: The average score for the class is 3.5/4.</p>

	<p>Implementation Plan (timeline): Students will deliver the Biomechanical Assessment Presentation during the final examination period.</p> <p>Key/Responsible Personnel: Faculty teaching EXS315L; Matt McCabe</p>
Assessment Results	<p>21 of 21 students registered for EXS315 completed the Biomechanical Analysis Presentation. 17 of 21 students submitted their Biomechanical Analysis in Taskstream. Earning an 85%, as determined by the EXS315 Outcomes Assessment Rubric, was established as proficient. 15 of 17 students who submitted their Biomechanical Analysis in Taskstream earned at least 85% on the Biomechanical Analysis Presentation and thus were categorized as proficient. In conclusion, 88% of the students who submitted work were proficient or better.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Given both Acceptable Target Achievement and Ideal Target Achievement were met, I recommend that the Biomechanical Analysis Presentation continue to be utilized.</p> <p>Given the Acceptable and Ideal Target achievements were met for proficiency, the current format of the Biomechanical Analysis Presentation should continue to be the outcomes assessment tool for EXS315.</p>
Student Learning Outcome 2:	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement.
Method(s) of Assessment	<p>Measure: EXS146 Comprehensive Exam Program level Direct - Exam</p> <p>Details/Description: Students will demonstrate their knowledge through the completion of a comprehensive exam that addresses the following content areas:</p> <ol style="list-style-type: none"> 1) Introduction to Exercise Science, 2) Introduction to Research, 3) Exercise Science: A Systems Approach, 4) Exercise Physiology, 5) Clinical Exercise Physiology, 6) Athletic Training and Sports Medicine, 7) Exercise and Sport Nutrition,

	<p>8) Exercise and Sport Psychology, 9) Motor Behavior, 10) Clinical and Sport Biomechanics, 11) Equipment and Assessment in Exercise Science, 12) Careers and Professional Issues in Exercise Science, and 13) Exercise Science in the Twenty-First Century</p> <p>Acceptable Target: The average score is 1/4.</p> <p>Ideal Target: The average score is 1.5/4.</p> <p>Implementation Plan (timeline): Students will gain knowledge throughout the term on each content area above. Students will complete a comprehensive exam during the final exam week. Raw scores will be included in the students' final course grade calculation. For outcomes assessment, the attached rubric will serve as the assessment tool.</p> <p>Key/Responsible Personnel: Faculty teaching EXS146; Benjamin Shuff</p>
Assessment Results	No Findings Added
Use of Results	
Student Learning Outcome 2:	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement.
Method(s) of Assessment	<p>Measure: EXS225 Case Study Program level Direct - Student Artifact</p> <p>Details/Description: Students will apply the course learning outcomes presented in EXS225 by being randomly assigned a case study: 1) 6-month old infant, 2) toddler (1-2 years old), 3) young child (3 – 6 years old), 4) pre-pubescent child (7 – 12 years old), 5) teenager (13-19 years old), 6) healthy adult (20-40 years old), or 7) elderly adult (65 + years of age). For each randomly assigned case study, students will design a presentation to be delivered during the final exam meeting time. Once students are assigned a case, students will prepare a presentation by first selecting five age-appropriate movement skills. For each of these skills, students will explain the natural development processes involved in bringing the onset of the skill, identify individual (structural and</p>

	<p>functional), environmental, and task constraints for performing the skill, and explain how movement professionals can design programs to assist or hasten the development of these skills. All presentations will be at least 15 minutes. Specific assignment details are provided below. Raw scores will be used in the calculation of final course grades. The grading rubric for the class assignment and outcomes assessment is provided after the assignment details.</p> <p>Acceptable Target: The average score for the class is 3.0/4.</p> <p>Ideal Target: The average score for the class is 3.5/4.</p> <p>Implementation Plan (timeline): The EXS225 Motor Development Case Presentation will be completed during the scheduled Final Exam meeting time.</p> <p>Key/Responsible Personnel: Faculty teaching EXS225; Matthew D. McCabe as lead instructor.</p>
<p>Assessment Results</p>	<p>27 of 27 students registered for EXS225 completed the Final Project Case Study presentation. 5 of 27 students failed to submit the outcomes assessment project to Taskstream, but are included in the final “Closing the Loop” analysis. Earning an average of 3.4 or better out of 4 points of all grading sections on the presentation was established as “proficient.” 12 of 27 students earned at least an average of 3.4 points on the presentation and were considered “proficient” for the OA evaluation for EXS225. In conclusion, 44.4% of the students were proficient or better according to the EXS225 OA tool.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>In the second year of utilizing the current OA tool, there was a 14.3% improvement in the number of students earning a “proficient” mark. Given the improvement in “proficiency” and in keeping with high standards, I recommend the Final Project Case Study continue to serve as the OA tool for EXS225 and that the “ideal target” continue to be 70% and the “acceptable target” continue to be 80%.</p> <p>Given the Acceptable and Ideal Target achievements were not met for proficiency, though there was improvement year over year, I, as the instructor, need to scaffold the content throughout the term. Each population</p>

	<p>in the OA project are discussed throughout the semester and in-class discussions are utilized to master the content. Moving forward, the in-class activities should be replaced with a series of graded projects/presentations. These projects/presentation would enable students to become accustomed to the presentation design. The current format of the Final Project Case Study should continue to be the assessment outcomes tool for EXS225.</p>
Student Learning Outcome 2:	<p>Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement.</p>
Method(s) of Assessment	<p>Measure: EXS322 Exercise Analysis Chart Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class is 3.0/4.</p> <p>Ideal Target: The average score for the class is 3.5/4.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Average Rubric Score for Group overall-3.73 Average Score for Criterion 1 (Content Analysis)-3.8 Average Score for Criterion 2 (Completion of Chart)-3.73 Average Score for Criterion 3 (Grammar)-3.67</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>Recommend no changes to current OA Assignment. Course work currently provides knowledge for students to demonstrate PLO utilized in OA Assignment. Will look to additional assignments throughout overall coursework to further strengthen knowledge gained.</p> <p>Overall students appeared to struggle most with grammar and excelled the most at Analysis Content.</p>

Student Learning Outcome 3:	Students will identify, assess, and develop individualized exercise tests based on the patient population employed
Method(s) of Assessment	<p>Measure: EXS146 Comprehensive Exam Program level Direct - Exam</p> <p>Details/Description: Students will demonstrate their knowledge through the completion of a comprehensive exam that addresses the following content areas:</p> <ol style="list-style-type: none"> 1) Introduction to Exercise Science, 2) Introduction to Research, 3) Exercise Science: A Systems Approach, 4) Exercise Physiology, 5) Clinical Exercise Physiology, 6) Athletic Training and Sports Medicine, 7) Exercise and Sport Nutrition, 8) Exercise and Sport Psychology, 9) Motor Behavior, 10) Clinical and Sport Biomechanics, 11) Equipment and Assessment in Exercise Science, 12) Careers and Professional Issues in Exercise Science, and 13) Exercise Science in the Twenty-First Century <p>Acceptable Target: The average score is 1/4.</p> <p>Ideal Target: The average score is 1.5/4.</p> <p>Implementation Plan (timeline): Students will gain knowledge throughout the term on each content area above. Students will complete a comprehensive exam during the final exam week. Raw scores will be included in the students' final course grade calculation. For outcomes assessment, the attached rubric will serve as the assessment tool.</p> <p>Key/Responsible Personnel: Faculty teaching EXS146; Benjamin Shuff</p>
Assessment Results	No Findings Added
Use of Results	

Student Learning Outcome 3:	Students will identify, assess, and develop individualized exercise tests based on the patient population employed
Method(s) of Assessment	<p>Measure: EXS225 Case Study Program level Direct - Student Artifact</p> <p>Details/Description: Students will apply the course learning outcomes presented in EXS225 by being randomly assigned a case study: 1) 6-month old infant, 2) toddler (1-2 years old), 3) young child (3 – 6 years old), 4) pre-pubescent child (7 – 12 years old), 5) teenager (13-19 years old), 6) healthy adult (20-40 years old), or 7) elderly adult (65 + years of age). For each randomly assigned case study, students will design a presentation to be delivered during the final exam meeting time. Once students are assigned a case, students will prepare a presentation by first selecting five age-appropriate movement skills. For each of these skills, students will explain the natural development processes involved in bringing the onset of the skill, identify individual (structural and functional), environmental, and task constraints for performing the skill, and explain how movement professionals can design programs to assist or hasten the development of these skills. All presentations will be at least 15 minutes. Specific assignment details are provided below. Raw scores will be used in the calculation of final course grades. The grading rubric for the class assignment and outcomes assessment is provided after the assignment details.</p> <p>Acceptable Target: The average score for the class is 3.0/4.</p> <p>Ideal Target: The average score for the class is 3.5/4.</p> <p>Implementation Plan (timeline): The EXS225 Motor Development Case Presentation will be completed during the scheduled Final Exam meeting time.</p> <p>Key/Responsible Personnel: Faculty teaching EXS225; Matthew D. McCabe as lead instructor.</p>
Assessment Results	<p>5 students were registered and attended EXS225 online spring II. 3 out of the 5 students completed the Case Study Project. All 3 students failed to submit the outcomes assessment project to Taskstream. However, their scores are being used in this report.</p> <p>All 3 students scored between 3.2 and 4.</p>

	<p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>My only recommendation will be to continue to ask students to submit their artifact to Taskstream.</p> <p>This project is an excellent artifact and it should continue to be used.</p>
Student Learning Outcome 3:	<p>Students will identify, assess, and develop individualized exercise tests based on the patient population employed</p>
Method(s) of Assessment	<p>Measure: EXS422 Exercise Metabolism Lab Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class is 3.0/4.</p> <p>Ideal Target: The average score for the class is 3.5/4.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>There were 17 students in the course. The average score was 2.63.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>The faculty member recommends the same artifact to be used. However, focusing on lab procedure, data analysis, and grammar will increase the average scores.</p> <p>Even though the acceptable target was not met, overall students did well on the assignment. They were very interested and involved in the laboratory experiment. In addition, this score is better than previous years.</p>

Student Learning Outcome 3:	Students will identify, assess, and develop individualized exercise tests based on the patient population employed
Method(s) of Assessment	<p>Measure: EXS442 ACSM EP-c Exam Program level Direct - Exam</p> <p>Details/Description: Students will evaluate their knowledge of and skills in the following performance domains: 1) Pre-participation health screening and exercise evaluation, 2) Assessment and interpretation of the health-related components of physical fitness, 3) Exercise prescription and implementation of strength, aerobic, muscular endurance, balance, agility, reaction time, and flexibility based exercise for apparently healthy adults and individuals with controlled disease based on health fitness status, fitness goals, and the availability of time, 4) Implementation of a general weight management program, 5) Exercise counseling and behavior modification, and 6) Risk management guidelines for a health/fitness facility to reduce member, employee, and business risk – all via the ASCM’s EP-C Examination.</p> <p>Acceptable Target: It is expected that 50% of majors will be proficient or better. (Proficient is defined as passing the ACSM Exercise Physiologist Certification)</p> <p>Ideal Target: It is expected that 60% of majors will be proficient or better. (Proficient is defined as passing the ACSM Exercise Physiologist Certification)</p> <p>Implementation Plan (timeline): The ACSM Exercise Physiologist Certification will be completed at the end of each spring semester (finals week) starting spring 2020.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	No Findings Added
Use of Results	
Student Learning Outcome 4:	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence-based approach to professional practice.
Method(s) of Assessment	Measure: EXS146 Comprehensive Exam Program level Direct - Exam

	<p>Details/Description: Students will demonstrate their knowledge through the completion of a comprehensive exam that addresses the following content areas:</p> <ol style="list-style-type: none"> 1) Introduction to Exercise Science, 2) Introduction to Research, 3) Exercise Science: A Systems Approach, 4) Exercise Physiology, 5) Clinical Exercise Physiology, 6) Athletic Training and Sports Medicine, 7) Exercise and Sport Nutrition, 8) Exercise and Sport Psychology, 9) Motor Behavior, 10) Clinical and Sport Biomechanics, 11) Equipment and Assessment in Exercise Science, 12) Careers and Professional Issues in Exercise Science, and 13) Exercise Science in the Twenty-First Century <p>Acceptable Target: The average score is 1/4.</p> <p>Ideal Target: The average score is 1.5/4.</p> <p>Implementation Plan (timeline): Students will gain knowledge throughout the term on each content area above. Students will complete a comprehensive exam during the final exam week. Raw scores will be included in the students' final course grade calculation. For outcomes assessment, the attached rubric will serve as the assessment tool.</p> <p>Key/Responsible Personnel: Faculty teaching EXS146; Benjamin Shuff</p>
<p>Assessment Results</p>	<p>EXS146_01: There were 12 students enrolled in this course. 11 out of the 12 students completed the final comprehensive exam (about 92%) and they all scored 80% or higher on the exam. 1 student did not take the exam. 8 students (about 67%) scored 90% or higher while the remaining 3 students scored 80% or higher. The average score for the entire group of 11 students for all categories was 3.86 (out of 4 possible points.)</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	

	<p>I recommend that this assessment continue to be used.</p> <p>Seven students in the course were Exercise Science majors, one was Digital Media & Design major, one was Business Management major, two were undecided, and one was a CCP student.</p>
Student Learning Outcome 4:	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence-based approach to professional practice.
Method(s) of Assessment	<p>Measure: EXS316 Adopt an Athlete Project Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 3/4.</p> <p>Ideal Target: The average score for the class will be 3.5/4.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>There were 15 students enrolled and completed this course. 13 out of the 15 students (86% of the class) scored 80% or higher in the final project. 2 out of the 15 students (14%) did not submit the final project. 9 of the 13 students that submitted the project (60% of the total class) scored greater than 90% on the Final Project.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>Recommend the same artifact to be used in the future. This project is a great representation to have to identify, assess, and develop an appropriate nutritional plan based on an athlete's health status, nutritional and athletic background.</p> <p>Small class size lead to a greater effect on overall percentages. Project was presented after Week 8. In hindsight, it may have been beneficial to introduce Final Project sooner. Students appeared to be genuinely enthused and interested about the project overall.</p>

Student Learning Outcome 4:	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence-based approach to professional practice.
Method(s) of Assessment	<p>Measure: EXS442 ACSM EP-c Exam Program level Direct - Exam</p> <p>Details/Description: Students will evaluate their knowledge of and skills in the following performance domains: 1) Pre-participation health screening and exercise evaluation, 2) Assessment and interpretation of the health-related components of physical fitness, 3) Exercise prescription and implementation of strength, aerobic, muscular endurance, balance, agility, reaction time, and flexibility based exercise for apparently healthy adults and individuals with controlled disease based on health fitness status, fitness goals, and the availability of time, 4) Implementation of a general weight management program, 5) Exercise counseling and behavior modification, and 6) Risk management guidelines for a health/fitness facility to reduce member, employee, and business risk – all via the ASCM’s EP-C Examination.</p> <p>Acceptable Target: It is expected that 50% of majors will be proficient or better. (Proficient is defined as passing the ACSM Exercise Physiologist Certification)</p> <p>Ideal Target: It is expected that 60% of majors will be proficient or better. (Proficient is defined as passing the ACSM Exercise Physiologist Certification)</p> <p>Implementation Plan (timeline): The ACSM Exercise Physiologist Certification will be completed at the end of each spring semester (finals week) starting spring 2020.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	No Findings Added
Use of Results	
Student Learning Outcome 4:	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence-based approach to professional practice.

<p>Method(s) of Assessment</p>	<p>Measure: EXS475 Research Project Program level Direct - Student Artifact</p> <p>Details/Description: Students will apply the course learning outcomes presented in EXS475 by forming two groups (three if enrollment dictates) and working through the research process to complete a research project and prepare a manuscript for peer-review. This process will consist of the following project phases: 1) identification of a research topic of interest, 2) formulate two or more research questions and hypotheses, 3) write a 4-5 paragraph manuscript introduction with at least 10 peer reviewed references, 4) complete a TU IRB application with attached research design, participant recruitment procedures, a consent document, additional study tools (i.e. survey), and data analysis plan, 5) obtain IRB approval for a study, 6) collect data for an IRB approved study, 7) run statistical analyses on collected data, 8) report research results, and 9) write a discussion and conclusion section to complete the final manuscript.</p> <p>Acceptable Target: The average score for the class is 3.0/4.</p> <p>Ideal Target: The average score for the class is 3.25/4.</p> <p>Implementation Plan (timeline): The EXS475 Research Methods in Exercise Science Research Project Manuscript will be due at the Final Exam meeting time.</p> <p>Key/Responsible Personnel: Faculty teaching EXS475; Matthew D. McCabe as lead instructor.</p>
<p>Assessment Results</p>	<p>11 of 11 students registered for EXS475 completed a research manuscript. Earning an 85% (as determined by the EXS475 OA Rubric) was established as proficient. Only 7 of 11 submitted work in Taskstream. Of the 7 students who submitted work, 3 of 7 students earned at least 85% on the research manuscript. In conclusion, 43% of the students were proficient or better.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>Due to continued COVID-19 restrictions, I recommend that this assessment tool to continue to be utilized and that the “ideal target” continue to be 70%</p>

and the “acceptable target” continue to be 80% until future data necessitates changes.

Given the Acceptable and Ideal Targets were not met, the instructor should reorganize the research process by which students construct a research manuscript. The main challenge for the students in 2021 was data collection and availability of data to address research questions. In the future, to reduce the issue of limited data and data collection opportunities, the instructor should assign students research topics and questions. This would assure students have a “workable” research project.

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts and Science

Degree Program: BS Forensic Science

Report Submitted By: Paula Fantini

Date of Submission: 05/06/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
FSC215	0	-	Case Study Analysis	1
CHM481	4	93.40/100	Lab Report	2
CHM411	12	82.83/100	Final Exam	3
BIO445	3	3.47/4	Paper	4

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 will earn a Bachelor of Science in Forensic Science upon the completion of the required coursework. Students completing this degree can seek professional employment positions in forensic science, commercial and industrial laboratories. Moreover, students graduating from this program have the pre-requisites to apply to graduate school in the sciences and health professions.

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:

	Outcome			
	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.
Courses and Learning Activities				
FSC215 case study analysis	R			
CHM481 ACS exam		P		
CHM411 ACS Biochemistry exam			R	
BIO445 paper/presentation				R

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
FSC 215 Case study analysis	x	x	x
CHM 481 ACS Instrumental Exam	x		
CHM 411 Biochemistry Final	x		x
BIO 445L Paper	x		
CHM 481 Lab Report		x	x
BIO 445 Paper		x	x

Student Learning Outcome 1:	Demonstrate the basic knowledge necessary for effective testimony as an expert witness, and in effective written and oral communication of scientific information.
Method(s) of Assessment	<p>Measure: FSC 215 Case Study Analysis Program level Direct - Student Artifact</p> <p>Details/Description: Read the following case study and write a paper answering the questions following the written case study.</p> <p>Acceptable Target: The average score will be 2.8.</p> <p>Ideal Target: The average score will be 3.2.</p> <p>Implementation Plan (timeline):</p>

	<p>OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>5 students were in the class and all submitted their paper. Four students received scores of four (4). One student received a 3.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Move up the deadline an entire month. Three students submitted timely. One was 2 days late. Another student was two weeks late.</p> <p>We did not have our guest speaker this year because of COVID. However, next year we will have a forensic scientist from BCI come to class. We toured the DNA Lab which the students enjoyed.</p>
Student Learning Outcome 2:	<p>Exhibit knowledge in chemistry and biology field & laboratory techniques, processing, analysis, evaluation and interpretation scientific data.</p>
Method(s) of Assessment	<p>Measure: CHM 481 Lab Report Program level Direct - Student Artifact</p> <p>Details/Description: Students will demonstrate their understanding of the following categories of analytical techniques: spectroscopy, mass spectrometry, and chromatography via lab reports in those areas. The assessment will focus on lab and lecture by using the average lab report score for three lab reports that involve spectroscopy, chromatography, and mass spectrometry.</p> <p>Acceptable Target: Approximately 60% of the students received a 'B' or better.</p> <p>Ideal Target: 90% of the students received a 'C' or better on the biochemistry final.</p> <p>Implementation Plan (timeline): OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>

Assessment Results	<p>3 of the 4 students in the class exceeded the ideal goal of “80% of BSFS majors taking the CHM481 and CHM481L will average 80% or above.” One student scored 77.36% and did not meet the acceptable target, however that student is not a BSFS student failed to turn in some of the labs. This year, only 75% (3 of 4) students met the target, but if you take into account that the student who missed the target is not a BSFS major, then we met our goal.</p> <p>In the past two years, 2020 - 2021, 14 of the 15 students exceeded the ideal goal of “80% of BSFS majors taking the CHM481 and CHM481L will average 80% or above.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<ol style="list-style-type: none"> 1. Continue to acquire more instrumentation and develop experiential laboratory experiments to help students build their education in instrumental analysis. 2. Limit the number of students in lab to 10 so that students can spend more quality time on the instruments. <p>No changes should be made to the targets at this time so we can assess this new measurement over the next few years.</p>
Student Learning Outcome 3:	Formulate scientific hypotheses through research and interpretation of scientific literature.
Method(s) of Assessment	<p>Measure: CHM 411 Final Exam Program level Direct - Exam</p> <p>Details/Description: Biochemistry Final</p> <p>Acceptable Target: Approximately 60% of the students received a ‘B’ or better.</p> <p>Ideal Target: 90% of the students received a ‘C’ or better on the biochemistry final.</p> <p>Implementation Plan (timeline): Given during Finals week</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>

Assessment Results	<p>The average score for this assessment was 82.83%*</p> <p>Acceptable Target Achievement: Meet (58% (7/12) of students received a 'B' or better.</p> <p>Ideal Target Achievement: Exceeded (>90% (12/12) of students received a 'C' or better)</p> <p>Acceptable Target Achievement: Met</p> <p>Ideal Target Achievement : Exceeded</p>
Use of Results	<p>No change is necessary for the upcoming academic year.</p> <p>*The 2022 final was written, in-person, and closed notes/book. Last year (2021; avg. score = 98%) final was online and open note/book. Therefore, 2022 scores were and anticipated to be lower than in 2021.</p> <p>The average score for the CHM411 exams prior to the final was 75.67%. On average student performance improved on the final relative to prior performance on exams in the course.</p>
Student Learning Outcome 4:	<p>Demonstrate ethical standards in research, laboratory techniques, and communication of scientific information.</p>
Method(s) of Assessment	<p>Measure: BIO 445 Paper</p> <p>Course level Direct - Student Artifact</p> <p>Details/Description:</p> <p>This presentation will include a class presentation and a 4-page paper not including the title page and references.</p> <p>The topic: Modern Molecular Biology Techniques</p> <p>Select your technique, research it and provide an example where the technique was used and published. Use at least 4 scientific papers. These should be from the latest references from recent years (last 5 years).</p> <p>Acceptable Target:</p> <p>The average score will be 2.8.</p> <p>Ideal Target:</p> <p>The average score will be 3.2.</p> <p>Implementation Plan (timeline):</p> <p>The paper/presentation will be completed in BIO 445L during the last week of the semester.</p>

	Key/Responsible Personnel: Faculty teaching the course.
Assessment Results	<p>The average was 3.5 so the students met their ideal target and met most criteria even though there were few students. The area that needs improvement appears to be in the mechanics section.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Exceeded</p>
Use of Results	<p>The assessment should continue to remain the same.</p> <p>Target was met in 3 out of 4 instances. One not submitted due to COVID and other medical emergencies.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts and Science

Degree Program: Tiffin Core (General Education)

Report Submitted By: Michael Lynch

Date of Submission: 05/20/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CST111	327	1.65/4	Final Presentation	1,2
DEC100	80 282	1.82/4 1.61/4	Resume and Final Reflection	1,2,3
DEC200/DEC250	217 124	2.45/4 2.20/4	Annotated Bibliography	1,2,3
DEC300	286	3.06/4	Final Project	1,2,3
DEC400	142	3.35/4	Final Project Assignment	1,2,3
DEC400L	135	3.55/4	Final e-Portfolio	1,2,3
MAT181	154	2.22/4	Chapter 2 Problem of the Week	1
MAT185	186	2.10/4	Finance Project	1
MAT273	370	2.90/4	Final Statistics Project	1
NAT130	335	2.39/4	Final Reflection Project	1
COM130	264	2.40/4	Persuasive Speech	2
CUL210	48	3.23/4	Travel Guide Assignment	2,3
ENG141	290	1.94/4	Persuasive Essay	2
ENG142	302	2.17/4	Research Essay	2
ENG201	54	2.00/4	Large Analysis Paper	2,3
HIS201	50	1.92/4	Final Project	2,3
ART210	59	2.02/4	Week 6 Controversies in Art	2,3

Program Mission Statement:

General Education Curriculum implements core competencies through learning competencies that function as the framework of a Tiffin University education, preparing students both personally and professionally to flourish in a global community.

Student Learning Outcome Overview:

1. Students will solve problems using quantitative and qualitative thinking methods.
2. Students will communicate appropriately in diverse situations.
3. Students will cultivate a mindset to impact various communities.

Curriculum Map:

	Outcome		
	Program Learning Outcome 1 Students will solve problems using quantitative and qualitative thinking methods.	Program Learning Outcome 2 Students will communicate appropriately in diverse situations.	Program Learning Outcome 3 Students will cultivate a mindset to impact various communities.
Courses and Learning Activities			
MAT 181 MAT 181	I		
MAT 185 MAT 185	I		
MAT 275 MAT 275	I		
CST 111 CST 111	I		
DEC 100 DEC 100	I	I	I
DEC 200 DEC 200	P	P	P
DEC 250 DEC 250		I	I
DEC 300 DEC 300	P	P	P
DEC 400 DEC 400	R	R	R
DEC 400L DEC 400L	R	R	R
NAT 130 NAT 130	P		
MAT 273 MAT 273	R		
COM 130 COM 130		I	
ENG 141 ENG 141		I	
ENG 142 ENG 142		I	

HIS 201 HIS 201		P	R
ENG 201 ENG 201		P	R
CUL 210 CUL 210		P	R
ART 210 ART 210		P	R
PHI 110 PHI 110			I

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
CST 111 Final Presentation	x	x	x
DEC 100 Resume and Final Reflection	x	x	x
DEC 200/DEC 250 Annotated Bibliography	x	x	x
DEC 300 Final Project	x	x	x
DEC 400 Final Project Assignment	x	x	x
DEC 400L Final ePortfolio	x	x	x
MAT 181 Chapter 3 Problem of the Week	x	x	x
MAT 185 Finance Project	x	x	x
MAT 273 Final Statistics Project	x	x	x
MAT 275 Vietnam Veteran's Memorial Case Study			x
NAT 130 Final Reflection Project	x	x	x
COM 130 Persuasive Speech	x		x
ENG 141 Persuasive Essay	x	x	x
ENG 142 Research Essay	x	x	x
ENG 201 Large Analysis Paper	x	x	x

HIS 201 Final Project	x	x	x
DEC 400L Final ePortfolio		x	
ART 210 Controversies in Art Project		x	x
COM 130 Persuasive Speech		x	x
CUL 210 Travel Guide Assignment		x	x
PHI 110 Course Project Argumentative Paper			x

Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: CST 111 Final Presentation Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): The course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 1.57.</p> <p>The lowest scored Criterion (1.51) was Criterion 5- Access and Use Information Ethically and Legally</p> <p>The highest scored Criterion (1.63) was Criterion 1 -Determine the Extent of Information Needed.</p> <p>Acceptable Target Achievement: Exceeded</p> <p>Ideal Target Achievement : Exceeded</p>

Use of Results	<p>Consider dropping the 5th criteria from the AACU rubric for scoring.</p> <p>Last AY (2020-21), it was recommended that a training session was necessary with seated and online faculty to help with the large discrepancies in scoring. This was accomplished through video trainings, etc. The scores are much more in line this year with one another and with what we'd expect for a freshman level course.</p> <p>The OA assignment was pared down and refined for AY2021-22. It created a more targeted assignment for the students that required them to investigate multiple types of sources – good adjustment!</p>
Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: DEC 100 Final Reflection</p> <p>Program level Direct - Student Artifact</p> <p>Details/Description: Address the following questions in your reflection based on your work with the Engage Project as well as any related assessments, discussions, and assignments (you are allowed to copy and paste from any of your previous journal responses) completed throughout weeks of the course.</p> <ul style="list-style-type: none"> ● What particular experiences in the Engage project and this course have significantly impacted the way you now think about your future career, and/or your community? Explain how and why they made an impact. ● How might you get involved at Tiffin University or in your community to better prepare you for success academically, personally, and professionally? ● You may or may not have completed an extensive project like the Engage project before this course. How does time management play into completing a successful project? Share what you learned about time management since beginning this course and how has your time management changed over the past seven weeks. <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p>

	<p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 1.62.</p> <p>The lowest scored Criterion was #3 (1.56) Independence.</p> <p>The highest scored Criterion was #2 (1.69) Initiative.</p> <p>Acceptable Target Achievement: Exceeded</p> <p>Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Recommend leaving this assessment as is for AY2022-23. There are plans to rework the scaffolded engage project in all of DEC100-400 so the OA assignments may adjust in the future.</p> <p>Training of the new faculty/instructors in the course yielded consistent results across sections. Recommend continuing this training for new faculty and staff who will be teaching DEC 100 this upcoming academic year.</p> <p>The assignment seems to be scaffolded quite well throughout the course, providing the students with the knowledge, skills, and abilities necessary to successfully complete the final reflection.</p>
Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: DEC 200 Annotated Bibliography Program level Direct - Student Artifact</p> <p>Details/Description: Annotated bibliography</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline):</p>

	<p>This could will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score is 2.46.</p> <p>The lowest score was 2.27 in Criterion 1- Describe Search Strategies and Methods</p> <p>The highest score was 2.55 in Criterion 2-Summary</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>The rubric was updated for this Academic Year 2021-2022 that aligned better with the assignment. The OA Scoring day on 5/10/22 yielded a couple of suggestions, but overall, the new rubric worked well.</p> <p>Recommendations from DEC200/250 OA day (5/10/22) for the future as we rework the Engage project in the DEC sequence included the following:</p> <ul style="list-style-type: none"> -rework the last criterion of the rubric to capture intended purpose, is it Overall Quality or Mechanics/grammar? -consider having the students find 10 sources but only create the full annotations on 5-6 of the sources. Perhaps create 5 then look for any holes or missing viewpoints to zero in on a 6th source for the bibliography. -create a summary at the beginning about the specifics of the search process vs. including it in each bibliography entry <p>Recommend leaving this assessment generally as is (except what is outlined above) for AY2022-23. There are plans to rework the scaffolded Engage project in all of DEC100-400, so the OA assignments may adjust in the future.</p> <p>One recommendation from last year was to separate DEC200/250. I'm not sure that is necessary as the same trends/scores are occurring in both.</p>
Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: DEC 300 Final Project Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>Final Project</p> <p>Acceptable Target: Students will receive an average score of 2.25 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 3.05.</p> <p>The lowest criterion scored (2.97) was Criterion 5-Implications</p> <p>The highest criterion scored (3.16) was Criterion 1-Topic Selection.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Keep the same assessment but recommend revising the instructions slightly to capture the Implications requirement.</p> <p>Continued recommendation to have more overview in both DEC 100 and 200 that explains how these classes are connected. This has already helped and is showing up in the course evaluations for DEC 100 and DEC 200. For seated sections: Many students over the past two semesters question the value of the DEC course sequence.</p> <p>Recommend finishing the DEC 200 template with required ePortfolio submissions so that DEC300 instructors know what information the students should have.</p> <p>Based on class projects this semester students did an overall nice job on analyzing their topic from two perspectives and completing the research PowerPoint. Students who struggled were ones who could not find individuals to interview to address their topic from varying stakeholder perspectives.</p> <p>Some students are still coming into DEC300 without having a full annotated bibliography or having their ePortfolio created which makes them start off at a lower level than their peers. In addition, many students</p>

	struggle with coming back to this research a year later and want to change their topic completely. DEC100-400 sequence is set to have a revamped/revised Engage project in the near future.
Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: DEC 400 Final Project Assignment Program level Direct - Student Artifact</p> <p>Details/Description: DEC 400 Final Project Assignment</p> <p>Acceptable Target: Students will receive an average score of 3.50 or higher.</p> <p>Ideal Target: Students will receive an average score of 4.00.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 3.23.</p> <p>Criterion 2 of the rubric received the overall lowest score of 3.16. Criterion 2 is: -Evidence Selecting and using information to investigate a point of view or conclusion.</p> <p>Criteria 1 & 4 of the rubric both received the highest score of 3.28. Criterion 1 is: Explanation of issues. Criterion 4 is: -Student's position (perspective, thesis/hypothesis).</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
Use of Results	The recommendation at this point is to keep the same assessment as is to collect more data. With the number of sections of DEC 400 increasing, we'll get a better look with a larger group of seated students. Online students seem to be progressing through the course seamlessly.

	<p>Overall, online students tended to score higher than seated students. Giving more attention to Criterion 2 concepts in class would help with a better final presentation project.</p> <p>There is a planned revamp of the Engage Project in the entire DEC100-400 sequence.</p>
Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: DEC 400L Final ePortfolio Program level Direct - Portfolio</p> <p>Details/Description: Final ePortfolio</p> <p>Acceptable Target: The average score on the rubric will be at least 3.5.</p> <p>Ideal Target: The average score on the rubric will be at least 4.0.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 3.48.</p> <p>Criterion 5-Reflection received the overall lowest score of 3.44.</p> <p>Criteria 1-Curiosity and 3-Independence both received the overall highest score of 3.51.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Recommend moving DEC400L seated to online setting to streamline the ePortfolio reflection process.</p> <p>Use the same assessment to get more data. With the additional sections of seated DEC400L next AY, the extra data will give us a better overall</p>

	<p>picture of DEC 400L. Online students are progressing through the sequence seamlessly.</p> <p>All instructors seem to be scoring similarly.</p>
Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: MAT 181 Chapter 3 Problem of the Week Program level Direct - Student Artifact</p> <p>Details/Description: Chapter 3 Problem of the Week</p> <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 2.25/4.</p> <p>The lowest score of the rubric was 1.99 in Criterion 5: Assumptions - Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</p> <p>The highest scored category of the rubric was 2.61 in Criterion 3: Calculation</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>OA Scoring day on 5-9-22: Consider adjusting the OA assignment to more focus on the College Algebra concepts vs. the concepts carried over from previous courses. This is an older assignment, and it may be ready for an update.</p> <p>Scores were much the same as last year in all areas.</p>

<p>Student Learning Outcome 1:</p>	<p>Students will solve problems using quantitative and qualitative thinking methods.</p>
<p>Method(s) of Assessment</p>	<p>Measure: MAT 185 Finance Project Program level Direct - Student Artifact</p> <p>Details/Description: Finance project</p> <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 2.06.</p> <p>The lowest scored rubric category was: Calculation (1.91).</p> <p>The highest scored rubric category was: Communication Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized) (2.28).</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	
<p>Student Learning Outcome 1:</p>	<p>Students will solve problems using quantitative and qualitative thinking methods.</p>
<p>Method(s) of Assessment</p>	<p>Measure: MAT 273 Final Statistics Project Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>Final Statistics Project.</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.5 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 2.92.</p> <p>The lowest score was 2.71 for Criterion 4: Application / Analysis - Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</p> <p>The highest score was 3.13 in Criterion 3: Calculation</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>The following are recommendations from the previous AY2020-2021. We were unable to make the changes this year due to the time constraints in COEL. Tonia will again attempt to get the online course on the revision build plan for the upcoming year.</p> <ol style="list-style-type: none"> 1. Strongly suggest that we modify the online instructions of the weekly scaffolding for the final project for clarity to the students and consistency for the professor. 2. I would recommend modifying other problems of the week to be more relevant to the course project. Additional videos created by an instructor that clarify how to find data and complete certain requirements of the problems and the course project would be helpful. Emphasis on completing all aspects of the course project is needed and can be accomplished with videos. <p>Seated course is good!</p> <p>Since the accelerated goal exceeds the numerical standard, it looks like we are doing well in the overall success of the PLO #1.</p>

Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: MAT 275 Vietnam Veteran’s Memorial Case Study Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score is 2.0.</p> <p>Ideal Target: The average score is 2.5.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 1.96.</p> <p>The lowest score was 1.8 for both Criterion 1-Curiosity and Criterion 2-Initiative.</p> <p>The highest score was 2.2 in Criterion 5 – Reflection.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>This is the first year we’ve collected OA data for MAT 275. Recommend waiting another year, after AY2022-23, until any changes in instruction are discussed. Five students don’t provide enough data to form conclusions at this time.</p> <p>The on-campus section was not submitted/scored on the OA assignment. Will need to guarantee this is assigned and scored in Spring 2023.</p>
Student Learning Outcome 1:	Students will solve problems using quantitative and qualitative thinking methods.
Method(s) of Assessment	<p>Measure: NAT 130 Final Reflection Project Program level Direct - Student Artifact</p>

	<p>Details/Description: Final Reflection Project</p> <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 2.23.</p> <p>The lowest scored Criterion (2.06) was Criterion 4 - Conclusions.</p> <p>The highest scored Criterion (2.47) was Criterion 1 - Topic Selection.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Would recommend for the same artifact to continue to be used for assessment. However, I would still encourage faculty to take the time to review the project directions with students (Most students provide background information on the topic, but many do not discuss how they are affected by the "topic").</p> <p>Scores tended to be much more comparable amongst instructors/sections this year. Some of the inflation seen in past years was not present.</p>
<p>Student Learning Outcome 2:</p>	<p>Students will communicate appropriately in diverse situations.</p>
<p>Method(s) of Assessment</p>	<p>Measure: ART 210 Controversies in Art Project Program level Direct - Student Artifact</p> <p>Details/Description: Activity Instructions</p>

Conduct a search for public art controversies. Select one that interests you for the focus of this assignment. Address the following parts:

Part 1 (Infographic or Essay):

Analyze the controversy by addressing each of the following. Reserve your opinion for Part 2. This part is just research information on the controversy and your own objective analysis.

Describe the artwork — subject, medium, and form.

Detail the opposing issues in the controversy. Analyze the pros. Analyze the cons.

Make sure to question the validity of viewpoints. Is bias involved? Are facts presented just flat out inaccurate?

Consider any assumptions that are being made. This may involve various things like the artist's intent, cost (Who is paying for it?), or sweeping statements like "Nobody wants this..." or "Everybody loves art..." The point is to consider these assumptions as you analyze the pros and cons. What was the intent of the artist as far as emotional appeal? (This may be covered when explaining the issues. Do not repeat if already addressed.) This analysis should be detailed with specific points for support whether you choose the infographic or essay format.

Part 2 (Essay)

Evaluate the work by addressing the following:

What is your position on the controversy? Explain fully. Why do you hold this position?

What is your opinion of public art? Does it serve a positive purpose in our lives if it can create such discord?

What influences your decision about art? For example, you may have had significant exposure to art when you were younger or you may think it's a waste of taxpayer money -- again, check your assumptions. Perhaps your community celebrates the arts with lots of festivals, or maybe it doesn't place a high value on public art (not many works in your community).

Think about your own value system when addressing your position.

Conclude with your idea for how the controversy should have been resolved. What are the implications of your resolution?

Integrate at least 3 reliable sources. The sources should be articles on the artist or artwork, not just a link to image files or the quote website.

Integrate sources by quoting, paraphrasing, or summarizing original ideas. Make sure what you are integrating is relevant to the topic and helps support your analysis.

Note: If you cannot find adequate research on an artist or on an artwork by the artist, select a different artist or artwork. "I could not find..." is not an adequate response in this activity.

	<p>Acceptable Target: The average score is 2.</p> <p>Ideal Target: The average score is 2.5.</p> <p>Implementation Plan (timeline): This course will be assessed when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 2.02.</p> <p>The lowest scored criterion was Criterion 2: Evidence Selecting and using information to investigate a point of view or conclusion = 1.88.</p> <p>The highest score criterion was Criterion 1: Explanation of Issue = 2.22</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Recommend to instructors to continue to bring in library services for a talk on research services.</p> <p>With the Art 210 course having a range of students (Freshman thru Senior), the range is broad in how the students scored. The assignment itself went well.</p> <p>Last year the average score for this course was slightly elevated for a 200 level course. The recommended training provided for faculty teaching the course as to how to score the outcomes assessment assignment using the AACU Critical Thinking rubric was beneficial in bringing the scores into more expected ranges.</p>
Student Learning Outcome 2:	Students will communicate appropriately in diverse situations.
Method(s) of Assessment	Measure: COM 130 Persuasive Speech Program level Direct - Student Artifact

	<p>Details/Description: Persuasive Speech</p> <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>232 students were evaluated over the Fall 2021 and Spring 2022 semesters. The acceptable target indicated for assessment was exceeded.</p> <p>Scoring of student work in Taskstream appears to be slightly higher than the ideal target.</p> <p>Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Move up the assessment by one-two weeks so there will be more time for students to submit, faculty to score, and results to be analyzed.</p> <p>Keep assessment the same. The persuasive presentation assignment works well for assessing this course.</p> <p>There is a need for more consistency in reporting in Taskstream. Since this is a 100-level course, students should be scoring mostly in the benchmark section of the rubric, rather than having such high scores for the final assignment.</p>
<p>Student Learning Outcome 2:</p>	<p>Students will communicate appropriately in diverse situations.</p>
<p>Method(s) of Assessment</p>	<p>Measure: CST 111 Final Presentation Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 1.57.</p> <p>The lowest scored Criterion (1.51) was Criterion 5- Access and Use Information Ethically and Legally</p> <p>The highest scored Criterion (1.63) was Criterion 1 -Determine the Extent of Information Needed.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>.</p> <p>Consider dropping the 5th criteria from the AACU rubric for scoring.</p> <p>Last AY (2020-21), it was recommended that a training session was necessary with seated and online faculty to help with the large discrepancies in scoring. This was accomplished through video trainings, etc. The scores are much more in line this year with one another and with what we'd expect for a freshman level course.</p> <p>The OA assignment was pared down and refined for AY2021-22. It created a more targeted assignment for the students that required them to investigate multiple types of sources – good adjustment!</p>
Student Learning Outcome 2:	Students will communicate appropriately in diverse situations.
Method(s) of Assessment	<p>Measure: CUL 210 Travel Guide Assignment Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>Travel Guide Assignment</p> <p>Acceptable Target: The average score on the rubric is 2.0.</p> <p>Ideal Target: The average score on the rubric is 2.5.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score for the academic year was 3.05.</p> <p>The lowest scored category (2.82) was Criterion 2: Knowledge of cultural worldview frameworks.</p> <p>The highest scored category (3.29) was Criterion 1: Knowledge Cultural Self-Awareness.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>The targets have been exceeded; therefore, it is recommended that no changes are made at this point.</p> <p>At a later time when the online course can be revised it is recommended that students are provided with additional opportunities to examine the presence of diverse cultural differences within similar scenarios, where they can create an awareness and empathy of cultural differences without judgment or assumption of norms.</p> <p>This course is only offered in the online setting, so any major changes may take time to implement based on COEL staff availability.</p>
Student Learning Outcome 2:	Students will communicate appropriately in diverse situations.
Method(s) of Assessment	Measure: DEC 100 Final Reflection Program level Direct - Student Artifact

	<p>Details/Description: Address the following questions in your reflection based on your work with the Engage Project as well as any related assessments, discussions, and assignments (you are allowed to copy and paste from any of your previous journal responses) completed throughout the course.</p> <ul style="list-style-type: none"> • What particular experiences in the Engage project and this course have significantly impacted the way you now think about your future career, and/or your community? Explain how and why they made an impact. • How might you get involved at Tiffin University or in your community to better prepare you for success academically, personally, and professionally? • You may or may not have completed an extensive project like the Engage project before this course. How does time management play into completing a successful project? Share what you learned about time management since beginning this course and how has your time management changed over the past seven weeks. <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 1.62.</p> <p>The lowest scored Criterion was #3 (1.56) Independence.</p> <p>The highest scored Criterion was #2 (1.69) Initiative.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Recommend leaving this assessment as is for AY2022-23. There are plans to rework the scaffolded engage project in all of DEC100-400 so the OA assignments may adjust in the future.</p>

	<p>Training of the new faculty/instructors in the course yielded consistent results across sections. Recommend continuing this training for new faculty and staff who will be teaching DEC 100 this upcoming academic year.</p> <p>The assignment seems to be scaffolded quite well throughout the course, providing the students with the knowledge, skills, and abilities necessary to successfully complete the final reflection.</p>
Student Learning Outcome 2:	Students will communicate appropriately in diverse situations.
Method(s) of Assessment	<p>Measure: DEC 200 Annotated Bibliography Program level Direct - Student Artifact</p> <p>Details/Description: Annotated bibliography</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score is 2.46.</p> <p>The lowest score was 2.27 in Criterion 1- Describe Search Strategies and Methods</p> <p>The highest score was 2.55 in Criterion 2-Summary</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	

	<p>The rubric was updated for this Academic Year 2021-2022 that aligned better with the assignment. The OA Scoring day on 5/10/22 yielded a couple of suggestions, but overall, the new rubric worked well.</p> <p>Recommendations from DEC200/250 OA day (5/10/22) for the future as we rework the Engage project in the DEC sequence included the following:</p> <ul style="list-style-type: none"> -rework the last criterion of the rubric to capture intended purpose, is it Overall Quality or Mechanics/grammar? -consider having the students find 10 sources but only create the full annotations on 5-6 of the sources. Perhaps create 5 then look for any holes or missing viewpoints to zero in on a 6th source for the bibliography. -create a summary at the beginning about the specifics of the search process vs. including it in each bibliography entry <p>Recommend leaving this assessment generally as is (except what is outlined above) for AY2022-23. There are plans to rework the scaffolded Engage project in all of DEC100-400, so the OA assignments may adjust in the future.</p> <p>One recommendation from last year was to separate DEC200/250. I'm not sure that is necessary as the same trends/scores are occurring in both.</p>
<p>Student Learning Outcome 2:</p>	<p>Students will communicate appropriately in diverse situations.</p>
<p>Method(s) of Assessment</p>	<p>Measure: DEC 250 Annotated Bibliography Program level Direct - Student Artifact</p> <p>Details/Description: Annotated Bibliography</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offer every term/semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>

<p>Assessment Results</p>	<p>The average score is 2.23.</p> <p>The lowest score was 1.78 in Criterion 1- Describe Search Strategies and Methods</p> <p>The highest score was 2.47 in both Criteria 2-Summary & 6-Overall Quality</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>The rubric was updated for this Academic Year 2021-2022 that aligned better with the assignment. The OA Scoring day on 5/10/22 yielded a couple of suggestions, but overall, the new rubric worked well.</p> <p>Recommendations from DEC200/250 OA day (5/10/22) for the future as we rework the Engage project in the DEC sequence included the following:</p> <ul style="list-style-type: none"> -rework the last criterion of the rubric to capture intended purpose, is it Overall Quality or Mechanics/grammar? -consider having the students find 10 sources but only create the full annotations on 5-6 of the sources. Perhaps create 5 then look for any holes or missing viewpoints to zero in on a 6th source for the bibliography. -create a summary at the beginning about the specifics of the search process vs. including it in each bibliography entry <p>Recommend leaving this assessment generally as is (except what is outlined above) for AY2022-23. There are plans to rework the scaffolded Engage project in all of DEC100-400, so the OA assignments may adjust in the future.</p> <p>One recommendation from last year was to separate DEC200/250. I'm not sure that is necessary as the same trends/scores are occurring in both.</p>
<p>Student Learning Outcome 2:</p>	<p>Students will communicate appropriately in diverse situations.</p>
<p>Method(s) of Assessment</p>	<p>Measure: DEC 300 Final Project Program level Direct - Student Artifact</p> <p>Details/Description: Final Project</p>

	<p>Acceptable Target: Students will receive an average score of 2.25 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 3.05.</p> <p>The lowest criterion scored (2.97) was Criterion 5-Implications</p> <p>The highest criterion scored (3.16) was Criterion 1-Topic Selection.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Keep the same assessment but recommend revising the instructions slightly to capture the Implications requirement.</p> <p>Continued recommendation to have more overview in both DEC 100 and 200 that explains how these classes are connected. This has already helped and is showing up in the course evaluations for DEC 100 and DEC 200. For seated sections: Many students over the past two semesters question the value of the DEC course sequence.</p> <p>Recommend finishing the DEC 200 template with required ePortfolio submissions so that DEC300 instructors know what information the students should have.</p> <p>Based on class projects this semester students did an overall nice job on analyzing their topic from two perspectives and completing the research PowerPoint. Students who struggled were ones who could not find individuals to interview to address their topic from varying stakeholder perspectives.</p> <p>Some students are still coming into DEC300 without having a full annotated bibliography or having their ePortfolio created which makes them start off at a lower level than their peers. In addition, many students struggle with coming back to this research a year later and want to change</p>

	<p>their topic completely. DEC100-400 sequence is set to have a revamped/revised Engage project in the near future.</p>
<p>Student Learning Outcome 2:</p>	<p>Students will communicate appropriately in diverse situations.</p>
<p>Method(s) of Assessment</p>	<p>Measure: DEC 400 Final Project Assignment Program level Direct - Student Artifact</p> <p>Details/Description: DEC 400 Final Project Assignment</p> <p>Acceptable Target: Students will receive an average score of 3.50 or higher.</p> <p>Ideal Target: The average score for the rubric is 4.00.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 3.23.</p> <p>Criterion 2 of the rubric received the overall lowest score of 3.16. Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion.</p> <p>Criteria 1 & 4 of the rubric both received the highest score of 3.28.</p> <p>Criterion 1 is: Explanation of issues. Criterion 4 is: Student's position (perspective, thesis/hypothesis).</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>The recommendation at this point is to keep the same assessment as is to collect more data. With the number of sections of DEC 400 increasing, we'll get a better look with a larger group of seated students. Online students seem to be progressing through the course seamlessly.</p>

	<p>Overall, online students tended to score higher than seated students. Giving more attention to Criterion 2 concepts in class would help with a better final presentation project.</p> <p>There is a planned revamp of the Engage Project in the entire DEC100-400 sequence.</p>
Student Learning Outcome 2:	Students will communicate appropriately in diverse situations.
Method(s) of Assessment	<p>Measure: DEC 400L Final ePortfolio Program level Direct - Portfolio</p> <p>Details/Description: Final ePortfolio</p> <p>Acceptable Target: The average score on the rubric will be at least 3.5.</p> <p>Ideal Target: The average score on the rubric will be at least 4.0.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 3.48.</p> <p>Criterion 5-Reflection received the overall lowest score of 3.44.</p> <p>Criteria 1-Curiosity and 3-Independence both received the overall highest score of 3.51.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Recommend moving DEC400L seated to online setting to streamline the ePortfolio reflection process.</p> <p>Use the same assessment to get more data. With the additional sections of seated DEC400L next AY, the extra data will give us a better overall</p>

	<p>picture of DEC 400L. Online students are progressing through the sequence seamlessly.</p> <p>All instructors seem to be scoring similarly.</p>
Student Learning Outcome 2:	Students will communicate appropriately in diverse situations.
Method(s) of Assessment	<p>Measure: ENG 141 Persuasive Essay Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): The course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score is 1.91.</p> <p>The lowest scored category (1.85) on the rubric was in both Criterion 3-Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields & Criterion 5-Control of Syntax and Mechanics.</p> <p>The highest scored category (1.97) on the rubric was in both Criterion 1 - Context of and Purpose for Writing & Criterion 2 - Content Development</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Scores are much higher than on OA scoring days. Recommend having all ENG 141/142 faculty go through a Taskstream 101 training session.</p> <p>It is recommended to keep the same persuasive essay assessment.</p>

<p>Student Learning Outcome 2:</p>	<p>Students will communicate appropriately in diverse situations.</p>
<p>Method(s) of Assessment</p>	<p>Measure: ENG 142 Research Essay Program level Direct - Student Artifact</p> <p>Details/Description: Research Essay</p> <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 2.04.</p> <p>The lowest scored Criterion categories on the rubric (1.97) was in Criterion 2: Content Development</p> <p>The highest scored Criterion on the rubric (2.12) was in both Criterion 1-Context of and Purpose for Writing & Criterion 5- Control of Syntax and Mechanics.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Scores are much higher than on OA scoring days. Recommend having all ENG 141/142 faculty go through a Taskstream 101 training session.</p> <p>It is recommended to keep the same assessment.</p> <p>Students seem to understand the lessons on context and content best, and they're starting to appreciate a more professional approach to research and writing. More practice of these skills would reinforce their use for future courses.</p>

Student Learning Outcome 2:	Students will communicate appropriately in diverse situations.
Method(s) of Assessment	<p>Measure: ENG 201 Large Analysis Paper Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 2.</p> <p>The lowest scored rubric criterion was Criterion 6: Reader's Voice Participating in academic discourse about texts (1.84).</p> <p>The highest scored rubric criterion was Criterion 1: Comprehension (2.26).</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Met the ideal target this year after not meeting it in AY2020. Good adjustments, no further recommendations.</p> <p>The lowest score are in the previous AY was Criterion 2-the student's voice in academic writing about literature. The recommendations from last year helped improve the criterion score from 1.62 last AY to 1.92 this AY!</p> <p>These students aren't English majors, and the skills at stake here are in some ways discipline specific. The target score is met or nearly met in the other categories--this is good!</p>

Student Learning Outcome 2:	Students will communicate appropriately in diverse situations.
Method(s) of Assessment	<p>Measure: HIS 201 Final Project Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score for the academic year was 1.85</p> <p>The lowest scoring Criterion on the rubric (1.73) was: Criterion 5: Conclusions and related outcomes (implications and consequences).</p> <p>The highest scoring Criterion on the rubric (2.08) was: Criterion 1: Explanation of Issue.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>The rubric was changed for AY2021-22 compared to previous years. The acceptable and ideal targets may need adjusted accordingly. Suggest looking at another year of scores, then adjusting.</p> <p>Mike Goodnough notes: This assignment works well for this course. I realize this is a 200-level course, but many third- and fourth-year students take this course, so they are advanced in their skillset, when they decide to apply themselves. Almost no first-year students take this course. However, this fall cohort was significantly weaker than in previous semesters. Yet, my spring 201 sections were far stronger in some respects, so not sure if this course was just an outlier.</p>

Student Learning Outcome 3:	Students will cultivate a mindset to impact various communities.
Method(s) of Assessment	<p>Measure: ART 210 Week 6 Controversies in Art Program level Direct - Student Artifact</p> <p>Details/Description: Activity Instructions Conduct a search for public art controversies. Select one that interests you for the focus of this assignment. Address the following parts:</p> <p>Part 1 (Infographic or Essay): Analyze the controversy by addressing each of the following. Reserve your opinion for Part 2. This part is just research information on the controversy and your own objective analysis.</p> <p>Describe the artwork — subject, medium, and form. Detail the opposing issues in the controversy. Analyze the pros. Analyze the cons. Make sure to question the validity of viewpoints. Is bias involved? Are facts presented just flat out inaccurate? Consider any assumptions that are being made. This may involve various things like the artist’s intent, cost (Who is paying for it?), or sweeping statements like “Nobody wants this…” or “Everybody loves art…” The point is to consider these assumptions as you analyze the pros and cons. What was the intent of the artist as far as emotional appeal? (This may be covered when explaining the issues. Do not repeat if already addressed.) This analysis should be detailed with specific points for support whether you choose the infographic or essay format.</p> <p>Part 2 (Essay) Evaluate the work by addressing the following:</p> <p>What is your position on the controversy? Explain fully. Why do you hold this position? What is your opinion of public art? Does it serve a positive purpose in our lives if it can create such discord? What influences your decision about art? For example, you may have had significant exposure to art when you were younger or you may think it’s a waste of taxpayer money -- again, check your assumptions. Perhaps your community celebrates the arts with lots of festivals, or maybe it doesn’t place a high value on public art (not many works in your community). Think about your own value system when addressing your position. Conclude with your idea for how the controversy should have been resolved. What are the implications of your resolution?</p>

	<p>Integrate at least 3 reliable sources. The sources should be articles on the artist or artwork, not just a link to image files or the quote website. Integrate sources by quoting, paraphrasing, or summarizing original ideas. Make sure what you are integrating is relevant to the topic and helps support your analysis.</p> <p>Note: If you cannot find adequate research on an artist or on an artwork by the artist, select a different artist or artwork. "I could not find..." is not an adequate response in this activity.</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline): This course will be assessed when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 2.02.</p> <p>The lowest scored criterion was Criterion 2: Evidence Selecting and using information to investigate a point of view or conclusion = 1.88.</p> <p>The highest score criterion was Criterion 1: Explanation of Issue = 2.22</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>Recommend to instructors to continue to bring in library services for a talk on research services.</p> <p>With the Art 210 course having a range of students (Freshman thru Senior), the range is broad in how the students scored. The assignment itself went well.</p> <p>Last year the average score for this course was slightly elevated for a 200 level course. The recommended training provided for faculty teaching the course as to how to score the outcomes assessment assignment using the</p>

	AACU Critical Thinking rubric was beneficial in bringing the scores into more expected ranges.
Student Learning Outcome 3:	Students will cultivate a mindset to impact various communities.
Method(s) of Assessment	<p>Measure: CUL 210 Travel Guide Assignment Program level Direct - Student Artifact</p> <p>Details/Description: Travel Guide Assignment</p> <p>Acceptable Target: The average score on the rubric is at least 2.0.</p> <p>Ideal Target: The average score on the rubric is at least 2.5.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score for the academic year was 3.05.</p> <p>The lowest scored category (2.82) was Criterion 2: Knowledge of cultural worldview frameworks.</p> <p>The highest scored category (3.29) was Criterion 1: Knowledge Cultural Self-Awareness.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>The targets have been exceeded; therefore, it is recommended that no changes are made at this point.</p> <p>At a later time when the online course can be revised it is recommended that students are provided with additional opportunities to examine the presence of diverse cultural differences within similar scenarios, where they can create an awareness and empathy of cultural differences without judgment or assumption of norms.</p>

	This course is only offered in the online setting, so any major changes may take time to implement based on COEL staff availability.
Student Learning Outcome 3:	Students will cultivate a mindset to impact various communities.
Method(s) of Assessment	<p>Measure: DEC 100 Final Reflection Program level Direct - Student Artifact</p> <p>Details/Description: Address the following questions in your reflection based on your work with the Engage Project as well as any related assessments, discussions, and assignments (you are allowed to copy and paste from any of your previous journal responses) completed throughout the course.</p> <ul style="list-style-type: none"> • What particular experiences in the Engage project and this course have significantly impacted the way you now think about your future career, and/or your community? Explain how and why they made an impact. • How might you get involved at Tiffin University or in your community to better prepare you for success academically, personally, and professionally? • You may or may not have completed an extensive project like the Engage project before this course. How does time management play into completing a successful project? Share what you learned about time management since beginning this course and how has your time management changed over the past seven weeks. <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	The average score was 1.62.

	<p>The lowest scored Criterion was #3 (1.56) Independence.</p> <p>The highest scored Criterion was #2 (1.69) Initiative.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Recommend leaving this assessment as is for AY2022-23. There are plans to rework the scaffolded engage project in all of DEC100-400 so the OA assignments may adjust in the future.</p> <p>The assignment seems to be scaffolded quite well throughout the course, providing the students with the knowledge, skills, and abilities necessary to successfully complete the final reflection.</p>
Student Learning Outcome 3:	Students will cultivate a mindset to impact various communities.
Method(s) of Assessment	<p>Measure: DEC 200 Annotated Bibliography Program level Direct - Student Artifact</p> <p>Details/Description: Annotated Bibliography</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.5 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score is 2.46.</p> <p>The lowest score was 2.27 in Criterion 1- Describe Search Strategies and Methods</p> <p>The highest score was 2.55 in Criterion 2-Summary</p>

	<p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>The rubric was updated for this Academic Year 2021-2022 that aligned better with the assignment. The OA Scoring day on 5/10/22 yielded a couple of suggestions, but overall, the new rubric worked well.</p> <p>Recommendations from DEC200/250 OA day (5/10/22) for the future as we rework the Engage project in the DEC sequence included the following:</p> <ul style="list-style-type: none"> -rework the last criterion of the rubric to capture intended purpose, is it Overall Quality or Mechanics/grammar? -consider having the students find 10 sources but only create the full annotations on 5-6 of the sources. Perhaps create 5 then look for any holes or missing viewpoints to zero in on a 6th source for the bibliography. -create a summary at the beginning about the specifics of the search process vs. including it in each bibliography entry <p>Recommend leaving this assessment generally as is (except what is outlined above) for AY2022-23. There are plans to rework the scaffolded Engage project in all of DEC100-400, so the OA assignments may adjust in the future.</p> <p>One recommendation from last year was to separate DEC200/250. I'm not sure that is necessary as the same trends/scores are occurring in both.</p>
Student Learning Outcome 3:	<p>Students will cultivate a mindset to impact various communities.</p>
Method(s) of Assessment	<p>Measure: DEC 250 Annotated Bibliography Program level Direct - Student Artifact</p> <p>Details/Description: Annotated Bibliography</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline): This class will be offered each term/semester.</p>

	Key/Responsible Personnel: Faculty teaching the course.
Assessment Results	<p>The average score is 2.23.</p> <p>The lowest score was 1.78 in Criterion 1- Describe Search Strategies and Methods</p> <p>The highest score was 2.47 in both Criteria 2-Summary & 6-Overall Quality</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>The rubric was updated for this Academic Year 2021-2022 that aligned better with the assignment. The OA Scoring day on 5/10/22 yielded a couple of suggestions, but overall, the new rubric worked well.</p> <p>Recommendations from DEC200/250 OA day (5/10/22) for the future as we rework the Engage project in the DEC sequence included the following:</p> <ul style="list-style-type: none"> -rework the last criterion of the rubric to capture intended purpose, is it Overall Quality or Mechanics/grammar? -consider having the students find 10 sources but only create the full annotations on 5-6 of the sources. Perhaps create 5 then look for any holes or missing viewpoints to zero in on a 6th source for the bibliography. -create a summary at the beginning about the specifics of the search process vs. including it in each bibliography entry <p>Recommend leaving this assessment generally as is (except what is outlined above) for AY2022-23. There are plans to rework the scaffolded Engage project in all of DEC100-400, so the OA assignments may adjust in the future.</p> <p>One recommendation from last year was to separate DEC200/250. I'm not sure that is necessary as the same trends/scores are occurring in both.</p>
Student Learning Outcome 3:	Students will cultivate a mindset to impact various communities.
Method(s) of Assessment	Measure: DEC 300 Final Project Program level Direct - Student Artifact

	<p>Details/Description: Final Project</p> <p>Acceptable Target: Students will receive an average score of 2.25 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.5 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The average score was 3.05.</p> <p>The lowest criterion scored (2.97) was Criterion 5-Implications</p> <p>The highest criterion scored (3.16) was Criterion 1-Topic Selection.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Keep the same assessment but recommend revising the instructions slightly to capture the Implications requirement.</p> <p>Continued recommendation to have more overview in both DEC 100 and 200 that explains how these classes are connected. This has already helped and is showing up in the course evaluations for DEC 100 and DEC 200. For seated sections: Many students over the past two semesters question the value of the DEC course sequence.</p> <p>Recommend finishing the DEC 200 template with required ePortfolio submissions so that DEC300 instructors know what information the students should have.</p> <p>Based on class projects this semester students did an overall nice job on analyzing their topic from two perspectives and completing the research PowerPoint. Students who struggled were ones who could not find individuals to interview to address their topic from varying stakeholder perspectives.</p> <p>Some students are still coming into DEC300 without having a full annotated bibliography or having their ePortfolio created which makes</p>

	<p>them start off at a lower level than their peers. In addition, many students struggle with coming back to this research a year later and want to change their topic completely. DEC100-400 sequence is set to have a revamped/revised Engage project in the near future.</p>
Student Learning Outcome 3:	<p>Students will cultivate a mindset to impact various communities.</p>
Method(s) of Assessment	<p>Measure: DEC 400 Final Project Assignment Program level Direct - Student Artifact</p> <p>Details/Description: DEC 400 Final Project Assignment</p> <p>Acceptable Target: Students will receive an average score of 3.50 or higher.</p> <p>Ideal Target: The average score for the rubric is 4.00.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 3.23.</p> <p>Criterion 2 of the rubric received the overall lowest score of 3.16. Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion.</p> <p>Criteria 1 & 4 of the rubric both received the highest score of 3.28. Criterion 1 is: Explanation of issues. Criterion 4 is: Student's position (perspective, thesis/hypothesis).</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>The recommendation at this point is to keep the same assessment as is to collect more data. With the number of sections of DEC 400 increasing, we'll get a better look with a larger group of seated students. Online students seem to be progressing through the course seamlessly.</p>

	<p>Overall, online students tended to score higher than seated students. Giving more attention to Criterion 2 concepts in class would help with a better final presentation project.</p> <p>There is a planned revamp of the Engage Project in the entire DEC100-400 sequence.</p>
Student Learning Outcome 3:	Students will cultivate a mindset to impact various communities.
Method(s) of Assessment	<p>Measure: DEC 400L Final ePortfolio Program level Direct - Portfolio</p> <p>Details/Description: Final ePortfolio</p> <p>Acceptable Target: The average score on the rubric will be at least 3.5.</p> <p>Ideal Target: The average score on the rubric will be at least 4.0.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>The average score was 3.48.</p> <p>Criterion 5-Reflection received the overall lowest score of 3.44.</p> <p>Criteria 1-Curiosity and 3-Independence both received the overall highest score of 3.51.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Recommend moving DEC400L seated to online setting to streamline the ePortfolio reflection process.</p> <p>Use the same assessment to get more data. With the additional sections of seated DEC400L next AY, the extra data will give us a better overall</p>

	<p>picture of DEC 400L. Online students are progressing through the sequence seamlessly.</p> <p>All instructors seem to be scoring similarly.</p>
Student Learning Outcome 3:	Students will cultivate a mindset to impact various communities.
Method(s) of Assessment	<p>Measure: ENG 201 Large Analysis Paper Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.50 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Score=2. Acceptable targets were met. Lowest criterion was related to genres. Highest criterion was comprehension.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Recommendations for many of the Tiffin Core classes involve the incorporation of a rubric that more closely aligns with the OA process. Ideally, this would be a separate rubric from that used to evaluate assignments.</p> <p>The scoring indicates the acceptable target achievement has been met.</p>
Student Learning Outcome 3:	Students will cultivate a mindset to impact various communities.
Method(s) of Assessment	Measure: HIS 201 Final Project

	<p>Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Students will receive an average score of 2.00 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.5 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>The acceptable/ideal targets for this class was not met. With the level of this course, expectations for scoring would fall between 2-2.5. There were considerable outliers in the data, producing a range of 1 -3.6.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>Calibrate scoring practices with instructor and offer more OA training.</p> <p>Provide more clarity toward why the data is collected, its value, and its implications.</p> <p>This course was scored too highly for its level. There was a lot of variance in the scores, where they may need to be more consistent.</p>
<p>Student Learning Outcome 3:</p>	<p>Students will cultivate a mindset to impact various communities.</p>
<p>Method(s) of Assessment</p>	<p>Measure: PHI 110 Course Project Argumentative Paper Program level Direct - Student Artifact</p> <p>Details/Description: Course Project Argumentative Paper</p> <p>Acceptable Target: Students will receive an average score of 1.00 or higher.</p> <p>Ideal Target:</p>

	<p>Students will receive an average score of 1.50 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p>Assessment Results</p>	<p>Scoring was in the 2.22 range. This far exceeds the ideal target of 1.5. Instructors need to review scoring practices. There were multiple instances where scoring exceeded 2.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Review assessment scoring procedures with instructors. Additionally, move up the assessment to account for this change to be implemented and its validity verified. Keep assessment the same for 22-23.</p> <p>Scoring considerably exceeded ideal target. Once instructors can undergo some training to calibrate the goal of the OA process, it seems like these results may balance following the 22-23 AY. Additionally, the OA process should consider using a separate rubric for OA than that used to score the final project, particularly for courses in the TU Core.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts & Science

Degree Program: Master of Education

Report Submitted By: Michael Lynch

Date of Submission: 05/10/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
EDU615	6	3.67/4	Newsletter	1
EDU646	23	3.83/4	Week 7- Philosophy Paper	2
EDU586	0	-	Final Project	3
EDU635	13	3.69/4	Activity 5.2	4
EDU552	8	4.00/4	Week 5 Essay	5

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 learning and skill acquisition geared toward careers in higher education.

Student Learning Outcome Overview:

1. Legal Issues: Students will identify legal issues and create recommendations to resolve the issues.
2. Creating Learning Environments: Students will be able to assess student profiles and make appropriate determinations to create optimal learning environments.
3. Successful program completers will demonstrate the ability to utilize theoretical content knowledge of digital pedagogies to optimal learning environments.
4. Researching Solutions: Successful program completers demonstrate effective research toward organizational resolutions.
5. Administrative Processes: Successful program completers are able to design administrative processes that lead to holistic learning environments.

Curriculum Map:

	Outcome				
	Core: PLO1 Legal Issues: Students will identify legal issues and create recommendations to resolve the issues.	Core: PLO 2 Creating Learning Environments: Students will be able to assess student profiles and make appropriate determinations to create optimal learning environments.	Ed Tech: PLO 3 Successful program completers will demonstrate the ability to utilize theoretical content knowledge of digital pedagogies to optimal learning environments.	Higher Ed: PLO 4 Researching Solutions: Successful program completers demonstrate effective research toward organizational resolutions.	Higher Ed: PLO 5 Administrative Processes: Successful program completers are able to design administrative processes that lead to holistic learning environments.
Courses and Learning Activities					
EDU 615 Week 6 Week 6 Newsletter	I				
EDU 646 Week 7 Week 7 Assignment		I			
EDU 586 Week 6 Week 6 Final Project			I		
EDU 635 Week 7 Week 7 Essay				I	
EDU 552 Week 5 Week 5 Essay					I

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
EDU 619 Challenges in the Use of Technology in Education Final Paper	x		
EDU 680 Capstone Project	x		x
EDU 625 Functions of Web Based Apps in Education Final Project	x		
EDU 586 Instructional Design Principles Final Project	x		
EDU586 Week 6		x	
EDU 640 Higher Education Finance and Budgeting	x		
EDU 635 Human Resource Management in Educational Organizations	x		
EDU 635 Week 7		x	
EDU 552 Educational Leadership	x		
EDU 552 Week 5		x	
EDU 585 Student Enrollment and Retention	x		
EDU 615 Ethical and Legal Issues in Education	x		
EDU 615 Week 6 Newsletter		x	
EDU 680 Week 3 Case Analysis Paper	x		
EDU 532 Week 7 Written Paper Assignment	x		
EDU 646 Connecting Research, Theory and Practice through Psychology, Philosophy, and Sociology	x		
EDU 646 Week 7 Paper		x	

Student Learning Outcome 1:	Legal Issues: Students will identify legal issues and create recommendations to resolve the issues.
Method(s) of Assessment	<p>Measure: EDU 615 Week 6 Newsletter Program level Direct - Student Artifact</p> <p>Details/Description: Students will create a newsletter to train faculty on behaviors identified as sexual harassment of students.</p> <p>Acceptable Target: Collective average of 3 out of 4 on rubric.</p> <p>Ideal Target: Collective avg. of 3.5 out of 4.</p> <p>Implementation Plan (timeline): Term I Fall 2021 and Term I Spring 2022.</p> <p>Key/Responsible Personnel: Faculty teaching the course: Dr. Joyce Hall-Yates Fall term I 2021 and Dr. Alicia Moss Spring Term I 2022.</p>
Assessment Results	<p>Overall results for the groups= 3.67/4 (92%)</p> <p>Students enjoy the course content and structure of the material.</p> <p>Student Comments from Fall Term I regarding this course: "I felt affirmed, challenged and heard in this course. The curriculum was helpful to prepare me as a leader"</p> <p>Student comments from Spring Term I: "Having the opportunity to pick what cases we wanted to write about in our discussion posts each week was nice so there were opportunities to write about what cases interested you and then having multiple perspectives from classmates."</p> <p>No recommendations from students or faculty teaching the courses.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	No current recommendations to improve this course. It was last revised in the Spring of 2021 and the only complaint was to have a trigger warning for one of the court cases, this was reviewed and we found that

	<p>the warning is not needed as a brief description is provided before students read the case.</p> <p>The need is to increase the number of students posting their work in Taskstream. This was higher for students in the spring section than the fall section.</p>
Student Learning Outcome 2:	Creating Learning Environments: Students will be able to assess student profiles and make appropriate determinations to create optimal learning environments.
Method(s) of Assessment	<p>Measure: EDU 646 Week 7 Program level Direct - Student Artifact</p> <p>Details/Description: Students will write an educational philosophy paper during week 7</p> <p>Acceptable Target: 3 out of 4</p> <p>Ideal Target: 3.5 out of 4</p> <p>Implementation Plan (timeline): Assessment at Fall Term I 2021 and Spring Term II 2022.</p> <p>Key/Responsible Personnel: Faculty teaching the course: Dr. Linda Eubanks Fall Term I and Dr. Christopher Ewing Spring Term II.</p>
Assessment Results	<p>Fall Term 2: 15 of 16 students were evaluated at a 4.0/4.0 score reported by Dr. Linda Eubanks.</p> <p>In Spring of Term II, 23 students were evaluated with a total average score of 3.83. Both terms exceeded the set standard requirements for assessment.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	Suggestion by student review in Fall Term II: to review the discussion boards and reduce the amount of required citations.

	This will be looked into during the next course revision. This class was last revised in the Summer of 2020.
Student Learning Outcome 3:	Successful program completers will demonstrate the ability to utilize theoretical content knowledge of digital pedagogies to optimal learning environments.
Method(s) of Assessment	<p>Measure: EDU 586 Week 6 Program level Direct - Student Artifact</p> <p>Details/Description: -Week 6 Final Project Activity Instructions Using the syllabus template provided, finalize all aspects of your course that you have been working on this term.</p> <p>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.</p> <p>-Writing Requirements (APA format)</p> <p>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.</p> <p>Acceptable Target: A collective average of 3/4 will be earned on the course rubric.</p> <p>Ideal Target: A collective average of 3.5/4 will be earned on the course rubric.</p> <p>Implementation Plan (timeline): Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	This course was not offered during Fall 2021 or Spring 2022. There are no findings.

Use of Results	None
Student Learning Outcome 4:	Researching Solutions: Successful program completers demonstrate effective research toward organizational resolutions.
Method(s) of Assessment	<p>Measure: EDU 635 Week 5 Program level Direct - Student Artifact</p> <p>Details/Description: Week 5 Essay</p> <p>Acceptable Target: 3 out of 4</p> <p>Ideal Target: 3.5 out of 4</p> <p>Implementation Plan (timeline): Spring Term II 2022</p> <p>Key/Responsible Personnel: Faculty teaching the course- Dr. Tammy Madsen.</p>
Assessment Results	<p>A total of 13 students submitted work in EDU635 Spring Term II.</p> <p>Overall average score was a 3.69. Students in this class expressed the group project was challenging. This is the only class in the program that requires a group project, so although it is challenging it is a good experience to have them work together on one item throughout their entire program.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	There are no current recommendations to edit this course.
Student Learning Outcome 5:	Administrative Processes: Successful program completers are able to design administrative processes that lead to holistic learning environments.
Method(s) of Assessment	Measure: EDU 552 Week 5

	<p>Program level Direct - Student Artifact</p> <p>Details/Description: N/A</p> <p>Acceptable Target: 3 out of 4</p> <p>Ideal Target: 3.5 out of 4</p> <p>Implementation Plan (timeline): Spring Term I 2022</p> <p>Key/Responsible Personnel: Faculty teaching the course- Dr. Melvin Jackson</p>
<p>Assessment Results</p>	<p>8 of 22 students were evaluated at a 4 out of 4 for all students.</p> <p>This course was taught by Melvin Jackson, who had multiple issues this semester. The instructor was approached regarding inflation of grades, not grading within the 7 week time frame, and not responding to students. This instructor will no longer be teaching in the M.Ed. Program due to a lack of concern for these items he was approached about.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>New instructors to start in Summer 2022.</p> <p>Grades were inflated and this data may be inaccurate.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Arts & Science

Degree Program: Master of Humanities

Report Submitted By: Michael Lynch

Date of Submission: 05/20/2022

Assessment Focus for 2020-21 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
HUM680	31	3.86/4	Capstone Assessment	1,2,3

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.
2. Critical and Analytical thinking: Students will demonstrate levels of critical inquiry and analytical thinking that are appropriate for graduate study in the Humanities.
3. Scholarly Writing: Students will demonstrate the ability to write clearly and professionally and at a level appropriate for graduate students.

Curriculum Map:

AY 2018-19

Courses and Activities Mapped to AY 2018-19

	Outcome		
	PLO 1 Professional Communication: Students demonstrate the ability to communicate in an effective and professional manner within the Humanities discipline.	PLO 2 Critical and Analytical thinking: Students will demonstrate levels of critical inquiry and analytical thinking that are appropriate for graduate study in the Humanities.	PLO 3 Scholarly Writing: Students will demonstrate the ability to write clearly and professionally and at a level appropriate for graduate students.
Courses and Learning Activities			
HUM 680 HUM 680	I	I	I

Legend : I Introduce P Practice R Reinforce M Master

Longitudinal Assessment Plan:

Measures	AY19-20	AY20-21	AY21-22
HUM 680 Capstone	x		

Student Learning Outcome 1:	Professional Communication: Students demonstrate the ability to communicate in an effective and professional manner within the Humanities discipline.
Method(s) of Assessment	<p>Measure: HUM 680 Capstone Program level Direct - Student Artifact</p> <p>Details/Description: Capstone Assessment uses the “MH Program Rubric Fall 2016 Jen” rubric</p> <p>Acceptable Target: 3.5/4.0</p> <p>Ideal Target: 3.7/4.0</p> <p>Implementation Plan (timeline): Assessment at the end of Fall 2021 and Spring 2022</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Students scored an average of 3.85 overall.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Keep OA assignment the same for 22-23.</p> <p>The capstone projects are scored by two instructors. One instructor gave all of her students 4's. Therefore, scores may be slightly skewed higher than actual student performance.</p>

Student Learning Outcome 2:	Critical and Analytical thinking: Students will demonstrate levels of critical inquiry and analytical thinking that are appropriate for graduate study in the Humanities.
Method(s) of Assessment	<p>Measure: HUM 680 Capstone Program level Direct - Student Artifact</p> <p>Details/Description: Capstone Assessment uses the “MH Program Rubric Fall 2016 Jen” rubric</p> <p>Acceptable Target: 3.5/4.0</p> <p>Ideal Target: 3.7/4.0</p> <p>Implementation Plan (timeline): Assessment at the end of Fall 2021 and Spring 2022</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Students scored an average of 3.85 overall.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Keep OA as is 22-23.</p> <p>The capstone projects are scored by two instructors. One instructor gave all of her students 4's. Therefore, scores may be slightly skewed higher than actual student performance.</p>
Student Learning Outcome 3:	Scholarly Writing: Students will demonstrate the ability to write clearly and professionally and at a level appropriate for graduate students.
Method(s) of Assessment	<p>Measure: HUM 680 Capstone Course level Direct - Student Artifact</p> <p>Details/Description: Capstone Assessment uses the “MH Program Rubric Fall 2016 Jen” rubric</p> <p>Acceptable Target:</p>

	<p>3.5/4.0</p> <p>Ideal Target: 3.7/4.0</p> <p>Implementation Plan (timeline): Assessment at the end of Fall 2021 and Spring 2022</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
Assessment Results	<p>Students scored an average of 3.85 overall.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement: Exceeded</p>
Use of Results	<p>Keep OA as is for 22-23.</p> <p>The capstone projects are scored by two instructors. One instructor gave all of her students 4's. Therefore, scores may be slightly skewed higher than actual student performance.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Business

Degree Program: BBA Accounting

Report Submitted By: Kellie McGilvray

Date of Submission: 5/12/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ACC304	20	3.69/4	Tax Research Analysis	2
ACC313	13	2.77/3	Job Order Cost System	3
ACC301	17	3.35/4	Financial Statement Project	4
ACC404	24	3.81/4	Presentation Project	5

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. Graduates will demonstrate knowledge of an accounting information system.
2. Broaden and deepen student knowledge of the federal income tax system.
3. Students will demonstrate knowledge of costing systems and decision-making techniques.
4. Students will demonstrate knowledge of Generally Accepted Accounting Principles.
5. Students will demonstrate an understanding of internal controls and risk assessment.

Curriculum Map:

	Outcome				
	Accounting Outcome 1 Graduates will demonstrate knowledge of an accounting information system.	Accounting Outcome 2 Broaden and deepen student knowledge of the federal income tax system.	Accounting Outcome 3 Students will demonstrate knowledge of costing systems and decision making techniques.	Accounting Outcome 4 Students will demonstrate knowledge of Generally Accepted Accounting Principles.	Accounting Outcome 5 Students will demonstrate an understanding of internal controls and risk assessment.
Courses and Learning Activities					
ACC201 Survey of Accounting	I	I		I	I
ACC210 Analysis of the Accounting Process	P			P	
ACC228 Managerial Accounting		I	I		
ACC301 Intermediate Accounting I		P		R	P
ACC302 Intermediate Accounting II		P		R	P
ACC304 Federal Income Tax		R			
ACC313 Cost Accounting I			R		P
ACC314 Cost Accounting II			R		P
ACC403 Accounting Information Systems	R				R
ACC404 Auditing					R
ACC470 Accounting Internship					

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
ACC 210 Financial Accounting Worksheet	X	X	
ACC 304 Tax Research Analysis	X	X	X
ACC 313 Job Order Cost System	X	X	X
ACC 301 Financial Statement Project	X	X	X
ACC 404 Presentation Project	X	X	X

Student Learning Outcome 2:	Broaden and deepen student knowledge of the federal income tax system.
Method(s) of Assessment	<p>Measure: Tax Research Analysis Course level Direct - Student Artifact</p> <p>Details/Description: Students in ACC304 will broaden their knowledge of the Federal Income Tax System through a research analysis. Students should prepare a report using business style format with correct spelling and grammar. Overall knowledge of the subject will be assessed.</p> <p>Acceptable Target: 3 out of 4 on the rubric.</p> <p>Ideal Target: 3.5 out of 4 on the rubric.</p> <p>Implementation Plan (timeline): Will not measure in AY 2020-2021</p> <p>Key/Responsible Personnel: Accounting Faculty</p>
Assessment Results	<p>Students scored an average of 3.66 out of 4 on the rubric. This was above both the acceptable and ideal targets. This did make sense, as most graded scores were high for the class.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Might focus more on tax issues, rather than simply research. Putting paper in more of memo/business letter format could be more beneficial for student. Will look for problem for the student to research and fix for client, rather than researching a specific topic and having them report.</p> <p>Previous years had many tax law changes, which helped with research topics. This year did not. Still allowed for students to research topic (State Taxation) that was not covered in class. As previously mentioned, focusing more on business etiquette of letter and point of view might be beneficial.</p>

Student Learning Outcome 3:	Students will demonstrate knowledge of costing systems and decision-making techniques.
Method(s) of Assessment	<p>Measure: Job Order Cost System Course level Direct - Student Artifact</p> <p>Details/Description: Students in ACC313 are given an assignment in which they are asked to demonstrate knowledge of costing systems and decision making. A minimum of 85% will score at least a 2.0 out of 3 on the scoring rubric on a job order costing system project.</p> <p>Acceptable Target: 2.0 out of 3 on the rubric.</p> <p>Ideal Target: 2.5 out of 3 on the rubric.</p> <p>Implementation Plan (timeline): AY 2020-2021</p> <p>Key/Responsible Personnel: Accounting Faculty</p>
Assessment Results	<p>Students scored an average of 2.85 out of 3. This assignment was at the end of ACC313, and this year was not able to be covered. This was then added as part of ACC314, in Spring semester. This score exceeded the acceptable and ideal targets.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>This actually worked well in ACC314 (Cost II) rather than ACC313 (Cost I). It will be suggested to move this assignment to this course from now on.</p> <p>Having this assignment at the end of ACC313, caused some problems. In the case of this semester, many students were out of class due to COVID related issues. It has been the experience that the chapter related to this assignment, was often "Crammed" in to fit into 313. It makes sense to move permanently to 314. Students were not rushed and were given much more time to work on problem. Worked very well this way.</p>

Student Learning Outcome 4:	Students will demonstrate knowledge of Generally Accepted Accounting Principles.
Method(s) of Assessment	<p>Measure: Financial Statement Project Course level Direct - Student Artifact</p> <p>Details/Description: Students in ACC301 will prepare financial statements according to generally accepted accounting principles. Financial statement presentation, correctness, and application of principles will be graded. Students will be assessed on overall knowledge and understanding of GAAP.</p> <p>Acceptable Target: 3 out of 4 on the rubric.</p> <p>Ideal Target: 3.5 out of 4 on the rubric.</p> <p>Implementation Plan (timeline): AY 2019-2020</p> <p>Key/Responsible Personnel: Accounting Faculty</p>
Assessment Results	<p>Students scored an average of 3.35 out of 4 on the rubric. That is above the acceptable target, but not quite to ideal.</p> <p>Students seemed to do well on the numbers aspect of the financial statements, but did not do as well with the actual presentation.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>More time was spent going through examples and have students practice preparation in class. However, this can still be increased. Find ways to get students to do it more often, will help. Students were given chances to ask questions in class, but not sure that really helped. Many students waited to complete assignment, so questions were not ready.</p> <p>Still a very good assignment. Need to spend more time on giving examples of traditional financial statements, and that are not publicly traded annual reports. The more students get a feeling of what they are preparing would really help their understanding.</p>

Student Learning Outcome 5:	Students will demonstrate an understanding of internal controls and risk assessment.
Method(s) of Assessment	<p>Measure: Presentation Project Course level Direct - Student Artifact</p> <p>Details/Description: Students in ACC404 will prepare a presentation, in which students will demonstrate knowledge of internal controls and risk assessment. Students will be required to provide visual aides to assist the presentation.</p> <p>Acceptable Target: 3 out of 4 on the rubric.</p> <p>Ideal Target: 3.5 out of 4 on the rubric.</p> <p>Implementation Plan (timeline): AY 2020-2021</p> <p>Key/Responsible Personnel: Accounting Faculty.</p>
Assessment Results	<p>The students averaged 3.75 out of 4 on this assignment. This exceeded both acceptable and ideal targets.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Keep this assignment in conjunction with the Student Research Conference. This is year four of this same assignment for Presentation. Might want to look into altering it. Since this project is separated into 2 parts -- Risk Assessment and Analytical Review -- maybe have those parts earlier in year, with presentation still at end.</p> <p>This is quite some work, but student still seem to get much out of the assignment.</p> <p>Working in groups is great, but might want to look into some sort of peer evaluation. Did have some friction in groups this time around.</p>

	While the broadness of the project is nice, might try to focus it in the future.
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PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Business

Degree Program: BBA Computer Science

Report Submitted By: Andrew Faber

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CST430	4	3.30/4	Hands-on-Skills Final	Network & System Administration PLO#1
CST412	13	3.72/4	Management Case Study	PLO#1
CST280	22	2.65/4	Case Project	PLO#2
CST301	25	3.58/4	Software Program	Software Development PLO#1
CST450	10	3.50/4	Software Program	Software Development PLO#2
CST345	0	-	Final Exam	Network & System Admin PLO#2

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:

1. PLO #1 Identify hardware and operating systems to comply with industry standards.
2. PLO#2 Compare and contrast knowledge of computer security models.
3. Software Development PLO#1 Explain and illustrate the reasons for the modeling and design of computer-based systems.

4. Software Development PLO#2 Interpret and apply object-oriented programming language.
5. Network & System Administration PLO#1 Apply knowledge of networking concepts and principles to solving problems related to networked computer system
6. Network & System Admin PLO#2 Demonstrate the ability of Microsoft client and server operating systems to configure, repair, optimize and solve system issues.

Curriculum Map:

Outcome						
PLO #1 Identify hardware and operating systems to comply with industry standards.	PLO#2 Compare and contrast knowledge of computer security models.	Software Development PLO#1 Explain and illustrate the reasons for the modelling and design of computer-based systems.	Software Development PLO#2 Interpret and apply object-oriented programming language.	Network & System Administration PLO#1 Apply knowledge of networking concepts and principles to solving problems related to networked computer systems.	Network & System Admin PLO#2 Demonstrate the ability of Microsoft client and server operating systems to configure, repair, optimize and solve system issues.	
Courses and Learning Activities						
CST 412 IT Project Management						
CST 470 Internship						

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
CIS 411 Capstone Proficiency for Certification (BBA Degree)	x		
CIS 312 Case Study	x		
CST 280 Case Project			x
CIS 315 Final Project	x		
CST 412 Management Case Study		x	x
CST 301 Software Program		x	x
CST 345 Final Exam		x	x
CST 430 Hands-on-Skills Final			x
CST 450 Software Program			x

Student Learning Outcome 1:	Identify hardware and operating systems to comply with industry standards.
Method(s) of Assessment	Measure: CST412 - Management Case Study Course level Direct - Student Artifact

	<p>Details/Description: Students in CST412 will complete a Case Study dealing with Management aspects</p> <p>Acceptable Target: 3 out of 4 on Rubric</p> <p>Ideal Target: 3.5 out of 4 on Rubric</p> <p>Implementation Plan (timeline): AY 2020-2021</p> <p>Key/Responsible Personnel: CS Personnel</p>
<p>Assessment Results</p>	<p>Students scored an average of 3.72 out of 4 on the rubric. This exceeded both acceptable and ideal targets.</p> <p>Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<ul style="list-style-type: none"> • I had two IT Project Managers speak at the Business Summit to Success at break-out sessions. I had students to go to this session as extra credit. About 2/3 of the class attended and were amazed at how much of what we discussed in class, these two individuals mentioned. I think this opened the student's eyes to matching the theory to practice. I asked both individuals from Marathon if they would come next year to my class and present or maybe present through Zoom. Therefore, I want to bring more outside speakers into the classroom. <p>What worked well:</p> <ul style="list-style-type: none"> • I continued using more Microsoft Project software in the course to elaborate on the theory within the textbook. I also have introduced many in-class assignments on terminology from each chapter. Project Management can be very dry and has a lot of theory behind the practice. Using the Microsoft Project software as a backdrop for theory,

	<p>helps with the monotony of presenting the theory (even though Microsoft Project is a major part of the course). The terminology assignments (crosswords, matching, etc), gets the students to look through the chapters and understand the terms. I do this prior to the chapter.</p> <p>What did not work well:</p> <ul style="list-style-type: none"> • I stated this last year in my assessment, but it continues to be an issue. That is lecturing on the topics at any length. The topics are very dry and so the attention span of students on the topics can be minimal. This is one reason I introduced working more in the software, to break up the lecture. However, there still seems to be a challenge in keeping the student's attention in the subject matter. Therefore I continually look for ways to break up the theory to make it more exciting.
<p>Student Learning Outcome: Software Development PLO#2</p>	<p>Compare and contrast knowledge of computer security models.</p>
<p>Method(s) of Assessment</p>	<p>Measure: CST280 - Case Project Course level Direct - Student Artifact</p> <p>Details/Description: Student will complete Case Project in CST280.</p> <p>Acceptable Target: 3 out of 4 in Rubric.</p> <p>Ideal Target: 3.5 out of 4 in Rubric</p> <p>Implementation Plan (timeline): AY 2021-2022</p> <p>Key/Responsible Personnel: CS Faculty</p>
<p>Assessment Results</p>	<p>Students scored an average of 2.65 out of 4 on the rubric. This did not meet the acceptable target.</p>

	Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away
Use of Results	<p>As this course continues to run, we shall continue to tweak the capstone project/case study that they do in the course.</p> <p>Also, we should look to see if there are other textbooks and materials that will help reinforce what is being taught. The current text while just being published does not have enough reinforcement content for students that help them understand the material.</p> <p>Also, this course should have more reference materials and practice assignments so students can continue to develop their programming skills.</p> <p>1. This course is relatively new in teaching a new language. The change was made in this course to focus more the SQL Database language. Overall, the goal for this semester is to really establish a baseline for how well the students understand and comprehend what was being taught in the course with the new language. I did not really an expectation of what students may or may not accomplish in the course and what target scores should be as this really is the first time evaluating the course for Outcomes Assessment.</p> <p>2. The class structure overall is done very well. I think that implementing the new language of SQL for students is a major benefit to the program and to continuing to develop their skills as a computer science major. As this course continues to run it will only complement what they are learning in their other courses, specifically the programming courses. As students continue to evolve through the course, they seemed to like working in teams on projects in order to bounce ideas off of one another to get more instant feedback on if they are on the right track or not when working on assignments.</p>

<p>Student Learning Outcome: Software Development PLO#1 Learning Outcome:</p>	<p>Explain and illustrate the reasons for the modeling and design of computer-based systems.</p>
<p>Method(s) of Assessment</p>	<p>Measure: CST301 - Software Program Course level Direct - Student Artifact</p> <p>Details/Description: Students will use a Software Program to be assessed in CST301</p> <p>Acceptable Target: 3 out of 4 in rubric</p> <p>Ideal Target: 3.5 out of 4 in rubric</p> <p>Implementation Plan (timeline): AY 2020-2021</p> <p>Key/Responsible Personnel: CS Personnel</p>
<p>Assessment Results</p>	<p>Students scored an average of 3.58 out of 4 on the rubric. This exceeds both acceptable and ideal targets.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<ul style="list-style-type: none"> • Teaching programming is like teaching math (computers are a hard science). You go through examples and then the student's complete programs on their own. I grade the in-class work, and what I have found is some students, code with me, but have errors in their code. I always ask students intermittently if they need help and their programs are running correctly. However, many do not speak up, and when I grade their program is crashing. I do not deduct many points for in-class work (especially if they are in class). However, with programming, finding your errors teaches you

	<p>as much about programming as writing the code. Thus, next year, on certain in-class work, I will have students purposely have errors in code, and part of the class is finding the errors as in-class work.</p> <p>What worked well:</p> <ul style="list-style-type: none"> • This is the second time this course has run. After mapping the course to mirror the CST201 course (that course goes through the first 6.5 chapters of the textbook and this course goes through the last 6.5 chapters), it is going smoothly considering it is a brand-new course at the college. Because of the content, I must have 3 years' worth of assignments and so this term has brought me closer to finalizing content. This year (term) came down to polishing what I created last year (the first time the course ran). <p>What did not work well:</p> <ul style="list-style-type: none"> • One thing I had an issue with is last year we had a 15-week term and this year we went back to the 16-week term and so I had to change a few things. It was not a really bad thing because it gave me an extra week on content. But what I did map out last year did not map completely with this term. Therefore, it took some minor adjustments to my weekly course plans. What did help is, I was able to insert that time into a topic, I know students had issues with last year.
<p>Student Learning Outcome: Software Development PLO#2 Interpret and apply object-oriented programming language.</p>	<p>Interpret and apply object-oriented programming language.</p>
<p>Method(s) of Assessment</p>	<p>Measure: CST450 - Software Program Course level Direct - Student Artifact</p> <p>Details/Description: Students will complete a Software Program</p> <p>Acceptable Target: 3 out of 4 in Rubric</p>

	<p>Ideal Target: 3.5 out of 4 in Rubric</p> <p>Implementation Plan (timeline): AY 2021-2022</p> <p>Key/Responsible Personnel: CS Faculty</p>
<p>Assessment Results</p>	<p>Students scored an average of 3.50 out of 4 on the rubric. This exceeded the acceptable target, and met the ideal.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<ul style="list-style-type: none"> • At this point I believe there should be no changes made. Until the course has been taught one more time using the new C# language it is too early to make any drastic moves in content or delivering content. <p>What worked well:</p> <ul style="list-style-type: none"> • I switched from using the C++ programming language for the last four years to the C# language. The reason for the switch, is we introduced the Video Gaming concentration and for this concentration students will need experience in C#. Since, it does not matter for this class what language is used (Python is used in the CST201 and CST301 classes), the purpose of the class is to get experience in a second programming language. Thus, this term I had to revamp all in-class assignments, programming assignments and quizzes/exams to conform to the C# programming language. Using the format from previous years but, with the new language gave consistency in preparing using the new language within the course. <p>What did not work well:</p> <ul style="list-style-type: none"> • Three students were given permission to take this course (CST450) either while taking the

	<p>CST301 pre-requisite concurrently or out of order. While one of the students did fine the other two struggled with the material. Even though these decisions should be made on a case-by-case format, it is my opinion that students should only be allowed to take these concentration courses in the order directed by the curriculum.</p>
<p>Student Learning Outcome: Network & System Administration PLO#1</p>	<p>Apply knowledge of networking concepts and principles to solving problems related to networked computer systems.</p>
<p>Method(s) of Assessment</p>	<p>Measure: CST430-Hands-on-Skills Final Course level Direct - Student Artifact</p> <p>Details/Description: Students will complete a hands-on skills final exam in CST430.</p> <p>Acceptable Target: 3 out of 4 in the rubric.</p> <p>Ideal Target: 3.5 out of 4 in rubric</p> <p>Implementation Plan (timeline): AT 2021-2022</p> <p>Key/Responsible Personnel: CS Faculty</p>
<p>Assessment Results</p>	<p>Students scored an average of 3.30 out of 4 on the rubric. This exceeded acceptable target, and approaching the ideal.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>1. The course itself unfortunately was very small with 4 students (due to the senior standing) and it being very specific to only one concentration in the degree program. While looking at the course overall I would like to</p>

	<p>improve on being able to give the students other perspectives from the industry. I also would like to get the students more involved in other projects around campus that they can work on to fine tune the skills that they have learned throughout the program.</p> <p>2. Moving forward we will continue to be hands-on in the course along with working through the curriculum in a hybrid format (meaning I lecture only on certain topics and others are self-taught with the curriculum). I would like to also bring in outside speakers and presenters to give more insight to students of what it is to work in the real networking world and what tips they can offer to students to have a successful career.</p> <p>1. The course is meeting the Course Learning Outcomes and the Program Learning Outcomes that are specific to this subject matter. The course is continually meeting the goals of being able to create a network in terms of creating, securing and maintaining. The choice of using Cisco Network Academy is a choice that also is doing very well as students can study and sit for certification exams within the Cisco area.</p> <p>2. The overall course went very smooth this semester as this is the first time that this has ran for the students as it is a senior level course. Students loved the fact of working on real world networking scenarios that was given to them within our lab environment. The hands-on aspect of the course continues to be it's greatest strength as students can put in practice what has been learned in the 2 previous networking courses before this final networking course at the University.</p>
<p>Student Learning Outcome: Network & System Admin PLO#2</p>	<p>Demonstrate the ability of Microsoft client and server operating systems to configure, repair, optimize and solve system issues.</p>
<p>Method(s) of Assessment</p>	<p>Measure: CST345 - Final Exam</p>

	<p>Course level Direct - Student Artifact</p> <p>Details/Description: Students in CST345 will be assessed in a hands-on Skills Final Exam</p> <p>Acceptable Target: 3 out of 4 in rubric</p> <p>Ideal Target: 3.5 out of 4 in rubric</p> <p>Implementation Plan (timeline): AY 2020-2021</p> <p>Key/Responsible Personnel: CS Personnel</p>
<p>Assessment Results</p>	<p>There were no submissions for this course, it was ran as a low-enrollment course.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>Nothing to address at this time.</p> <p>This will be assessed as more students are enrolled.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Business

Degree Program: BBA Finance

Report Submitted By: Andrew Faber

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
FIN421	12	2.88/4	Investment Project	1,2
ECO422	7	3.29/4	Paper	3
FIN426	21	3.84/4	Problem Set	4

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. Through experiential learning, apply principles of asset allocation and diversification to formulate portfolio strategies.
2. Students can perform cash flow analysis to make capital budgeting decisions.
3. Analyze how capital markets function to allocate resources.
4. Apply hedging techniques to minimize risk.

Curriculum Map:

	Outcome			
	Finance Outcome 1 Through experiential learning, apply principles of asset allocation and diversification to formulate portfolio strategies.	Finance Outcome 2 Students can perform cash flow analysis to make capital budgeting decisions.	Finance Outcome 3 Analyze how capital markets function to allocate resources.	Finance Outcome 4 Apply hedging techniques to minimize risk.
Courses and Learning Activities				
FIN 301 Business Finance	I	I		
FIN 421 Investments	R	R	P	I
FIN314 Risk Management and Insurance	P		P	
ACC 210 Analysis of the Accounting Process		I		
ACC 301 Intermediate Accounting I		P		
ECC221 Principles of Macroeconomics			I	
ECO222 Principles of Microeconomics			I	
ECO322 Intermediate Microeconomics			P	
ECO420 Money and Banking			P	
ECO422 Managerial Economics			R	
FIN 426 International Finance				R

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
FIN 421 Investment Project	X	X	X
ECO 422 Paper	X	X	X
FIN 426 Problem Set	X	X	X

Student Learning Outcome 1:	Through experiential learning, apply principles of asset allocation and diversification to formulate portfolio strategies.
Method(s) of Assessment	Measure: FIN421 Investment Project Program level Direct - Student Artifact Details/Description:

	<p>Acceptable Target: Class average is a 3/4 on Rubric</p> <p>Ideal Target: Class average is a 3.5/4 on Rubric</p> <p>Implementation Plan (timeline): AY 2020-2021</p> <p>Key/Responsible Personnel: Finance Faculty</p>
Assessment Results	<p>Student scored 2.88 out of 4 on the rubric. This did not meet the acceptable target.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>What did not work for you? OA rubric doesn't work too well for me as it asks very specific questions that imply some specific project that the creator of this rubric had in mind. It is not adoptable.</p> <p>Recommendations and/or Changes to be made. Generalize the rubric so that regardless of who teaches the class, what areas they chose to focus on and etc the same rubric could be used.</p> <p>The class worked well. I introduced a couple of new types of activities this time (a series of structured debates, and an event study) that seem to have been successful and the students seem to have enjoyed them.</p>
Student Learning Outcome 2:	Students can perform cash flow analysis to make capital budgeting decisions.
Method(s) of Assessment	<p>Measure: FIN421 Investment Project Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Class average is a 3/4 on Rubric</p>

	<p>Ideal Target: Class average is a 3.5/4 on Rubric</p> <p>Implementation Plan (timeline): AY 2020-2021</p> <p>Key/Responsible Personnel: Finance Faculty</p>
Assessment Results	<p>Student scored 2.88 out of 4 on the rubric. This did not meet the acceptable target.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>What did not work for you? OA rubric doesn't work too well for me as it asks very specific questions that imply some specific project that the creator of this rubric had in mind. It is not adoptable.</p> <p>Recommendations and/or Changes to be made. Generalize the rubric so that regardless of who teaches the class, what areas they chose to focus on and etc the same rubric could be used.</p> <p>The class worked well. I introduced a couple of new types of activities this time (a series of structured debates, and an event study) that seem to have been successful and the students seem to have enjoyed them.</p>
Student Learning Outcome 3:	Analyze how capital markets function to allocate resources.
Method(s) of Assessment	<p>Measure: ECO422 Paper Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Class average is a 3/4 on Rubric</p> <p>Ideal Target: Class average is a 3.5/4 on Rubric</p> <p>Implementation Plan (timeline):</p>

	<p>AY 2020-2021</p> <p>Key/Responsible Personnel: Parendo</p>
Assessment Results	<p>Seven students uploaded their assignment, average score was 3.29. This is above the acceptable target, and approaching the ideal.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>I plan to streamline the market type analysis even more—a fair amount is things they’ve seen before in ECO222, so spending a bit less time on that seems reasonable, but I’ll listen to the students. Perhaps just one class reminding them of the results from 222 before we get into those chapters would be enough.</p> <p>I do want to spend a bit more time on different pricing strategies and such which can get very interesting (bundling, etc…) so I am going to look over where I can do things quicker; the demand chapters might be one of those places.</p> <p>I think the pace could have been faster in areas, but this was also probably an exceptional class (when picking the best in the field award, Masha initially listed about 7-8 students as good candidates for the award, and after having them in class I would concur). Thus, I need to be a bit careful basing future changes on this class.</p> <p>A lot of things worked well; the new focus on Auctions, Game Theory and getting deeper into the different market types seemed to raise interest, skipping over costs allowed us to do that (Costs are covered in almost the exact same way in ECO322).</p>
Student Learning Outcome 4:	Apply hedging techniques to minimize risk.
Method(s) of Assessment	<p>Measure: FIN426 Problem Set Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Class average is a 3/4 on Rubric</p> <p>Ideal Target: Class average is a 3.5/4 on Rubric</p>

	<p>Implementation Plan (timeline): AY 2020-2021</p> <p>Key/Responsible Personnel: Gajjala</p>
Assessment Results	<p>The average student score in Taskstream was 3.84 - this is higher than last year. This exceeds both the acceptable and ideal targets.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Will keep using as such. Has been working well, students perform well.</p> <p>Students did well on all the components of the rubric. The score on component 1.14 (calculating exchange rate volatility using standard deviation) was lower than the others but significantly better than last time - will keep working on it.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Business

Degree Program: BBA Management

Report Submitted By: Corri Miller

Date of Submission: 5/12/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
MGT317	45	3.59/4	Case Study HR challenges	3
MGT455	0	-		3
MGT411	10	3.55/4	International Business	1
MGT301	53	2.75/4	Case Study	2
MGT221	64	3.60/4	Baldrige Company Project	1
MGT470&471	13	3.46/4	Internship- Supervisor Evaluation	6

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.

Management Learning Outcomes:

1. The students will demonstrate knowledge of the impact of cultural differences on managerial structures and decision making.
2. The students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior
3. The students will interpret ethical implications of human resource management related to situations and its impact on decision-making
4. Management Outcome #6: Students will apply management theories through experiential learning

Human Resources Outcomes:

1. The students will demonstrate an understanding of terminology and analytic techniques used in the global field of human resources.
2. The student will develop an understanding of the effects of diversity and the impact on human resource practices.
3. The students will interpret ethical implications of human resource management related to situations and its impact on decision-making.
4. The students will develop an understanding of organizational structure and the impact on business strategy.

International Business Outcomes:

1. The students will demonstrate knowledge of the impact of cultural differences on managerial structures and decision making.
2. The student will develop analytical and decision-making skills in international trade and international finance.
3. The students will apply appropriate understanding of cultural biases in the decision-making process for cross-border problems and situations.
4. The students will recognize the dynamics, benefits, and challenges of diversity and inclusion and its affect on businesses.

Manufacturing Management Outcomes:

1. The students will demonstrate the ability to understand and use theory, skills and techniques necessary to function effectively in management leadership.
2. The student will develop an understanding of contemporary issues and their impact on professional and ethical behavior in a global and societal context.
3. The students will interpret, analyze and present information, related to challenges faced in todays manufacturing environment.
4. The students will describe and explain functional strategies supporting the competitive and global landscape in the manufacturing environment.

Supply Chain Outcomes:

1. The students will identify operational problems within the field of supply chain, and assert problem solving strategies to develop solutions.
2. The student will develop an understanding of the importance of logistics in the formulation of the business strategy and the conduct of supply chain management practices as identified from industry examples.
3. The students will describe and explain the importance of key components of a lean management system and the impact on business strategy.

Curriculum Map:

	Outcome					
	Management Outcome #1 The students will work collaboratively and effectively within teams to create solutions for organizational challenges	Management Outcome #2 The students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior	Management Outcome #3 The students will apply appropriate resources to collect business data that will ultimately translate into information for decision-making	Management Outcome #4 The students will interpret ethical theory related to political and social issues within an organization that require new and different legal/ethical responses	Management Outcome #5 Students will demonstrate effective business communication skills through written and oral communication methods	Management Outcome #6 Students will apply management theories through experiential learning

Courses and Learning Activities

MGT 470 Internship						P
MGT 495 Organizational Strategy				R		
MGT 359 Small Business Management			I			
MGT 411 International Management			P	R		
MGT 201 Management of Organization		I		I	I	
MGT 351 Managing Diversity in the Workplace		R		P	R	
MGT 404 Organizational Theory	P	P				
MGT 301 Organizational Behavior	P	P			R	
MGT 317 HR Management	P			I	P	
MGT 221 Supply Chain Management	I					

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
MGT 317 - case study HR challenges	X	X	X
MGT 351 Reflection Paper	X		
MGT 317 - case study HR challenges	X		
MGT 470 Internship	X		
MGT 470 Internship - Supervisor Evaluation		X	X
MGT 301 - Case Study (Chapter 16)		X	X
MGT 221 - Baldrige Company Project		X	X

Student Learning Management Outcome 2:	The students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior
Method(s) of Assessment	<p>Measure: MGT 301 - Case Study (Chapter 16) Program level Direct - Student Artifact</p> <p>Details/Description: Students submit case study</p> <p>Acceptable Target: 3 out of 4</p> <p>Ideal Target: 3.5 out of 4</p> <p>Implementation Plan (timeline): 2021-22</p> <p>Key/Responsible Personnel: Faculty teaching</p>
Assessment Results	<p>How many students and average score. 2.5/3 average score and 14 students 2.79/4 69.75% 2.754</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>Discuss the expectations of the case study prior to the assignment, some students did not do a thorough job.</p> <p>I believe the expectations of the case study need to be discussed in class with a brainstorming session prior to the students engaging in the project. The miss with this project in this semester was making the connection with the material and articulating that within the confines of the project. Giving better directions and expectations will elevate this and provide a stronger platform for students to prepare and perform at a higher rate.</p> <p>This case study is well developed and requires the students to provide a</p>

	<p>thorough analysis of what a leader in an organization should/would do in a very specific situation. The student feedback about the case was positive and allowed for reflection of the course work leading up to the project.</p> <p>The PLO -The student will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior is supported by the case provided. Numerous CLO's are covered within this project to allow students to see connections and relevancy of the project and key learnings.</p> <p>As stated earlier explaining, discussing, and brainstorming before the project is necessary.</p>
Student Learning Management Outcome 6:	Students will apply management theories through experiential learning
Method(s) of Assessment	<p>Measure: MGT 470 Internship - Supervisor Evaluation Program level Direct - Student Artifact</p> <p>Details/Description: Students will be evaluated by immediate supervisor</p> <p>Acceptable Target: Collective average of 3/4 on scoring rubric</p> <p>Ideal Target: Collective average of 3.5/4 on scoring rubric</p> <p>Implementation Plan (timeline): 2020-21</p> <p>Key/Responsible Personnel: All faculty</p>
Assessment Results	<p>3.46/4</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	It did not seem anything was lacking. Each site supervisor said they would hire their intern for a full time position.

	<p>Analytical skills, industry information and writing skills continue to be a concern each semester.</p> <p>Each of the students seem to excel at technology and communication. I was impressed with each one of the 3 students I supervised and their ability to learn great general business as well as networking outside of the company.</p> <p>Would be helpful for students to have access to the moodle shell in summer if that is when they are completing the hours for the internship, but not registering until the Fall. I was able to send my students information they would have had access to regardless. This would be specifically helpful for the journal.</p> <p>Each student was noted to have a very willing and capable attitude and work ethic. The students were dependable and supervisors noted that within the rating.</p> <p>Helping to better prepare the student at the start of the internship would be helpful.</p> <ol style="list-style-type: none"> 1. Research on the company, industry etc. 2. Why are they choosing to complete an internship with the company – this would be good insight to an instructor. What drew them to the industry or company. 3. Availability of shell before taking the class to house all information even in the summer internships. 4. Electronic evaluation forms for site supervisors. The form we use is antiquated and does not represent TU in the way we want companies to see us or our students.
<p>Student Learning Human Resource Outcome 3:</p>	<p>The students will interpret ethical implications of human resource management related to situations and its impact on decision-making</p>
<p>Method(s) of Assessment</p>	<p>Measure: MT 317- Case Study HR Challenges Program level Direct- Student Artifact</p> <p>Details/Description: Students will complete a presentation on a case study of a current business challenge that is impacting the Human Resource field</p> <p>Acceptable Target: Collective average of 3/4 based on rubric</p> <p>Ideal Target:</p>

	<p>Collective average of 3.5/4 based on rubric</p> <p>Implementation Plan (timeline): Fall 2021</p> <p>Key/Responsible Personnel: Corri Miller</p>
Assessment Results	<p>3.5/4 87.5% 31 students</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Using time in the classroom - checkpoints to understand, see and help with the project will allow for more confidence in the students work.</p> <p>Giving a project topic lists to help start conversations may help with the planning process. Stepping away from the “case study” terminology so that students further research a topic and evaluate the problem found within several organization rather than just one may be beneficial within this project.</p> <p>Opening the scope of the project to allow for further discussion and creativity along with checkpoint throughout the 16 weeks might help to increase the overall average seen within the report.</p> <p>The group project worked well. It covered the CLO’s for the class and allowed evaluation of critical thinking relative to the concepts covered within the class.</p> <p>The PLO - The students will interpret ethical implications of human resource management related to situations and its impact on decision-making was evaluated through the use of the case study – group project. This project is a critical piece to the class.</p> <p>Opening the scope of the project to allow for further discussion and creative along with checkpoint throughout the 16 weeks might help to increase the overall average seen within the report.</p>
Student Learning International Business Outcome 1:	<p>The students will demonstrate knowledge of the impact of cultural differences on managerial structures and decision making.</p>

<p>Method(s) of Assessment</p>	<p>Measure: International Business MGT411 Program level Direct - Student Artifact</p> <p>Details/Description: The students will integrate international management theories within a case study relative to cultural differences and the impact on management decision making</p> <p>Acceptable Target: Collective average of 3/4 on the scoring rubric.</p> <p>Ideal Target: Collective average of 3.5/4 on the scoring rubric.</p> <p>Implementation Plan (timeline): Fall 2021</p> <p>Key/Responsible Personnel: Perry Haan</p>
<p>Assessment Results</p>	<p>3.55/4</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>a. Overall, the students did relatively well. A small number of students misunderstood the goals of the assignment. I will make sure to follow-up frequently in the future to ensure that the assignment is fully understood.</p> <p>b. I will reinforce the need for a recommendation and/or conclusion to future case studies.</p> <p>Good student understanding of the case study. The class material supported the assignment well.</p> <p>a. Overall, the students did an excellent job understanding how cultural differences impact managerial structure and decision-making for a multinational corporation.</p> <p>b. A few students failed to make the connection between cultural differences and how managers adapt style and support.</p> <p>c. A few students failed to identify a conclusion or recommendation for the company's go-forward in the case study.</p>

Student Learning Manufacturing Outcome 3:	The students will interpret, analyze and present information, related to challenges faced in todays manufacturing environment
Method(s) of Assessment	<p>Measure: MGT 455 Key Assessment Program level Direct- Student Artifact</p> <p>Details/Description: The students will interpret, and analyze information, related to challenges faced in todays manufacturing environment</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Spring 2022</p> <p>Key/Responsible Personnel: Faculty</p>
Assessment Results	Class did not run
Use of Results	Class did not run
Student Learning Supply Chain Outcome 1:	The students will identify operational problems within the field of supply chain, and assert problem solving strategies to develop solutions
Method(s) of Assessment	<p>Measure: MGT 221 Baldrige Company Project Program level Direct - Student Artifact</p> <p>Details/Description: The students will develop a presentation that will outline a Baldrige award winning organization to include a comparison of textbook information</p> <p>Acceptable Target: Collective average of 3/4 based on rubric</p> <p>Ideal Target: Collective average of 3.5/4 based on rubric</p>

	<p>Implementation Plan (timeline): Fall 2021</p> <p>Key/Responsible Personnel: Faculty teaching course</p>
<p>Assessment Results</p>	<p>3.6/4</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>I would have the project broken up in to smaller sections and due earlier throughout the course.</p> <p>Activities where they got in groups and then presented what they found and conversations where I called on them to participate.</p> <p>They all seemed to understand the ins and outs of supply chain and how it impacts a business. Some struggle with presenting so referring back to question 3's answer, I think that could help with this as well.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Business

Degree Program: BBA Marketing

Report Submitted By: Corri Miller

Date of Submission: 5/12/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
MKT252	37	2.81/4	Final Project	1
MKT470	6	4.00/4	Marketing Internship	2
MKT404	0	-	Final Project	4
MKT402	18	3.44/4	Marketing Research Project	3

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. Students will identify and define major marketing theories.
2. Students will apply marketing theories through experiential learning.
3. Students will demonstrate the ability to make ethical decisions in the marketing field.
4. Students will be able to adapt the marketing theories to a culturally diverse population.
5. Students will be able to identify and comprehend the complexities of the international market.
6. Students will be able to comprehend marketing theories as it applies to predicting current and future marketing trends.

Curriculum Map:

	Outcome					
	Marketing Outcome #1 Students will identify and define major marketing theories.	Marketing Outcome #2 Students will apply marketing theories through experiential learning.	Marketing Outcome #3 Students will demonstrate the ability to make ethical decisions in the marketing field.	Marketing Outcome #4 Students will be able to adapt the marketing theories to a culturally diverse population.	Marketing Outcome #5 Students will be able to identify and comprehend the complexities of the international market.	Marketing Outcome #6 Students will be able to comprehend marketing theories as it applies to predicting current and future marketing trends.
Courses and Learning Activities						
MKT 350 Retailing Management						P
MKT 402 Marketing Research		R	P			
MKT 470 Marketing Internship		P				
MKT 404 Global Marketing	P			P	R	
MKT 253 Marketing Communication	R	R				
MKT 252 Buyer Behavior	R					R
MKT151 Intro to Marketing	I		I	I	I	I

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
MKT 252 Final Project	X	X	X
MKT 470 Marketing Internship	X	X	X
MKT 402 Integrate Marketing Communication Plans and Actions	X		
MKT 402 Marketing Research Project		X	X
MKT 404 International Marketing Plan	X	X	
MKT 404 Final Project			X

Student Learning Outcome 1:	Students will identify and define major marketing theories.
Method(s) of Assessment	Measure: MKT 252 Final Project Program level Direct - Student Artifact Details/Description:

	<p>In MKT 252, students will be required to complete projects in which they will evaluate buyer behavior and the effectiveness of various forms of marketing. Students' work will be evaluated on a 4-point rubric.</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): Fall 2021</p> <p>Key/Responsible Personnel: Faculty teaching course</p>
<p>Assessment Results</p>	<p>1) Summary of findings. How many students and average score. The course finished with 33 students. The average grade was 80.46% = "B."</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>a. Permit study questions from Connect chapter tests.</p> <p>b. Revisit Final Exam. Possibly have a mid-term exam and a final exam.</p> <p>c. In-class work on writing Thesis Statements before each paper.</p> <p>d. Work more on APA formatting. Put a link to the Pfeiffer Library Learning APA Style in the course Moodle pages of each paper assignment.</p> <p>e. Create Critical Thinking lesson based on the course concepts.</p> <p>a. Having Brigitte Galauner, Reference & Instruction Librarian, conduct a class on students conducting secondary research through the Pfeiffer Library's Dragon Quest. This was required for the three secondary research papers</p> <p>b. Schema & Scripts exercise to help students understand the concept of associate networks in memory as how consumers learn & remember.</p> <p>c. Three papers requiring secondary research.</p> <p>a. Critical thinking is an important skill for students to develop. The three papers are a build toward improving critical thinking. Each paper builds</p>

	<p>on the one(s) before. In the first two papers, students are to express their understanding of memory and ways of human learning that are in specific chapters in the textbook. Resources for research the papers are readily accessible. The third paper requires assessing and synthesizing the knowledge and applying it in resolving a challenge: How to move cultural meaning into brands.</p> <p>b. In teaching this course, writing is an important component. In addition to the Connect chapter tests and chapter assignments, assessing the students grasp and application of the concepts that affect consumer behavior and marketing strategy is ascertained through the writing assignments. Content cannot be separated from delivery. Therefore, as business academic writing is in APA formatting, teaching how to conduct secondary research, formulate cogent ideas, and present those ideas in APA style is an important part of the course.</p>
<p>Student Learning Outcome 2:</p>	<p>Students will apply marketing theories through experiential learning.</p>
<p>Method(s) of Assessment</p>	<p>Measure: Marketing Internship 470 Program level Direct - Student Artifact</p> <p>Details/Description: Students will perform to expectations on all areas of the internship. They will demonstrate the knowledge and skill acquired throughout the coursework and will also demonstrate professionalism on the job.</p> <p>Acceptable Target: 3/4 on the scoring rubric for internships</p> <p>Ideal Target: 3.5/4 on the scoring rubric for internships</p> <p>Implementation Plan (timeline): 2021-2022</p> <p>Key/Responsible Personnel: All marketing faculty</p>
<p>Assessment Results</p>	<p>4/4</p> <p>Acceptable Target Achievement: Exceeded</p>

	Ideal Target Achievement : Exceeded
Use of Results	<p>They are lacking a knowledge of the industry. We need to implement a research piece to the internship to force research within the industry and field.</p> <p>I would implement a career or research piece to the entire process. We need students to take advantage of full-time opportunities when they come their way after their internship is completed.</p> <p>They are excelling in dependability, job attitude and ability to learn quickly. The students are doing well in most of the fields except analytical skills and knowledge of industry.</p>
Student Learning Outcome 3:	Students will demonstrate the ability to make ethical decisions in the marketing field.
Method(s) of Assessment	<p>Measure: Marketing Research Project Course level Direct - Student Artifact</p> <p>Details/Description: In MKT 402, students will engage in a project in which they will complete research in marketing</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): Fall 2021</p> <p>Key/Responsible Personnel: Perry Haan</p>
Assessment Results	<p>A total of 24 students completed the Taskstream assessment. The average score was 3.63 out of 4.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	

	<p>The plan moving forward is to spend more time in class emphasizing the statistical analysis of results in a quantitative study. This will include spending more time explaining to the students the importance of statistical analysis.</p> <p>Overall the course went well for the Fall 2021 term. It was better than the fall before when the students were all masked up and social distancing. Team projects did not work so well in the Fall of 2020.</p> <p>Most of the students attended most of the classes even though it meets at 8 a.m. They participated in the group projects. I think they were glad to be able to work together.</p> <p>The research project that is the major piece of the class went well. Over the years students seem to not understand inferential statistics. They do fine with descriptive statistics that explain their results but struggle to use and interpret findings to hypothesis testing</p>
<p>Student Learning Outcome 4:</p>	<p>Students will be able to adapt the marketing theories to a culturally diverse population.</p>
<p>Method(s) of Assessment</p>	<p>Measure: Final Project Course level Direct - Student Artifact</p> <p>Details/Description: In MKT 404, students will apply their ability to adapt marketing theories to actually diverse population in the international marketing plan</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): 21-22</p> <p>Key/Responsible Personnel: Perry Haan</p>
<p>Assessment Results</p>	<p>No findings</p>
<p>Use of Results</p>	<p>No findings</p>

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PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Business

Degree Program: BBA Sports and Recreation Management

Report Submitted By: Corri Miller

Date of Submission: 5/12/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
LAW260	23	3.70	Legal Analysis Project	1
SMG405	11	2.55/4	Data Analysis Project	2
SMG235	12	3.75	Website Assignment	3
SRM470	15	3.27/4	Internship Performance Evaluation	4

Program Mission Statement:

This major is designed to prepare students for careers and advanced studies in the business of sports.

Student Learning Outcome Overview:

1. The students will develop a foundation of ethical standards in business
2. The students will develop an understanding of quantitative business practices in sports management
3. Students will demonstrate the ability to professionally communicate across all medias
4. Students will demonstrate professionalism in an experiential learning scenario
5. Identify relevant marketing practices in the sports industry

Curriculum Map:

	Outcome				
	Sports Mgmt. Outcome #1 The students will develop a foundation of ethical standards in business	Sports Mgmt. Outcome #2 The students will develop an understanding of quantitative business practices in sports management	Sports Mgmt. Outcome #4 Students will demonstrate the ability to professionally communicate across all medias	Sports Mgmt. Outcome #5 Students will demonstrate professionalism in an experiential learning scenario	Sports Mgmt. Outcome #5 Identify relevant marketing practices in the sports industry
Courses and Learning Activities					
Law 260 Legal case study	P				I
SMG 160 Intro Sprots Management	I	I	I	I	P
SMG 235 Website project	P		R	P	P
SMG 405 Data Analysis	P	P			
SMG470 Internship Experience	R			M	P

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
LAW 260 Legal Analysis Project	x	x	
SMG 405 Data Analysis Project	x	x	
SMG 235 Blog Assignment	x		
SMG 235 Website Assignment		x	
SMG 470 Internship Performance Evaluation	x		
SRM 470 Internship Performance Evaluation		x	

Student Learning Outcome 1:	The students will develop a foundation of ethical standards in business
Method(s) of Assessment	<p>Measure: Legal analysis project Program level Direct - Student Artifact</p> <p>Details/Description: Students in LAW260 will evaluate an ethical dilemma in the sports industry</p> <p>Acceptable Target: Collective average 3/4 on the rubric</p>

	<p>Ideal Target: Collective average 3.5/4 on the rubric</p> <p>Implementation Plan (timeline): Spring 2022</p> <p>Key/Responsible Personnel: James Gucker</p>
Assessment Results	<p>The highest score was 97% and the lowest score was 84%. 2. 35 students completed their legal analysis paper. The average score was 92.5%</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Move up the deadline a month and change the oral presentation structure.</p> <p>Topic selection process worked well and discussion about topics was entertaining</p> <p>Most of the papers were very well written. This was an improvement from previous years.</p>
Student Learning Outcome 2:	The students will develop an understanding of quantitative business practices in sports management
Method(s) of Assessment	<p>Measure: SMG 405 Data analysis project Program level Direct - Student Artifact</p> <p>Details/Description: Students in SMG 405 will analyze correlations and patterns in data to make informed decisions related to sports scenario</p> <p>Acceptable Target: Collective average 3/4 on the rubric</p> <p>Ideal Target: Collective 3.5/4 on the rubric</p> <p>Implementation Plan (timeline): Spring 2022</p>

	<p>Key/Responsible Personnel: Shane Parendo</p>
<p>Assessment Results</p>	<p>Average score was 2.55, with 11 students submitting their assignments and thus being included in the calculation. This did not meet the target, and I'm not surprised—see below, but in a nutshell for this class this semester it was difficult to get the students to turn things in on time and other such things (I had a scaffolded portion of the project to check in with them but the majority of the students didn't turn that in and so couldn't get comments from me to help them going forward).</p> <p>I did have some students come in to my office hours towards the end of the semester to discuss the project and they were generally successful in completing the project (and getting a 4/4 on the assessment).</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>A couple of things—perhaps a few smaller projects rather than one somewhat large one (though it wasn't *that* large). I will likely require meetings for students to come in during my office hours to discuss these smaller projects.</p> <p>I am also adopting a different textbook (and working on sample exercises now, over the summer) to have a much more aligned book to go with the lectures; sports analytics is relatively new and there weren't many textbooks so I picked the best of the best available, but kept my eye out for a new book, and I think I've found a much better one.</p> <p>In the past, what I did to engage students was enough, but for some reason this class was difficult to engage and motivate. My other upper level class (ECO422—a required course for the finance major) was one of my better classes. I don't know if the struggles (mine and the students) were a result of the couple of years of COVID or something else. I'm expecting the new text, meetings and some other small changes will help the students interest and engagement.</p> <p>When the students met me, that worked well. Those that showed up to class generally did well and I had a lot of engagement from those students.</p>

Student Learning Outcome 3:	Students will demonstrate the ability to professionally communicate across all medias
Method(s) of Assessment	<p>Measure: SMG 235 - Website Assignment Program level Direct - Student Artifact</p> <p>Details/Description: Students in SMG 235 will complete a website assignment in which they are able to communicate effectively through said media</p> <p>Acceptable Target: Collective average 3/4 on the rubric</p> <p>Ideal Target: Collective average of 3.5/4 on the rubric</p> <p>Implementation Plan (timeline): Spring 2022</p> <p>Key/Responsible Personnel: Dr. Bonnie Tiell</p>
Assessment Results	<p>Summary of findings. How many students and average score. 12 students successfully completed the Taskstream download with an average score of 3.75</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Improve the blog and website assignment so students better understand the end result.</p> <p>The students that successfully completed the website assignment and created blogs learned how to develop and correctly complete a blog.</p> <p>More students need to participate in downloading their assignment into Taskstream.</p>
Student Learning Outcome 4:	Students will demonstrate professionalism in an experiential learning scenario
Method(s) of Assessment	<p>Measure: Internship Performance Evaluation SRM 470 Program level Direct - Other</p>

	<p>Details/Description: Students are evaluated at their internship site by the supervisor. SRM 470</p> <p>Acceptable Target: 3/4 on the scoring rubric</p> <p>Ideal Target: 3.5/4 on the scoring rubric</p> <p>Implementation Plan (timeline): 2021-2022</p> <p>Key/Responsible Personnel: All Faculty</p>
Assessment Results	<p>3.27/4</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Writing Skills, Quantitative Skills, Analytical Skills need to be enhanced before internships</p> <p>I would ensure the application and evaluation were online Students are not being exposed as much to the face to face interactions and customer service issues. Part of this issue might be because COVID limited the number of opportunities students have been presented with and less opportunities have been afforded students.</p> <p>Providing students with an option to give an oral presentation rather than a written assignment that meets the requirements for the final paper.</p> <p>Ability to learn quickly is a strength noted</p> <p>Students are gaining valuable experience with being presented real life issues and problems to solve. The internship supervisors have provided excellent instruction in most cases with our students and given them the opportunity to learn new material by trying to solve issues in their particular work environment.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Business

Degree Program: MBA Master of Business Administration

Report Submitted By: Diego Hernandez

Date of Submission: 5/17/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
MGT622	0 90	- 3.67/4	Master Field Test Final Capstone Paper	1
FIN627	23	4.35/5	Week 7 Term Paper	1
SMG670	13	3.38/4	Final Reflection E-Portfolio	1
LDR611	15	3.63/4	Week 6 Presentation	2
MGT526	88	3.14/4	Final Project and Presentation	2
MKT631	16	4.48/5	Week 7 Assignment: Meeting Case Study	2
DAX641	12	3.42/4	Activity 6.1 Create Forecast	3
HCA553	7	4.57/5	Activity 6.2 Final Project Healthcare Trend	4
HRM613	34	3.49/4	Activity 6.2 Improving Diversity	4
MGT623	87	3.88/4	Activity 7.2 Final Project Private Property, Regulation, and the Constitution	4
MKT627	19	4.54/5	Week 6 Assignment Marketing Plan	4
FEE620	11 11	4.00/4 96.73/100	Activity 6.2 Identity Theft Practice Exam	5
MGT614	59	3.71/4	Activity 6.2 Final Project: The Role of Men and Women during Expatriate	5

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:

1. 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].
2. Students will demonstrate the ability to communicate clearly and professionally

3. MBA graduates will identify and apply tools and technology to solve quantitative problems and make decisions based on the information they generate.
4. 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.
5. Students will evaluate current research in order to synthesize, apply, and interpret research findings for the greater understanding of problem solving

Curriculum Map:

	Outcome				
	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 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.	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.	Evaluate Research Students will evaluate current research in order to synthesize, apply, and interpret research findings for the greater understanding of problem solving
Courses and Learning Activities					
MGT 623 Ethics Paper	R				
ACC 512 Cost Quiz	R				
MGT 622 Master Field Test	R				M
MGT 622 Final Paper/Project	R				M
MAT 513 Presentation		R			
MAT 513 Presentation			R		
MGT 622 Master Field Test	M	M	M	M	
MGT 622 Master Field Test				R	
MGT 622 Final Paper/Project				R	
MGT 814 Case Analysis				R	
MGT 622 Master Field Test					R
MKT 811 Group Project					R

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
MGT 623 Business Ethics Paper	x	x	
MGT 623 Activity 7.2 Final Project Private Property, Regulation, and the Constitution CORE			x
MGT 622 Major Field Test	x	x	x
MGT 526 Final Project and Presentation	x	x	x
MGT 614 Case Analysis Week 6	x	x	
MGT 614 Activity 6.2 Final Project: The Role of Men and Women during Expatriate CORE			x
MGT 622 Capstone Project	x		
FIN 627 Term Paper		x	x
SMG 670 Final Reflection		x	x
LDR 611 Week 7 Group Presentation		x	
LDR 611 Week 6 Presentation			x
MKT 631 Case Study		x	x
DAX 641 Create Forecast		x	x
HCA 553 Final Project		x	x
HRM 613 Improving Diversity		x	x
MKT 627 Marketing Plan		x	x
FEE 620 Identity Theft		x	x

Student Learning Outcome 1:	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	<p>Measure: MGT 622 Activity 6.2 Capstone Paper & Master Field Test Direct - Student Artifact</p> <p>Details/Description: In MGT 622, students were required to participate in the master field test for business.</p> <p>Acceptable Target: 90% of participating students will score 50% or higher on the master field test.</p> <p>Ideal Target:</p>

	<p>95% of participating students will score 50% or higher on the master field test.</p> <p>Implementation Plan (timeline): Fall 2021, Spring 2020</p> <p>Key/Responsible Personnel: MBA faculty</p>
Assessment Results	<p>3.14/4 91.67% 90 students</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Make students aware of the MFT sooner in the course. It shows that many students reached out inquiring what this test was, how it was graded, etc. (even though this is stated in the course). Instructors need to provide this explanation in week 4 but providing it sooner might be beneficial.</p> <p>In the program summary reflection paper, there seems to be a split on the value of the MFT. Some students believed the test represented some of what they learned in their program; however, others mentioned there were areas in the test that they did not study. There could be an area of opportunity here by discussing this with Peregrine.</p> <p>Overall, it seems students comprehend the material well and understand how to effectively apply the concepts of what they learned in the course to the capstone paper and many did share they have been or will be able to apply many of the concepts discussed to their careers, which is great.</p>
Student Learning Outcome 1:	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	<p>Measure: FIN 627 Week 7 Term Paper FINANCE Program level Direct - Student Artifact</p> <p>Details/Description: In FIN 627, all students are required to complete a Term Paper during week 7. 80% of all participating students will score 90% or higher on the case term paper This means that the goal is 3/4.</p>

	<p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Summer2021/Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
Assessment Results	<p>4.35/5 86.95% 23 students</p> <p>Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching</p>
Use of Results	<p>Need to repeatedly emphasize APA style and criterion 4</p> <p>On average, students did well on all the components of the rubric except a few who did not do well on criterion 4 (grammar, mechanics, and style) where the primary issue was the following of APA citation rules</p>
Student Learning Outcome 1:	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	<p>Measure: SMG 670 Final Reflection E-Portfolio SPORTS MANAGEMENT Program level Direct - Student Artifact</p> <p>Details/Description: In SMG 670, all students are required to complete a final reflection in week 7. 80% of all participating students will score 90% or higher on the final reflection paper. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p>

	<p>Implementation Plan (timeline): Summer 2021/Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
Assessment Results	<p>3.38/4 84.62 % 13 students</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>The internship experiences needs to be tied to mentorship clusters with industry professionals and an undergraduate sport management student. Students still lack true industry experience. Still, supervisor evaluations are pretty good</p> <p>The mentorship program is running like a well-oiled machine! We are now sending messages to incoming students in their first semester to set up a zoom (20 min) with Dr. Tiell to discuss the process and explore ideas. It has greatly enhanced the program.</p>
Student Learning Outcome 2:	Students will demonstrate the ability to communicate clearly and professionally
Method(s) of Assessment	<p>Measure: Final Project and Presentation in MGT 526 Other level Direct - Student Artifact</p> <p>Details/Description: All students in MGT 526 are required to participate in a final project and presentation. The goal is 80% of all participating students will achieve 90% or higher on the MGT 526 final project and presentation which means that the goal is 3/4 on the rubric.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Summer 2021/Fall 2019, Spring 2020</p> <p>Key/Responsible Personnel:</p>

	MBA faculty
Assessment Results	<p>3.14/4 78.55% 88 Students</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>The prior MGT526 was so old, most of the students had found the answers online so there wasn't a lot of challenge to them. But, this class hasn't reached that level of maturity – and, we are not so sure it will with the way it is laid out – (weekly critiquing articles on statistical concepts, and making decisions/assessments on statistical case studies). students asked for more videos due to the amount of visual learners.</p> <p>The critiquing of the articles and the case studies, elevated this course. For those who had statistics in the past, these two activities seemed to not be a big challenge – but, those who had not had a stats class for years complained that the course was harder than it should be</p>
Student Learning Outcome 2:	Students will demonstrate the ability to communicate clearly and professionally
Method(s) of Assessment	<p>Measure: LDR 611 Week 6 Presentation-LEADERSHIP Program level Direct - Student Artifact</p> <p>Details/Description: In LDR 611, all students are required to complete a group presentation in week 7. 80% of all participating students will score 90% or higher on the final group presentation. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>

Assessment Results	<p>3.63/4 90.83% 15 Students</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Exceeded</p>
Use of Results	<p>A couple of weeks the resources link has been removed from the website and I will work on updating the links for the future classes. host a couple of live sessions for the next class, it will be a better Student - Faculty engagement.</p> <p>Discussion and Assignments worked well. Students have been actively participating in the course. Assignments are pretty much straight forward and students are easy to grasp the concepts.</p> <p>Overall the class went well, Students collaborated and worked with assigned team members seamlessly.</p>
Student Learning Outcome 2:	<p>Students will demonstrate the ability to communicate clearly and professionally</p>
Method(s) of Assessment	<p>Measure: MKT 631 Week 7 Assignment: Meeting Case Study MARKETING Program level Direct - Student Artifact</p> <p>Details/Description: In MKT 631, all students are required to complete a case study presentation in week 7. 80% of all participating students will score 90% or higher on the final presentation. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Summer2021/Fall2021/Spring2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
Assessment Results	<p>4.48/5 89.58% 16 Students</p>

	Acceptable Target Achievement: Met Ideal Target Achievement : Approaching
Use of Results	<p>There could have been a template or example of a case study, to eliminate initial confusion on the format of writing one. Satisfied with the overall outcome, but would include a case study template for students to use in the future. The initial student stress in the course was derived from not understanding how to structurally format differently than that of a regular research paper.</p> <p>The majority of the students appeared to enjoy writing and researching for their case studies, once they selected personally relatable topics and research questions.</p>
Student Learning Outcome 3:	MBA graduates will identify and apply tools and technology to solve quantitative problems and make decisions based on the information they generate.
Method(s) of Assessment	<p>Measure: DAX 641 Activity 6.1 Create Forecast DATA ANALYTICS Program level Direct - Student Artifact</p> <p>Details/Description: In DAX 641, all students are required to complete a forecast in Tableau during week 6. 80% of all participating students will score 90% or higher on the Activity 61 Create Forecast. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
Assessment Results	<p>3.42/4 85.42% 12 Students</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	Transition to publisher's software.

	<p>The course might also update an initial dataset they work on in Week 1 as some students suggested the dataset they worked with was too large and it took them a long time to download it.</p> <p>Everything worked fine. the move to using the publisher's software for the homework will make it even smoother (Connect).</p> <p>Multiple students expressed how much they liked the class, that they felt that they learned more in this class than in other classes they have taken this far, and they all seem to love discussions in the course.</p>
Student Learning Outcome 4:	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.
Method(s) of Assessment	<p>Measure: HCA 553 Activity 6.2 Final Project Healthcare Trend HEALTHCARE Program level Direct - Student Artifact</p> <p>Details/Description: In HCA 553, all students are required to complete a final project in week 6. 80% of all participating students will score 90% or higher on the final project healthcare trend activity 6.2. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
Assessment Results	<p>4.57/5 91.43% 7 Students</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	

	<p>Suggest that in the course document section that there is an instructional link to help the students with submitting multiple documents under the same assignment.</p> <p>Also, a true reflection paper should be added to week #7.</p> <p>Finally, the course communicates the Taskstream involvement for assignment 6.2 in more areas of the home page.</p> <p>Evidence-based health services and the adjustments to the Affordable Care Act are the current governmental administration’s focus with an emphasis on healthcare constraints and quality outcomes. The recent improvements and course content drive these concepts home for students through engaging posts, discussions, and assignments.</p> <p>In the future, the discussion posts can be removed and replaced with more individual papers and critical thinking questions that will further challenge the students.</p>
<p>Student Learning Outcome 4:</p>	<p>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.</p>
<p>Method(s) of Assessment</p>	<p>Measure: HRM 613 Activity 6.2 Improving Diversity HUMAN RESOURCES MANAGEMENT Program level Direct - Student Artifact</p> <p>Details/Description: In LHRM 613, all students are required to complete a plan with diversity and inclusion strategies in week 7. 80% of all participating students will score 90% or higher on the improving diversity and inclusion practices at work paper. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Summer2021/Fall2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>

Assessment Results	<p>3.49/4 87.36% 34 Students</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Make sure the Assignment 2.2 is corrected on forming the teams (and I believe this has been forwarded to the correct people but, it will need to be checked to make sure it is corrected).</p> <p>Insert a Collaborate feature in Week 2, and set up on-going Collaborate sessions for groups to work in. They could then also record these sessions.</p> <p>What worked well is using the SHRM-CP/SHRM-SCP certification all-in-one exam guide textbook for the course. This textbook fits great for what a student needs to understand for strategic human resource management. This is basically the bible for human resources and so this is a must for students to understand, from the beginning to end.</p>
Student Learning Outcome 4:	<p>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.</p>
Method(s) of Assessment	<p>Measure: MGT 623 Activity 7.2 Final Project Private Property, Regulation, and the Constitution CORE Program level Direct - Student Artifact</p> <p>Details/Description: In MGT 623, all students are required to complete a final project paper in week 7. 80% of all participating students will score 90% or higher on the final project paper. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Summer2021/Fall 2020, Spring 2021</p> <p>Key/Responsible Personnel: MBA faculty</p>

Assessment Results	<p>3.88/4 96.92% 73 Students</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>The number of weekly discussions. Over the years several students express concern that there are two discussion questions each week (weeks 1 through 6) instead of one weekly discussion question.</p> <p>Everything worked well in the courses this term! The discussion questions and writing assignments are very timely and interesting topics for the students to research, think about, and discuss</p>
Student Learning Outcome 4:	<p>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.</p>
Method(s) of Assessment	<p>Measure: MKT 627 Week 6 Assignment Marketing Plan INTERNATIONAL BUSINESS Program level Direct - Student Artifact</p> <p>Details/Description: In MKT 627, all students are required to complete a marketing plan in week 6. 80% of all participating students will score 90% or higher on the marketing plan paper. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Fall2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
Assessment Results	<p>4.54/5 90.7 19 Students</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>

Use of Results	<p>Develop the course over the summer, add detail to directions and try to incorporate more video/social media interaction and a little less writing.</p> <p>For the most part, all went well. The project directions could be more detailed, but that will happen when the course is redeveloped.</p> <p>Ditch Task Stream and Turnitin was a little confusing. Some of the students had high numbers, but I was not able to pinpoint the cause. I believe it could be from all the direct quoting.</p>
Student Learning Outcome 5:	Students will evaluate current research in order to synthesize, apply, and interpret research findings for the greater understanding of problem solving
Method(s) of Assessment	<p>Measure: FEE 620 Activity 6.2 Identity Theft FORENSICS & FRAUD EXAMINATION Program level Direct - Student Artifact</p> <p>Details/Description: In FEE 620, all students are required to complete a Power Point presentation in week 6. 80% of all participating students will score 90% or higher on the Power-Point presentation identity theft during week 6. This means that the goal is 3/4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
Assessment Results	<p>96.73/100 96.73% 11 Students</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	

	<p>The course has not ran enough to have any new additional insights into the learning objective of this assessment. Continuation will be to the results of the assessment in the next couple of cycles. The improvement that needs to happen with the assessment has to do more with getting all of the students to submit their assignment into Taskstream</p> <p>The assignment worked extremely well to re-enforce the learning objective for the assignment.</p>
Student Learning Outcome 5:	Students will evaluate current research in order to synthesize, apply, and interpret research findings for the greater understanding of problem solving
Method(s) of Assessment	<p>Measure: MGT 614 Activity 6.2 Final Project: The Role of Men and Women during Expatriate CORE Program level Direct - Student Artifact</p> <p>Details/Description: 80% of all participating students will score 90% or higher on the final project. This means on the rubric that the goal is 3 out of 4.</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Summer2021/Fall 2021, Spring 2022,</p> <p>Key/Responsible Personnel: Faculty</p>
Assessment Results	<p>3.42/4 92.84% 12 Students</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<ul style="list-style-type: none"> • Come up with discussion forum questions that focus on the personal experiences of the students, or which allow them to incorporate current events into the discussion. • Use case studies for most (or all) of the weekly written assignments. • Change the Activity 3.2 instructions so that Questions 1 and 2 are the same as they are in the textbook (referring to exhibits). • Change Activity 4.2 to focus on one or the other of the concepts required.

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| | <ul style="list-style-type: none">• Move Chapter 9 to Week 6.• Make the Week 5 assignment about organizational structure instead of expatriate assignments.• For the Final Project, ask the students to interview only one person about their overseas experiences.• Upload the new rubric for the final project to Taskstream.• The use of case studies as the basis for some of the writing assignments worked well. I think they should be used for more of the writing assignments.• post follow-up questions for each discussion forum that focused on current topics or further exploration of the discussion topics. These elicited a fair amount of additional discussion.• The students were, for the most part, very engaged in discussions. Quite a few of them were also very engaged with me through messages and emails. |
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PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Business

Degree Program: Doctor of Philosophy (PhD) Global Leadership

Report Submitted By: n/a

Date of Submission: n/a

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
RES810	5	3.90/4	Activity 4.1: Cultural Intelligence (CQ Reflection)	2
GLC815	5	3.33/4	Activity 6.1 – Research Question and Hypothesis	3
GLC740	4	3.33/4	Week 7: Final Project: Strategic Action Plan	3
GLC735	9	3.85/4	Activity 5.2: Case/Applied Research Paper 4	2
GLC755	2	3.67/4	Activity 3.3: Best Practices for Successful Teams	2
RES710	7	3.86/4	Activity 5.2- Argumentative/Persuasive Essay Paper to support your research topic	2

Program Mission Statement:

The mission of the Ph.D. program in Global Leadership and Change is to generate graduates who model the capacity to construct and recognize solid logical arguments, their underlying assumptions, and their limitations. The program focuses on establishing a concrete conceptual and methodological foundation that graduates can build on throughout their careers. A curriculum that features critical analytical thinking and innovative contemplation results in creative thinking that develops new solutions to old problems. Therefore, course work involves research activities such as literature review and critique, theoretical modeling, research design, and preparation of proposals and research papers. In addition, students are urged to participate in regional, national and international academic conferences and are encouraged to work with faculty in developing individual applied research interests.

Student Learning Outcome Overview:

1. Development of vision-orientated behaviors capable for creating a dynamic environment for individuals and organizations
2. Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change
3. Represent a multidisciplinary understanding of leader and follower and the complexities of change within global organizational environments
4. Application of sustainable business practices and strategies that feature inclusion and ethical treatment of diverse cultures

Curriculum Map:

	Outcome			
	Learning Outcome 1 Development of vision-orientated behaviors capable for creating a dynamic environment for individuals and organizations	Learning Outcome 2 Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change	Learning Outcome 3 Represent a multidisciplinary understanding of leader and follower and the complexities of change within global organizational environments	Learning Outcome 4 Application of sustainable business practices and strategies that feature inclusion and ethical treatment of diverse cultures
Courses and Learning Activities				
RES 710 Academic Writing		R		
GLC 755 Global Leadership Theory & Practice			R	

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
RES 710 Argumentative/Persuasive Essay paper to support your research topic	x		
RES 710 - Activity 5.1 – Argumentative/Persuasive Essay paper		x	x
RES 810			x
GLC 755 Activity 3.3 Global Team	x		x
GLC 740		x	x
GLC 815		x	x
GLC 735		x	x

Student Learning Outcome 2:	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change
Method(s) of Assessment	<p>Measure: GLC755: Activity 3.3: Best Practices for Successful Teams Program level Direct - Student Artifact</p> <p>Details/Description: In examining trends identified with Globalization 4.0 and/or the Fourth Industrial Revolution, you should have discovered the importance to organizational success for executives, managers, and employees to possess global skills.</p> <p>Activity Instructions You will now begin to construct a design for a team within a global organization. In support of your organizational plan, submit a short paper (3-4 pages) identifying:</p>

	<p>1. Initial ideas regarding best practices for successful teams, and 2. Application of those practices to the plan you are designing.</p> <p>Acceptable Target: The collective average of all participating GLC 755 students on this assignment will be set at 3.0/4 related to the scoring rubric created for this assignment.</p> <p>Ideal Target: The collective average of all participating GLC 755 students on this assignment will be set at 3.25/4 related to the scoring rubric created for this assignment.</p> <p>Implementation Plan (timeline): GLC 755: Global Leadership Theory & Practice Spring 2, 2021</p> <p>Key/Responsible Personnel: Dr. Jehu Chong</p>
Assessment Results	No Findings Added
Use of Results	No Findings Added
Student Learning Outcome 2:	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change
Method(s) of Assessment	<p>Measure: RES810: Activity 4.1: Cultural Intelligence (CQ) Reflection Program level Direct - Student Artifact</p> <p>Details/Description: Your reflections should address the following questions: 1. Analyzing your Cultural Intelligence (CQ) a. Look at your assessments closely. What sections did you improve in? Did this surprise you? Why or why not? What experiences have led to this improvement? b. What sections remain the same or have you not been able to improve like you'd hoped? Does this surprise you? Why or why not? What can you do to continue to build on these scores both personally and professionally? c. What authors, texts, staff and faculty members, events (meet and greets, specific courses, Residency, Zoom sessions) do you think have helped you understand your Cultural Intelligence more fully? Please explain.</p>

	<p>2. Analyzing your Intercultural Knowledge</p> <p>a. Explain why you think understanding other cultures and global awareness is important to you both in your career and personally. How has your work and experience with Cultural Intelligence at TU helped you with that? It would be helpful to focus on one specific global culture of your choice for your analysis.</p> <p>b. You've learned a lot about understanding others' cultures, lived experiences, and worldviews. How has this benefited you and how do you feel you'll be using this knowledge and these experiences moving forward? What else would you like to learn in future research?</p> <p>c. Based on your personal experiences and research, what do you believe are the implications of CQ with global leadership? How do you think CQ can help you to make an impact professionally and personally?</p> <p>d. Explain what ways you think working with your CQ Assessment results has helped you to understand working with those from other cultures? Do you feel prepared to interact (include verbal and nonverbal) with others who are different from you? Why or why not?</p> <p>Acceptable Target: The collective average of all participating RES 810 students on this assignment will be set at 3.0/4 related to the scoring rubric created for this assignment.</p> <p>Ideal Target: The collective average of all participating RES 810 students on this assignment will be set at 3.5/4 related to the scoring rubric created for this assignment.</p> <p>Implementation Plan (timeline): RES 810: Research Prospectus Seminar (Spring 2, 2022)</p> <p>Key/Responsible Personnel: Dr. Ken Rauch</p>
<p>Assessment Results</p>	<p>3.67 / 4.00 exceeded the target.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>This activity serves as a pre-post evaluation for our program curriculum. Students take the CQ survey on the first class of the program (RES 710) and then retake the CQ survey during the RES 810 course and then submit a reflection paper for review.</p>

Student Learning Outcome 2:	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change
Method(s) of Assessment	<p>Measure: Activity 5.2: Argumentative/Persuasive Essay paper to support your research topic Program level Direct - Student Artifact</p> <p>Details/Description: Persuasive argument that is supported by evidence and structured logically that demonstrates an improved understanding of how doctoral level research interest may potentially be developed. For your brief essay, incorporate the following elements to help formulate your paper: Introduction of your topic Thesis or research question Evidence – reference support Previous arguments / counterclaims Conclusion</p> <p>Acceptable Target: The collective average of all participating RES 710 students on this assignment will be set at 2.7/4 related to the scoring rubric created for this assignment.</p> <p>Ideal Target: The collective average of all participating RES 710 students on this assignment will be set at 3.1/4 related to the scoring rubric created for this assignment.</p> <p>Implementation Plan (timeline): RES 710- Academic Writing: Fall 1, 2021 RES 710- Academic Writing: Spring 1, 2022</p> <p>Key/Responsible Personnel: Dr. Ken Rauch</p>
Assessment Results	3.86 - 4.00 achieved 96% of the measurement Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded
Use of Results	

	<p>Continue to make course announcements to prompt the submission of this assignment to Taskstream.</p> <p>Strong student showing in this class. It speaks to the quality of the selection of students in the enrollment process.</p>
Student Learning Outcome 2:	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change
Method(s) of Assessment	<p>Measure: Activity 5.2: Case/Applied Research Paper 4 Program level Direct - Student Artifact</p> <p>Details/Description: Write a paper that gives as least two real world examples (personally experienced or researched examples) of the three dimensions below.</p> <ol style="list-style-type: none"> 1. Ethical Conflicts—Different Conclusions Write about examples of ethical conflicts when values of two cultures lead to opposite conclusions. 2. Different Importance Write about examples when rules or standards are morally important to one culture but not important or neutral to the other. 3. Different Interpretations Write about examples when both cultures agree on the same ethical value but circumstances create different interpretations of what is acceptable <p>Acceptable Target: The collective average of all participating GLC 735 students on this assignment will be set at 3.4/4 related to the scoring rubric created for this assignment.</p> <p>Ideal Target: The collective average of all participating GLC 735 students on this assignment will be set at 2.75/4 related to the scoring rubric created for this assignment.</p> <p>Implementation Plan (timeline): GLC 735: Ethics & Sustainability Issues (Fall 2 , 2022)</p> <p>Key/Responsible Personnel: Dr. Jonathan Appel</p>
Assessment Results	<p>3.85 of 4.00 achieved</p> <p>Acceptable Target Achievement: Exceeded</p>

	Ideal Target Achievement : Exceeded
Use of Results	<p>Keep Dr. Appel as the professor for this course. He has demonstrated a commitment to the assessment process.</p> <p>Professor in this course strongly supports the Taskstream activity and works well with student expectation to submit their research papers.</p>
Student Learning Outcome 3:	Represent a multidisciplinary understanding of leader and follower and the complexities of change within global organizational environments
Method(s) of Assessment	<p>Measure: GLC815: Activity 6.1: Research Questions and Hypothesis Program level Direct - Student Artifact</p> <p>Details/Description: Part 1: Research Questions Create and present your research question and 2-3 sub-questions based on your previous literature review and gap analysis. Part 2: Hypothesis Create your hypothesis and alternative hypothesis based on your research question(s). Be sure to clearly identify the control, dependent, and independent variables of your hypothesis</p> <p>Acceptable Target: The collective average of all participating GLC 815 students on this assignment will be set at 2.75/4 related to the scoring rubric created for this assignment.</p> <p>Ideal Target: The collective average of all participating GLC 815 students on this assignment will be set at 3.25/4 related to the scoring rubric created for this assignment.</p> <p>Implementation Plan (timeline): GLC 815 Advanced Topics in Global Leadership Research (Spring I, 2022)</p> <p>Key/Responsible Personnel: Dr. James Gordon</p>
Assessment Results	<p>3.33 of 4.00</p> <p>5/13 students submitted to Taskstream</p>

	<p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Work with the professor to better explain the expectation and importance of the Tasksteam submissions.</p> <p>Less than half of the students submitted, and this assessment measure is in question.</p>
Student Learning Outcome 3:	<p>Represent a multidisciplinary understanding of leader and follower and the complexities of change within global organizational environments</p>
Method(s) of Assessment	<p>Measure: Week Seven - Final Project: Strategic Action Plan Program level Direct - Student Artifact</p> <p>Details/Description: Finalize your action plan to include the following components:</p> <ol style="list-style-type: none"> 1. An introduction / overview that describes global leadership and its significance as a field of study today 2. A brief summary of why change, innovation and motivation are so important for survival and growth in today's organizations (no matter the sort) 3. A description of three key change models that you believe are critical for global leaders to have in their tool kits today (these should be change models that have become your favorites thus far in your doctoral studies) 4. An explanation of why you selected the three change models above 5. Reaching back to Week 4, include the conclusions from your critiqued action plan specifically in terms of how you can encourage and incentivize employees in your organizations to be more creative and/or innovative. Be sure to describe 3-5 of your best action items. 6. A conclusion, highlighting words of wisdom you would provide global leaders. You may reference any of the videos watched in the course and/or inspirational quotes and/or your own story or quote. Be as creative as you like in the conclusion of your action plan. <p>Acceptable Target: The collective average of all participating GLC 740 students on this assignment will be set at 3.25/4 related to the scoring rubric created for this assignment.</p> <p>Ideal Target: The collective average of all participating GLC 740 students on this assignment will be set at 2.75/4 related to the scoring rubric created for this assignment.</p>

	<p>Implementation Plan (timeline): GLC 740: Change, Innovation, & Entrepreneurial Motivation (Fall 2, 2021)</p> <p>Key/Responsible Personnel: Dr. Lillian Schumacher</p>
Assessment Results	<p>3.33 of 4.00 4 of 24 students submitted to Taskstream</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Professor was changed for this course and the students Taskstream will be monitored by the program director to increase the submissions.</p> <p>Disappointed by the submission totals and this resulted in a small sample and findings that are somewhat compromised.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Science

Degree Program: Bachelor of Criminal Justice Core

Report Submitted By: Lacy Ellis

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
JUS110	56	78.37/100	Final Course Grade	1
JUS202	70	85.95/100	Final Exam	2

Program Mission Statement:

The Criminal Justice curricula are designed to help students grasp the fundamental values and purposes of criminal justice in American society. This program prepares students for entry level administrative and advocacy positions in criminal justice. Students may choose to major in corrections, criminalistics, digital forensics, forensic psychology, homeland security/terrorism, justice administration, and law enforcement.

Student Learning Outcome Overview:

1. Major components and processes of the criminal justice system and the impact of constitution and laws in criminal justice system.
2. The students will comprehend the legal rights of criminal offenders.
3. Understand the major theoretical approaches to the study of crime.
4. Develop research skills in order to empirically answer questions related to criminal justice.
5. Students will be exposed to criminal justice, social service, and mental health environments and apply the knowledge attained in the core.

Curriculum Map:

	Outcome				
	Criminal Justice System Major components and processes of the criminal justice system and the impact of constitution and laws in criminal justice system.	Legal Rights The students will comprehend the legal rights of criminal offenders.	Theoretical Approaches Understand the major theoretical approaches to the study of crime.	Research Skills Develop research skills in order to empirically answer questions related to criminal justice.	Social Service and Mental Health Students will be exposed to criminal justice, social service, and mental health environments and apply the knowledge attained in the core.
Courses and Learning Activities					
SCS470 Internship I	R			R	R
SCS300 Research Design				I	P
JUS381 Ethical Issues in Criminal Justice		R	P		
JUS202 Criminal Procedures		R			
JUS201 Criminal Law	P	P			
JUS110 Introduction to Criminal Justice	I	I	I		
Longitudinal Assessment Timeline:					
Measures	AY19-20	AY20-21	AY21-22		
JUS 110 Final Course Grade	x	x	x		
JUS 202 Final Exam	x	x	x		

Student Learning Outcome 1:	Major components and processes of the criminal justice system and the impact of constitution and laws in criminal justice system.
Method(s) of Assessment	<p>Measure: Final Course Grade in JUS110 Program level Direct - Other</p> <p>Details/Description: Final grade in JUS110</p> <p>Acceptable Target: Students will receive a final JUS110 course grade of 80% or better.</p> <p>Ideal Target: Students will receive a final JUS110 course grade of 90% or better.</p> <p>Implementation Plan (timeline): Fall 2021 and Spring 2022.</p>

	Key/Responsible Personnel: CJSS Faculty
Assessment Results	<p>The average final score of all JUS110 courses for Fall 2021 and Spring 2022 was 78/100.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>Continue to assess JUS110 into the future with the goal of meeting our targets. We will also be moving more full-time faculty into these intro level courses with the hopes of improving grades.</p> <p>This year was a recovery year from COVID-19. Students still faced mask mandates in the Fall and changes regarding covid requirements in the Spring. It is our hope that 22-23 will bring a return to normal for students.</p> <p>It should be noted that faculty mentioned severe attendance issues throughout this course that often led to dismissals or failures.</p>
Student Learning Outcome 2:	The students will comprehend the legal rights of criminal offenders.
Method(s) of Assessment	<p>Measure: JUS202 Final Exam Program level Direct - Exam</p> <p>Details/Description: JUS202 Final Course Grade</p> <p>Acceptable Target: Students will pass final exam with an 80% or better.</p> <p>Ideal Target: Students will pass final exam with a 90% or better.</p> <p>Implementation Plan (timeline): Fall 2021 and Spring 2022.</p> <p>Key/Responsible Personnel: CJSS Faculty</p>
Assessment Results	Students scored an 86/100 in JUS202 overall. This meets our acceptable target and is approaching the ideal target.

	Acceptable Target Achievement: Met Ideal Target Achievement : Approaching
Use of Results	All OA has been revised for the upcoming year. New assessment plans will be entered for 22-23

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Bachelor of Criminal Justice Corrections

Report Submitted By: Lacy Ellis

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
COR120	18	2.86/4	Theories Paper	1
COR336	7	90.14/100	Final Course Grade	2

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:

1. Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.
2. Students will analyze and evaluate the philosophies and practical applications to correctional practices.
3. Students will comprehend the constitutional rights of prisoners.
4. Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.

Curriculum Map:

	Outcome			
	Analyze Historical and Modern Approaches Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.	Analyze Philosophies Students will analyze and evaluate the philosophies and practical applications to correctional practices.	Constitutional Rights of Prisoners Students will comprehend the constitutional rights of prisoners.	Analyze Practical Applications of Management Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.
Courses and Learning Activities				
COR336 Correctional Rights of Prisoners			R	
COR420 Agency Management		R	I	R
COR120 Correctional Thought and Practice	R	P	P	P
JUS361 Ethics in Criminal Justice		I	I	I
COR336				
Constitutional Rights of Prisoners		I		I
COR246 Probation, Parole, and Community Corrections	I	I	I	I
JUS202 Criminal Procedures			P	
JUS201 Criminal Law			P	
COR231 Juvenile Justice	I	I	I	I
JUS110 Intro to Criminal Justice	P			

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
COR 120 Theories Paper	X	X	X
COR 120 Week 7 Essay	X	X	
COR 336	X	X	
COR 336 -- Final Course Grade	X	X	X
COR 120 Theories Paper	X		

Student Learning Outcome 1:

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

<p>Method(s) of Assessment</p>	<p>Measure: COR120 Theories Paper Program level Direct - Student Artifact</p> <p>Details/Description: Students will be evaluated using a rubric to measure their knowledge of modern approaches to offender management.</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): Fall 2020, Spring 2021</p> <p>Key/Responsible Personnel: CJSS Faculty</p>
<p>Assessment Results</p>	<p>COR120 Theories Paper - Students scored 2.85/4 (71%) collectively in the Fall. The acceptable target was not met. However, we are nearing the acceptable target.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>This course generally runs with lower enrollment. Our corrections program has always had low enrollment. The question remains as to if sunsetting the program should be an option.</p> <p>In addition, these courses are 100% taught by adjuncts.</p>
<p>Student Learning Outcome 2:</p>	<p>Students will analyze and evaluate the philosophies and practical applications to correctional practices.</p>
<p>Method(s) of Assessment</p>	<p>Measure: COR336 -- Final Course Grade Program level Direct - Other</p> <p>Details/Description: Students will apply legal knowledge to correctional practices.</p> <p>Acceptable Target:</p>

	<p>80% of students will receive a final grade of B or better.</p> <p>Ideal Target: 90% of students will receive a final grade of A or better.</p> <p>Implementation Plan (timeline): Fall 2018, Spring 2019.</p> <p>Key/Responsible Personnel: CJSS Faculty</p>
Assessment Results	<p>The average final grade for COR336 was 90.14/100 which exceeds our ideal target. This is a strong performance by students.</p> <p>This specific class had 3 speakers via zoom and a tour of two prisons, which was very helpful for the students to relate course information to real life examples.</p>
Use of Results	<p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p> <p>A determination needs to be made regarding the corrections program in the future due to the consistent low enrollment issues. Despite low enrollment in this course, students still performed well. However, the adjunct instructor is one of our affiliates who has a strong career in corrections and has used her connections to make the class as experiential as possible.</p>
Student Learning Outcome 3:	Students will comprehend the constitutional rights of prisoners.
Method(s) of Assessment	<p>Measure: COR336 -- Final Course Grade Program level Direct - Other</p> <p>Details/Description: Students will apply legal knowledge to correctional practices.</p> <p>Acceptable Target: 80% of students will receive a final grade of B or better.</p> <p>Ideal Target: 90% of students will receive a final grade of A or better.</p> <p>Implementation Plan (timeline):</p>

	Fall 2018, Spring 2019. Key/Responsible Personnel: CJSS Faculty
Assessment Results	No Findings Added
Use of Results	No Findings Added

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Bachelor of Criminal Justice Criminalistics

Report Submitted By: Lacy Ellis

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF460	0	-	Class Project	2
JUS465	9	3.67/4	Mock Trial	3
JUS465	7	3.00/4	Mock Trial	3

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. 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. Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.
3. Students will perform evidence collection and preservation, evaluate evidence, and present evidence in mock courtroom setting.

Curriculum Map:

	Outcome		
	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.	application, evaluation and synthesis of evidence Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.	collection, preservation, and presentation of evidence Students will perform evidence collection and preservation, evaluate evidence, and present evidence in mock courtroom setting.
Courses and Learning Activities			
CDS334 -		P	
CDS341 -		P	
ENF239 -			P
ENF320 -		P	P
ENF355 -		P	
ENF432 -		P	
ENF460 -		R	
FSC115 -	I	I	
JUS110 -	I		I
JUS202 -	I		I
JUS293 -		P	P
JUS361 -	P		
JUS465 -	R		R

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
ENF 460 Class Project	X	X	X
JUS 465 Mock Trial	X	X	X

Student Learning Outcome 2:

Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.

<p>Method(s) of Assessment</p>	<p>Measure: ENF460 Class Project Program level Direct - Student Artifact</p> <p>Details/Description: Students will be evaluated on a rubric measuring their knowledge and application skills regarding the evaluation and synthesis of evidence.</p> <p>Acceptable Target: Collective average of 3/4 on a rubric.</p> <p>Ideal Target: Collective average of 3.5/4 on a rubric.</p> <p>Implementation Plan (timeline): 2020/2021 AY</p> <p>Key/Responsible Personnel: CJSS Faculty</p>
<p>Assessment Results</p>	<p>No student submissions</p>
<p>Use of Results</p>	<p>A new hire for 21-22 taught this course. There was some confusion about their responsibilities regarding OA. In Fall of 2022, new faculty will be retrained with their responsibilities with OA.</p> <p>All CJ OA has been revamped by faculty. New Assessment Plans will be updated for 22-23 moving forward.</p>
<p>Student Learning Outcome 3:</p>	<p>Students will perform evidence collection and preservation, evaluate evidence, and present evidence in mock courtroom setting.</p>
<p>Method(s) of Assessment</p>	<p>Measure: JUS465 Mock Trial Program level Direct - Other</p> <p>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.</p> <p>Acceptable Target: Collective average of 3/4 on a rubric.</p>

	<p>Ideal Target: Collective average of 3.5/4 on a rubric.</p> <p>Implementation Plan (timeline): 2020/2021 AY</p> <p>Key/Responsible Personnel: CJSS Faculty</p>
<p>Assessment Results</p>	<p>The online students received an evaluation score of 3.67/4 (92%), exceeding their ideal target for this measure. This is excellent.</p> <p>The seated students did not make a submission. A new hire for 21-22 taught this course. There was some confusion about their responsibilities regarding OA. In Fall of 2022, new faculty will be retrained with their responsibilities with OA. - The faculty member did provide some insight on the students' work (despite it not being submitted to TS) - He stated that Students had a collective average of 3/4 on the Mock Trial which met the acceptable target.</p> <p>All CJ OA has been revamped by faculty. New Assessment Plans will be updated for 22-23 moving forward.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Continue to assess this outcome in hopes of getting stronger data and full compliance in 22-23.</p> <p>Training will take place.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Criminal Justice Digital Forensics

Report Submitted By: Lacy Ellis

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CDS491	0	-	Capstone Project	1
CDS351	0	-	Lab report	2
CDS435	0	-	Final Project Rubric	3

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. 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. All students in the BCJ Digital Forensics Program will understand the process of digital forensic.
3. All Students in the BCJ Digital Forensics Program will be able to apply digital forensic tools to digital systems for forensic analysis.

Curriculum Map:

	Outcome		
	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.	Digital forensic process All students in the BCJ Digital Forensics Program will understand the process of digital forensic.	Applying digital forensics tools All Students in the BCJ Digital Forensics Program will be able to apply digital forensic tools to digital systems for forensic analysis.
Courses and Learning Activities			
CDS162 -	I		I
CDS334 -	I		I
CDS344 -	P		
CDS345 -	I		
CDS341 -	P	P	P
CDS435 Practical project.	R	R	R
CDS491 Final project.	R	R	R
ENF239 -	I		I
CDS351 Survey computer forensics	P	P	P
ENF293 Criminology	I		
CIT155 Operating Systems	I		
CIS201 Programming	I		
CIT361 Network Management and Administration	P		

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
CDS 491 - Capstone Project	X	X	X
CDS 351 Lab Report	X	X	X
CDS 435 Final Project Rubric	X	X	X

Student Learning Outcome 1:	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.
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<p>Method(s) of Assessment</p>	<p>Measure: CDS491 - Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description: Score capstone project with the assigned rubric - PLO #4.</p> <p>Acceptable Target: 3/4 on the assigned rubric.</p> <p>Ideal Target: 4/4 on the assigned rubric.</p> <p>Implementation Plan (timeline): 2021/2022 AY</p> <p>Key/Responsible Personnel: Cyber Security faculty.</p>
<p>Assessment Results</p>	<p>No data collected. An IGS was needed and Acadeum was used.</p>
<p>Use of Results</p>	<p>Collect data next year when the course runs.</p>
<p>Student Learning Outcome 2:</p>	<p>All students in the BCJ Digital Forensics Program will understand the process of digital forensic.</p>
<p>Method(s) of Assessment</p>	<p>Measure: Lab Report for CDS 351 Program level Direct - Student Artifact</p> <p>Details/Description: Prepare a lab report on identifying and documenting evidence from a forensic investigation.</p> <p>Acceptable Target: 80% will score at least a 3/4 on the rubric.</p> <p>Ideal Target: 90% will score at least a 3/4 on the rubric.</p> <p>Implementation Plan (timeline): 2021/2022 AY</p> <p>Key/Responsible Personnel:</p>

	Cyber Security faculty
Assessment Results	No data collected. An IGS was needed and Acadeum was used.
Use of Results	Collect data next year when the course runs.
Student Learning Outcome 3:	All Students in the BCJ Digital Forensics Program will be able to apply digital forensic tools to digital systems for forensic analysis.
Method(s) of Assessment	<p>Measure: Final Project Rubric for CDS 435 Advanced Digital Forensics Program level Direct - Student Artifact</p> <p>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.</p> <p>Acceptable Target: 80% will score at least a 3/4 on the rubric.</p> <p>Ideal Target: 90% will score at least a 3/4 on the rubric.</p> <p>Implementation Plan (timeline): 2021/2022 AY</p> <p>Key/Responsible Personnel: Cyber Security faculty</p>
Assessment Results	Student artifacts were not submitted. The faculty member teaching the course left the University without following up with OA.
Use of Results	Starting 2022, two new Cyber and Digital Forensics faculty members will be hired and will be trained on proper OA reporting.

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Criminal Justice Forensic Psychology

Report Submitted By: Erin Dean

Date of Submission: 5/16/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
FOR460	16	81.50/100	Psychology and Law Exam	1
FOR105	62	81.68/100	Victimology Final Exam	2
FOR460	18	3.06/4	Final Research Paper/Project	3
SCS300	68	3.55/4	Final Research Paper/Project	3
SCS300	62	3.79/4	Final Presentation	4

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. Students will examine & understand major components, processes, ethical issues & the impact of the constitution & laws in the CJ system.
2. Students will understand the major theoretical approaches/concepts in the psychology of crime including the impact of crime on victims.
3. Students will develop research skills in order to critically evaluate empirical research & empirically answer questions related to CJ SS.
4. Students will develop the ability to communicate clearly and professionally.
5. Students will be exposed to and develop a culturally competent understanding of the field.

Curriculum Map:

	Outcome				
	US Constitution Students will examine & understand major components, processes, ethical issues & the impact of the constitution & laws in the CJ system.	Major theoretical approaches Students will understand the major theoretical approaches/concepts in the psychology of crime including the impact of crime on victims.	Research skills Students will develop research skills in order to critically evaluate empirical research & empirically answer questions related to CJ SS.	Communication Students will develop the ability to communicate clearly and professionally.	Cultural Competence Students will be exposed to and develop a culturally competent understanding of the field.
Courses and Learning Activities					
JUS110 JUS110	I	I			
JUS361 JUS361	R				
FOR460 FOR460	P	P	P	R	
FOR105 FOR105		I			
FOR344 FOR344		R		P	
SCS300 SCS300			R	P	
SOC360 SOC360					R

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
FOR 460 Psychology and Law Exam	x	x	x
FOR 105 Victimology Final Exam	x	x	x
FOR 460 Final Research Paper/Project	x	x	x
SCS 300 Final Research Paper/Project	x	x	x
SCS 300 Final Presentation	x	x	x

Student Learning Outcome 1:	Students will examine & understand major components, processes, ethical issues & the impact of the constitution & laws in the CJ system.
Method(s) of Assessment	Measure: FOR 460 Psychology and Law Exam Program level Direct - Exam Details/Description:

	<p>Students will complete an exam to measure their understanding of major components, processes, ethical issues & the impact of the constitution & laws in the criminal justice system.</p> <p>Acceptable Target: 60/100</p> <p>Ideal Target: 80/100</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
Assessment Results	<p>The average score for 16 students was 81.50%. This exceeds the acceptable target and the ideal target.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Repeat measure next year in the hopes of collecting more data for assessment.</p> <p>Data was only entered for the section of this course taught in the Fall 2021 semester. The professor teaching this course in Spring 2022 did not give an exam, so there wasn't any data to enter. They got behind in the class and did not finish the material for the midterm until after spring break. At that point, the instructor did not think it was fair to test them on material that was covered back towards the beginning of the semester.</p>
Student Learning Outcome 2:	<p>Students will understand the major theoretical approaches/concepts in psychology & the study of crime (+ the impact of crime on victims)</p>
Method(s) of Assessment	<p>Measure: FOR 105 Victimology Final Exam Program level Direct - Exam</p> <p>Details/Description: To determine if students understand the major theoretical approaches and concepts in psychology & the study of crime. This includes the impact of crime upon victims.</p>

	<p>Acceptable Target: 60/100</p> <p>Ideal Target: 80/100</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
Assessment Results	<p>The overall score was 81.88% which exceeds both the acceptable target and ideal targets for this outcome measure.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>This key assessment appears to be a useful measure for this outcome. Continue for next academic year.</p> <p>Data was entered for all three sections of the course taught this year. Eighty-four percent of authors were evaluated. Last year the average was 83.37%, thus, this years overall average is comparable to last year's.</p>
Student Learning Outcome 3:	Students will develop research skills in order to critically evaluate empirical research & empirically answer questions related to CJ SS.
Method(s) of Assessment	<p>Measure: Final Research Paper/Project in FOR 460 Program level Direct - Student Artifact</p> <p>Details/Description: Final Research Paper/Project in FOR 460</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p>

	<p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty</p>
<p>Assessment Results</p>	<p>Findings indicate an average score among 50% of authors being reported of 3.06/4 . This means this measure met the acceptable and is approaching the ideal target.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>Due to the pandemic, data for this measure was not able to be collected last year. This is the first time since the start of the pandemic that data for this measure was able to be collected. Considering this, it is important to continue to measure this again next year so we have data to compare.</p> <p>Findings indicate that the acceptable target was met but not the ideal target. However, given that students generally take SCS 300 first and complete research in that course in preparation for this course, it is possible that not being able to fully conduct research in the previous year in SCS 300, due to the pandemic, put students at a disadvantage (i.e. underprepared) in FOR 460 this year. It will be important to compare results next year to see if this has improved.</p>
<p>Student Learning Outcome 3:</p>	<p>Students will develop research skills in order to critically evaluate empirical research & empirically answer questions related to CJ SS.</p>
<p>Method(s) of Assessment</p>	<p>Measure: Final Research Paper/Project in SCS 300 Program level Direct - Student Artifact</p> <p>Details/Description: Final Research Paper/Project in SCS 300</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel:</p>

	Full-time and adjunct CJSS faculty.
Assessment Results	<p>The average score for this measure was 3.55/4.0. This exceeds the acceptable target of 3.0/4.0 and the ideal target of 3.5/4.0</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Only 38% of authors were evaluated. This might be explained by instructors of online sections of the course not entering data and/or students not submitting assignments to Taskstream.</p> <p>Reevaluate the utility of direct submit among students and how this may or may not hinder our ability to enter data in Taskstream. Continue this measure for next year with the hope of improving compliance of instructors reminding students to submit key assessments in Taskstream (especially online instructors) and overall student submissions.</p> <p>Online instructors teaching this course did not submit ANY data. Need to work on gaining greater compliance with online instructors for submitting OA data for this course.</p>
Student Learning Outcome 4:	Students will develop the ability to communicate clearly and professionally.
Method(s) of Assessment	<p>Measure: Final Presentation in SCS 300 Program level Direct - Other</p> <p>Details/Description: Based on student's final presentation in SCS300</p> <p>Acceptable Target: 2.5/4</p> <p>Ideal Target: 3/4</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>

Assessment Results	<p>The average score for this measure was 3.79/4.0. This far exceeds the acceptable target of 2.5/4.0 and the ideal target of 3.0/4.0</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Continue with this measure for next year.</p> <p>Methods for teaching and learning in this course in seated courses resumed as normal for the first time since the start of the pandemic. Although only 35% of authors were evaluated, this is again due to online instructors not submitting any data. Being that the course is also taught online, research presentations may not be conducted like they are in the seated format. However, given that this is a key assessment for courses, a comparable project should be identified or created for the online version of this course.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Criminal Justice Homeland Security/Terrorism

Report Submitted By: Lacy Ellis

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF154	26	85.31/100	Final Course Grade	1
ENF212	10	3.70/4	Paper Assignment	2
POL225	24	1.85/3	Intelligence	3
POL491	8	3.92/4	Capstone Research Project	4

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. Students will learn the history of, convey the purpose for, and present the structure of the homeland security enterprise.
2. Students will describe the complexity of terrorism, security, and contemporary or emergent threats, challenges, and issues.
3. Students will know the purpose of intelligence in conducting domestic and foreign national security operations to include the intelligence cycle.
4. Students will devise situationally appropriate problem-solving strategies for ensuring effective homeland security.

Curriculum Map:

	Outcome			
	Understanding the Homeland Security Enterprise Students will learn the history of, convey the purpose for, and present the structure of the homeland security enterprise.	Concepts of Terrorism Students will describe the complexity of terrorism, security, and contemporary or emergent threats, challenges, and issues.	Purpose of Domestic and Foreign Intelligence Students will know the purpose of intelligence in conducting domestic and foreign national security operations to include the intelligence cycle.	Problem-solving Strategies Students will devise situationally appropriate problem solving strategies for ensuring effective homeland security.
Courses and Learning Activities				
ENF 154 Final Grade	I	I	I	
ENF212 Essay/Paper or Test		P		
ENF 240 Paper, Project, or Exercise	P			
ENF 245 FEMA Online Certification or Exercise Grade	P			P
ENF 263 Paper or Test		I		
FOR 310 Paper or Exercise			P	P
HIS 312 Paper or Test		P		
POL 151 Final Student Grade	I	I	I	
POL225 Paper, Project, or Test		P	P	
POL 400 Paper or Test				P
POL 491 Paper or Final Project	M			M
PSY344 Case Study		R		
SOC 285 Paper or Test		I		I

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
ENF 154 - Final Course Grade	X	X	X
ENF 212 - Paper Assignment	X	X	X
POL 225 Intelligence Cycle	X	X	X
POL 491 -- Capstone Research Project	X	X	X

Student Learning Outcome 1:	Students will learn the history of, convey the purpose for, and present the structure of the homeland security enterprise.
Method(s) of Assessment	<p>Measure: ENF154 - Final Course Grade Program level Direct - Other</p> <p>Details/Description: ENF154 - final course grade. ENF154 is a program foundation course that is best assessed by the student's final grade rather than a specific course artifact/assignment.</p> <p>Acceptable Target: 75% out of 100% grading scale.</p> <p>Ideal Target: 80% or above.</p> <p>Implementation Plan (timeline): 2020/2021 AY</p> <p>Key/Responsible Personnel: Homeland security program faculty.</p>
Assessment Results	<p>Students scored a collective average of 85.31/100 as a final grade for ENF154. This course was taught by a new full-time professor to the University and students did well exceeding the ideal target.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	Continue to measure this outcome in hopes of reaching the ideal target.
Student Learning Outcome 2:	Students will describe the complexity of terrorism, security, and contemporary or emergent threats, challenges, and issues.
Method(s) of Assessment	<p>Measure: ENF212 - Paper Assignment Program level Direct - Student Artifact</p> <p>Details/Description: ENF212 - paper assignment researching one or more terrorist groups.</p>

	<p>Acceptable Target: 3/4 on the assigned rubric.</p> <p>Ideal Target: 4/4 on the assigned rubric.</p> <p>Implementation Plan (timeline): 2020/2021 AY</p> <p>Key/Responsible Personnel: Homeland security faculty.</p>
Assessment Results	<p>Student scored a collective 3.7/4 (93%) on their papers. The acceptable target was met.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>Faculty recommend reassessing this outcome again in the next assessment cycle.</p>
Student Learning Outcome 3:	<p>Students will know the purpose of intelligence in conducting domestic and foreign national security operations to include the intelligence cycle.</p>
Method(s) of Assessment	<p>Measure: POL225 Intelligence Cycle Course level Direct - Student Artifact</p> <p>Details/Description: Students will complete an assignment that incorporates the intelligence cycle as a major component of the assignment. The assignment may be combined with other intelligence studies foci.</p> <p>Acceptable Target: Rubric is ranked 0-4, with 0 being the best and 4 being the worst. Collective average of 2.0 on the rubric.</p> <p>Ideal Target: Rubric is ranked 0-4, with 0 being the best and 4 being the worst. Collective average of 1.0 on the rubric.</p> <p>Implementation Plan (timeline): 2020/2021 AY</p>

	Key/Responsible Personnel: POL225 Instructors
Assessment Results	<p>Students were scored on a rubric with a max score of 3 (despite what the assessment plan states - out of 4). These inconsistencies will be cleared up moving forward with our outcome revisions for 22-23.</p> <p>However, students scored 1.85/3 (62%) collectively, which is not meeting any targets.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	Continue to assess this outcome and monitor students progress as this is the lowest performance thus far in our department. It is our hope with OA revisions and new faculty teaching in the program that this will begin to improve.
Student Learning Outcome 4:	Students will devise situationally appropriate problem-solving strategies for ensuring effective homeland security.
Method(s) of Assessment	<p>Measure: POL491 -- Capstone Research Project Program level Direct - Student Artifact</p> <p>Details/Description: Students will complete a capstone research project addressing a current challenge or issue in homeland security.</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): 2020/2021 AY</p> <p>Key/Responsible Personnel: CJSS Faculty</p>
Assessment Results	

	<p>Seated students in POL491 had a collective score of 3.92/4 (98%) on their Capstone Research Projects. This is an excellent performance exceeding the ideal targets.</p> <p>Online students as mentioned in the GNS workspace, did not submit their final capstone projects to TaskStream. However, the narratives provided by the faculty member stated that all of the projects were well done, despite concerns about student work throughout the course.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Continue to assess the Capstone Assignments with more complete data from both online and seated in the upcoming assessment cycle.</p> <p>Note that GNS and HST curriculum may be merging over the coming year.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Criminal Justice Justice Administration

Report Submitted By: Lacy Ellis

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
COR120	7	91.57/100	Analyze historical and modern approaches	1
ENF335	20	3.28/4	Analyze practical application of management	6

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 law enforcement operations.
3. Students will demonstrate effective evidence collection procedures
4. Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.
5. Students will demonstrate effective principles of police administration.
6. Students will identify and analyze various policing functions.

Curriculum Map:

	Outcome				
	Analyze historical and modern approaches of 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 09/28/2017 7:24:47 am	Analyze and evaluate application of management. Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.	Students will demonstrate effective principles of police administration. Marked obsolete by Kevin Cashen on 09/28/2017 8:08:03 am
Courses and Learning Activities					
COR120 Correctional Thought and Practices	I			I	
ENF 335 Law Enforcement Supervision		P		P	
JUS 461 Capstone for JA		R		R	
ENF 150 Police and Society		I		I	
COR 231 Juvenile Justice System	P			I	
ENF 400 Comparative CJ Systems	P	P		P	

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
COR 120 Analyze historical and modern approaches.	X	X	X
JUS 461 Identify key concepts in law enforcement operations.	X		
ENF 335 Analyze practical application of management.	X	X	X

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	<p>Measure: COR120 Analyze historical and modern approaches. Program level Direct - Student Artifact</p> <p>Details/Description: Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.</p> <p>Acceptable Target: Collective average of 3 out of 4 on the rubric.</p>

	<p>Ideal Target: Collective average of 3.5 out of 4 on the rubric.</p> <p>Implementation Plan (timeline): 2020/2021 AY</p> <p>Key/Responsible Personnel: JA Faculty</p>
Assessment Results	<p>COR120 Theories Paper - Students scored 92/100 collectively in the Fall. The ideal target was exceeded which is excellent and interesting given the scores for other outcomes within COR120.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>This course generally runs with lower enrollment. Our corrections program has always had low enrollment. The question remains as to if sunsetting the program should be an option.</p>
Student Learning Outcome 6:	<p>Students will identify and analyze various policing functions.</p>
Method(s) of Assessment	<p>Measure: ENF335 Analyze practical application of management. Program level Direct - Student Artifact</p> <p>Details/Description: Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.</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): 2020/2021 AY</p> <p>Key/Responsible Personnel: Full-time JA faculty</p>
Assessment Results	

	<p>Students 3.28/4 (82%) collectively which meets that acceptable target and is approaching the ideal target.</p> <p>Faculty comments: The fall semester section was excellent and OA outcomes were met as a whole. This section enjoyed the optional field trip to the shooting range for experiential learning. However, for the spring section, I had a low performing group for the group project. The low performing group received three deadline extensions because the group members were so dysfunctional in communicating. This low performing group never submitted the project to Taskstream and one group member not only quit participating with the group but did not show for the final. While most of the spring semester was a positive experience in class, this low performing group did not meet OA standards.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>Continue to assess this outcome moving forward.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Criminal Justice Law Enforcement

Report Submitted By: Lacy Ellis

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF150	22	88.65/100	Final Grade	2
JUS461	8	4.00/4	Case Study	2
ENF239	21	2.92/4	Artifact	3
JUS461	19	3.72/4	Capstone Paper	3

Program Mission Statement:

The Law Enforcement program provides the student with a solid background and understanding of the criminal justice system in the U.S., with a wide range of courses designed for the emerging law enforcement officer.

Student Learning Outcome Overview:

1. Graduates will have an understanding of the concepts, institutions, and ideas that develop public policy, as well as the formation and management of law enforcement organizations.
2. Graduates will understand law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.
3. Graduates will be able to identify key concepts in law enforcement operations and various criminal justice systems.

Curriculum Map:

	Outcome		
	Law Enforcement Organizations Graduates will have an understanding of the concepts, institutions, and ideas that develop public policy, as well as the formation and management of law enforcement organizations. Marked obsolete by Peter Piraino on 05/06/2016 3:25:19 pm	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.	Law Enforcement Operations Graduates will be able to identify key concepts in law enforcement operations and various criminal justice systems.
Courses and Learning Activities			
COR231 Final Exam	I		
JUS461 Case Study	R	M	M
ENF460 Evidence Processing		P	P
ENF335 Law Enforcement Supervision		I	I
ENF239 Criminal Investigation		I	I
JUS110 Intro to Criminal Justice	I	I	I
ENF150 Police and Society	I	I	I
SCS 470 Paper			P
Law Enforcement Operations			
Legend : I Introduce P Practice R Reinforce M Master			

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
ENF 150 Final Grade	x	x	x
ENF 239 Artifact	x	x	x
JUS 461 Capstone Paper			x
JUS 461 Case Study			x

Student Learning Outcome 1:	Graduates will understand law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.
Method(s) of Assessment	Measure: ENF150 Final Grade Course level Direct - Other

	<p>Details/Description: ENF150 instructors will submit the final grade for all students. ENF150 is an introductory course establishing base knowledge for subsequent required law enforcement minor/major courses.</p> <p>Acceptable Target: A final grade of C (70-79%).</p> <p>Ideal Target: A final grade of B (80-89%).</p> <p>Implementation Plan (timeline): 2020/2021 AY</p> <p>Key/Responsible Personnel: ENF150 Instructors</p>
<p>Assessment Results</p>	<p>Students collectively scored an 88.65/100 for their final grade for the ENF150 course. This exceeds the ideal target and is a great performance for a 100 level course.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>OA Plans have been revised for the upcoming 22-23 year and will be put into place.</p>
<p>Student Learning Outcome 1:</p>	<p>Graduates will understand law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.</p>
<p>Method(s) of Assessment</p>	<p>Measure: JUS461 -- Case Study Program level Direct - Student Artifact</p> <p>Details/Description: Students will submit a project resulting from a major case study.</p> <p>Acceptable Target: Collective average of 3/4 on the rubric.</p> <p>Ideal Target: Ideal Target: Collective average of 3.5/4 on the rubric</p>

	<p>Implementation Plan (timeline): 2020/2021 AY</p> <p>Key/Responsible Personnel: CJSS Faculty</p>
Assessment Results	<p>Only online student data was collected for this measure. The online students received a 4/4 collectively, which is an excellent performance exceeding the ideal target.</p> <p>The seated students did not submit this specific key assessment but will in upcoming semesters.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Continue to assess to get complete data from both online and seated students for a more clear picture of performance.</p>
Student Learning Outcome 3:	<p>Graduates will be able to identify key concepts in law enforcement operations and various criminal justice systems.</p>
Method(s) of Assessment	<p>Measure: ENF239 Artifact Course level Direct - Student Artifact</p> <p>Details/Description: Students will complete an assignment demonstrating evidence collection techniques that assesses understanding of the concepts of criminal investigation.</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): 2020/2021 AY</p> <p>Key/Responsible Personnel: ENF239 Instructor</p>

Assessment Results	<p>We have a new full-time faculty member teaching this course. There was a misunderstanding on how artifacts should be submitted into TaskStream, therefore, no data was submitted.</p> <p>The professor did provide a narrative based on his grading that students met the acceptable target and he would like to continue to assess this outcome for complete data and to strive for the ideal target being met into the future.</p>
Use of Results	<p>Continue to measure this outcome.</p> <p>Training will be provided to new faculty on student submissions and assessment in TaskStream.</p>
Student Learning Outcome 3:	<p>Graduates will be able to identify key concepts in law enforcement operations and various criminal justice systems.</p>
Method(s) of Assessment	<p>Measure: JUS461 Capstone Paper Course level Direct - Student Artifact</p> <p>Details/Description: Students will submit a Capstone Paper in JUS461.</p> <p>Acceptable Target: Students will score at least a 3.0 out of 4.0 on the rubric.</p> <p>Ideal Target: Students will score at least a 3.5 out of 4.0 on the rubric.</p> <p>Implementation Plan (timeline): 2020/2021 AY</p> <p>Key/Responsible Personnel: CJSS Faculty.</p>
Assessment Results	<p>Students from both online and seated submitted their artifacts and scored collectively a 3.7/4, which exceeds the ideal target. This is a great performance by students.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>

Use of Results	We would like to continue to assess this outcome to ensure that our students in their capstone courses are performing at high standards as they graduate.
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PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Arts (B.A.) degree in Cyber Security

Report Submitted By: Lacy Ellis

Date of Submission: 05/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CDS348	13	2.41/3	Paper/Project	1
CDS244	11	2.61/3	Paper/Project	2
CDS244	11	2.73/3	Paper/Project	3
CDS491	0	-	Capstone Project	4

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. Students in the BA Cyber Security Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.
2. All students in the BA Cyber Security Program will outline methods for protection of information assets against security threats.
3. All Students in the BA Cyber Security Program will critically analyze information security network vulnerabilities and develop effective mitigation strategies.
4. All Students in the BA Cyber Security 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.

Curriculum Map:

	Outcome			
	Critical Thinking Students in the BA Cyber Security Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.	Outline methods for protection All students in the BA Cyber Security Program will outline methods for protection of information assets against security threats.	Critically analyze vulnerabilities All Students in the BA Cyber Security Program will critically analyze information security network vulnerabilities and develop effective mitigation strategies.	Devise solutions for problems in national security All Students in the BA Cyber Security 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.
Courses and Learning Activities				
CDS152 -	I	I	I	
CDS344 -	P	P	P	
CDS345 -	P			
CDS345 Paper	R			
CDS348 -	P			
CDS 444 Wireless security			R	
CDS445 -	P	P		
CDS445 Test	R	R	R	
CDS491 Final project.	R	R	R	R
POL151 -	I			
POL313 American National Security Policy	P			
ENF245 Emergency Organization and Management	P			
CDS355 Penetration Testing and Vulnerability Analysis			R	
CIT155 Operating Systems	I			
CIS201 Programming	I			
CIT320 Architecture and Diagnostics	P			
CIT361 Network Management and Administration	P			
SCS300 Resarch Design	P			
SCS470 Internship				

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
CDS 348 Critical Thinking	X	X	X
CDS 344 Understanding the Process of Digital Forensics	X		
CDS 344 Critically Analyze Vulnerabilities	X		
CDS 244 Critically Analyze Vulnerabilities		X	X
CDS 491 Capstone Project	X	X	X
CDS 244 Outline Methods for Protection		X	X

Student Learning Outcome 1:	Students in the BA Cyber Security Program will develop critical thinking and analytical skills as they apply to research and practical application of knowledge.
Method(s) of Assessment	<p>Measure: Critical Thinking Program level Direct - Student Artifact</p> <p>Details/Description: CDS 348 Analyze measures for responding to a security incident.</p> <p>Acceptable Target: Paper / Project. 3/4 on grading rubric</p> <p>Ideal Target: Paper / Project. 4/4 on grading rubric</p> <p>Implementation Plan (timeline): 2021/2022 AY</p> <p>Key/Responsible Personnel: Cyber Security Faculty</p>
Assessment Results	<p>The assessment result of the paper/project grade for CDS348 revealed the acceptable target achievement was met and the ideal target achievement is approaching.</p> <p>Note: There is a conflict with the set up in TaskStream. The Assessment Plan Rubric is out of 4, but the rubric and scores should be out of 3 (per faculty member and rubric being used). This will be fixed for the upcoming year.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Maintain as is and continue comparison pre and post pandemic before contemplating changes. - Update assessment plan for upcoming year.</p> <p>Acceptable target achievement reflects learning of critical skills within the field.</p>
Student Learning Outcome 2:	All students in the BA Cyber Security Program will outline methods for protection of information assets against security threats.

<p>Method(s) of Assessment</p>	<p>Measure: CDS244 Outline Methods for Protection Program level Direct - Student Artifact</p> <p>Details/Description: CDS 244 Identify and prioritize threats to information assets and identify methods, tools and techniques for combating threats.</p> <p>Acceptable Target: Paper / Project 3/4 on grading rubric</p> <p>Ideal Target: Paper / Project 4/4 on grading rubric</p> <p>Implementation Plan (timeline): 2021/2022 AY</p> <p>Key/Responsible Personnel: Cyber Security Faculty</p>
<p>Assessment Results</p>	<p>Outline Methods for Protection</p> <p>Avg. = 2.73 / 3 (91.00%)</p> <p>The assessment result of the "Outline Methods for Protection" grade for CDS244 revealed the acceptable target achievement was met and the ideal target achievement is approaching.</p> <p>Note: There is a conflict with the set up in TaskStream. The Assessment Plan Rubric is out of 4, but the rubric and scores should be out of 3 (per faculty member and rubric being used). This will be fixed for the upcoming year.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>Maintain as is and continue comparison pre and post pandemic before contemplating changes.</p> <p>Acceptable target achievement reflects learning of critical skills within the field.</p>

Student Learning Outcome 3:	All Students in the BA Cyber Security Program will critically analyze information security network vulnerabilities and develop effective mitigation strategies.
Method(s) of Assessment	<p>Measure: CDS 244 Critically Analyze Vulnerabilities Program level Direct - Student Artifact</p> <p>Details/Description: CDS 244 Describe the essentials of network hardening for a given network layout.</p> <p>Acceptable Target: Paper / Project 3/4 on grading rubric</p> <p>Ideal Target: Paper / Project 4/4 on grading rubric</p> <p>Implementation Plan (timeline): 2021/2022 AY</p> <p>Key/Responsible Personnel: Cyber Security Faculty</p>
Assessment Results	<p>Critically Analyze Vulnerabilities</p> <p>Avg. = 2.61 / 3 (87.00%)</p> <p>The assessment result of the "Critically Analyze Vulnerabilities" grade for CDS244 revealed the acceptable target achievement was met and the ideal target achievement is approaching.</p> <p>Note: There is a conflict with the set up in TaskStream. The Assessment Plan Rubric is out of 4, but the rubric and scores should be out of 3 (per faculty member and rubric being used). This will be fixed for the upcoming year.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Maintain as is and continue comparison pre and post pandemic before contemplating changes.</p> <p>Acceptable target achievement reflects learning of critical skills within the field.</p>

Student Learning Outcome 4:	All Students in the BA Cyber Security 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.
Method(s) of Assessment	Measure: CDS491 - Capstone Project Program level Direct - Student Artifact Details/Description: Score capstone project with the assigned rubric - PLO #4. Acceptable Target: 3/4 on the assigned rubric. Ideal Target: 4/4 on the assigned rubric. Implementation Plan (timeline): 2021/2022 AY. Key/Responsible Personnel: Cyber security faculty.
Assessment Results	No data collected. An IGS was needed and Acadeum was used.
Use of Results	Collect data next year when the course runs.

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Bachelor of Arts (B.A.) degree in Government & National Security

Report Submitted By: Lacy Ellis

Date of Submission: 5/11/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
POL491	0	-	Capstone Project	2
POL491	0	-	Final Essay	3

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:

1. 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.
2. 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. 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.
4. Graduates will have an understanding of the nature of intelligence analysis, processes, and institutions.
5. 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
6. 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.

7. 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.
8. 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.

Curriculum Map:

Outcome							
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.	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.	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.	INSS -- understand nature of intelligence analysis Graduates will have an understanding of the nature of intelligence analysis, processes, and institutions.	INSS -- 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	INSS -- 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.	P&G -- 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.	P&G -- 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.

Courses and Learning Activities								
POL101 -	I	I	I			I	I	I
POL151 -	I	I	I	I	I	I	I	I
POL201 -	I	I	I				I	I
POL201 Paper.		R						
POL310 Paper.							R	
POL311 -	I	I	I			I	I	I
POL341 -					I		P	P
POL341 Intelligence gathering paper and presentation.				R				
POL345 -		P	P					
POL350 -		P	P					
POL425 -				P	P	I		
POL425 Paper and presentation.				R	R			

POL491 -		P	P				
POL491 Capstone project.		R	R				
SCS300 -		P	P				
SCS470 -	P	P	P		P		P
SCS470 Internship	R				R		R

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
POL 491 Historical Context	x	x	x
POL 491 National Power Instruments	x	x	x

Student Learning Outcome 2:	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.
Method(s) of Assessment	<p>Measure: Historical Context Program level Direct - Student Artifact</p> <p>Details/Description: Students in POL 491 will complete a capstone project in which they demonstrate competence and understanding of the various methods used by the federal government to address internal and external security concerns.</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): 2021/2022 AY</p> <p>Key/Responsible Personnel: GNS faculty</p>
Assessment Results	

	<p>Unfortunately, no students uploaded their papers to TaskStream despite several prompts from the instructor. Per the instructor, the greater picture is that the students performed at a very high level in terms of their final paper, but some of them only did so when their grade was at stake.</p> <p>Their soft skills of communication and relationship building were not displayed at all when interacting with me as the instructor. The lack of adhering to my multiple requests for them to upload their assignments to Taskstream is an example of this. Therefore, the quality of the writing does not entirely reflect the quality of the graduate we produced.</p>
<p>Use of Results</p>	<p>Faculty wish they had the ability to upload student artifacts so that we would have a more complete picture of the performance of the class.</p> <p>OA has been updated and will be reflected in the new assessment plan moving forward.</p> <p>Faculty seem frustrated with students' communication and relationship skills throughout the class. Pandemic fatigue and getting back to "normal" may be the cause.</p>
<p>Student Learning Outcome 3:</p>	<p>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.</p>
<p>Method(s) of Assessment</p>	<p>Measure: National Power Instruments Program level Direct - Student Artifact</p> <p>Details/Description: 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.</p> <p>Acceptable Target: 3/4 on the rubric</p> <p>Ideal Target: 3.5/4 on the rubric</p> <p>Implementation Plan (timeline): 2021/2022 AY</p> <p>Key/Responsible Personnel:</p>

	GNS faculty
Assessment Results	No student submissions.
Use of Results	Retrain faculty on OA Student Submission procedures for upcoming 22-23 year.

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Associate of Criminal Justice – Law Enforcement

Report Submitted By: No log

Date of Submission: No log

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF150	22	88.65/100	Final Grade	1
JUS461	19	3.72/4	Capstone	
JUS461	8	4.00/4	Case Study	
ENF239	21	2.92/4	Artifact	1

Program Mission Statement:

The Tiffin University Associate of Criminal Justice (ACJ) degree confronts some of the most difficult problems and issues that any nation can experience as it provides public safety services to our citizens. Tiffin University will provide you with the necessary foundation for successful employment and practice. At TU you will receive an innovative academic and practical education in the law, the behavioral sciences, and the political process.

The ACJ Law Enforcement Concentration

The Law Enforcement Concentration is offered in 21 courses with special emphasis on law enforcement, supervision, criminal investigation, and corrections. The program encourages students to find practical applications for what they have learned through the use of projects, team assignments and experiential learning.

Student Learning Outcome Overview:

1. Students will be able to identify key concepts in policing operations and various criminal justice systems.

Curriculum Map:

Outcome			
identify key concepts in policing and criminal justice Students will be able to identify key concepts in policing operations and various criminal justice systems.			
Courses and Learning Activities			
ENF150 -	P		
ENF239 -	R		
JUS110 -	I		
Longitudinal Assessment Timeline:			
Measures	AY19-20	AY20-21	AY21-22
ENF 239 Artifact	x	x	x
ENF150 Final Grade	x	x	x

Student Learning Outcome 1:	Students will be able to identify key concepts in policing operations and various criminal justice systems.
Method(s) of Assessment	<p>Measure: ENF150 Final Grade Course level Direct - Other</p> <p>Details/Description: ENF150 instructors will submit the final grade for all students. ENF150 is an introductory course establishing base knowledge for subsequent required law enforcement minor/major courses.</p> <p>Acceptable Target: A grade of C (70-79%).</p> <p>Ideal Target: A grade of B (80-89%).</p> <p>Implementation Plan (timeline): Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: ENF150 instructors.</p>

Assessment Results	No Findings Added
Use of Results	No Findings Added
Student Learning Outcome 1:	Students will be able to identify key concepts in policing operations and various criminal justice systems.
Method(s) of Assessment	<p>Measure: ENF239 Artifact Program level Direct - Student Artifact</p> <p>Details/Description: Students will complete an assignment demonstrating evidence collection techniques that assesses understanding of the concepts of criminal investigation.</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): Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: ENF239 Instructors.</p>
Assessment Results	No Findings Added
Use of Results	No Findings Added

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Science

Degree Program: Bachelor of Arts (B.A.) degree in Psychology

Report Submitted By: Erin Dean

Date of Submission: 5/13/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY362	47	3.72/4	Abnormal Psychology	1
SOC360/CSL430	48	2.77/4	California Brief Multicultural Comp.	3
SCS470	11	3.85/4	Internship Evaluation	4
SCS450	9	3.78/4	Student Portfolios	5

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:

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.

Curriculum Map:

	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.
Courses and Learning Activities					
ARB/SPA Various Language Courses (Pick list for CCIP)			P		P
CSL 310 Introduction to Addiction Theory and Practice (ADDICTIONS COUNSELING)	I	I	I	P	P
CSL 320 Counseling Strategies & Procedures w/Addicted & Disordered Populations (ADDICTIONS COUNSELING)	I	P	P	P	P
CSL 425 Group Process & Techniques Working with Addicted & Disordered Populations (ADDICTIONS COUNSELING)	P	P	P	P	R
CSL 430 Cultural Competence in Counseling (ADDICTIONS COUNSELING. CCIP: HS has choice of CSL 430 or SOC 360)	P	P	P	P	P
CSL 435 Assessment & Diagnosis of Addictive & Behavioral Health Problems (ADDICTIONS COUNSELING)	R	P	P	P	R
CSL 440 Prevention, Intervention, & Treatment Planning in Addictions (ADDICTIONS COUNSELING)	R	R	R	P	R
CSL 445 Theory & Practice-Relationship Counseling in Addictions & Behavioral Health (ADDICTIONS COUNSELING)	P	P	R	P	R
COM 310 Human, Interpersonal, & Small Group Communications (Pick list for HUMAN SERVICES)	P	P			P
COR 420 Agency Management (Pick list for HUMAN SERVICES))	P	P	P		P
CUL Various Culture Courses (Pick list for CCIP)			I		P
FOR 365 Drugs and Society (Pick list for HUMAN SERVICES)	P	P	P		P
FOR 423 Case Management (HUMAN SERVICES)	P	P	P	P	P
FOR 430 Crisis Intervention Strategies (HUMAN SERVICES)	R	R	R	P	R
PSY 101 Introduction to Psychology (Must be taken by all psych majors)	I	I	I	I	I

FOR 485 Death & Dying (Pick list for HUMAN SERVICES)	P	P	P	P	P
PSY 201 Introduction to Professional Practices (PSY CORE)	I	I	I	I	I
PSY 253 Theories of Personality (PSY CORE)	P	P	P	P	P
PSY 259 Human Sexuality (Pick List for HUMAN SERVICES)	P	P	P	P	P
PSY 302 History and Systems of Psychology (PSY CORE)	P	P	P	P	P
PSY 360 Introduction to Counseling (HUMAN SERVICES)	I	I	I	I	P
PSY 362 Abnormal Behavior (PSY CORE)	P	P	P	P	P
PSY 401 Biological Foundations of Behavior (PSY CORE)	R	P	P	P	R
PSY 425 Cross-Cultural and International Psychology (CCIP)	P	P	P	P	R
PSY 440 Comparative Psychotherapies & Therapeutic Techniques (Pick list for HUMAN SERVICES)	P	P	P	P	R
PSY 445 Psychometrics (Pick list for HUMAN SERVICES)		P			R
SCS 300 Research Design (PSY CORE)		P			P
SCS 450 Human Services Capstone (HUMAN SERVICES)	R	R	R	R	R
SCS 470 Internship (ADDICTIONS COUNSELING, HUMAN SERVICES, Pick list for CCIP)	P	R	P	R	R
SCS 471 Internship II (Pick lists for CCIP/HUMAN SERVICES)	R	R	R	R	R
SCS 491 Senior Seminar I (Pick list for CCIP)	P	P	P	R	R
SCS 492 Senior Seminar II (Pick list for CCIP)	R	R	R	R	R
SOC 250 Social Psychology (PSY CORE)	P	P	P	P	P
SOC 310 Sociology of the Family (Pick list for HUMAN SERVICES)	P	P	P	P	P
SOC 320 Community Sociology (Pick list for HUMAN SERVICES)	P	P	P	P	P
SOC 256 Peace & Social Justice (CCIP)	I	P	P	P	P
SOC 360 Multicultural Issues in Society (CCIP, HS have choice of SOC 360 or CSL 430)	P	P	P	P	P
SOC 361 Sociology of Gender (Pick list for HUMAN SERVICES)	P	P	P	P	P

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
PSY 362 Abnormal Psychology	X	X	X
SOC 360 + CSL 430 California Brief Multicultural Comp.	X	X	X

SCS 470 Internship Paper	x	x	x
SCS 450 Student Portfolios	x	x	x

Student Learning Outcome 1:	Students will acquire knowledge of key psychological theories, issues, practices, and concepts.
Method(s) of Assessment	<p>Measure: PSY 362 Abnormal Psychology Program level Direct - Student Artifact</p> <p>Details/Description: Students will complete a case study to determine knowledge of key psychological theories, issues, practices, and concepts.</p> <p>Acceptable Target: 3.5/4</p> <p>Ideal Target: 4/4</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: Bachelor of Arts Psychology Faculty and Adjuncts</p>
Assessment Results	<p>The findings from the 2021-2022 academic year indicate that the group score of 3.72/4.00 is higher than last year's score of 3.18/4.00 and meets the acceptable target and is approaching ideal target.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>We continue to have at least three different instructors teaching this course across the academic year, not including online. These instructors likely have different ways of teaching this material and scoring students on this assignment, thus it is hard to determine inter-rater reliability with each instructor teaching and evaluating only their own students each semester. One faculty member suggested that not meeting the ideal target could also be related to instructors using different case study assignments to assess this outcome. They recommended that it might be helpful to have the same assignment embedded across the abnormal course shells in Moodle--with the rubric (or it can be sent to those</p>

	<p>teaching it). This also works to keep adjuncts from being surprised about the outcome assignment. This faculty member also added that we shouldn't make the assignment required (faculty can choose their own case assignment) --but at least they would see what is being used.</p> <p>Thirty-eight percent of the authors were evaluated (47/125). This is a decrease from fifty-eight percent last year. There is room for significant improvement in instructor and student engagement in this process to accurately measure outcomes. However, the case study assignment seems to be an accurate scale to measure the students' comprehension of abnormal principles.</p> <p>Data is missing for at least one seated course for spring 2022 because an adjunct was teaching this course and was not aware of the OA requirement before the semester began. When they were made aware of the OA assignment in week 3 of the semester, they were unwilling to add the assignment to their course and felt they were not prepared to comply with OA requirements. This is an important reminder that new adjuncts need to be informed of OA requirements in their onboarding training and perhaps, chairs and assistant deans need to send out OA course reminders before the semesters even begin to ensure that instructors have any needed OA assignments worked into their courses.</p>
<p>Student Learning Outcome 3:</p>	<p>Students will employ multicultural awareness, knowledge, and competence.</p>
<p>Method(s) of Assessment</p>	<p>Measure: California Brief Multicultural Comp. Program level Indirect - Other</p> <p>Details/Description: Students will complete the CA Brief Multicultural Competency instrument in SOC 360 and CSL 430.</p> <p>Acceptable Target: 3.5/4 on the scale</p> <p>Ideal Target: 4/4 on the scale</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>

<p>Assessment Results</p>	<p>Scores are down significantly at 2.77/4.00 from last academic year (3.51/4.00). This does not meet the acceptable target of 3.5 and is moving further away from the ideal target of 4.0. Last year we had 39% evaluated and this year 47% of authors were evaluated.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>One faculty member teaching SOC 360 shared his thoughts about the use of the CBMCS for SOC 360. They stated: "At some point we do need to look at [SOC]360 and the CA Brief. It is adequate, but geared much more for counselors. Some of the questions skew the outcomes I think (ie "I understand the counseling needs of gay men" is outside of SOC [360]). I'm wondering if next year we could come up with an online exercise for students to complete at home, and have those be directly related to CLOs and put right into TS".</p> <p>We had a higher percentage of authors who were evaluated on this outcome this year than last year. However, at 47% this still leaves a lot to be desired. Because the CBMCS is an external instrument given to students to complete in class, and is not built into any of the Moodle course shells, students in online sections of these two courses are not completing this assessment, which explains the percentage of authors evaluated. Moving forward, we should consider embedding this instrument into course shells for OA purposes.</p> <p>Additionally, the social science department should discuss creating a key assessment that assesses multicultural awareness, knowledge, and competence that is less specific to counseling.</p>
<p>Student Learning Outcome 4:</p>	<p>Students will apply theories and practices in the helping professions.</p>
<p>Method(s) of Assessment</p>	<p>Measure: SCS 470 Internship Evaluation Program level Direct - Student Artifact</p> <p>Details/Description: Based on the student's internship evaluation submitted to meet requirements for internship.</p> <p>Acceptable Target: 3.5/4</p> <p>Ideal Target:</p>

	<p>4.0/4</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: All faculty who supervise BA Psych student internships</p>
<p>Assessment Results</p>	<p>The SCS 470 Internship site evaluation results indicate that the group average is 3.85/4.00, up from last year's 3.42/4.00. This indicates that the group met the acceptable target and is approaching the ideal target.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>The internship evaluation has become more Likert scale based in recent years with less space for open-ended comments. This has helped to decrease subjectivity; however, this measure is still subjective as it is based on the site supervisor's opinion. Additionally, there is a degree of subjectivity by the faculty member completing the rubric in Taskstream in terms of how they interpret and translate the scores provided to the student. Last year it was suggested that perhaps a more streamlined process or score-based form (i.e. the student earns so many points out of a total points possible) could be used for internship evaluations in the future. However, one key psychology faculty member stated that they did not feel this was needed. Further, they stated: "I like the use of the site supervisors evaluation being used to assess the outcome (vs. [the internship] paper). All these measures have a subjective quality to them--but readiness of the student to enter the field really seems to come through as assessed by the supervisor on site during internship. The issue may be how well the translation from the site supervisor evaluation to the rubric format is capturing the outcome. I think it does--but [we] can(re) assess this in the upcoming year".</p> <p>This year was a little bit more "normal" with respect to the pandemic and more students were in the field completing conventional internships. Students are typically off campus and away from faculty when they are completing their internship hours. It is important for faculty to check in with site-supervisors at least at the midpoint of internship hours, if not more frequently, to ensure that students are on target and meeting expectations. If they are not, faculty can then work one on one with students to help get them up to speed and address any issues or concerns accounting for their performance. Faculty supervisors must remain</p>

	<p>vigilant regarding their interns' development even though they don't see them each week during this process.</p> <p>It should also be noted that there was a 10% response rate compared to last year's 6%. This could be because more interns returned to the field as COVID restrictions lessened. The number is low overall because only psychology interns are evaluated on this measure, however, there are many other interns across the School of CJSS.</p>
Student Learning Outcome 5:	Students will illustrate the ability to communicate professionally through academic writing and presentations.
Method(s) of Assessment	<p>Measure: Student Portfolios in SCS 450 Program level Direct - Student Artifact</p> <p>Details/Description: Students' portfolios will be evaluated on a rubric for the categories: Thoroughness, Evidence of Student Learning, Personal Introduction, and Background Information.</p> <p>Acceptable Target: 3.5/4 on the rubric</p> <p>Ideal Target: 3.8/4 on the rubric</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
Assessment Results	<p>The average for the group of SCS 450 Capstone students was 3.78/4.00 with 35% reporting (last year it was 3.68/4.0 with 41% reporting). This measure indicates that students are meeting and exceeding acceptable target measures and approaching the ideal target.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	Continue using this measure to assess this program learning outcome. It still might be valuable to move toward offering this course in a seated section, when we can meet enrollment numbers, in order to provide even more hands-on guidance.

This course continues to only be offered online, even for seated students. This course typically has less than the required number of students to run as a seated class. Therefore, faculty and staff must place these students in online sections. The ability for students to meet and exceed the expected target and approach the ideal target indicates the strength of the portfolio experience.

Moving forward, more students will also be working on professional portfolios in their DEC 400 and DEC 400L courses once the old gen ed is taught out. Having this guidance in DEC might help to bolster the skills students have and improve performance on this measure. As measured, this course seems to be assisting students in having a functional portfolio containing resumes, letters, and references upon graduation.

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

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

Report Submitted By: Erin Dean

Date of Submission: 05/16/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF622	9	4.00/4	WK 6 Assgn. 1	3
ENF627	19	3.50/4	Capstone Project	2,12,14

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:

1. Students will explain the theory and practice of intelligence analysis. They will examine current literature and use specific intelligence analysis tools to complete assignments.
2. Students will convey the types and functions of crime analysis
3. Students will articulate the basic processes and purposes of tactical, strategic, and crime analysis.
4. Students will effectively use a GIS to map crime data.
5. Students will effectively use database application to query crime data
6. Students will use a statistics spreadsheet application to perform common statistical routines on crime data
7. Students will develop skills in cartography
8. Students will demonstrate the ability to professionally communicate through academic writing and/or oral communication
9. Students will demonstrate the ability to professionally communicate through technology if applicable
10. Students will explain the theory and practice of crime analysis by examining theoretical literature, peer-reviewed research articles, and government reports.
11. Students will convey the types and functions of crime analysis.
12. Students will understand how to ethically manage sensitive information, data security, confidentiality, and privacy issues.

13. Students will use a variety of computer software programs and databases to merge and draw data from diverse sources.
14. Students will produce effective written analytic products tailored to specific audiences that are suitable for publication and dissemination by criminal justice agencies.

Curriculum Map:

	Outcome				
	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.	Types and functions of crime analysis Students will convey 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 draw data from diverse sources.	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.
Courses and Learning Activities					
ENF512 Theories of Crime Analysis	P	I	I		I
ENF532 Computer Applications in Crime Analysis, Community Policing & Investigation		P	P	P	
ENF612 Criminal Intelligence	R				P
ENF622 Geographic Information Systems: Applications in Criminal Justice	R	R		R	
ENF627 Crime Analysis Project - Capstone	M	M	M	M	M

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
ENF 622 WK 6 Assgn. 1	X	X	X
ENF 627 Capstone Project	X	X	

Student Learning Outcome 3:	Students will articulate the basic processes and purposes of tactical, strategic, and crime analysis.
Method(s) of Assessment	<p>Measure: ENF622 WK 6 Assgn. 1 Program level Direct - Student Artifact</p> <p>Details/Description: Chapter 4 in GIS and Mapping Crime provides an excellent example of spatial theory in practice. After reviewing this example and conducting additional research on spatial theory effectiveness, discuss the following theories and whether or not you think this is an effective tool in GIS analysis: Routine activities theory Rational choice theory Brantinghams' theory of environmental criminology</p> <p>Acceptable Target:</p>

	<p>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): AY2020-20212</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Stallo</p>
Assessment Results	<p>For the week 6 assignment 9 students out of 22 were evaluated. These students averaged a 4/4 (100%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Exceeded. Of note, less than half of students were evaluated.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Assessment to continue next cycle with hopefully more students assessed.</p>
Student Learning Outcome 2:	<p>Students will convey the types and functions of crime analysis.</p>
Method(s) of Assessment	<p>Measure: ENF627 Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description: 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:</p>

	<p>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.</p> <p>The final draft of 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).</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): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Whitford</p>
<p>Assessment Results</p>	<p>Capstone Project assessed 19/20 students. Results showed an average of 3.5/4 (88%).</p> <p>Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Exceeded.</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle.</p>
<p>Student Learning Outcome 12:</p>	<p>Students will understand how to ethically manage sensitive information, data security, confidentiality, and privacy issues.</p>
<p>Method(s) of Assessment</p>	<p>Measure: ENF627 Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>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.</p> <p>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:</p> <p>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.</p> <p>The final draft of 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).</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): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Whitford</p>
<p>Assessment Results</p>	<p>Capstone Project assessed 19/20 students. Results showed an average of 3.5/4 (88%).</p> <p>Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Exceeded.</p>

	Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded
Use of Results	Continue assessment into next cycle.
Student Learning Outcome 14:	Students will produce effective written analytic products tailored to specific audiences that are suitable for publication and dissemination by criminal justice agencies.
Method(s) of Assessment	<p>Measure: ENF627 Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description: 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.</p> <p>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:</p> <p>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.</p> <p>The final draft of 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).</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): Fall 2017 Term 2/Spring 2018 Term 2</p> <p>Key/Responsible Personnel: Chair, Ellis Lead, Hammen</p>
Assessment Results	<p>Capstone Project assessed 19/20 students. Results showed an average of 3.5/4 (88%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Exceeded.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Continue assessment into next cycle.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

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

Report Submitted By: Erin Dean

Date of Submission: 05/16/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY615	17	3.36/4	Week 7 Assignment Paper	2,4,5
PSY626	17	3.90/4	Final Project "Week 7"	6

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:

1. Students will identify legal and ethical issues within the behavioral health criminal justice system.
2. Students will demonstrate the ability to professionally communicate through academic writing.
3. Students will demonstrate the ability to professionally communicate through technology and/or oral communication.
4. Students will synthesize the academic literature.
5. Students will discriminate high quality behavioral health research versus low quality behavioral health research.
6. Students will understand and be effective consumers of psychological assessment data and psychological reports.
7. Students will understand the relationship between drugs, drug addiction, and crime.
8. Students will research and understand the link between crime and mental illness.
9. Students will create effective procedures for cultural competence.
10. Students will formulate processes for cultural competence.
11. Students will evaluate administrative policy for cultural competence.

Curriculum Map:

	Outcome										
	Legal and ethical issues Students will identify legal and ethical issues within the behavioral health criminal justice system.	Academic writing Students will demonstrate the ability to professionally communicate through academic writing.	Communication Students will demonstrate the ability to professionally communicate through technology and/or oral communication.	Academic literature Students will synthesize the academic literature.	Behavioral health research Students will discriminate high quality behavioral health research versus low quality behavioral health research.	Psychological Assessment Data Students will understand and be effective consumers of psychological assessment data and psychological reports.	Drugs and crime Students will understand the relationship between drugs, drug addiction, and crime.	Crime and mental illness Students will research and understand the link between crime and mental illness.	Procedures for cultural competence Students will create effective procedures for cultural competence.	Cultural competence Students will formulate processes for cultural competence.	Administrative policy for cultural competence Students will evaluate administrative policy for cultural competence.
Courses and Learning Activities											
PSY512 Introduction to Forensic Psychology	I	R	R	P	P	I		I	I	I	
PSY548 Mental Health Law	M	R	R	P	P	P		R			
PSY552 Criminogenic Psychopathology		R	R	P	P	P	I	M			
PSY615 Drug Abuse and Society		R	R	M	M		M				
PSY626 Advanced Psych Assessment Theory	P	R	R	P	P	M				I	
PSY636 Cultural Competence in Professional Practice		R	R	P	P				M	M	M

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
PSY 615 Week 7 Assignment Paper	X		X
PSY 626 Final Project "Week 7"	X	X	X
PSY 615 Week 7 Assignment on Drug Abuse	X	X	

Student Learning Outcome 2:	Students will demonstrate the ability to professionally communicate through academic writing.
Method(s) of Assessment	<p>Measure: PSY 615 Week 7 Assignment Paper Program level Direct - Student Artifact</p> <p>Details/Description: Answer the following three essay questions:</p> <p>Of all the substances covered this semester, which of these poses the greatest risk to the individual and society? Your answer should consider the overall patterns of use, side effects, addiction potential, availability, legal consequences (if any), etc. Explain fully.</p> <p>How do you think addiction to alcohol and/or drugs can be best prevented? If an addiction does develop, of all the substance treatment programs covered this semester, which of these holds the most promise for the individual and society? Explain fully.</p> <p>Do you believe that current drug enforcement is succeeding? Why or why not? Can we, will we ever, are we (the U.S.) winning the war on drugs? Why or why not? What would you do to improve drug enforcement (nationally or internationally)? Explain fully.</p>

	<p>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> <p>Include an introduction to each answer and state position/idea clearly. Summarize answer and tie in all the points in a concluding/summarizing paragraph.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Psychology Faculty</p>
Assessment Results	<p>Week 7 assignment paper assessed 17/30 students. Results showed an average of 3.36/4 (84%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Approaching.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>Continue assessment into next cycle with hopefully more students assessed and Ideal target reached.</p>
Student Learning Outcome 4:	<p>Students will synthesize the academic literature.</p>
Method(s) of Assessment	<p>Measure: PSY 615 Week 7 Assignment Paper Program level Direct - Student Artifact</p> <p>Details/Description: Answer the following three essay questions:</p> <p>Of all the substances covered this semester, which of these poses the greatest risk to the individual and society? Your answer should consider the overall patterns of use, side effects, addiction potential, availability, legal consequences (if any), etc. Explain fully.</p>

	<p>How do you think addiction to alcohol and/or drugs can be best prevented? If an addiction does develop, of all the substance treatment programs covered this semester, which of these holds the most promise for the individual and society? Explain fully.</p> <p>Do you believe that current drug enforcement is succeeding? Why or why not? Can we, will we ever, are we (the U.S.) winning the war on drugs? Why or why not? What would you do to improve drug enforcement (nationally or internationally)? Explain fully.</p> <p>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> <p>Include an introduction to each answer and state position/idea clearly. Summarize answer and tie in all the points in a concluding/summarizing paragraph.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Psychology Faculty</p>
<p>Assessment Results</p>	<p>Week 7 assignment paper assessed 17/30 students. Results showed an average of 3.36/4 (84%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Approaching.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle with hopefully more students assessed and Ideal target reached.</p>
<p>Student Learning Outcome 5:</p>	<p>Students will discriminate high quality behavioral health research versus low quality behavioral health research.</p>
<p>Method(s) of Assessment</p>	<p>Measure: PSY 615 Week 7 Assignment Paper Program level Direct - Student Artifact</p>

	<p>Details/Description: Answer the following three essay questions:</p> <p>Of all the substances covered this semester, which of these poses the greatest risk to the individual and society? Your answer should consider the overall patterns of use, side effects, addiction potential, availability, legal consequences (if any), etc. Explain fully.</p> <p>How do you think addiction to alcohol and/or drugs can be best prevented? If an addiction does develop, of all the substance treatment programs covered this semester, which of these holds the most promise for the individual and society? Explain fully.</p> <p>Do you believe that current drug enforcement is succeeding? Why or why not? Can we, will we ever, are we (the U.S.) winning the war on drugs? Why or why not? What would you do to improve drug enforcement (nationally or internationally)? Explain fully.</p> <p>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> <p>Include an introduction to each answer and state position/idea clearly. Summarize answer and tie in all the points in a concluding/summarizing paragraph.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Psychology Faculty</p>
<p>Assessment Results</p>	<p>Week 7 assignment paper assessed 17/30 students. Results showed an average of 3.36/4 (84%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Approaching.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle with hopefully more students assessed and ideal target reached.</p>

<p>Student Learning Outcome 6:</p>	<p>Students will understand and be effective consumers of psychological assessment data and psychological reports.</p>
<p>Method(s) of Assessment</p>	<p>Measure: PSY 626 Final Project “Week 7” Program level Direct - Student Artifact</p> <p>Details/Description: For this activity, complete one of the following (the first option will be most beneficial to your studies, so please make an effort to try it, but the others are acceptable as well):</p> <p>Visit or volunteer in a psychiatric emergency room or other clinical setting (e.g., private practice, community mental health clinic, government agency) and observe a professional conduct a Mental Status Examination. Address the following: Describe the process including the length of time to administer the test, issues covered (e.g., medical, emotional, cognitive), clinical approach (e.g., standardized or open-ended format). Describe whether the patient was amenable to testing and cooperative. If there was not a cooperative patient, examine how the clinician handled the compliance. Further, present how the clinician handled the scoring or writing up of the evaluation. There are times when clinicians do this immediately, or have it processed in another manner; in either case, examine this. If made available to you, analyze the outcome or main finding for this patient. Provide a general summary of what you have had the opportunity to observe.</p> <p>Tour a facility and interview a mental health assessor either in person or via telephone. Address the following: Describe the process including the length of time to administer the test, issues covered (e.g., medical, emotional, cognitive), clinical approach (e.g., standardized or open-ended format). Describe whether the patient was amenable to testing and cooperative. If there was not a cooperative patient, examine how the clinician handled the compliance. Further, present how the clinician handled the scoring or writing up of the evaluation. There are times when clinicians do this immediately, or have it processed in another manner; in either case, examine this. If made available to you, analyze the outcome or main finding for this patient. Provide a general summary of what you have had the opportunity to observe.</p> <p>Locate a mental health status assessment on the Internet, view it, and use that instead for this assignment.</p>

	<p>Provide the link to the assessment so that I may evaluate your work properly. Viewing an assessment on the Internet demonstrates minimal effort, one in which you will miss out on the richer experience with direct information gathering and posing of questions.</p> <p>The questions you develop may be an important key to your observations. Please contact your instructor directly if you are having difficulty securing a location to visit.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Psychology Faculty</p>
<p>Assessment Results</p>	<p>Final project assessed 17/32 students. Results showed an average of 3.90/4 (98%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Exceeded.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Master of Science (M.S.) degree in Cyber Security

Report Submitted By: Johnathon Sharp

Date of Submission: 5/13/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CDS512	10	3.40/4	Week 7 Research Paper	1
CDS520	0	-	Week 7 Policy Memo Present	1
CDS620	23	3.00/4	Week 7 Final Paper	3
CDS620	3	3.00/4	Knowledge Mgmt & Org Readiness	2

Program Mission Statement:

The Master of Science in Cyber Security degree is designed to provide advanced studies in the cyber security field and prepare cyber security professionals for the challenges ahead. The degree focuses on developing the professional to lead a cyber security team in a corporate, government, educational, or other professional setting.

Student Learning Outcome Overview:

1. Evaluate the relative value of different data sets and analyze the threat vectors to develop an organizational cyber security strategy to effectively prepare that organization for operations in a contested environment.
2. Propose and defend a set of cyber security business services consistent with the context of an organization's strategic priorities, including but not limited to acquisition, procurement, policy, human resources, and budgeting.
3. Develop, present, and defend a personal approach to cyber security management, emphasizing decision making, trade-offs, requirements building, team building, leading, and other human factors which acknowledge that cyber security is a process that impacts every aspect of an organization's operations.

Curriculum Map:

		Outcome		
		Value of Data Sets and Analysis of Threat Vectors Evaluate the relative value of different data sets and analyze the threat vectors to develop an organizational cyber security strategy to effectively prepare that organization for operations in a contested environment.	Proposal of Cyber Security Business Services Propose and defend a set of cyber security business services consistent with the context of an organization's strategic priorities, including but not limited to acquisition, procurement, policy, human resources, and budgeting.	Personal Approach to Cyber Security Management Develop, present, and defend a personal approach to cyber security management, emphasizing decision making, tradeoffs, requirements building, team building, leading, and other human factors which acknowledge that cyber security is a process that impacts every aspect of an organization's operations.
Courses and Learning Activities				
CDS620 CDS620 -- Week 7 (Activity 7.2) Final Paper				M
CDS522 CDS522 -- Week 6 (Activity 6.2) Business Continuity Management Plan				R
CDS620 CDS620 -- Week 4 (Activity 4.2) Knowledge Management & Organizational Readiness			M	
CDS522 CDS522 -- Week 4 (Activity 4.2) Asset Management Plan			R	
CDS512 CDS512 -- Week 7 Research Paper	M			
CDS520 CDS520 -- Week 7 (Activity 7.3) Policy Memorandum Presentation	M			

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
CDS512 Week 7 Research Paper		X	X
CDS520 Week 7 (Activity 7.3) Policy Memorandum Presentation		X	X
CDS 620 -- Week 4 (Activity 4.2) Knowledge Management & Organizational Readiness		X	X
CDS 620 Week 7 (Activity 7.2) Final Paper		X	X

Student Learning Outcome 1:	Evaluate the relative value of different data sets and analyze the threat vectors to develop an organizational cyber security strategy to effectively prepare that organization for operations in a contested environment.
Method(s) of Assessment	<p>Measure: CDS512 Week 7 Research Paper Program level Direct - Student Artifact</p> <p>Details/Description: For this assignment, you are building on what you submitted in week 5. This week, you will develop the rest of your paper, to include writing your methodology, findings, and conclusion. You will pull all pieces you have written together into a final paper. Include the reference list you developed in week 2, and add any additional references you have found.</p> <p>Acceptable Target: 3.0 on a 4.0 scale.</p> <p>Ideal Target:</p>

	<p>3.5 on a 4.0 scale.</p> <p>Implementation Plan (timeline): AY2020-2021.</p> <p>Key/Responsible Personnel: Chair: Piraino Lead: Frakes</p>
Assessment Results	<p>Week 7 research paper had 10/19 students evaluated. Students averaged 3.40/4 (85%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Approaching.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
Use of Results	<p>Continue assessment into next cycle and hopefully more students are assessed.</p>
Student Learning Outcome 1:	<p>Evaluate the relative value of different data sets and analyze the threat vectors to develop an organizational cyber security strategy to effectively prepare that organization for operations in a contested environment.</p>
Method(s) of Assessment	<p>Measure: CDS520 Week 7 (Activity 7.3) Policy Memorandum Presentation Program level Direct - Student Artifact</p> <p>Details/Description: Using your completed policy memorandum, develop a presentation to be shared with your instructor and classmates. The policy memorandum presentation must have a minimum of 10 slides.</p> <p>Acceptable Target: 3.0 on a 4.0 scale.</p> <p>Ideal Target: 3.5 on a 4.0 scale.</p> <p>Implementation Plan (timeline): AY2020-2021.</p> <p>Key/Responsible Personnel: Chair: Piraino Lead: Frakes</p>

Assessment Results	No students were evaluated.
Use of Results	Run assessment again next cycle with some assessment hopefully completed.
Student Learning Outcome 2:	Propose and defend a set of cyber security business services consistent with the context of an organization's strategic priorities, including but not limited to acquisition, procurement, policy, human resources, and budgeting.
Method(s) of Assessment	<p>Measure: CDS620 -- Week 4 (Activity 4.2) Knowledge Management & Organizational Readiness Program level Direct - Student Artifact</p> <p>Details/Description: Write a paper that describes how digital evidence knowledge management should be used in an organization. Discuss what might happen if the knowledge is lost and include how this knowledge might preserve evidence integrity.</p> <p>Acceptable Target: 3.0 on a 4.0 scale.</p> <p>Ideal Target: 3.5 on a 4.0 scale.</p> <p>Implementation Plan (timeline): AY2020-2021.</p> <p>Key/Responsible Personnel: Chair: Piraino Lead: Frakes</p>
Assessment Results	<p>Week 4 activity had 3 students evaluated. Students averaged 3.0/4 (75%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Moving Away.</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Moving Away</p>
Use of Results	Run assessment again next cycle with hopefully more students assessed.

Student Learning Outcome 3:	Develop, present, and defend a personal approach to cyber security management, emphasizing decision making, trade-offs, requirements building, team building, leading, and other human factors which acknowledge that cyber security is a process that impacts every aspect of an organization's operations.
Method(s) of Assessment	<p>Measure: CDS620 Week 7 (Activity 7.2) Final Paper Program level Direct - Student Artifact</p> <p>Details/Description: For this assignment, you are building on what you submitted in Week 5. You have already determined the type of organization (the industry) to develop your incident response capability around and have completed the literature review.</p> <p>This week, you will develop the rest of your paper to include policy, plan, and procedure elements and information sharing plan. Lastly, include a conclusion for your paper. You will pull all pieces you have written together into a final paper. Include the reference list you developed in Weeks 2 and 5, and add any additional references you have found.</p> <p>Acceptable Target: 3.0 on a 4.0 scale.</p> <p>Ideal Target: 3.5 on a 4.0 scale.</p> <p>Implementation Plan (timeline): AY2020-2021.</p> <p>Key/Responsible Personnel: Chair: Piraino Lead: Frakes</p>
Assessment Results	<p>Week 7 final paper had 23 students evaluated. Students averaged 3.0/4 (75%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Moving Away.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Moving Away</p>
Use of Results	<p>Run assessment again next term and continue to push towards ideal target achievement.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

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

Report Submitted By:

Date of Submission:

Assessment Focus for 2020-21 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY613	10	3.15/4	Amicus Curiae Brief	5
PSY515	6	3.89/4	Research Project/Paper	9
PSY637	12	4.00/4	Role Play	13
PSY635	0	-	Create Cultural Agency	14

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:

1. Students will explain the elements of the criminal justice system and their interaction.
2. Students will analyze existing criminal justice policies and processes.
3. Students will identify ethical issues within the Forensic Psychology system.
4. Students will understand the purpose and function of the different criminal justice and mental health entities and recognize the complexity and understand their differences.
5. Students will analyze and evaluate significant contemporary issues and trends that directly affect the functioning of the criminal justice and mental health systems.
6. Students will demonstrate the ability to professionally communicate through academic writing.
7. Students will demonstrate the ability to professionally communicate through technology and/or oral communication.
8. Students will synthesize the academic literature.
9. Students will comprehend the formal research process.
10. Students will discriminate high quality versus low quality research.
11. Students will apply statistical methods to examine issues within the criminal justice system.
12. Students will conduct original empirical research.
13. The students will demonstrate basic clinical skills.

14. The students will apply analysis to understanding organizational barriers that interfere with providing culturally competent services.

Curriculum Map:

	Outcome													
	Elements of the criminal justice system Students will explain the elements of the criminal justice system and their interaction.	Criminal justice policies and processes Students will analyze existing criminal justice policies and processes.	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 their differences.	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.	Academic Writing Students will demonstrate the ability to professionally communicate through academic writing.	Effective Communication Students will demonstrate the ability to professionally communicate through technology and/or oral communication.	Academic literature Students will synthesize the academic literature.	Formal research process Students will comprehend the formal research process.	Research Students will discriminate high quality versus low quality research.	Statistical methods Students will apply statistical methods to examine issues within the criminal justice system.	Original empirical research Students will conduct original empirical research.	Clinical skills The students will demonstrate basic clinical skills.	Culturally Competent Services The students will apply analysis to understanding organizational barriers that interfere with providing culturally competent services.
Courses and Learning Activities														
PSY511 Psychology and Law	M	I		I	I	R	P	M	I					
PSY515 Research Design & Analysis in Forensic Psychology					P	R	P	M	M	M	M	M		
PSY520 Statistical Applications in Forensic Psychology							P		P	I				
PSY525 Victimology							I	P						
PSY530 Legal and Ethical Issues in Forensic Psychology	P		M		P	R	P	P	P					
PSY547 Mental Health Law in Forensic Psychology		P	P	M	M	R	M							
PSY551 Psychopathology and Criminal Behavior			P			R	P	P					M	
PSY613 Professional Seminar in Advanced Clinical and Experimental Forensic Psychology		M	M		P	R	P	P		M				
PSY614 Substance Abuse							P	P					P	
PSY620 Sex Crimes and Paraphilias		P		P			P			P				
PSY625 Applied Advanced Psychological Assessment						R	P						M	
PSY630 Lifestyles and Career Development			P				P							
PSY635 Cultural Competence in Professional Practice					P	R	P							M
PSY637 Forensic Counseling			P			P	P	P	P				P	

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
PSY 613: Amicus Curiae brief		X	X
PSY 515 Research project/paper	X	X	X
PSY 637 Role Play		X	X
PSY 635 Create Cultural Agency	X	X	X

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Student Learning Outcome 5:	Students will analyze and evaluate significant contemporary issues and trends that directly affect the functioning of the criminal justice and mental health systems.
Method(s) of Assessment	<p>Measure: PSY 613: Amicus Curiae brief Program level Direct - Student Artifact</p> <p>Details/Description: Students will present empirically based arguments for resolving issues that impact the functioning of the criminal justice and mental health systems</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 4/4</p> <p>Implementation Plan (timeline): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: CJSS Faculty and Adjuncts</p>
Assessment Results	<p>The average score for 10 students was 3.153. This exceeds the acceptable target of 3.0/4.0 and is approaching the ideal target of 4.0/4.0</p> <p>Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
Use of Results	<p>Continue assessment into next cycle with data collected.</p> <p>Seventy-one percent of students were evaluated. This score is down slightly from last year's (3.28).</p>
Student Learning Outcome 9:	Students will comprehend the formal research process.
Method(s) of Assessment	<p>Measure: PSY 515 Research project/paper Program level Direct - Student Artifact</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): Fall 2021-Spring 2022</p> <p>Key/Responsible Personnel: CJSS Faculty and Adjuncts</p>
Assessment Results	<p>Research project assessed 6/13 students. Results showed an average of 3.89/4 (97%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Exceeded.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Continue assessment into next cycle with hopefully more students assessed.</p>
Student Learning Outcome 13:	<p>The students will demonstrate basic clinical skills.</p>
Method(s) of Assessment	<p>Measure: PSY 637 Role Play Program level Indirect - Other</p> <p>Details/Description: The students will demonstrate basic counseling skills in a role-play.</p> <p>Acceptable Target:</p> <p>Ideal Target:</p> <p>Implementation Plan (timeline): Fall 2020-Spring 2021</p> <p>Key/Responsible Personnel: CJSS Faculty and Adjuncts</p>
Assessment Results	<p>The average score for 10 students was 4/4. This exceeds the acceptable target of 3.0/4.0 and meets the ideal target of 4.0/4.0</p>

	<p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
Use of Results	<p>Continue assessment into next cycle with data collected.</p> <p>12/14 students (86%) were evaluated for this assessment. This is an improvement over last year as no data was collected last year. In speaking with the instructor for this course, she stated that this is an observation assignment (role-play). She did not have students submit a paper in Taskstream and students can no longer access their Moodle shell for the course, so the TS administrator was able to adjust the setting to allow the instructor to input the data. Because the instructor completes the OA rubric based on their observation of the student's role play, and students do not submit a written assignment for this outcome, we have requested that this be set up as indirect submit in TS moving forward.</p>
Student Learning Outcome 14:	The students will apply analysis to understanding organizational barriers that interfere with providing culturally competent services.
Method(s) of Assessment	<p>Measure: PSY 635 Create Cultural Agency Program level Direct - Student Artifact</p> <p>Details/Description:</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: Psychology Faculty</p>
Assessment Results	<p>No data was collected for this assessment this cycle.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	

	Continue assessment into next cycle with data collected.
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PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

Degree Program: Master of Science (M.S.) degree in Criminal Justice Homeland Security Administration

Report Submitted By: Erin Dean

Date of Submission: 05/16/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF685	0	-	Week 7 Assignment	1/2/6
JUS612	0	-	Week 6 Assignment	5

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:

1. 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.
2. Students will develop and refine their leadership and communication skills in order to assume leadership roles in the homeland security field.
3. Students will analyze and apply legal and ethical systems in order to practice legal and ethical integrity in their professional work.
4. Students will be exposed to and examine homeland security issues from a global perspective.
5. Students will apply effective decision making and management practices to promote positive change in their organization.
6. 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.

Curriculum Map:

	Outcome					
	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.	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.	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.	Global perspective Students will be exposed to and examine homeland security issues from a global perspective.	Management practices Students will apply effective decision making and management practices to promote positive change in their organization.	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.
Courses and Learning Activities						
ENF520 The Intelligence Community	I	I	I	I		I
ENF575 Focus Areas in Homeland Security	I		I	P		
JUS612 Strategic Planning, Cooperation & Coordination	I	P			I	P
ENF620 Policy Formulation & Analysis in HS	I	R	P		P	R
ENF625 Federal Budgeting for HS Administrators	I				R	R
ENF685 Leadership and Practical Application in HSA	P	M	R		M	M

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
ENF 685 Wk 7 Assgn.	X	X	X
JUS 612 Wk 6 Assgn.	X	X	X

Student Learning Outcome 1:	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
Method(s) of Assessment	<p>Measure: ENF685 Wk 7 Assgn. Program level Direct - Student Artifact</p> <p>Details/Description: Introduction For the capstone project, you will do the following: Identify a pressing homeland security issue. Conduct research sufficient to have a basic understanding of it. Develop a paper that is outlined by the key elements of this course. Describe how you will address that issue through strong public administration. As you pursue this capstone project, assume that you are writing for the leadership of your organization, or a senior public official who must be convinced that you know how to address a pressing issue through strong public administration and that you will not waste the precious resources that the leader provides you for your program. The project should be completed with your small group, as assigned at random at the beginning of Week 2.</p>

	<p>Activity Instructions</p> <p>In a paper, address the following:</p> <p>Identify a contemporary issue of homeland security public administration, preferably one drawn from your own, professional experience, or contemporary issues facing homeland security, past or present (e.g., issues you read about in the news or see national leaders routinely attempting to address).</p> <p>Synthesize the lessons of the preceding weeks on authorities, risk assessment, strategic planning, budget formulation, organizational design, and program assessment, and apply them to an evaluation of how you will address the issue at hand. The evaluation of the issue should include the following:</p> <p>Identify the authorities you will use to address the issue.</p> <p>Identify and assess the risks the issue poses.</p> <p>Provide a concise statement of the goals and measurable objectives you will pursue to address the issue.</p> <p>Identify and justify the resources you will require to address the issue and achieve your risk-based goals</p> <p>Briefly describe and validate the program organization you will need to establish to address the issue.</p> <p>Illustrate how you will assess, and thus know, if you have in fact effectively addressed the issue.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Brody</p>
<p>Assessment Results</p>	<p>No data was collected was collected this cycle for this assessment as no students took this course.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	

	Continue assessment into next cycle with data collected.
Student Learning Outcome 2:	Students will develop and refine their leadership and communication skills in order to assume leadership roles in the homeland security field.
Method(s) of Assessment	<p>Measure: ENF685 Wk 7 Assgn. Program level Direct - Student Artifact</p> <p>Details/Description: Introduction For the capstone project, you will do the following:</p> <p>Identify a pressing homeland security issue. Conduct research sufficient to have a basic understanding of it. Develop a paper that is outlined by the key elements of this course. Describe how you will address that issue through strong public administration.</p> <p>As you pursue this capstone project, assume that you are writing for the leadership of your organization, or a senior public official who must be convinced that you know how to address a pressing issue through strong public administration and that you will not waste the precious resources that the leader provides you for your program.</p> <p>The project should be completed with your small group, as assigned at random at the beginning of Week 2.</p> <p>Activity Instructions In a paper, address the following: Identify a contemporary issue of homeland security public administration, preferably one drawn from your own, professional experience, or contemporary issues facing homeland security, past or present (e.g., issues you read about in the news or see national leaders routinely attempting to address). Synthesize the lessons of the preceding weeks on authorities, risk assessment, strategic planning, budget formulation, organizational design, and program assessment, and apply them to an evaluation of how you will address the issue at hand. The evaluation of the issue should include the following: Identify the authorities you will use to address the issue. Identify and assess the risks the issue poses. Provide a concise statement of the goals and measurable objectives you will pursue to address the issue. Identify and justify the resources you will require to address the issue and achieve your risk-based goals Briefly describe and validate the program organization you will need to establish to address the issue.</p>

	<p>Illustrate how you will assess, and thus know, if you have in fact effectively addressed the issue.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Brody</p>
<p>Assessment Results</p>	<p>No data was collected was collected this cycle for this assessment as no students took this course.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle with data collected.</p>
<p>Student Learning Outcome 5:</p>	<p>Students will apply effective decision making and management practices to promote positive change in their organization.</p>
<p>Method(s) of Assessment</p>	<p>Measure: JUS612 Wk 6 Assign. Program level Direct - Student Artifact</p> <p>Details/Description: Introduction The purpose of this assignment is to give you the opportunity to put your knowledge about strategic planning into action. You will develop a strategic plan for a criminal justice organization. Select the instructions that apply to your program.</p> <p>Activity Instructions: Justice Administration Students Develop a strategic plan for a criminal justice organization. You may select any criminal justice agency you wish or you may create a fictitious agency and infer any facts you would like. For an existing agency, you may also refer to its strategic plan for ideas/guidance. In referring to an existing strategic plan, do not adopt its contents as your own. You must provide your</p>

	<p>own ideas, assessment, and analysis. Simply rewording an existing plan does not serve an academic purpose and will be viewed as plagiarism.</p> <p>Be creative and have fun with this assignment. There is no bad idea as long as it can be supported logically and fiscally.</p> <p>Activity Instructions: Homeland Security Students Develop a strategic plan for a homeland security agency. You may select any homeland security agency you wish (including state government homeland security departments) or you may create a fictitious agency and infer any facts you would like. For an existing agency, you may also refer to its strategic plan for ideas/guidance. In referring to an existing strategic plan, do not adopt its contents as your own. You must provide your own ideas, assessment, and analysis. Simply rewording an existing plan does not serve an academic purpose and will be viewed as plagiarism.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Stallo</p>
<p>Assessment Results</p>	<p>No data was collected was collected this cycle for this assessment.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle with data collected.</p>
<p>Student Learning Outcome 6:</p>	<p>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.</p>
<p>Method(s) of Assessment</p>	<p>Measure: ENF685 Wk 7 Assgn. Program level Direct - Student Artifact</p>

Details/Description:Introduction

For the capstone project, you will do the following:

Identify a pressing homeland security issue.
Conduct research sufficient to have a basic understanding of it.
Develop a paper that is outlined by the key elements of this course.
Describe how you will address that issue through strong public administration.
As you pursue this capstone project, assume that you are writing for the leadership of your organization, or a senior public official who must be convinced that you know how to address a pressing issue through strong public administration and that you will not waste the precious resources that the leader provides you for your program.

The project should be completed with your small group, as assigned at random at the beginning of Week 2.

Activity Instructions

In a paper, address the following:

Identify a contemporary issue of homeland security public administration, preferably one drawn from your own, professional experience, or contemporary issues facing homeland security, past or present (e.g., issues you read about in the news or see national leaders routinely attempting to address).

Synthesize the lessons of the preceding weeks on authorities, risk assessment, strategic planning, budget formulation, organizational design, and program assessment, and apply them to an evaluation of how you will address the issue at hand. The evaluation of the issue should include the following:

Identify the authorities you will use to address the issue.

Identify and assess the risks the issue poses.

Provide a concise statement of the goals and measurable objectives you will pursue to address the issue.

Identify and justify the resources you will require to address the issue and achieve your risk-based goals

Briefly describe and validate the program organization you will need to establish to address the issue.

Illustrate how you will assess, and thus know, if you have in fact effectively addressed the issue.

Acceptable Target:

Collective average of 3/4 on the rubric.

Ideal Target:

Collective average of 3.5/4 on the rubric.

	<p>Implementation Plan (timeline): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Brody</p>
Assessment Results	<p>No data was collected was collected this cycle for this assessment as no students took this course.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>Continue assessment into next cycle with data collected.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

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

Report Submitted By: Erin Dean

Date of Submission: 05/16/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF570	3	3.33/4	Week 5 Assignment	2
ENF680	0	-	Capstone Project	3,4,6

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:

1. Students will examine the broad foundation of knowledge as it relates to 21st century homeland security, including terrorism and emerging threats, cyber and technology, focus areas of homeland security, emergency management, and ethical issues and practices.
2. Students will evaluate the various threats to the American homeland, to include those that are man made, technological, and natural.
3. Students will distinguish the inter- and multi-agency relationships needed to better prevent and mitigate the impact of terrorism or disaster upon a community, region, state, nation, or abroad
4. Students will analyze and apply legal and ethical systems in order to practice legal and ethical integrity in their professional work.
5. Students will be exposed to and examine homeland security issues from a global perspective.
6. Students will think critically, pragmatically, and strategically in the completion of a capstone project that will apply their learning to specific homeland security issues and challenges in their workplace and professional settings.

Curriculum Map:

	Outcome											
	Foundation for Homeland Security Students will examine the broad foundation of knowledge as it relates to 21st century homeland security, including terrorism and emerging threats, cyber and technology, focus areas of homeland security, emergency management, and ethical issues and practices.		Threats to the USA Students will evaluate the various threats to the American homeland, to include those that are man made, technological, and natural.		Agency Relationships Students will distinguish the inter- and multi-agency relationships needed to better prevent and mitigate the impact of terrorism or disaster upon a community, region, state, nation, or abroad.		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.		Global perspective Students will be exposed to and examine homeland security issues from a global perspective.		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 issues and challenges in their workplace and professional settings.	
Courses and Learning Activities												
ENF520 The Intelligence Community				P			P		I		I	I
ENF530 Emergency Management		I		P			R				I	I
ENF570 Homeland Security Sectors		I		P							I	I
ENF640 Terrorism and Emerging Threats		I		P			R				I	I
ENF665 Cyber and Technology in Homeland Security		I		P				P			I	I
ENF680 Practical Application of Policy in HS		P			R			M		R		M
PSY547 Mental Health Law in Forensic Psychology		P	P	M	M	R	M					
PSY651 Psychopathology and Criminal Behavior			P			R	P	P				M
PSY613 Professional Seminar in Advanced Clinical and Experimental Forensic Psychology		M	M		P	R	P	P		M		
PSY614 Substance Abuse							P	P				P
PSY620 Sex Crimes and Paraphilias		P		P			P			P		
PSY625 Applied Advanced Psychological Assessment						R	P					M
PSY630 Lifestyles and Career Development			P				P					
PSY635 Cultural Competence in Professional Practice					P	R	P					M
PSY637 Forensic Counseling			P			P	P	P	P			P
Longitudinal Assessment Timeline:												
Measures		AY19-20			AY20-21			AY21-22				
ENF 570 Wk 5 Assgn.		X			X			X				
ENF 680 Capstone Project		X			X			X				

Student Learning Outcome 2:	Students will evaluate the various threats to the American homeland, to include those that are man made, technological, and natural.
Method(s) of Assessment	Measure: ENF570 Wk 5 Assgn. Program level Direct - Student Artifact Details/Description: For this assignment, you will create a PowerPoint Presentation:

	<p>Select one of the 16 DHS designated critical infrastructure areas to examine. Describe the sector and its importance to society. Explain the vulnerabilities for that sector. Describe the recommendations that you would employ to correct them.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, M. Bailey</p>
<p>Assessment Results</p>	<p>Week 5 assignment assessed 3/20 students. Results showed an average of 3.33/4 (83%). Acceptable target achievement of 3/4 was Exceeded. Ideal target achievement 3.5/4 was Approaching.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle with hopefully more students assessed.</p>
<p>Student Learning Outcome 3:</p>	<p>Students will distinguish the inter- and multi-agency relationships needed to better prevent and mitigate the impact of terrorism or disaster upon a community, region, state, nation, or abroad.</p>
<p>Method(s) of Assessment</p>	<p>Measure: ENF680 Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description: Introduction For the capstone project, you will do the following:</p> <p>Identity a pressing homeland security issue. Conduct research sufficient to have a basic understanding of it. Develop a paper that is outlined by the key elements of this course. Describe how you will address that issue through strong public administration.</p>

As you pursue this capstone project, assume that you are writing for the leadership of your organization, or a senior public official who must be convinced that you know how to address a pressing issue through strong public administration and that you will not waste the precious resources that the leader provides you for your program.

The project should be completed with your small group, as assigned at random at the beginning of Week 2.

Activity Instructions

In a paper, address the following:

Identify a contemporary issue of homeland security public administration, preferably one drawn from your own, professional experience, or contemporary issues facing homeland security, past or present (e.g., issues you read about in the news or see national leaders routinely attempting to address).

Synthesize the lessons of the preceding weeks on authorities, risk assessment, strategic planning, budget formulation, organizational design, and program assessment, and apply them to an evaluation of how you will address the issue at hand. The evaluation of the issue should include the following:

Identify the authorities you will use to address the issue.

Identify and assess the risks the issue poses.

Provide a concise statement of the goals and measurable objectives you will pursue to address the issue.

Identify and justify the resources you will require to address the issue and achieve your risk-based goals

Briefly describe and validate the program organization you will need to establish to address the issue.

Illustrate how you will assess, and thus know, if you have in fact effectively addressed the issue.

Only one member of the group needs to submit a copy of the paper. Make sure the names of all members are noted in the paper.

Acceptable Target:

Collective average of 3/4 on the rubric.

Ideal Target:

Collective average of 3.5/4 on the rubric.

Implementation Plan (timeline):

AY2020-2021

Key/Responsible Personnel:

Chair, Piraino

	Lead, Brody
Assessment Results	<p>No data was collected for this assessment.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	Continue assessment into next cycle with data collected.
Student Learning Outcome 4:	Students will analyze and apply legal and ethical systems in order to practice legal and ethical integrity in their professional work.
Method(s) of Assessment	<p>Measure: ENF680 Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description: Introduction For the capstone project, you will do the following:</p> <p>Identify a pressing homeland security issue. Conduct research sufficient to have a basic understanding of it. Develop a paper that is outlined by the key elements of this course. Describe how you will address that issue through strong public administration.</p> <p>As you pursue this capstone project, assume that you are writing for the leadership of your organization, or a senior public official who must be convinced that you know how to address a pressing issue through strong public administration and that you will not waste the precious resources that the leader provides you for your program.</p> <p>The project should be completed with your small group, as assigned at random at the beginning of Week 2.</p> <p>Activity Instructions In a paper, address the following:</p> <p>Identify a contemporary issue of homeland security public administration, preferably one drawn from your own, professional experience, or contemporary issues facing homeland security, past or present (e.g., issues you read about in the news or see national leaders routinely attempting to address).</p> <p>Synthesize the lessons of the preceding weeks on authorities, risk assessment, strategic planning, budget formulation, organizational design, and program assessment, and apply them to an evaluation of how you will</p>

	<p>address the issue at hand. The evaluation of the issue should include the following: Identify the authorities you will use to address the issue. Identify and assess the risks the issue poses. Provide a concise statement of the goals and measurable objectives you will pursue to address the issue. Identify and justify the resources you will require to address the issue and achieve your risk-based goals Briefly describe and validate the program organization you will need to establish to address the issue. Illustrate how you will assess, and thus know, if you have in fact effectively addressed the issue. Only one member of the group needs to submit a copy of the paper. Make sure the names of all members are noted in the paper.</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): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Brody</p>
<p>Assessment Results</p>	<p>No data was collected for this assessment this cycle.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle with data collected.</p>
<p>Student Learning Outcome 6:</p>	<p>Students will think critically, pragmatically, and strategically in the completion of a capstone project that will apply their learning to specific homeland security issues and challenges in their workplace and professional settings</p>
<p>Method(s) of Assessment</p>	<p>Measure: ENF680 Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description: Introduction</p>

For the capstone project, you will do the following:

Identify a pressing homeland security issue.

Conduct research sufficient to have a basic understanding of it.

Develop a paper that is outlined by the key elements of this course.

Describe how you will address that issue through strong public administration.

As you pursue this capstone project, assume that you are writing for the leadership of your organization, or a senior public official who must be convinced that you know how to address a pressing issue through strong public administration and that you will not waste the precious resources that the leader provides you for your program.

The project should be completed with your small group, as assigned at random at the beginning of Week 2.

Activity Instructions

In a paper, address the following:

Identify a contemporary issue of homeland security public administration, preferably one drawn from your own, professional experience, or contemporary issues facing homeland security, past or present (e.g., issues you read about in the news or see national leaders routinely attempting to address).

Synthesize the lessons of the preceding weeks on authorities, risk assessment, strategic planning, budget formulation, organizational design, and program assessment, and apply them to an evaluation of how you will address the issue at hand. The evaluation of the issue should include the following:

Identify the authorities you will use to address the issue.

Identify and assess the risks the issue poses.

Provide a concise statement of the goals and measurable objectives you will pursue to address the issue.

Identify and justify the resources you will require to address the issue and achieve your risk-based goals

Briefly describe and validate the program organization you will need to establish to address the issue.

Illustrate how you will assess, and thus know, if you have in fact effectively addressed the issue.

Only one member of the group needs to submit a copy of the paper. Make sure the names of all members are noted in the paper.

Acceptable Target:

Collective average of 3/4 on the rubric.

Ideal Target:

	<p>Collective average of 3.5/4 on the rubric.</p> <p>Implementation Plan (timeline): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Brody</p>
<p>Assessment Results</p>	<p>No data was collected for this assessment this cycle.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p>Use of Results</p>	<p>Continue assessment into next cycle with data collected.</p>

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

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

Report Submitted By: Erin Dean

Date of Submission: 05/16/2022

Assessment Focus for 2020-21 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
JUS635	0	-	Week 6 Capstone Project	3
JUS525	23	2.96/4	Week 6 Research Assignment	5

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:

1. Students will develop research skills and understand the research process in order to apply empirical research to positively impact their profession.
2. 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. Students will develop and refine their leadership skills.
4. 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.
5. Students will practice legal and ethical integrity in their professional work.
6. Students will develop the ability to communicate clearly and effectively.

Curriculum Map:

	Outcome					
	Research Skills Students will develop research skills and understand the research process in order to apply empirical research to positively impact their profession.	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.	Leadership Skills Students will develop and refine their leadership skills.	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.	Legal and Ethical Integrity Students will practice legal and ethical integrity in their professional work.	Effective Communication Students will develop the ability to communicate clearly and effectively.
Courses and Learning Activities						
JUS531 Human Resource and Personnel Management in CJ - Law and Theory			P	I		
JUS532 Human Resource and Personnel Management in CJ - Application			P	I	P	
JUS510 Justice Administration Policy Formulation & Analysis		P	R	I	R	P
JUS612 Strategic Planning, Cooperation & Coordination	R	R	R	I		R
JUS618 Budget & Finance for CJ Administrators		R		I		
JUS635 Leadership and Practical Application in CJ	M	M	M	P	R	M

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
JUS 610 Week 7 Assignment - Critical Policy	X		
JUS 635 Week 6 Capstone Project	X	X	X
JUS 525 Legal & Ethical Issues in CJ		X	X
JUS 612 Wk 6 Assign.	X	X	

Student Learning Outcome 3:	Students will develop and refine their leadership skills.
Method(s) of Assessment	<p>Measure: JUS635 Week 6 Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description: 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.</p>

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. 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 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>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): AY2020-2021</p> <p>Key/Responsible Personnel: Chair, Piraino Lead, Augusto</p>
Assessment Results	<p>No data was collected was collected this cycle for this assessment.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>Continue assessment into next cycle with data collected.</p>
Student Learning Outcome 5:	<p>Students will practice legal and ethical integrity in their professional work.</p>
Method(s) of Assessment	<p>Measure: JUS525 Legal & Ethical Issues in CJ Course level Direct - Student Artifact</p> <p>Details/Description: Students will be evaluated using a rubric to assess their knowledge of identifying an ethical dilemma and applying ethical systems to seek a resolution in their Week 6 Research Assignment.</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): AY2020-2021</p> <p>Key/Responsible Personnel: MSCJ Program Chair, CJSS Faculty & Lead Instructors</p>

Assessment Results	Final project assessed 23/54 students. Results showed an average of 2.96/4 (74%). Acceptable target achievement of 3/4 was Not Met. Ideal target achievement 3.5/4 was Moving Away. Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away
Use of Results	Continue assessment into next cycle with more students assessed

PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT
Academic Year: 2021-22

College: Tiffin University

Department/School/ Division: School of Criminal Justice & Social Sciences

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

Report Submitted By: Erin Dean

Date of Submission: 05/16/2022

Assessment Focus for 2021-22 (Outcomes Assessed and Courses Assessed):

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY612	0	-	Key Assessment	2
PSY541	21	3.63/4	Final Project	1
PSY534	20	2.90/4	Original Research Project	3/5

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. Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices
2. Students will develop multicultural awareness, tolerance, and cultural alertness
3. Students will develop research skills in order to empirically answer questions related to psychology and social sciences
4. Students will develop the ability to communicate clearly and professionally
5. Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline

Curriculum Map:

	Outcome				
	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	1.2 Multicultural awareness Students will develop multicultural awareness, tolerance, and cultural alertness	1.3 Research skills Students will develop research skills in order to empirically answer questions related to psychology and social sciences	1.4 Communicate clearly Students will develop the ability to communicate clearly and professionally	1.5 Original project Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline
Introduced					
PSY 611 Week activity					I
PSY541 Week activity					I
PSY534 Week activity					I
PSY533 Week activity					I
PSY522 Week activity					I
PSY534 Week activity				I	
PSY533 Week activity				I	
PSY541 Week activity				I	
PSY611 Week activity				I	
PSY534 Week activity			I		
PSY533 Week activity			I		
PSY611 Week activity			I		
PSY522 Week activity			I		
PSY612 Week activity		I			
PSY541 Week activity	I				
PSY611 Week activity	I				
Expanded					
PSY610 Week activity	P	P	P	P	
PSY501 Week activity	P	P	P	P	
PSY521 Week activity	P	P	P	P	
PSY522 Week activity	P	P	P	P	
PSY533 Week activity	P	P	P	P	
PSY534 Week activity	P	P	P	P	

PSY541 Week activity	P	P	P	P	
PSY543 Week activity	P	P	P	P	
PSY545 Week activity	P	P	P	P	
PSY546 Week activity	P	P	P	P	
PSY611 Week activity	R	R	R	R	
PSY612 Week activity	R	R	R	R	
PSY621 Week activity	R	R	R	R	
PSY622 Week activity	R	R	R	R	
PSY631 Week activity	R	R	R	R	
PSY641 Week activity	R	R	R	R	P
PSY642 Week activity	R	R	R	R	R
Assessed					
PSY642 Final Project				M	M
PSY641 Final Project				M	M
PSY534 Final Project			M	M	M
PSY612 Final Project		M		M	
PSY611 Final Project	M			M	
PSY546 Final Project	M			M	
PSY541 Final Project	M			M	

Longitudinal Assessment Timeline:

Measures	AY19-20	AY20-21	AY21-22
PSY 541 -- Students will demonstrate knowledge of historical and modern theories	X	X	X
PSY 612--Students will demonstrate multicultural awareness, tolerance, and be able to recognize the impact culture has on self and the field.	X	X	X
PSY 534 -- The students will comprehend and demonstrate knowledge of empirically supported best practices in the field	X	X	X

Student Learning Outcome 1:	Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices
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<p>Method(s) of Assessment</p>	<p>Measure: PSY541 -- Students will demonstrate knowledge of historical and modern theories Program level Direct - Student Artifact</p> <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</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): AY2020-2021</p> <p>Key/Responsible Personnel: Psy faculty</p>
<p>Assessment Results</p>	<p>Students had a collective average of 3.63/4.0 (91%) on the Final Project. This score exceeded the Acceptable Target of 3/4 and the Ideal Target Achievement of 3.5/4.0. Twenty-one students were evaluated compared to 17 students last year.</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p>Use of Results</p>	<p>Continue assessment during the next reporting period.</p> <p>Only 51% of authors were evaluated. Need to work on greater compliance for student submissions and instructor evaluations.</p>

Student Learning Outcome 2:	Students will develop multicultural awareness, tolerance, and cultural alertness
Method(s) of Assessment	<p>Measure: PSY612--Students will demonstrate multicultural awareness, tolerance, and be able to recognize the impact culture has on self and the field. Program level Direct - Student Artifact</p> <p>Details/Description: Students in Psy 612 will answer the following three essay questions as part of the Week 7 Assignment: Explain the difference between Culture Specific and Culture Free. Explain how some elements of emotion, language, personality, cognition, etc. are universal and some are culture specific. What accounts for these differences? What are some of the key differences between traditional research and cross-cultural research? Explain the different types of cross-cultural research and comparisons? Which do you think holds the most value? To what extent is psychopathology the same or different across all cultures? How would you respond to someone that believed that their mental state was a result of something specific to their unique cultural beliefs, such as religion, evil spirits, bad karma, etc. and they wanted to incorporate indigenous healing practices into the treatment process? What are some things that you can do to become a more culturally competent person? 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> <p>Include an introduction to each answer and state position/idea clearly. Summarize, answer, and tie in all the points in a concluding/summarizing paragraph for each question. These should be written as three separate essays with their own intro, conclusion, and sources but all included in one document.</p> <p>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.</p> <p>Acceptable Target: Collective average of 3/4 on the rubric</p> <p>Ideal Target: Collective average 3.5/4 on the rubric</p> <p>Implementation Plan (timeline): AY2020-2021</p>

	<p>Key/Responsible Personnel: PSY faculty</p>
Assessment Results	<p>No data was collected for this measure.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>Continue assessment during the next reporting period and have online chair continue to enforce the importance of instructor participation in the OA process, including the need for them to remind their students to submit key assessments in Taskstream.</p> <p>Need to work on greater compliance for student submissions and instructor evaluations.</p>
Student Learning Outcome 3:	<p>Students will develop research skills in order to empirically answer questions related to psychology and social sciences</p>
Method(s) of Assessment	<p>Measure: PSY534 -- The students will comprehend and demonstrate knowledge of empirically supported best practices in the field 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>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): AY2020-2021</p> <p>Key/Responsible Personnel: PSY faculty</p>
Assessment Results	<p>Students had a collective average of 2.9/4.0 (73%) on the Original Research Project. This score just missed the Acceptable Target Achievement of 3/4</p>

	<p>and is moving away from the Ideal Target of 3.4/4. Last year, the score on this measure was 3/4, however, that score was only based on data for six students.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
Use of Results	<p>Reassess in the next reporting period.</p> <p>Twenty out of 30 students were evaluated. Continue to work on submission compliance from students and evaluation compliance by instructors.</p>
Student Learning Outcome 5:	Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline
Method(s) of Assessment	<p>Measure: PSY534 -- The students will comprehend and demonstrate knowledge of empirically supported best practices in the field 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>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): AY2020-2021</p> <p>Key/Responsible Personnel: PSY faculty</p>
Assessment Results	<p>Students had a collective average of 2.9/4.0 (73%) on the Original Research Project. This score just missed the Acceptable Target Achievement of 3/4 and is moving away from the Ideal Target of 3.4/4. Last year, the score on this measure was 3/4, however, that score was only based on data for six students.</p> <p>Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>

Use of Results	<p>Reassess in the next reporting period.</p> <p>Twenty out of 30 students were evaluated. Continue to work on submission compliance from students and evaluation compliance by instructors.</p>

TIFFIN UNIVERSITY
OFFICE OF ACADEMIC EXCELLENCE & EFFECTIVENESS

Outcomes Assessment Days – AY21/22

Report submitted by

Kerry Jones, Coordinator for Academic Excellence & Effectiveness

SUMMARY OVERVIEW

	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Rubric used
RES810	October 2021	3 (SOB, SAS)	9	2.88/4	AACU Intercultural Knowledge & Competence VALUE rubric
MAT181	December 2021	5 (SAS)	43	2.19/4	AACU Quantitative Literacy
	May 2022	5 (SAS)	34	2.09/4	
DEC100 (CQ reflection)	December 2021	6 (SOB, SAS, CJSS)	87	1.57/4	AACU Intercultural Knowledge & Competence VALUE rubric
DEC100 (Final project)	January 2022	14 (SOB, SAS, CJSS)	178	1.62/4	AACU Lifelong Learning
DEC200	May 2022	8 (SAS)	107	1.9/4	Annotated Bibliography Rubric

NOTE: See attached reports for additional details.

TIFFIN UNIVERSITY
OFFICE OF ACADEMIC EXCELLENCE, DISTINCTIVENESS, & EFFECTIVENESS

Outcomes Assessment Days

*Report submitted by
Kerry Jones, Coordinator for Academic Assessment
June 15, 2022*

Date: May 11, 2022

Time: 11:30am-2pm

Location: virtual

Artifacts: 85 artifacts; DEC300 (Fall 2021 & Spring 2022: [x] seated sections, [x] online sections)

Rubric: Annotated Bibliography

Scoring system: Aqua - Watermark

Faculty Participants (10): Luann Edwards, Kerry Jones, Brandon Clay, Chelsea Bass, Jamie Marinis, Stephanie Opfer, Jon Beard, Kayle Stocker, Vince Moore,

Administrative Participants: Kerry Jones

Overview

The Outcomes Assessment Day for DEC 200 was held on Tuesday, May 10, 2022. This is the second scoring of this key assessment. The OA Day was administered in a virtual format using Zoom for the virtual discussions at the beginning and the end of the day. For DEC200 scoring, eleven (11) faculty from all three schools participated as evaluators. Faculty were chosen based on their experience teaching DEC200 or participation on the Tiffin Core Committee. Every faculty member except for one had participated in a previous OA Day. Faculty were paid a \$150 stipend for their participation.

After a welcome, an overview of the day was provided by Kerry Jones. All faculty were able to successfully log into the system and easily navigate the portal.

A calibration session was led by Kerry Jones. Tonia Duncum and Vince Moore provided an overview of the assignment and the rubric. There was discussion about this rubric as it is the only one not currently using an AACU rubric. The participants were given 2 samples to review and scored until the faculty had general consensus. See calibration details below.

Scoring of the 107 artifacts started approximately 1 ½ hours after the start of the day. All artifacts were scored twice. All scoring was completed by 12:00pm.

After scoring was completed, Aqua allowed an immediate review of the outcomes assessment data. **The average score for the 107 artifacts was 1.97 pts on a 4 pt scale.** As this was the first scoring of these documents, the faculty reviewers agreed that this is an appropriate level for DEC200 students. Suggestions for increasing competencies were discussed. It should be noted that the Aqua system allowed for a score of zero (0) as well as N/A to be entered if the artifact did not fit the rubric criteria. The Aqua system also allowed a reviewer to enter comments regarding a specific score and/or artifact. A detailed scoring report of all artifacts as well as reviewer comments is attached. Discussion details are provided below.

At the end of the session, all faculty and administrators provided feedback on the scoring process as well as feedback based on the scoring results. Details of the feedback are provided below.

Next session: The next time this assignment will be assessed will be following the Spring of 2022.

Review of Data: Analysis

- All participants felt that the [x] score seemed to be accurate for students at their level.
- This is a meta-analysis of the assignment prompted the participants to find credible sources which is what the rubric is about finding and evaluating sources. If they did the assignment at all, they could have received higher scores based on this. It's loading itself for the higher end of performance.

Review of Process: Analysis

- Adjuncts were thankful for being included in the discussion.
- Format of calibration and then scoring individually was done well.
- Many felt this was beneficial for inclusion.

Preparation details:

Kerry Jones - Coordinator of Academic Excellence and Effectiveness

- Recruited faculty in coordination with the Vice Provost
- Created training documents for participants
- Provided copies of the AACU Information Literacy rubric
- Took approximately 3 working days to prepare the system for scoring. The following activities took place:
 - Downloading all artifacts from Taskstream
 - Redacting and renaming all files by ID (approximately 65 files)
 - Pulling all rosters from CST111 and removing every third name for random selection
 - Uploading rosters to Aqua system
 - Uploaded each artifact manually to 64 student accounts
 - Set up evaluators in the system
 - Set up scoring system (2 scores on each document)
 - Opened system for scoring

Calibration details:

Kerry Jones

- Tonia Duncum and Vince Moore reviewed and discussed the assignment prompt.
- Michelle Maus is open to new rubrics and possibly an AACU rubric.
- Explanation of the Issues -
- Analysis- Description is organization and presentation
- Conclusion -
- Implication - next steps

End of Day Closing the Loop Session

Specific questions to consider:

1- What insights can be made from the data generated from the day with DEC200

artifacts?

- 1.9/4 was determined as appropriate for what scorers reviewed.
- Add implications to assignment directions
 - Would also help to set it up for DEC400
- This is not getting nuanced.
- Possible to do paper for assessment as the nuance comes out in the presentation.
- Topic selection and what did they learn.
- Mind map is important for the process, but maybe not for the powerpoint presentation.
- Conclusions are lowest not actual analysis.
- Can we relate it to the career. You can't say "this is too much work" to an employer.
- Do we change 200 to have them review 4-6 in depth? So they can start to evaluate the use of the resource.
- Start with a presentation?
- Assignment directions should include implications.
-

2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for DEC200 students finishing the course?

- A benchmark of 2.25(acceptable) & 2.5 (ideal)/4
 - Moving towards 3.
-

3- Any additional observations/takeways from the attached report.

- Michelle Meadows - If we do find samples today that have 4's can we get copies of those an examples to help guide our students in the future courses?
- Brandon - One big question to be addressed is if we stick with a multiyear project in DEC courses....we need instructor feedback on that issue.
- Online didn't look
- PDF with notes should upload
-

Date: May 10, 2022

Time: 8:30am-2pm

Location: virtual

Artifacts: 107 artifacts; DEC200 (Fall 2021 & Spring 2022: [x] seated sections, [x] online sections)

Rubric: Annotated Bibliography

Scoring system: Aqua - Watermark

Faculty Participants (10): Luann Edwards, Kerry Jones, Brandon Clay, Chelsea Bass, Jamie Marinis, Stephanie Opfer, Jon Beard, Kayle Stocker, Vince Moore,

Administrative Participants: Kerry Jones

Overview

The Outcomes Assessment Day for DEC 200 was held on Tuesday, May 10, 2022. This is the second scoring of this key assessment. The OA Day was administered in a virtual format using Zoom for the virtual discussions at the beginning and the end of the day. For DEC200 scoring, eleven (11) faculty from all three schools participated as evaluators. Faculty were chosen based on their experience teaching DEC200 or participation on the Tiffin Core Committee. Every faculty member except for one had participated in a previous OA Day. Faculty were paid a \$150 stipend for their participation.

After a welcome, an overview of the day was provided by Kerry Jones. All faculty were able to successfully log into the system and easily navigate the portal.

A calibration session was led by Kerry Jones. Tonia Duncum and Vince Moore provided an overview of the assignment and the rubric. There was discussion about this rubric as it is the only one not currently using an AACU rubric. The participants were given 2 samples to review and scored until the faculty had general consensus. See calibration details below.

Scoring of the 107 artifacts started approximately 1 ½ hours after the start of the day. All artifacts were scored twice. All scoring was completed by 12:00pm.

After scoring was completed, Aqua allowed an immediate review of the outcomes assessment data. **The average score for the 107 artifacts was 1.97 pts on a 4 pt scale.** As this was the first scoring of these documents, the faculty reviewers agreed that this is an appropriate level for DEC200 students. Suggestions for increasing competencies were discussed. It should be noted that the Aqua system allowed for a score of zero (0) as well as N/A to be entered if the artifact did not fit the rubric criteria. The Aqua system also allowed a reviewer to enter comments regarding a specific score and/or artifact. A detailed scoring report of all artifacts as well as reviewer comments is attached. Discussion details are provided below.

At the end of the session, all faculty and administrators provided feedback on the scoring process as well as feedback based on the scoring results. Details of the feedback are provided below.

Next session: The next time this assignment will be assessed will be following the Spring of 2022.

Review of Data: Analysis

- All participants felt that the 2.07 score seemed to be accurate for students at their level.
- This is a meta-analysis of the assignment prompted the participants to find credible sources which is what the rubric is about finding and evaluating sources. If they did the assignment at all, they could have received higher scores based on this. It's loading itself for the higher end of performance.

Review of Process: Analysis

- Adjuncts were thankful for being included in the discussion.
- Format of calibration and then scoring individually was done well.
- Many felt this was beneficial for inclusion.

Preparation details:

Kerry Jones - Coordinator of Academic Excellence and Effectiveness

- Recruited faculty in coordination with the Vice Provost
- Created training documents for participants
- Provided copies of the AACU Information Literacy rubric
- Took approximately 3 working days to prepare the system for scoring. The following activities took place:
 - Downloading all artifacts from Taskstream
 - Redacting and renaming all files by ID (approximately 65 files)
 - Pulling all rosters from CST111 and removing every third name for random selection
 - Uploading rosters to Aqua system
 - Uploaded each artifact manually to 64 student accounts
 - Set up evaluators in the system
 - Set up scoring system (2 scores on each document)
 - Opened system for scoring

Calibration details:

Kerry Jones

- Tonia Duncum and Vince Moore reviewed and discussed the assignment prompt.
- Michelle Maus is open to new rubrics and possibly an AACU rubric.
-
- Overall Quality: Is more grammar and mechanics than actual quality. Quality is built into the first 3 criteria.

End of Day Closing the Loop Session

Specific questions to consider:

1- What insights can be made from the data generated from the day with DEC200 artifacts?

- 1.9/4 was determined as appropriate for what scorers reviewed.
- Their topic could be added as a portion of a cover memo/summary.
-
- Some instructors were not teaching the search strategies and the scores reflect it.
- Should assignment be rewritten?
- Include memo/cover page to include search strategy, search terms,
- Well-written summaries, formatting and grammar
- Area for growth: evaluating content

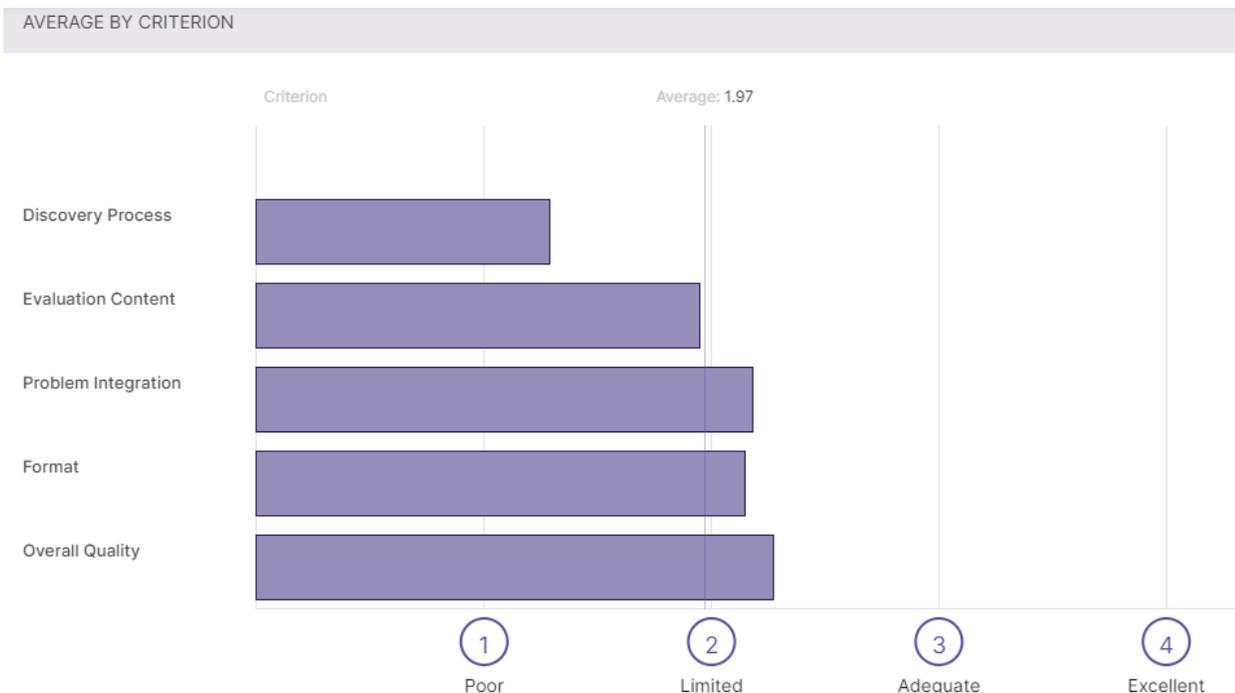
- Reviewing this assignment should be the goal for AY 22-23 for the Core Committee...making these decisions and aligning documents accordingly
- A few summaries were good and then dropped off after 4-5 entries.
- Suggestion: Find 10, annotate 5....offer rationale as to why those 5 were selected for annotation....as an example
- Create evaluation criteria for the students to use
- Overall quality criterion needs renamed to Grammar/Mechanics
-
- I think 2-2.25 would be a good benchmark & I love the idea of an abstract or memo to have an idea of what the student's looking for or why they researched the topic.
- The assignments about the topic may take away from being able to instruct
- For the search strategies, could we add an abstract as a requirement where they discuss how they found their sources? It'll make it less repetitive.
-
-

2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for DEC200 students finishing the course?

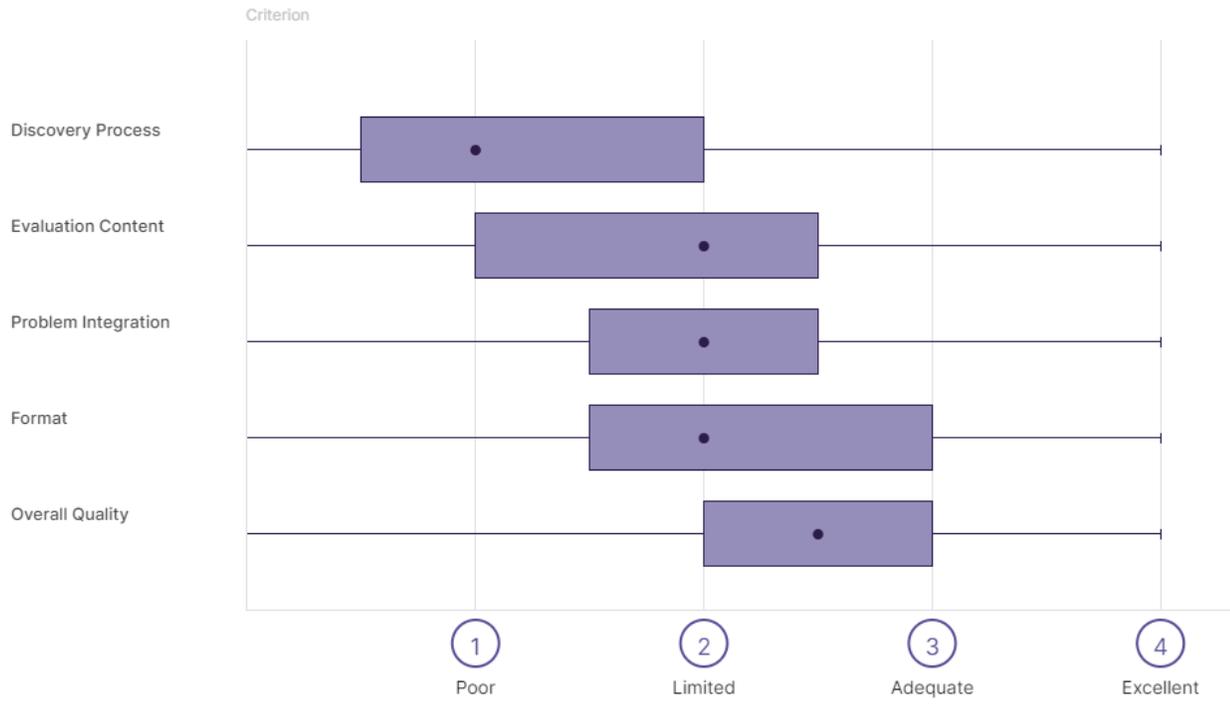
- A benchmark of 2/4
 - Change first criterion
-

3- Any additional observations/takeways from the attached report.

- It is uplifting to see the quality
- Citation format - set a university format. Meet with Social Sciences faculty.
- Kylie uses this document to teach evaluating articles:
<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/1250/Rhetorical%20Precis%20Master.pdf>



SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: Annotated Bibliography

Average by Criterion chart details

Discovery Process

Average Score: 1.29

Number of Submissions: 175

Number of Scores: 349

Evaluation Content

Average Score: 1.95

Number of Submissions: 175

Number of Scores: 349

Problem Integration

Average Score: 2.18

Number of Submissions: 175

Number of Scores: 349

Format

Average Score: 2.15

Number of Submissions: 175

Number of Scores: 349

Overall Quality

Average Score: 2.27

Number of Submissions: 175

Number of Scores: 349

MAT181

Date: May

Time: 9am-12:30pm

Location: Virtual

Artifacts: 34 artifacts; MAT181 (Spring 2022, 6 sections: online and seated)

Rubric: AACU Quantitative Literacy

Scoring system: Outcomes Assessment Projects - Watermark

Faculty Participants(5): Natalie McClain, Tonia Duncum,, Brian Hill, Robin Dunlap, Vicki Ingalls

Administrative Participants: Kerry Jones

Overview

On May 9, the second scoring session was completed for MAT181, Chapter 2 Problem of the Week. Five (5) faculty from the Schools of Arts & Sciences participated as evaluators. Faculty were chosen by the outcomes assessment staff based on their teaching experience with the course and material. Faculty were paid a \$150 stipend for their participation in the Outcomes Assessment Day.

After a welcome, an overview was provided by Kerry Jones. Prior to the day, all faculty were asked to log into the Watermark system and all reported success.

An assignment overview was provided by the subject matter expert, Professor Natalie McClain. Following the overview, a rubric calibration session was led by Kerry Jones. Two artifacts were scored by all faculty, in two separate rounds. See calibration details below.

Scoring of the 34 artifacts started approximately 1/2 hour after the start of the day. All artifacts were scored twice. All scoring was completed by 10:20am.

After scoring was completed, Aqua allowed an immediate review of the outcomes assessment data. **The average score for the 34 artifacts was [x] pts on a 4 pt scale.** The faculty reviewers agreed that this is an appropriate level for a MAT181 student. Suggestions for instruction and clarification of the assignment were discussed. It should be noted that the system allowed for a score of zero(0) to be entered if the artifact did not fit the rubric criteria. The system also allowed a reviewer to enter comments regarding a specific score and/or artifact. A detailed scoring report of all artifacts as well as reviewer comments is attached.

A “closing the loop” session was held at the end of the day. Details are provided below.

AVERAGE BY CRITERION



Next session: This was the 1st round of scoring of this student artifact. This is scheduled to be scored after Fall 2022.

Review of Data: Analysis

- Overall average: 2.19 out of 4
- Review the discussion that scoring for OA is different than grading for the course.
 - The assignment might be complete, but it may not be as in depth as the OA Rubric descriptions
- Does higher score mean in calculation mean they did better in that area? Not necessarily, but the rubric descriptions place them higher in that criterion.
- Only assignment that asks them to explain or connect their learning beyond the calculations. Purpose of course is to prepare them for future STEM courses.

Review of Process: Analysis

- Did the Norming this morning have an effect on the scoring? this group has been scoring for 3 times now...maybe reviewers are interpreting rubric a little differently?
- Scoring virtual was fine for the group
 - No significant issues with virtual vs in person

Preparation details:

Kerry Jones - Coordinator of Assessment

- Recruited faculty
- Provided copies of the AACU rubric
- Took approximately 3 working days to prepare the system for scoring. The following activities took place:
 - Downloading all artifacts from Taskstream
 - Redacting and renaming all files by ID (approximately 100 files)
 - Pulling all rosters from PowerCampus and uploading rosters to Google drive
 - Uploading rosters to Aqua system
 - Uploaded each artifact manually to 85 student accounts
 - Set up evaluators in the system
 - Set up scoring system (2 scores on each document)
 - Opened system for scoring

Calibration details:

- The criterion were discussed as follows:
 - Interpretation - explanations needed even if there are errors. Does a mathematical calculation
 - Representation - Graph accuracy
 - Application/Analysis, Assumptions, & Communications - mostly refer to the last question on the assignment
 - Communication - sentence structure. How they said.
 - Assumptions - What they said/understood
 - Analysis - how deeply they understand
- Question 9 - disconnect between what we ask them to explain and then the question

End of the day Closing the Loop Summary

Specific questions to consider:

1- What insights can be made from the data generated from the MAT181 artifacts?

- Overall average: 2.09 out of 4
- Calculation is the highest and what is taught the most.
- Spring students are not the highest achieving students and are motivated.
- Last 3 criterion are a struggle because that is not

2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for MAT181 students finishing the course?

- Assessment plan goal is 1.5 and this scoring day exceeded that goal. They believe this is too low.
- They struggle with range and also recalling this concept when it is taught in K-12.
- They are being taught concepts and not a focus on the assumptions.
- Order of operations is
- Moving forward they would like to see the goal moved to 1.8/4 given the discussion of the rubric during the OA Day.

3- Any additional observations/takeaways from the attached report.

- This assignment is old and possibly written 20 years ago. SME should review and

create a new assignment.

- Don't let the online instructors determine, but the SME should be in the lead.
- The online students are used to explaining their work.
- The purpose is to teach skills and not as much about assumptions.
- Natalie will work with Tonia to rewrite or amend this assignment.
 - Tonia requests to not use integers.
 - Natalie - do we want to teach shifts or just quadratic equations.

	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Rubric used
MAT181	5/9/22	5	34	2.09	AACU Quantitative Literacy VALUE rubric
	12/14/21	6	43	2.19/4.0	

AVERAGE BY CRITERION



Outcome Performance Report: Quantitative Literacy

Average by Criterion chart details

Interpretation

Average Score: 2.24

Number of Submissions: 43

Number of Scores: 86

Representation

Average Score: 2.28

Number of Submissions: 43

Number of Scores: 86

Calculation

Average Score: 2.47

Number of Submissions: 43

Number of Scores: 86

Application / Analysis

Average Score: 2.05

Number of Submissions: 43

Number of Scores: 86

Assumptions

Average Score: 2.06

Number of Submissions: 43

Number of Scores: 86

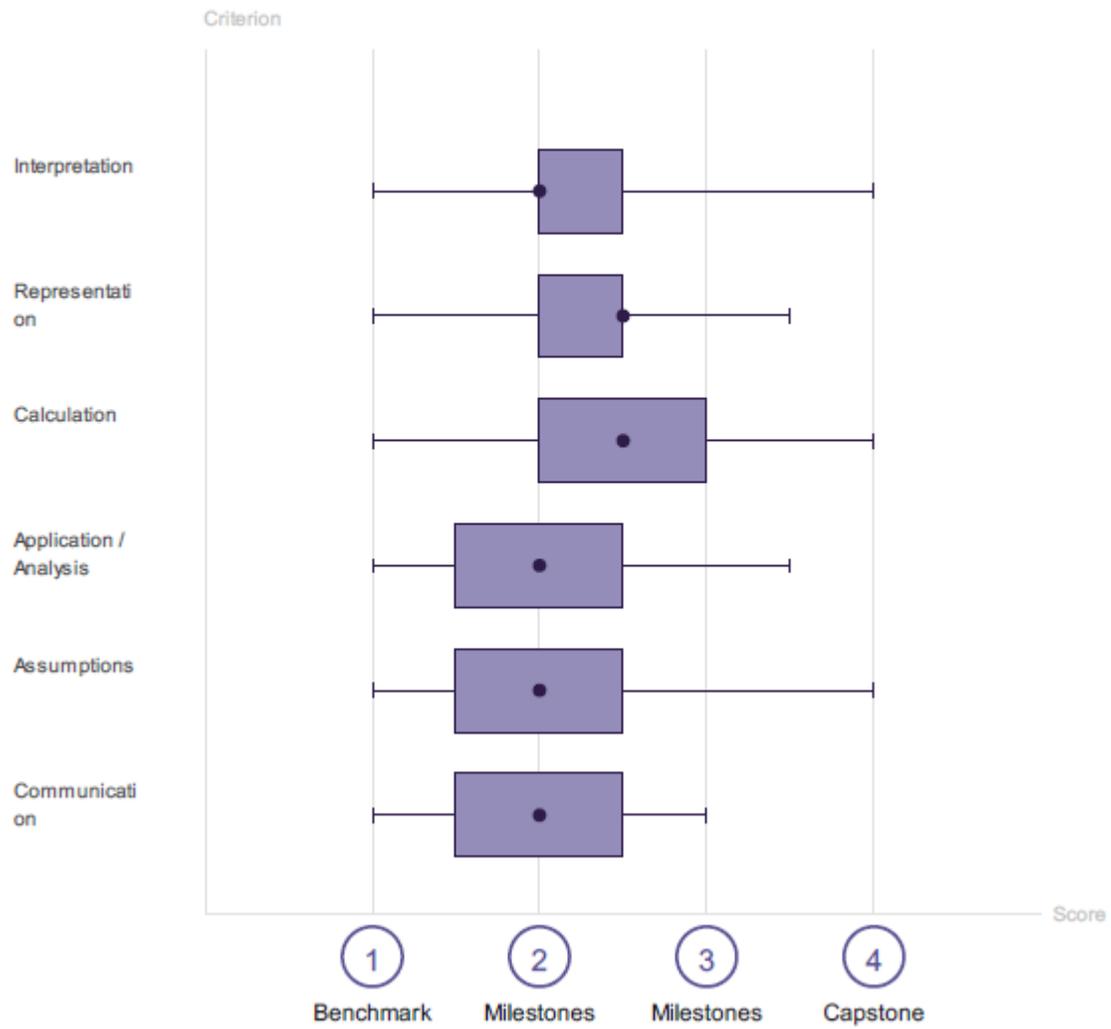
Communication

Average Score: 2.02

Number of Submissions: 43

Number of Scores: 86

SCORE DISTRIBUTION BY CRITERION



QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual courses, disciplines, and even courses. The utility of the VALUE rubrics is to provide learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Quantitative Literacy (QL) – the literacy in Numeracy or Quantitative Reasoning (QR) – is a “habit of mind,” competency, and mindset in working with assessed data. Individuals with strong QL skills possess the ability to access and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Campus trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) as an increasingly quantitative and data-driven world. AACU’s recent survey showed that reasons about QL skills are shared by employees, who recognize that many of today’s students will need a wide range of high-level quantitative skills to complete their work responsibilities. Virtually all of today’s students, regardless of class choice, will need basic QL skills such as the ability to draw inferences from charts, graphs, and geometric figures, and the ability to accurately compare straightforward statistics and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It’s possible to find pages of mathematical problems, but what those problem sets don’t demonstrate is whether the student was able to think about and understand the meaning of her work. It’s possible to find research papers that include quantitative information, but those papers often don’t provide evidence that allows the evidence to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills in analyzing quantitative information, representing quantitative information in appropriate forms, comparing calculations to assess meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with these skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AACU’s rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Fostering Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else’s data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for traditional course papers, but we can imagine other alternatives: a video of a PowerPoint presentation, podcast, or a well-designed page of web pages. In any case, a successful demonstration of QL will show the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, corroborating the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a complex problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student’s QL achievement it may be necessary to measure QL achievement within the context of problem complexity such as it does in doing comparisons where two scores are given, one for the difficulty of the drive, and the other for the skill in accomplishing the drive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Quantitative Literacy (QL) – the literacy in Numeracy or Quantitative Reasoning (QR) – is a “habit of mind,” competency, and mindset in working with assessed data. Individuals with strong QL skills possess the ability to access and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of forms (using words, tables, graphs, mathematical equations, etc., as appropriate).

Rubrics are designed to assign a grade to any work sample or collection of work that does not meet the minimum (at level 1) but performs

	4	3	2	1
Interpretation <i>Ability to explain information presented in mathematical form (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For example, accurately explains the trend data shown in a graph.	Provides reasonable accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to interpretation or math. For example, accurately explains trend data shown in a graph, but may misidentify the slope of the trend line.	Attempts to explain information presented in mathematical forms, but does not account sufficiently often that the information seems. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of the trend, perhaps by applying positive and negative trends.
Representation <i>Ability to convert various information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	skillfully converts various information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts various information into an appropriate and detailed mathematical portrayal.	Competent conversion of information but creating mathematical portrayals in only partially appropriate or accurate.	Competent conversion of information but creating mathematical portrayals in inappropriate or inaccurate.
Calculations	Calculations attempted are essentially all successful and reflexively corroborative to solve the problem. Calculations are also performed elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and reflexively corroborative to solve the problem.	Calculations attempted are either successful or represent only a portion of the calculations required to respond to only solve the problem.	Calculations are attempted but are both unsuccessful and are not corroborative.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of the analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for reasonable judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for reasonable (but not accurate or aware, relevant) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although it is limited or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in situations, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why such assumptions are appropriate. Shows awareness that conclusions and inferences are limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative values in support of an argument or purpose of the work in terms of what evidence is used and how it is formatted, presented, and contextualized</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and expresses it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though this may be presented in a less than consistently effective format to some parts of the explanation may be sparse.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit contextual support. Uses less-than-quantitative words such as “many,” “few,” “increasing,” “small,” and the like in place of actual quantities.

Date: November 6, 2021

Time: 9am-Noon

Location: virtual

Artifacts: 8 artifacts; RES810 (Summer & Fall 2021)

Rubric: AACU Intercultural Knowledge & Competence

Scoring system: Aqua - Watermark

Faculty Participants (3): Corri Miller, Steph Opfer, Ken Rauch,

Administrative Participants: Kerry Jones

Overview

The Outcomes Assessment Day was held on November 6, 2021. The OA Day was administered in a virtual format using Zoom for the virtual discussions at the beginning and the end of the day. For RES810 CQ Assessment, three (3) faculty participated as evaluators. Faculty were chosen based on their Cultural Intelligence certification or expertise. Faculty were paid a \$150 stipend for their participation.

After a welcome, an Aqua overview was provided by Kerry Jones. All faculty were able to successfully log into the Aqua system and easily navigate the portal.

A calibration session was led by Kerry Jones. The assignment details were presented by Dr. Ken Rauch who taught the course and were reviewed by all scorers. The participants were given 2 samples to review and scored until the faculty had general consensus. See calibration details below.

Scoring of the 9 artifacts started approximately 1 hour after the start of the day. All artifacts were scored twice. All scoring was completed by 11:30am.

After scoring was completed, Aqua allowed an immediate review of the outcomes assessment data. **The average score for the 9 artifacts was 2.88 pts on a 4 pt scale.** As this was the first scoring of these documents, the faculty reviewers agreed that this is an appropriate level for a RES810 student. Suggestions for increasing competencies were discussed. It should be noted that the Aqua system allowed for a score of zero (0) as well as N/A to be entered if the artifact did not fit the rubric criteria. The Aqua system also allowed a reviewer to enter comments regarding a specific score and/or artifact. A detailed scoring report of all artifacts as well as reviewer comments is attached. Discussion details are provided below.

At the end of the session, all faculty and administrators provided feedback on the scoring process as well as feedback based on the scoring results. Details of the feedback are provided below.

Next session: The next time this assignment will be assessed will be following the Fall of 2022.

Review of Data: Analysis

- All participants felt that the 2.88 score seemed to be accurate for students at their level.
- Discussed how the global dimensions may be slanted towards international students in the assessment.

Review of Process: Analysis

- Norming was very helpful and allowed for discussion about the assignment.
- While Watermark LAT can be clunky, the Aqua system is easy to navigate.
- Those who usually need individual assistance did not need it on this project.

Preparation details:

Kerry Jones - Coordinator of Academic Excellence and Effectiveness

- Recruited faculty in coordination with the PhD Chair
- Created training documents for participants
- Provided copies of the AACU Intercultural Knowledge & Competence rubric
- Took approximately 3 working days to prepare the system for scoring. The following activities took place:
 - Downloading all artifacts from Taskstream
 - Redacting and renaming all files by ID (9 files)
 - Pulling all rosters from RES810 and removing every third name for random selection
 - Uploading rosters to Aqua system
 - Uploaded each artifact manually to 9 student accounts
 - Set up evaluators in the system
 - Set up scoring system (2 scores on each document)
 - Opened system for scoring

Calibration details:

- Achieved shared understanding of the elements on the rubric
 - Sample scored 2 artifacts (varying levels of competency) selected randomly from the artifacts submitted
 - Most done in 10-15 min
 - Feedback from calibration
 - It was clarified that if one was going to score between numbers to choose to round up to the higher number. This was the intent when AACU created the value rubrics.

End of Day Closing the Loop Session

Specific questions to consider:

1- What insights can be made from the data generated from the day with RES810 artifacts?

- Some suggested changes to the assignment directions:
 - Examples should be requested.
 - Have them provide an experiential application.

2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for RES810 students finishing the course?

- The group decided 3.0 would be an expected target.

3- Any additional observations/takeways from the attached report.

- Timeline suggested: yearly
- DEC400L could use some tweaks to add about their curriculum experiences
- How can they express how TU has helped them in regards to the CQ

experience.

- Further review is suggested to find specific examples so we can use this to show how the program is meeting expectations.

OA Day Score for RES810 (CQ)

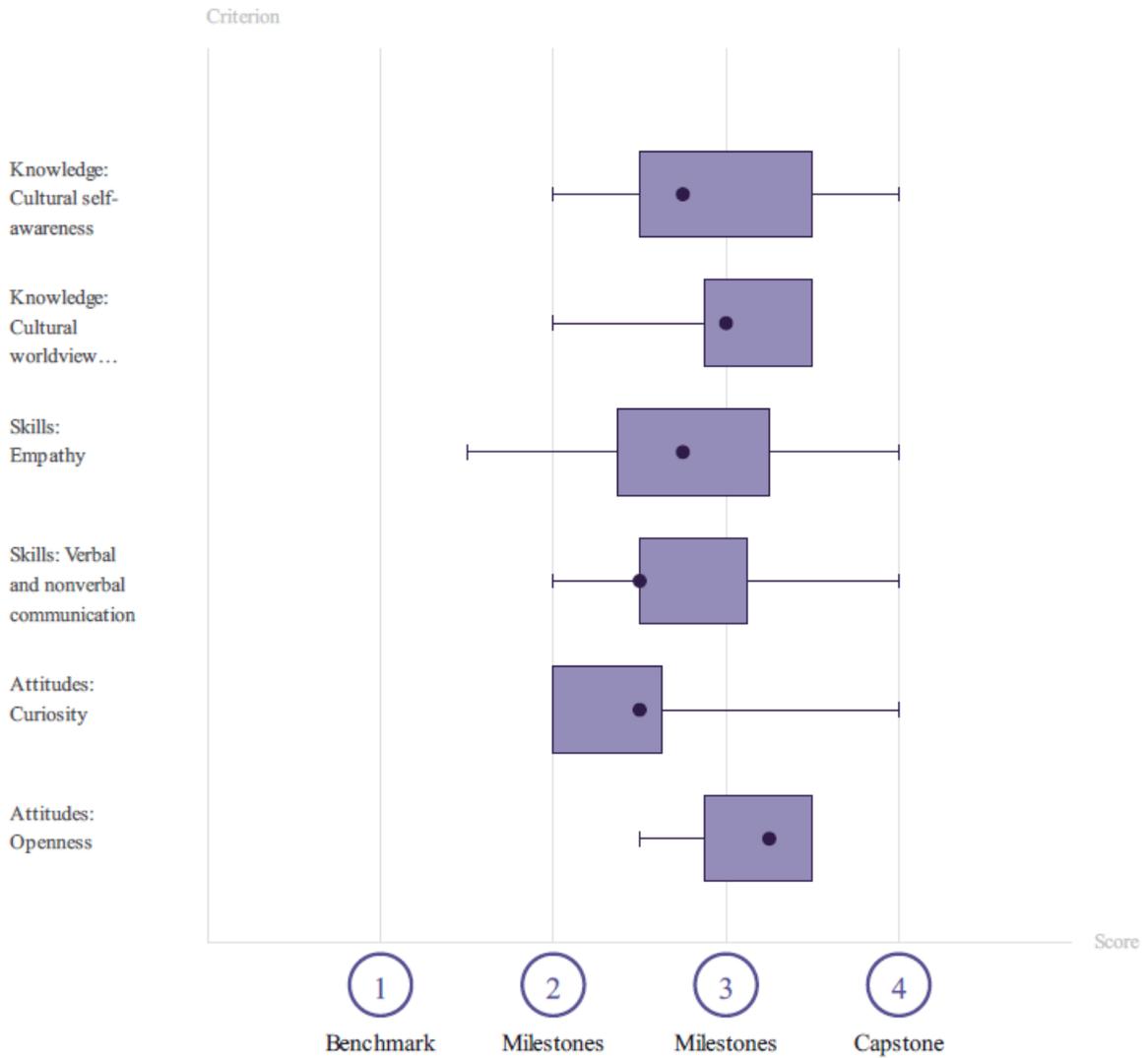
	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Rubric used
RES810 (CQ)	December 2021	3	9	2.88/4	AACU Intercultural Knowledge & Competence VALUE rubric

AVERAGE BY CRITERION



Outcome Performance Report: Intercultural Knowledge

SCORE DISTRIBUTION BY CRITERION



INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community; knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethno-relativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeing complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural groups) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldviews/frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

MAT181

Date: December 14, 2020

Time: 8:30am-1:30pm

Location: Virtual

Artifacts: 43 artifacts; MAT181 (Fall 2021, 6 sections: online and seated)

Rubric: AACU Quantitative Literacy

Scoring system: Aqua - Watermark

Faculty Participants(6): Natalie McClain, Tonia Duncum, Theresa Webb, Brian Hill, Robin Dunlap, Vicki Ingalls

Administrative Participants: Kerry Jones

Overview

On December 14, the first scoring session was completed for MAT181, Chapter 2 Problem of the Week. Six (6) faculty from the Schools of Arts & Sciences and Business participated as evaluators. Faculty were chosen by the outcomes assessment staff based on their teaching experience with 181. Faculty were paid a \$150 stipend for their participation in the Outcomes Assessment Day.

After a welcome, an Aqua overview was provided by Kerry Jones. Prior to the day, all faculty were asked to log into the Aqua system and all reported success.

An assignment overview was provided by the subject matter expert, Professor Natalie McClain. Following the overview, a rubric calibration session was led by Kerry Jones. Two artifacts were scored by all faculty, in two separate rounds. See calibration details below.

Scoring of the 43 artifacts started approximately 1 1/2 hours after the start of the day. All artifacts were scored twice. All scoring was completed by 1pm.

After scoring was completed, Aqua allowed an immediate review of the outcomes assessment data. **The average score for the 43 artifacts was 2.19 pts on a 4 pt scale.** The faculty reviewers agreed that this is an appropriate level for a MAT181 student. Suggestions for instruction and clarification of the assignment were discussed. It should be noted that the Aqua system allowed for a score of zero(0) to be entered if the artifact did not fit the rubric criteria. The Aqua system also allowed a reviewer to enter comments regarding a specific score and/or artifact. A detailed scoring report of all artifacts as well as reviewer comments is attached.

A “closing the loop” session was held at the end of the day. Details are provided below.

AVERAGE BY CRITERION



Next session: This was the 1st round of scoring of this student artifact. This is scheduled to be scored after Fall 2022.

Review of Data: Analysis

- Overall average: 2.19 out of 4
- Review the discussion that scoring for OA is different than grading for the course.
 - The assignment might be complete, but it may not be as in depth as the OA Rubric descriptions
- Does higher score mean in calculation mean they did better in that area? Not necessarily, but the rubric descriptions place them higher in that criterion.
- Only assignment that asks them to explain or connect their learning beyond the calculations. Purpose of course is to prepare them for future STEM courses.

Review of Process: Analysis

- Did the Norming this morning have an effect on the scoring? this group has been scoring for 3 times now...maybe reviewers are interpreting rubric a little differently?
- Scoring virtual was fine for the group
 - No significant issues with virtual vs in person

Preparation details:

Kerry Jones - Director of Academic Excellence and Effectiveness

- Recruited faculty
- Provided copies of the AACU rubric
- Took approximately 3 working days to prepare the system for scoring. The following activities took place:
 - Downloading all artifacts from Taskstream
 - Redacting and renaming all files by ID (approximately 100 files)
 - Pulling all rosters from PowerCampus and uploading rosters to Google drive
 - Uploading rosters to Aqua system
 - Uploaded each artifact manually to 85 student accounts
 - Set up evaluators in the system
 - Set up scoring system (2 scores on each document)
 - Opened system for scoring

Calibration details:

- The criterion were discussed as follows:
 - Interpretation - explanations needed even if there are errors. Does a mathematical calculation
 - Representation - Graph accuracy
 - Application/Analysis, Assumptions, & Communications - mostly refer to the last question on the assignment
 - Communication - sentence structure. How they said.
 - Assumptions - What they said/understood
 - Analysis - how deeply they understand
- Question 9 - disconnect between what we ask them to explain and then the question

End of the day Closing the Loop Summary

Specific questions to consider:

1- What insights can be made from the data generated from the MAT181 artifacts?

- Overall average: 2.19 out of 4
- Assignment doesn't match rubric.
- Assignment suggestions:
 - Using the data points from above draw the graph as indicated
 - Use X values when creating the graph.
 - Tonia has suggestions on what could be added to the assignment to make sure they know the assumptions.
 - Assignment suggestion: Remove or rewrite compound sentences.

2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for MAT181 students finishing the course?

- Assessment plan goal is 1.5 and this scoring day exceeded that goal.
- Moving forward they would like to see the goal moved to 2.0/4 given the discussion of the rubric during the OA Day.

3- Any additional observations/takeaways from the attached report.

No additional observations/takeaways in this session.

	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Rubric used
MAT181	12/14/21	6	43	2.19/4.0	AACU Quantitative Literacy VALUE rubric



Outcome Performance Report: Quantitative Literacy

Average by Criterion chart details

Interpretation

Average Score: 2.24

Number of Submissions: 43

Number of Scores: 86

Representation

Average Score: 2.28

Number of Submissions: 43

Number of Scores: 86

Calculation

Average Score: 2.47

Number of Submissions: 43

Number of Scores: 86

Application / Analysis

Average Score: 2.05

Number of Submissions: 43

Number of Scores: 86

Assumptions

Average Score: 2.06

Number of Submissions: 43

Number of Scores: 86

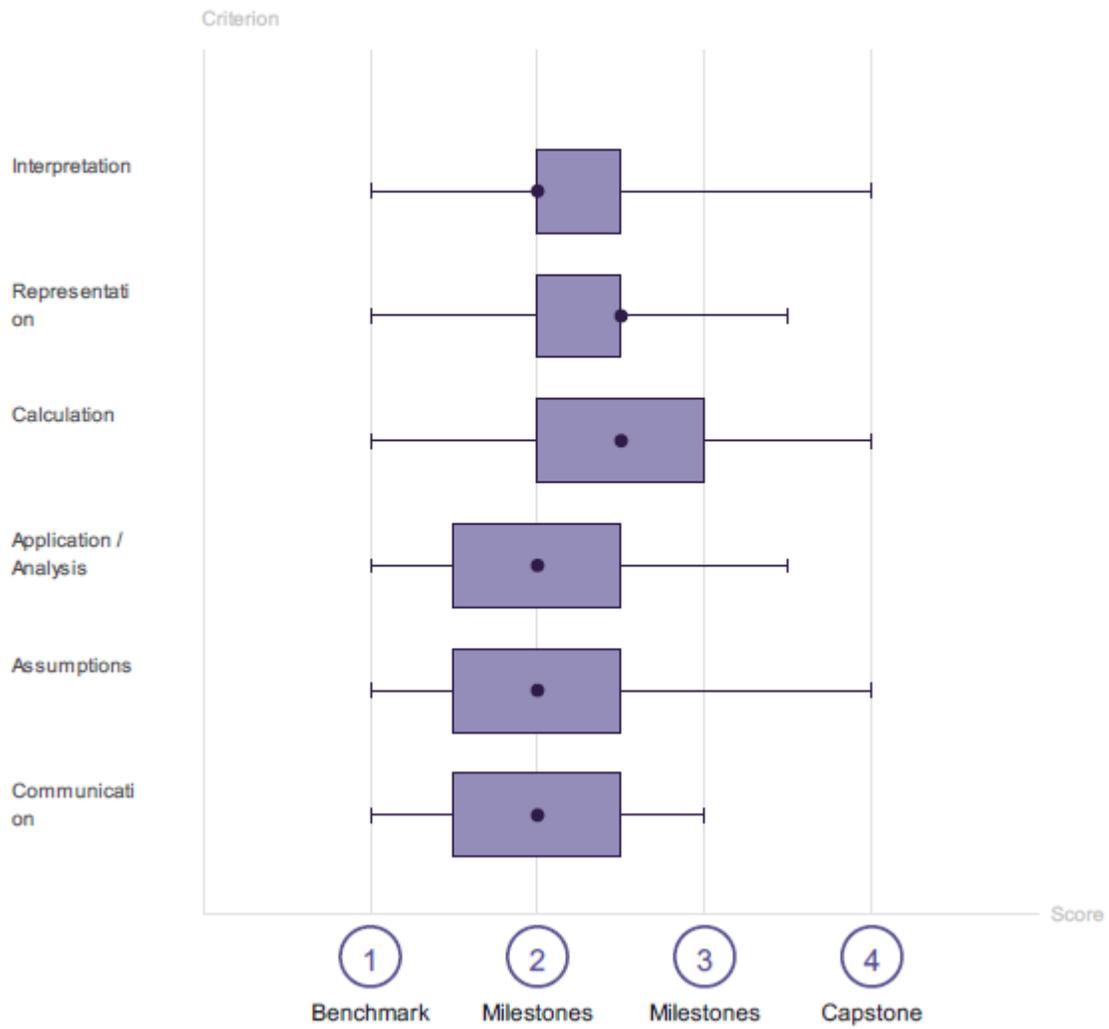
Communication

Average Score: 2.02

Number of Submissions: 43

Number of Scores: 86

SCORE DISTRIBUTION BY CRITERION



QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual courses, disciplines, and even courses. The utility of the VALUE rubrics is to provide learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Quantitative Literacy (QL) – the literacy in Numeracy or Quantitative Reasoning (QR) – is a “habit of mind,” competency, and mindset in working with assessed data. Individuals with strong QL skills possess the ability to access and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Campus trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) as an increasingly quantitative and data-driven world. AACU’s recent survey showed that reasons about QL skills are shared by employees, who recognize that many of today’s students will need a wide range of high-level quantitative skills to complete their work responsibilities. Virtually all of today’s students, regardless of class choice, will need basic QL skills such as the ability to draw inferences from charts, graphs, and geometric figures, and the ability to accurately compare straightforward statistics and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It’s possible to find pages of mathematical problems, but what those problem sets don’t demonstrate is whether the student was able to think about and understand the meaning of her work. It’s possible to find research papers that include quantitative information, but those papers often don’t provide evidence that allows the evidence to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using math skills in analyzing quantitative information, representing quantitative information in appropriate forms, comparing calculations to assess meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with these skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AACU’s rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Fostering Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else’s data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for traditional course papers, but we can imagine other alternatives: a video of a PowerPoint presentation, podcast, or a well-designed page of web pages. In any case, a successful demonstration of QL will show the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, corroborating the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a complex problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student’s QL achievement it may be necessary to measure QL achievement within the context of problem complexity such as it does in doing comparisons where two scores are given, one for the difficulty of the drive, and the other for the skill in accomplishing the drive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Quantitative Literacy (QL) – the literacy in Numeracy or Quantitative Reasoning (QR) – is a “habit of mind,” competency, and mindset in working with assessed data. Individuals with strong QL skills possess the ability to access and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of forms (using words, tables, graphs, mathematical equations, etc., as appropriate).

Rubrics are designed to assign a grade to any work sample or collection of work that does not meet the minimum (at level 1) but performs

	4	3	2	1
Interpretation <i>Ability to explain information presented in mathematical form (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical form. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical form. For example, accurately explains the trend data shown in a graph.	Provides accurate but somewhat incomplete explanations of information presented in mathematical form, but occasionally makes accurate inferences related to comparisons or rates. For example, accurately explains trend data shown in a graph, but may misidentify the slope of the trend line.	Attempts to explain information presented in mathematical form, but does not account for information shown that the information seems. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of the trend, perhaps by applying positive and negative trends.
Representation <i>Ability to convert various information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	skillfully converts various information into an insightful mathematical form in a way that contributes to a further or deeper understanding.	Competently converts various information into an appropriate and useful mathematical form.	Competently converts information but rendering mathematical potential only partially appropriate or accurate.	Competently converts information but rendering mathematical potential is inappropriate or accurate.
Calculations	Calculations attempted are essentially all successful and reflexively corroborative to solve the problem. Calculations are also performed elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and reflexively corroborative to solve the problem.	Calculations attempted are either successful or represent only a portion of the calculations required to respond to only solve the problem.	Calculations are attempted but are both unsuccessful and are not corroborative.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of the analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from the work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from the work.	Uses the quantitative analysis of data as the basis for reasonable (but not accurate or aware, relevant) judgments, drawing plausible conclusions from the work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although it is limited to sometimes correct drawing conclusions from the work.
Assumptions <i>Ability to make and evaluate important assumptions in situations, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why such assumptions are appropriate. Shows awareness that conclusions and inferences are limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative values in support of an argument or purpose of the work in terms of what evidence is used and how it is formatted, presented, and contextualized</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and expresses it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though the data may be presented in a less than consistently effective format to some parts of the explanation may be sparse.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit contextual support. Uses less-than-quantitative words such as “many,” “less,” “increasing,” “small,” and the like in place of actual quantities.

Date: December 15, 2021

Time: 9am-2pm

Location: virtual

Artifacts: 86 artifacts; DEC100 (Fall 2021; 22 sections: online & seated)

Rubric: AACU Intercultural Knowledge & Competence

Scoring system: Aqua - Watermark

Faculty Participants (6): Brandon Clay, Tonia Duncam , Kerry Jones, Nick Reinhard, Stephanie Opfer, Jacob Simon

Administrative Participants: Kerry Jones

Overview

The Outcomes Assessment Day was held on December 15, 2021. The OA Day was administered in a virtual format using Zoom for the virtual discussions at the beginning and the end of the day. For DEC100 CQ Assessment, six (6) faculty and staff participated as evaluators. Faculty were chosen based on their Cultural Intelligence certification or membership on the Academic Experience Council CCU Committee. Faculty were paid a \$150 stipend for their participation.

After a welcome, an Aqua overview was provided by Kerry Jones. All faculty were able to successfully log into the Aqua system and easily navigate the portal.

A calibration session was led by Kerry Jones. The assignment details were presented by Dr. Tonia Duncum who oversees the Tiffin Core program and were reviewed by all scorers. The participants were given 2 samples to review and scored until the faculty had general consensus. See calibration details below.

Scoring of the 86 artifacts started approximately 1 1/2 hours after the start of the day. All artifacts were scored twice. All scoring was completed by 12:30pm.

After scoring was completed, Aqua allowed an immediate review of the outcomes assessment data. **The average score for the 86 artifacts was 1.57 pts on a 4 pt scale.** This was the second scoring of this assignment and it was slightly lower than the previous year. The faculty reviewers agreed that this is an appropriate level for a DEC100 student. Rationale for lower scores was discussed. It should be noted that the Aqua system allowed for a score of zero (0) as well as N/A to be entered if the artifact did not fit the rubric criteria. The Aqua system also allowed a reviewer to enter comments regarding a specific score and/or artifact. A detailed scoring report of all artifacts as well as reviewer comments is attached. Discussion details are provided below.

AVERAGE BY CRITERION



At the end of the session, all faculty and staff provided feedback on the scoring process as well as feedback based on the scoring results. Details of the feedback are provided below.

Next session: The next time this assignment will be assessed will be following the Fall of 2022.

Review of Data: Analysis

- All participants felt that the 1.57 score seemed to be accurate for students at their level.
- Lower than last year. More conservative reviewers this time?

Review of Process: Analysis

- Redacting in the future needs to be more diligent. For example, the student name was redacted from the first page, but not from their attached CQ Results/Report.
- Norming was very helpful and suggested to possibly have norming for other rubrics that are used around campus.

Preparation details:

Kerry Jones - Coordinator of Academic Excellence and Effectiveness

- Recruited faculty in coordination with the Vice Provost
- Created training documents for participants
- Provided copies of the AACU Intercultural Knowledge & Competence rubric
- Took approximately 3 working days to prepare the system for scoring. The following activities took place:

- Downloading all artifacts from Taskstream
- Redacting and renaming all files by ID (approximately 87 files)
- Pulling all rosters from DEC100 and removing every third name for random selection
- Uploading rosters to Aqua system
- Uploaded each artifact manually to 87 student accounts
- Set up evaluators in the system
- Set up scoring system (2 scores on each document)
- Opened system for scoring

Calibration details:

- does the assignment ask for them to provide questions?
 - Examples/experiences make for higher scores.
 -

End of Day Closing the Loop Session

Specific questions to consider:

1- What insights can be made from the data generated from the day with DEC100 artifacts?

- The students who had higher scores were those who had more experiences to share. It is possible that this group of students have been limited in their experience due to COVID.

2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for DEC100 students finishing the course?

- 1.5 out of 4 seems appropriate.

3- Any additional observations/takeways from the attached report.

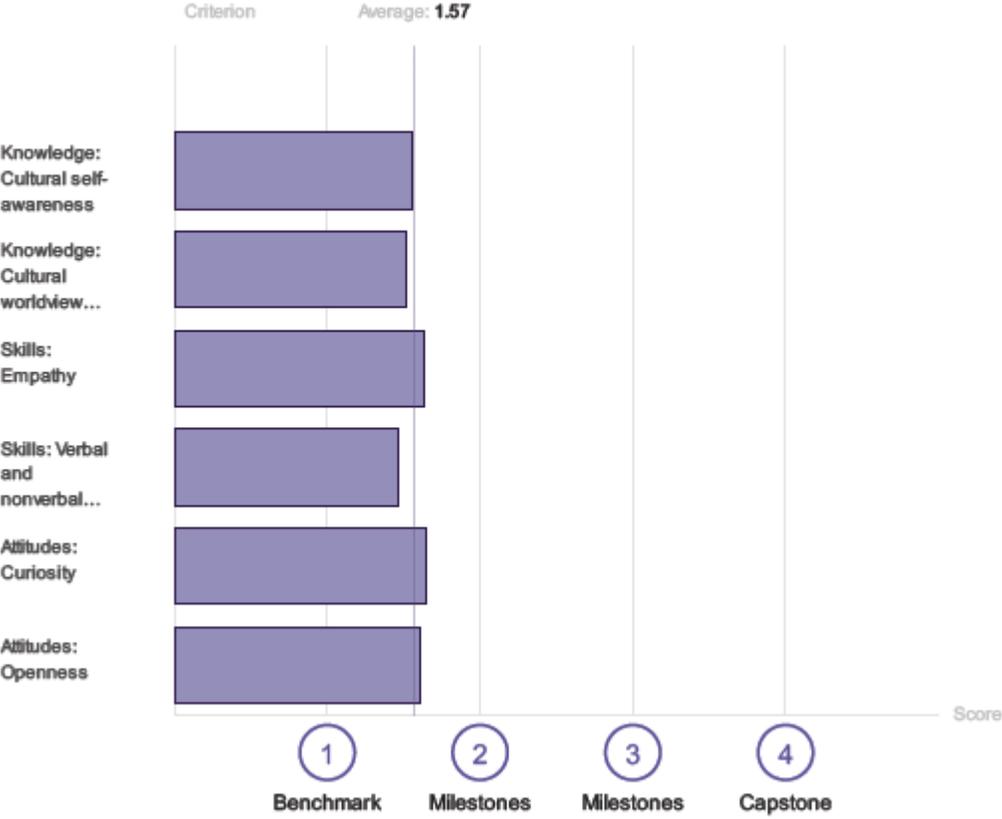
- Suggestions for the assignment are as follows:
 - Why are instructions on the first page of the assignment?
 - Need to ask for examples, explicitly
 - Order the questions, sequentially. Use personal experiences.
 - Remove page limits and answer questions specifically
 - Change the wording of the first question: 1. Describe/interpret/explain your CQ scores in your own words.
- Process question for the seated sections. Should it still be in the class period?
 - No proofreading happening as it is a quick writing. If process stays, then expectations for writing need to be lowered.
- Would it be possible to give prompts ahead of time. Maybe a worksheet.
- Peer evaluation was suggested, but some worried we would lose some honesty.

OA Day Score for DEC100 (CQ)

	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Rubric used

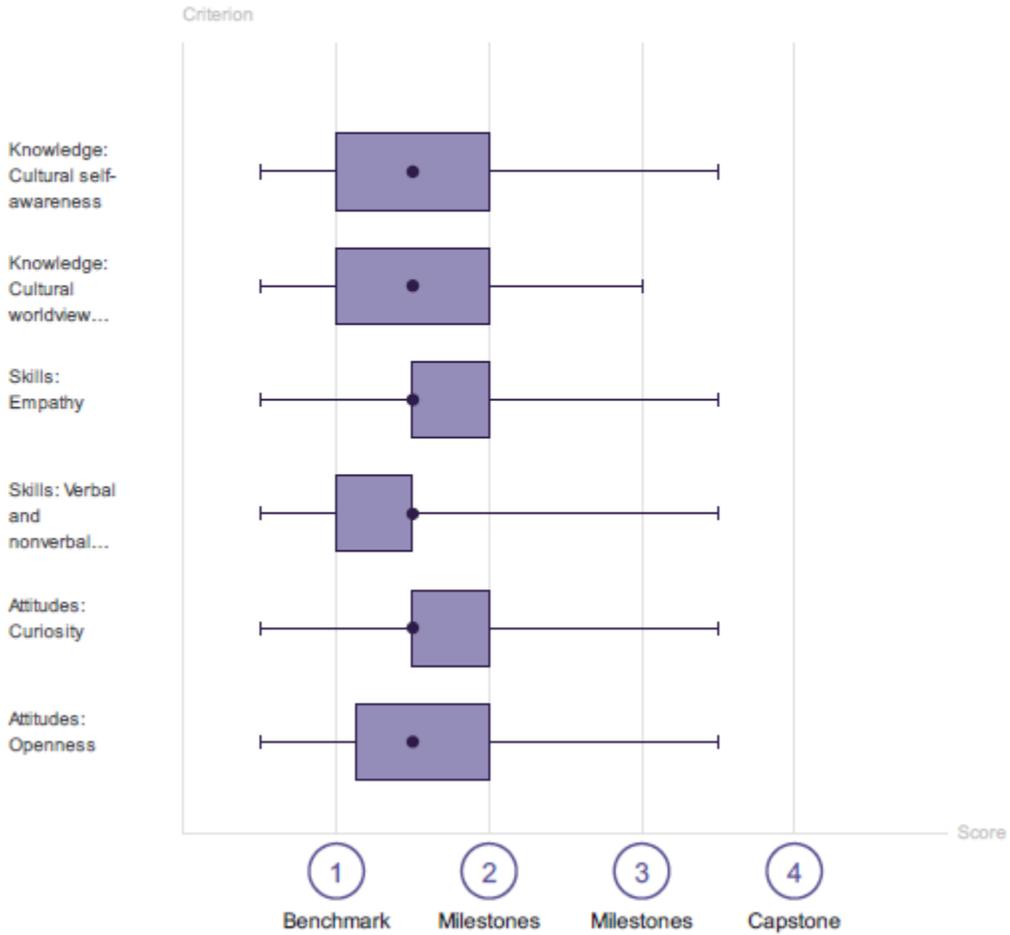
DEC100 (CQ)	December 2021	6	86	1.57/4	AACU Intercultural Knowledge & Competence VALUE rubric
	December 2020	10 (SAS, SOB, CJSS)	187	1.76/4	

AVERAGE BY CRITERION



Outcome Performance Report: Intercultural Knowledge

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: Intercultural Knowledge

Average by Criterion chart details

Knowledge: Cultural self-awareness

Average Score: 1.56

Number of Submissions: 86

Number of Scores: 172

Knowledge: Cultural worldview frameworks

Average Score: 1.51

Number of Submissions: 86

Number of Scores: 172

Skills: Empathy

Average Score: 1.63

Number of Submissions: 86

Number of Scores: 172

Skills: Verbal and nonverbal communication

Average Score: 1.47

Number of Submissions: 86

Number of Scores: 172

Attitudes: Curiosity

Average Score: 1.65

Number of Submissions: 86

Number of Scores: 172

Attitudes: Openness

Average Score: 1.61

Number of Submissions: 86

Number of Scores: 172

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valuel@aacu.org



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- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeing complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural groups) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldviews/frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

**TIFFIN UNIVERSITY
OFFICE OF ACADEMIC ASSESSMENT**

CQ Outcomes Assessment Days – Fall 2021

*Report submitted by
Kerry Jones, Coordinator for Academic Assessment
(Last updated December 22, 2021)*

SUMMARY OVERVIEW

	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Recommended Target	Rubric used
RES810	October 2021	3	9	2.88/4	3/4	AACU Intercultural Knowledge & Competence VALUE rubric
DEC100 (CQ reflection)	December 2021	6	87	1.57/4	1.5/4	AACU Intercultural Knowledge & Competence VALUE rubric

NOTE: See the following reports for additional details.

TIFFIN UNIVERSITY
OFFICE OF ASSESSMENT AND ACCREDITATION

Outcomes Assessment Days

Report submitted by
Kerry Jones, Coordinator for Academic Assessment

Date: November 6, 2021

Time: 9am-Noon

Location: virtual

Artifacts: 8 artifacts; RES810 (Summer & Fall 2021)

Rubric: AACU Intercultural Knowledge & Competence

Scoring system: Aqua - Watermark

Faculty Participants (3): Corri Miller, Steph Opfer, Ken Rauch,

Administrative Participants: Kerry Jones

Overview

The Outcomes Assessment Day was held on November 6, 2021. The OA Day was administered in a virtual format using Zoom for the virtual discussions at the beginning and the end of the day. For RES810 CQ Assessment, three (3) faculty participated as evaluators. Faculty were chosen based on their Cultural Intelligence certification or expertise. Faculty were paid a \$150 stipend for their participation.

After a welcome, an Aqua overview was provided by Kerry Jones. All faculty were able to successfully log into the Aqua system and easily navigate the portal.

A calibration session was led by Kerry Jones. The assignment details were presented by Dr. Ken Rauch who taught the course and were reviewed by all scorers. The participants were given 2 samples to review and scored until the faculty had general consensus. See calibration details below.

Scoring of the 9 artifacts started approximately 1 hour after the start of the day. All artifacts were scored twice. All scoring was completed by 11:30am.

After scoring was completed, Aqua allowed an immediate review of the outcomes assessment data. **The average score for the 9 artifacts was 2.88 pts on a 4 pt scale.** As this was the first scoring of these documents, the faculty reviewers agreed that this is an appropriate level for a RES810 student. Suggestions for increasing competencies were discussed. It should be noted that the Aqua system allowed for a score of zero (0) as well as N/A to be entered if the artifact did not fit the rubric criteria. The Aqua system also allowed a reviewer to enter comments regarding a specific score and/or artifact. A detailed scoring report of all artifacts as well as reviewer comments is attached. Discussion details are provided below.

At the end of the session, all faculty and administrators provided feedback on the scoring process as well as feedback based on the scoring results. Details of the feedback are provided below.

Next session: The next time this assignment will be assessed will be following the Fall of 2022.

Review of Data: Analysis

- All participants felt that the 2.88 score seemed to be accurate for students at their level.
- Discussed how the global dimensions may be slanted towards international students in the assessment.

Review of Process: Analysis

- Norming was very helpful and allowed for discussion about the assignment.
- While Watermark LAT can be clunky, the Aqua system is easy to navigate.
- Those who usually need individual assistance did not need it on this project.

Preparation details:

Kerry Jones - Coordinator of Academic Excellence and Effectiveness

- Recruited faculty in coordination with the PhD Chair
- Created training documents for participants
- Provided copies of the AACU Intercultural Knowledge & Competence rubric
- Took approximately 3 working days to prepare the system for scoring. The following activities took place:
 - Downloading all artifacts from Taskstream
 - Redacting and renaming all files by ID (9 files)
 - Pulling all rosters from RES810 and removing every third name for random selection
 - Uploading rosters to Aqua system
 - Uploaded each artifact manually to 9 student accounts
 - Set up evaluators in the system
 - Set up scoring system (2 scores on each document)
 - Opened system for scoring

Calibration details:

- Achieved shared understanding of the elements on the rubric
 - Sample scored 2 artifacts (varying levels of competency) selected randomly from the artifacts submitted
 - Most done in 10-15 min
 - Feedback from calibration
 - It was clarified that if one was going to score between numbers to choose to round up to the higher number. This was the intent when AACU created the value rubrics.

End of Day Closing the Loop Session

Specific questions to consider:

1- What insights can be made from the data generated from the day with RES810 artifacts?

- Some suggested changes to the assignment directions:
 - Examples should be requested.
 - Have them provide an experiential application.

2- Based on the data, going forward, what would be considered the benchmark level

(assessment goal) for RES810 students finishing the course?

- The group decided 3.0 would be an expected target.

3- Any additional observations/takeways from the attached report.

- Timeline suggested: yearly
- DEC400L could use some tweaks to add about their curriculum experiences
- How can they express how TU has helped them in regards to the CQ experience.
- Further review is suggested to find specific examples so we can use this to show how the program is meeting expectations.

OA Day Score for RES810 (CQ)

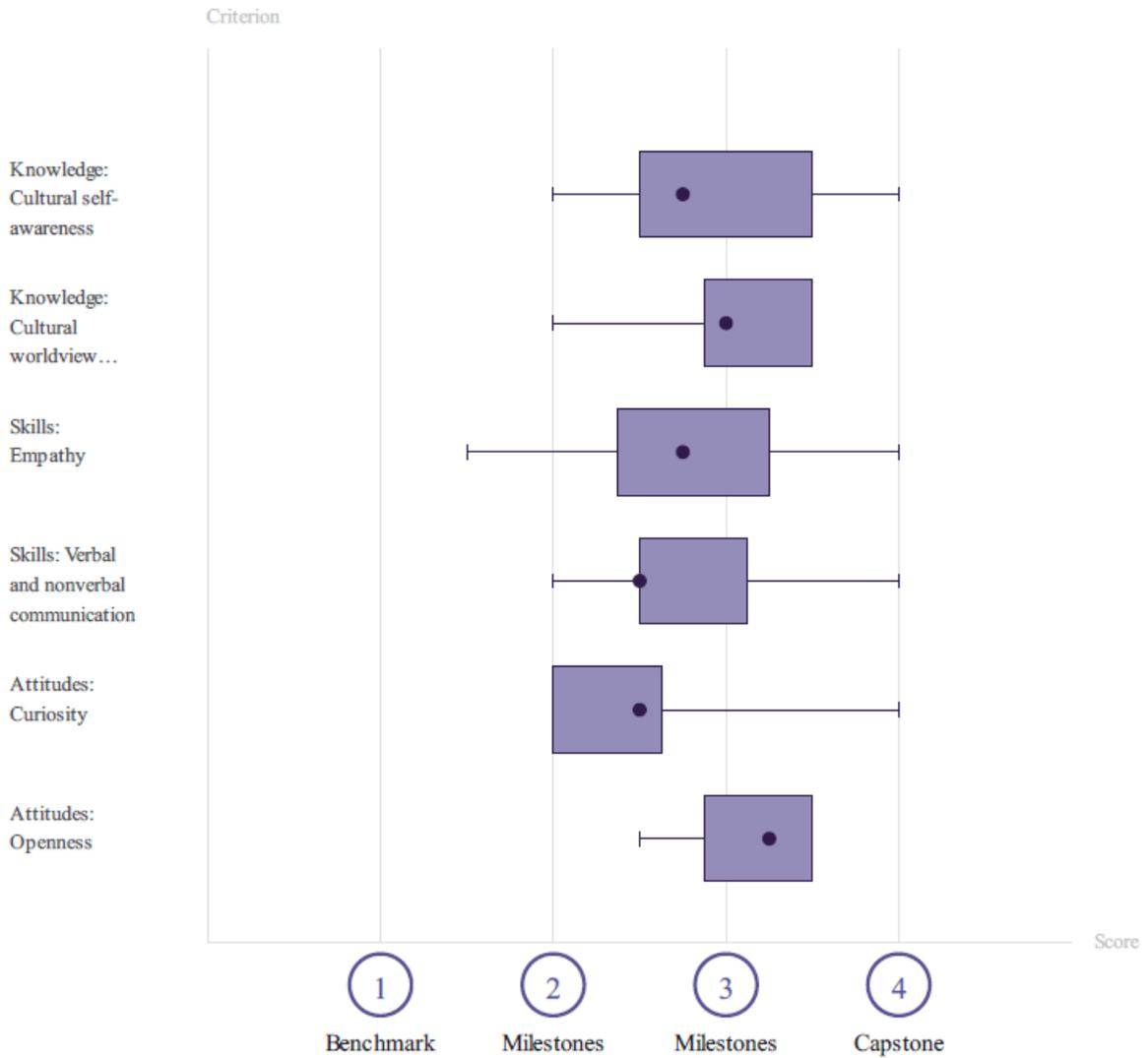
	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Rubric used
RES810 (CQ)	December 2021	3	9	2.88/4	AACU Intercultural Knowledge & Competence VALUE rubric

AVERAGE BY CRITERION



Outcome Performance Report: Intercultural Knowledge

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: Intercultural Knowledge

Average by Criterion chart details

Knowledge: Cultural self-awareness

Average Score: 2.94

Number of Submissions: 8

Number of Scores: 16

Knowledge: Cultural worldview frameworks

Average Score: 3

Number of Submissions: 8

Number of Scores: 16

Skills: Empathy

Average Score: 2.81

Number of Submissions: 8

Number of Scores: 16

Skills: Verbal and nonverbal communication

Average Score: 2.81

Number of Submissions: 8

Number of Scores: 16

Attitudes: Curiosity

Average Score: 2.56

Number of Submissions: 8

Number of Scores: 16

Attitudes: Openness

Average Score: 3.13

Number of Submissions: 8

Number of Scores: 16

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valuel@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community; knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethno-relativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

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for more information, please contact valuel@aacu.org



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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeing complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural groups) (e.g. uncomfortable with identifying possible cultural differences with others.)
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Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

TIFFIN UNIVERSITY
OFFICE OF ASSESSMENT AND ACCREDITATION

Outcomes Assessment Days

Report submitted by

Kerry Jones, Coordinator for Academic Assessment

Date: December 15, 2021

Time: 9am-2pm

Location: virtual

Artifacts: 86 artifacts; DEC100 (Fall 2021; 22 sections: online & seated)

Rubric: AACU Intercultural Knowledge & Competence

Scoring system: Aqua - Watermark

Faculty Participants (6): Brandon Clay, Tonia Duncam , Kerry Jones, Nick Reinhard, Stephanie Opfer, Jacob Simon

Administrative Participants: Kerry Jones

Overview

The Outcomes Assessment Day was held on December 15, 2021. The OA Day was administered in a virtual format using Zoom for the virtual discussions at the beginning and the end of the day. For DEC100 CQ Assessment, six (6) faculty and staff participated as evaluators. Faculty were chosen based on their Cultural Intelligence certification or membership on the Academic Experience Council CCU Committee. Faculty were paid a \$150 stipend for their participation.

After a welcome, an Aqua overview was provided by Kerry Jones. All faculty were able to successfully log into the Aqua system and easily navigate the portal.

A calibration session was led by Kerry Jones. The assignment details were presented by Dr. Tonia Duncum who oversees the Tiffin Core program and were reviewed by all scorers. The participants were given 2 samples to review and scored until the faculty had general consensus. See calibration details below.

Scoring of the 86 artifacts started approximately 1 1/2 hours after the start of the day. All artifacts were scored twice. All scoring was completed by 12:30pm.

After scoring was completed, Aqua allowed an immediate review of the outcomes assessment data. **The average score for the 86 artifacts was 1.57 pts on a 4 pt scale.** This was the second scoring of this assignment and it was slightly lower than the previous year. The faculty reviewers agreed that this is an appropriate level for a DEC100 student. Rationale for lower scores was discussed. It should be noted that the Aqua system allowed for a score of zero (0) as well as N/A to be entered if the artifact did not fit the rubric criteria. The Aqua system also allowed a reviewer to enter comments regarding a specific score and/or artifact. A detailed scoring report of all artifacts as well as reviewer comments is attached. Discussion details are provided below.

At the end of the session, all faculty and staff provided feedback on the scoring process as well

as feedback based on the scoring results. Details of the feedback are provided below.

Next session: The next time this assignment will be assessed will be following the Fall of 2022.

Review of Data: Analysis

- All participants felt that the 1.57 score seemed to be accurate for students at their level.
- Lower than last year. More conservative reviewers this time?

Review of Process: Analysis

- Redacting in the future needs to be more diligent. For example, the student name was redacted from the first page, but not from their attached CQ Results/Report.
- Norming was very helpful and suggested to possibly have norming for other rubrics that are used around campus.

Preparation details:

Kerry Jones - Coordinator of Academic Excellence and Effectiveness

- Recruited faculty in coordination with the Vice Provost
- Created training documents for participants
- Provided copies of the AACU Intercultural Knowledge & Competence rubric
- Took approximately 3 working days to prepare the system for scoring. The following activities took place:
 - Downloading all artifacts from Taskstream
 - Redacting and renaming all files by ID (approximately 87 files)
 - Pulling all rosters from DEC100 and removing every third name for random selection
 - Uploading rosters to Aqua system
 - Uploaded each artifact manually to 87 student accounts
 - Set up evaluators in the system
 - Set up scoring system (2 scores on each document)
 - Opened system for scoring

Calibration details:

- does the assignment ask for them to provide questions?
 - Examples/experiences make for higher scores.

End of Day Closing the Loop Session

Specific questions to consider:

1- What insights can be made from the data generated from the day with DEC100 artifacts?

- The students who had higher scores were those who had more experiences to share. It is possible that this group of students have been limited in their experience due to COVID.

2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for DEC100 students finishing the course?

- 1.5 out of 4 seems appropriate.

3- Any additional observations/takeways from the attached report.

- Suggestions for the assignment are as follows:
 - Why are instructions on the first page of the assignment?
 - Need to ask for examples, explicitly
 - Order the questions, sequentially. Use personal experiences.
 - Remove page limits and answer questions specifically
 - Change the wording of the first question: 1. Describe/interpret/explain your CQ scores in your own words.
- Process question for the seated sections. Should it still be in the class period?
 - No proofreading happening as it is a quick writing. If process stays, then expectations for writing need to be lowered.
- Would it be possible to give prompts ahead of time. Maybe a worksheet.
- Peer evaluation was suggested, but some worried we would lose some honesty.

OA Day Score for DEC100 (CQ)

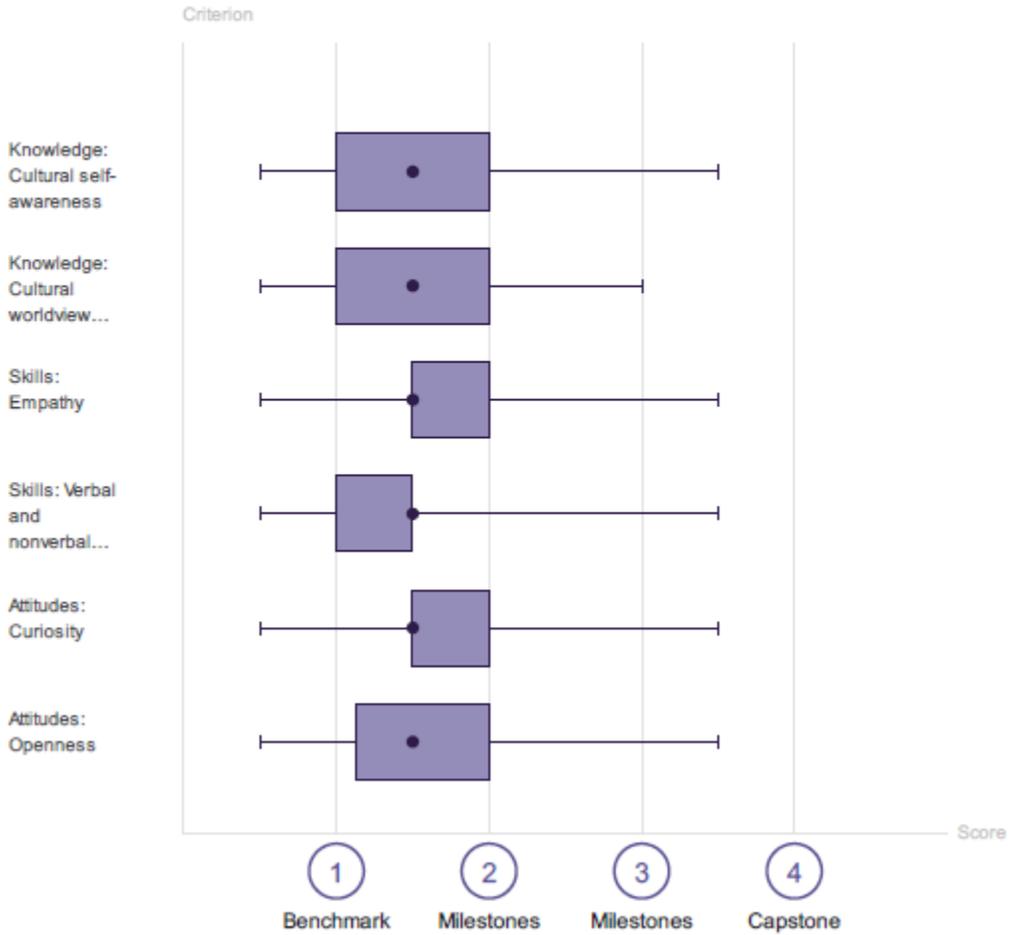
	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Rubric used
DEC100 (CQ)	December 2021	6	86	1.57/4	AACU Intercultural Knowledge & Competence VALUE rubric
	December 2020	10 (SAS, SOB, CJSS)	187	1.76/4	

AVERAGE BY CRITERION



Outcome Performance Report: Intercultural Knowledge

SCORE DISTRIBUTION BY CRITERION



Outcome Performance Report: Intercultural Knowledge

Average by Criterion chart details

Knowledge: Cultural self-awareness

Average Score: 1.56

Number of Submissions: 86

Number of Scores: 172

Knowledge: Cultural worldview frameworks

Average Score: 1.51

Number of Submissions: 86

Number of Scores: 172

Skills: Empathy

Average Score: 1.63

Number of Submissions: 86

Number of Scores: 172

Skills: Verbal and nonverbal communication

Average Score: 1.47

Number of Submissions: 86

Number of Scores: 172

Attitudes: Curiosity

Average Score: 1.65

Number of Submissions: 86

Number of Scores: 172

Attitudes: Openness

Average Score: 1.61

Number of Submissions: 86

Number of Scores: 172

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

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	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeing complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural groups) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldviews/frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.