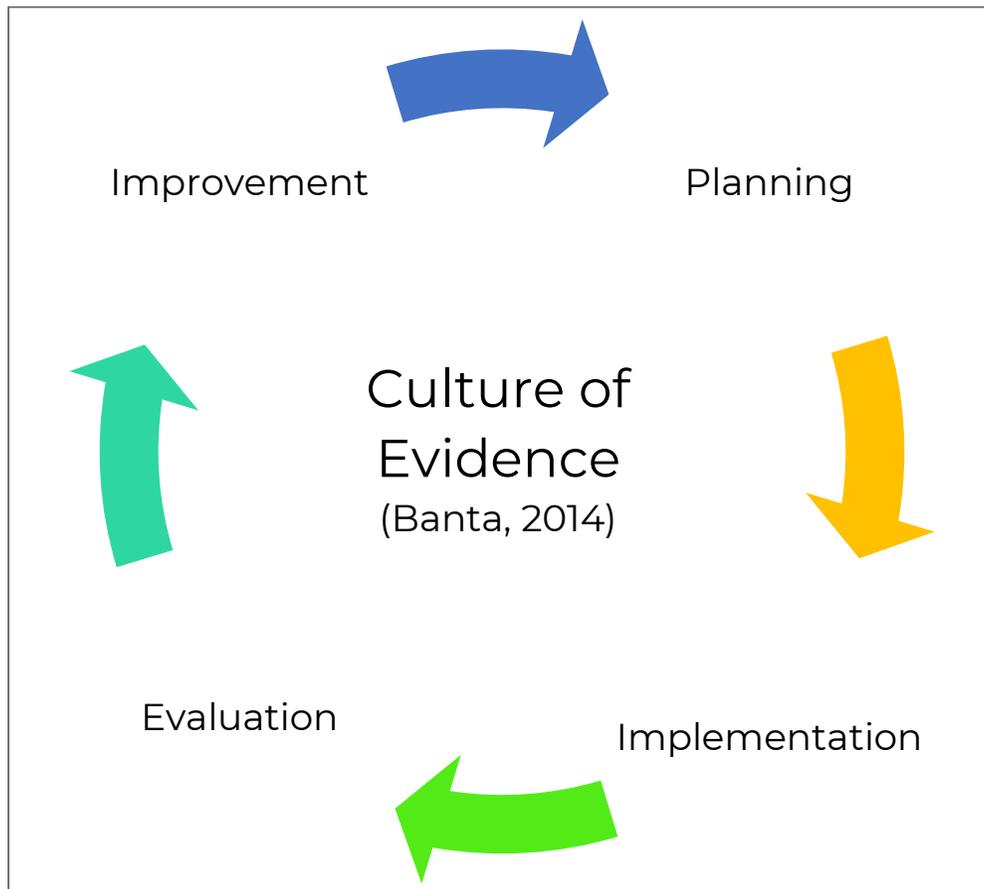




OUTCOMES ASSESSMENT  
Institutional Report 2022-23



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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 – *Transform TU: Envision Our Future 2022-2027*. One of the key performance indicators is to enhance teaching and learning practices to improve career readiness, global diversity competencies and targeted academic. 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.

## **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 Office 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 Office 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.

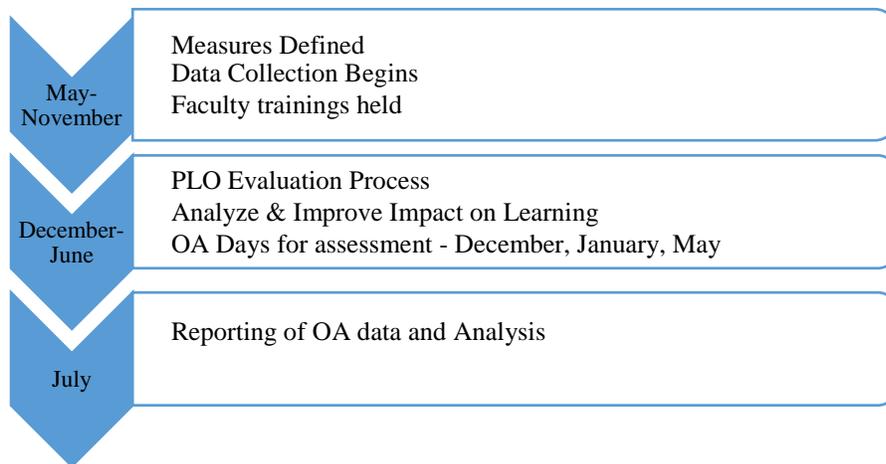
### **Annual Reporting**

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 2022-23, 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 leads the discussions and analysis of OA data, via the use of Outcomes Assessment

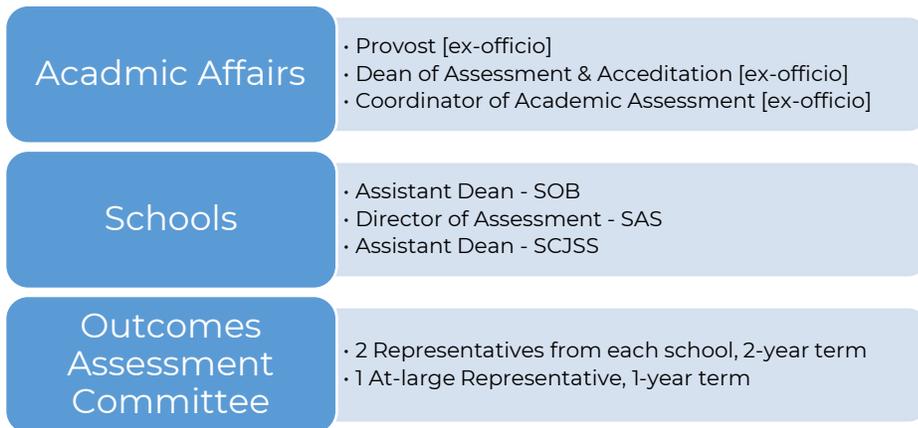
Projects. During OA Days, faculty and staff engage in a blind, peer-reviewed assessment of student artifacts from a select set of Outcomes Assessment courses. Multiple reviewers score artifacts using rubric identified in Taskstream. Faculty volunteers are paid a stipend to participate. A key activity 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 AY2022-23 Outcomes Assessment Committee was comprised of the following members:

- Chair: Owen Fritz
- Chair Elect: Nicholas Reinhard
- School of Arts and Sciences faculty: Shannon McKeehen, Ben Shuff
- School of Business faculty: Owen Fritz, Andy Faber
- School of Criminal Justice and Social Sciences faculty: Nicholas Reinhard, Dr. Steve Hurwitz
- At-Large: Chris Boehler
- Ex-officio: Dr. Peter Holbrook, Dr. Terry Sullivan, Dr. Michelle Maus, Dr. Erin Dean, Dr. Tom Marben, Kerry Jones, Chloe Will

**Figure 2 Outcomes Assessment Governance Structure**



In AY2022-23, 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. The OA Leadership from each school for AY2022-23 were as follows:

- Dr. Matt McCabe, 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 Criterion 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.*

## Continuous Improvements in OA

In addition to the continuous improvements in outcomes assessment in AY2021-22 as shown below 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 1 details these initiatives introduced or enhanced last academic year.

**Table 1 Additional Outcomes Assessment Improvement Initiatives, AY2022-23**

Improvement Initiative	Result of Initiative
Expanded use of Outcomes Assessment Project through the Taskstream system.	Assessment sessions were held to assess student work with groups of faculty trained in the use of assigned rubrics.
Revise and publish OA Manual for faculty.	Manual was revised and approved by full faculty in Spring 2023
Develop outcomes Assessment processes regarding the newly implemented Cultural Intelligence (CQ) assessment into DEC courses and PhD program. (continued from AY 2020/21)	OA Days and course data were combined to create a report of 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.	Program was implemented and will continue to be a resource for faculty and students.
Expanded use of Outcomes Assessment Project through the Taskstream system.	Assessment sessions were held with the School of Business and Criminal Justice and Social Sciences.
Institute OA Pilot with various programs	Each school identified at least one program to begin participating in the OA Pilot

### Outcomes Assessment Projects

Watermark’s Outcomes Assessment Project system, formerly known as Aqua, was again utilized during AY2022-23. Outcomes Assessment Projects is a software that allows the blind multiple scoring of redacted student artifacts through an automated process. In the past, the

courses that were evaluated were general education courses and cultural intelligence key assessments. This past year we added a course from two specific academic programs, BBA Accounting and BA Psychology. Below is an overview of the key assessments that were analyzed with Outcomes Assessment Project during AY2022-23 OA Scoring Days. The detailed report for the Outcomes Assessment Project Scoring Days can be found in the Appendices.

In DEC100, the cultural assessment and reflection was one of the OA Days. The scores were a bit higher this year at 1.66 out of 4 on the AACU Intercultural Knowledge rubric. A suggestion was to bring in a speaker to centralize the messaging to all first year students. In fall of 2023, there is a speaker scheduled to speak to all DEC100 classes to fulfill the suggestion.

In RES810 from the PhD program in Global Leadership, students also complete the cultural intelligence assessment and reflect on their results. Their assessments were scored during an OA Day in the spring. As scorers discussed the results, many felt that the students completed the assignment well, but at times did not include personal reflections. This was noted as doctoral students created a scholarly reflection, but in the future instructors should encourage students to include personal examples in their reflections.

The accounting department reviewed a financial worksheet from ACC210. The average score was a 3.65 out of 4. This is the first time this assignment was reviewed using this process. The scorers remarked that students enjoy this assignment as it applies the knowledge learned in the course. In addition, it was confirmed that this assignment measures the program outcome designated by the department.

The final OA Day reviewed the internships in the School of CJSS. This was the first time these key assessments were reviewed in this format. For the social sciences, the department uses the supervisor evaluation while the criminal justice majors use their internship reflection as the

key assessment. Criminal justice students reflected on their experiences, but did not connect their experiences explicitly to what they learned in the classroom. It is a recommendation for faculty who oversee internships to encourage students to make those connections. As the social sciences supervisor evaluation was reviewed, there were suggestions that the internship committee add an item related to ethical decision-making.

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 2 AY 2022-23 OA Days Summary Overview**

	<b>Date of Assessment</b>	<b># of Faculty Reviewers</b>	<b># of Artifacts Scored</b>	<b>Average Score</b>	<b>Acceptable Target</b>	<b>Rubric used</b>
DEC100 CQ Reflection	12/15/22	7	80	1.66/4	1/4	AACU Intercultural Knowledge & Competence
RES 810 CQ Reflection	4/14/2023	4	8	3.10/4	3/4	AACU Intercultural Knowledge & Competence
ACC 210 Financial Accounting Worksheet	5/9/2023	4	64	3.65	3/4	Program determined rubric
SCS470 CJ - Internship final paper	5/10/23	4	42	2.28	3/4	Program determined rubric
SCS470 SS - Site supervisor form	5/10/23	4	9	3.54	3.5/4	Program determined rubric

### Program Learning Outcomes (PLOs) for AY2022-23

For AY2022-23, 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 AY2022-23 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.

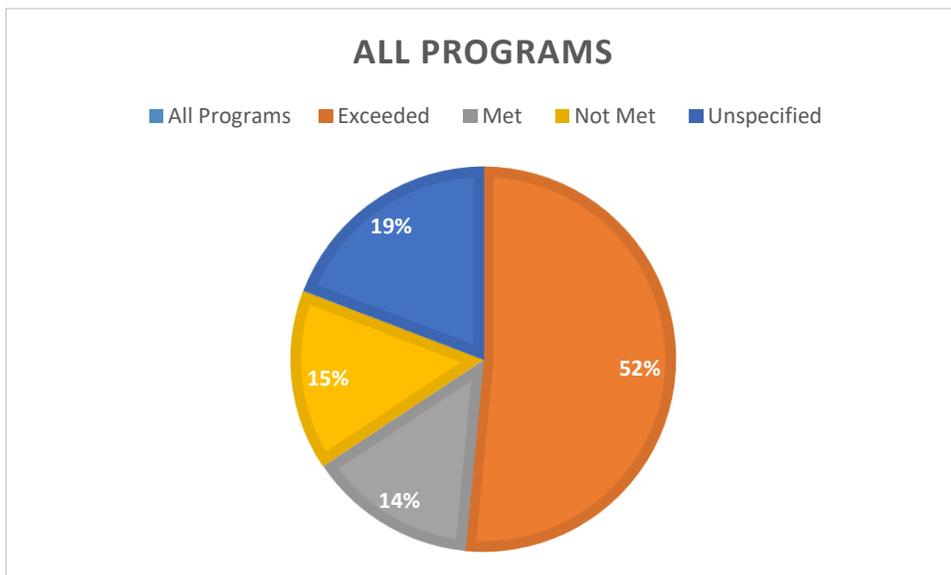
**Table 3 Assessment Courses Reported by Program and School for AY2022-23**

Academic Program	Total Number of Assessment Courses in Taskstream					
	AY 2022-23	AY 2021-22	AY 2020-21	AY 2019-20	AY 2018-19	AY 2017-18
	<b>School of Arts and Sciences (SAS)</b>					
BA Arts Entrepreneurship	Sunsetting	Sunsetting	Sunsetting	Sunsetting	1	2
BA Health, Fitness & Wellness	3	3	3	3	3	Not developed
BA Strategic Mass Communication (formerly Communication)	7	7	7	4	4	4
BA Digital Media & Design	5	2	2	3	Not developed	Not developed
BA English	Sunsetting	Sunsetting	Sunsetting	Sunsetting	1	3
BA General Science	Sunsetting	Sunsetting	Sunsetting	Sunsetting	3	2
BA Public History (formerly History)	8	8	3	6	3	1
BA Professional Music	0	0	0	3	4	1
BS Exercise Science	6	8	15	4	4	2
BS Forensic Science	4	4	4	4	4	2
BS Healthcare Administration	9	11	9	10	13	9

BS Information Technology	Sunsetted	Sunsetted	Sunsetted	Sunsetted	4	2
Master of Education	3	5	5	13	14	9
Master of Humanities	3	3	3	3	3	2
Mercy College/Tiffin Core	0	0	4	Not developed	Not developed	Not developed
Tiffin Core (GenEd)	36	36	32	25	Not developed	Not developed
<b>SAS Total</b>	<b>84</b>	<b>87</b>	<b>83</b>	<b>78</b>	<b>61</b>	<b>42</b>
<b>School of Business (SOB)</b>						
BBA Accounting	5	4	4	5	4	3
BBA Finance	4	4	4	4	4	2
BBA Management	6	6	4	4	4	2
BBA Marketing	4	4	4	4	4	2
BBA Sports Recreation Management	4	4	4	4	4	2
BS Computer Science	6	6	3	3	Not developed	Not developed
MBA	13	13	13	5	3	4
PhD Global Leadership	6	6	6	2	Not developed	Not developed
<b>SOB Total</b>	<b>48</b>	<b>47</b>	<b>42</b>	<b>31</b>	<b>23</b>	<b>18</b>
<b>School of Criminal Justice and Social Sciences (CJSS)</b>						
Associate in Law Enforcement	2	2	2	2	1	0
BA Cyber Security/Cyber-Defense and Information Assurance	3	4	4	4	4	2
BA Government and National Security	2	2	2	2	2	4
BA Psychology	4	4	4	4	4	7
BCJ Core	3	2	2	2	2	4
BCJ Corrections	2	3	3	6	5	3
BCJ Criminalistics	3	2	2	3	3	3
BCJ Digital Forensics	3	3	3	3	3	2
BCJ Forensic Psychology	5	5	5	5	5	4
BCJ Homeland Security and Terrorism	4	4	4	4	4	1
BCJ Justice Administration	3	2	2	3	3	0
BCJ Law Enforcement	9	4	4	4	2	2
MS Criminal Justice	23	23	25	23	23	14
MS Cyber Security	4	4	4	4	Not developed	Not developed
MS Psychology	15	4	4	4	6	6
<b>CJSS Total</b>	<b>85</b>	<b>66</b>	<b>70</b>	<b>73</b>	<b>67</b>	<b>52</b>
<b>University Total</b>	<b>217</b>	<b>200</b>	<b>199</b>	<b>182</b>	<b>151</b>	<b>112</b>

For AY2022-23, 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, AY2022-23**



Of the assessment courses reported by program, Figure 3 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 4 Assessment Courses and Acceptable Target Achievements for AY2022-23**

Academic Program	Outcome	Key Assessment	Acceptable Target	Result	Acceptable Target Achievement

Accounting	Accounting Outcome 1: Graduates will demonstrate knowledge of an accounting information system.	ACC 210 Financial Accounting Worksheet	3.00 out of 4 on Rubric	3.64/4	Exceeded
Accounting	Accounting Outcome 2: Broaden and deepen student knowledge of the federal income tax system.	ACC 304 Tax Research Analysis	3 out of 4 on the rubric.	3.75/4	Exceeded
Accounting	Accounting Outcome 3: Students will demonstrate knowledge of costing systems and decision making techniques.	ACC 313 Job Order Cost System	2.0 out of 3 on the rubric.	2.91/3	Exceeded
Accounting	Accounting Outcome 4: Students will demonstrate knowledge of Generally Accepted Accounting Principles.	ACC 301 Financial Statement Project	3 out of 4 on the rubric.	3.65/4	Exceeded
Accounting	Accounting Outcome 5: 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
B.A. Psychology	4. Students will apply theories and practices in the helping professions.	SCS 470 Internship Evaluation	3.5/4	3.65/4	Exceeded
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.	3.58/4	Exceeded
Bachelor of Science (BS) degree in Cyber Security	PLO #1 Methods of Protection: Students will identify methods for protection of information assets against security threats.	CDS244 Outline Methods for Protection	Students will score 2.5/4 on the assessment rubric.	3.59/4	Exceeded

BCJ Core	PLO #4: Students will develop and apply research skills in order to empirically answer questions related to criminal justice.	SCS300 - Final Research Project	Students will score a 3/4 on the assessment rubric.	3.40/4	Exceeded
BCJ Core	PLO #5: Students will experience criminal justice, social service, and/or mental health environments and apply the knowledge attained in the core.	SCS470 - Final Internship Paper	Student will score a 3/4 on the assessment rubric.	3.76/4	Exceeded
BCJ Corrections	PLO #2 Philosophies: "Students will analyze and evaluate the philosophies and practical applications to correctional and management practices."	COR420 Final Project	Students will score 3/4 on the assessment rubric.	3.46/4	Exceeded
BCJ Criminalistics	PLO #1 Crime Scene: Students will apply proper crime scene protocols, including the legal and scientific rules of processing physical evidence, to the collection and presentation of evidence.	ENF239 Mock Crime Scene	Students will score 2/4 on the assessment rubric.	3.25/4	Exceeded
BCJ Criminalistics	PLO #3 Evidence Collection: Students will perform evidence collection and preservation, evaluate evidence, and present evidence in a mock court room setting. (Seated Only)	JUS465 Mock Trial Assignment	Students will score a 3/4 on the assessment rubric.		Exceeded
BCJ Digital Forensics	PLO #3 Forensic Tools: Students will apply forensic tools to digital systems for analysis.	CDS435 Final Project	Students will score 3/4 on the assessment rubric.	3.22/4	Exceeded

BCJ Forensic Psychology	2.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	80.79/100	Exceeded
BCJ Forensic Psychology	Research skills: 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	4-Mar	3.45/4	Exceeded
BCJ Forensic Psychology	Communication: Students will develop the ability to communicate clearly and professionally.	SCS 300 Final Presentation	2.5/4	3.96/4	Exceeded
BCJ Homeland Security/Terrorism	Understanding the Homeland Security Enterprise: 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.	77.21/100	Exceeded
BCJ Homeland Security/Terrorism	Problem-solving Strategies: 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.	3.76/4	Exceeded
BCJ Law Enforcement	PLO #1: Students will analyze the concepts, institutions, and ideas that impact the law and law enforcement organizations.	ENF150 Final Grade - Introduced	The final grade of a "C" is acceptable.	3.08/4	Exceeded

BCJ Law Enforcement	PLO #1: Students will analyze the concepts, institutions, and ideas that impact the law and law enforcement organizations.	ENF335 Group Course Project - Reinforced	The student should score a 3/4 on the assessment rubric.	3.60/4	Exceeded
BCJ Law Enforcement	PLO #2: Students will evaluate law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.	ENF150 Final Grade - Introduced	The final grade of "C" is acceptable.	3.08/4	Exceeded
BCJ Law Enforcement	PLO #3: Students will apply key concepts in law enforcement operations and various criminal justice systems within the confines of the Constitution.	ENF150 Final Grade - Introduced	The final grade of a "C" is acceptable.	3.08/4	Exceeded
BCJ Law Enforcement	PLO #3: Students will apply key concepts in law enforcement operations and various criminal justice systems within the confines of the Constitution.	ENF335 Group Course Project - Reinforced	Students will score a 3/4 on the assessment rubric.	3.71/4	Exceeded
Computer Science	PLO #1 Identify hardware and operating systems to comply with industry standards.	CST412 - Management Case Study	3 out of 4 on Rubric	3.42/4	Exceeded
Computer Science	Software Development PLO#1 Explain and illustrate the reasons for the modeling and design of computer-based systems.	CST301 - Software Program	3 out of 4 in rubric	3.40/4	Exceeded

Computer Science	Network & System Administration PLO#1 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.	3.40/4	Exceeded
Computer Science	Network & System Admin PLO#2 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	3.44/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Learning Outcome 2 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.	3.19/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Learning Outcome 2 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.	3.54/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Learning Outcome 2 Generate original research, findings and useful implications that advance knowledge in the area of global	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	3.83/4	Exceeded

	leadership and change		3.4/4 related to the scoring rubric created for this assignment.		
Doctor of Philosophy (PhD) Global Leadership	Learning Outcome 3 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.	3.81/4	Exceeded
Doctor of Philosophy (PhD) Global Leadership	Learning Outcome 3 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.	3.64/4	Exceeded
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.	4.00/4	Exceeded
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.	54.90/100	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.	3.85/4	Exceeded
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.	54.90/100	Exceeded
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.	4.00/4	Exceeded
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.	3.74/4	Exceeded
Finance	Finance Outcome 1: 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	3.67/4	Exceeded
Finance	Finance Outcome 2: Students can perform cash flow analysis to make capital budgeting decisions.	FIN421 Investment Project	Class average is a 3/4 on Rubric	3.67/4	Exceeded
Finance	Finance Outcome 4: Apply hedging techniques to minimize risk.	FIN426 Problem Set	Class average is a 3/4 on Rubric	3.37/4	Exceeded

Forensic Science	Demonstrate ethical standards in research, laboratory techniques, and communication of scientific information.	BIO 445 Paper	The average score will be 2.8.	3.38/4	Exceeded
Health Care Management	PLO #1: Change management: Demonstrate an understanding of change management in order effectively to meet the needs of the healthcare industry.	HCA 140 Activity 1.4: History and Benchmarks of the U.S. Healthcare System	The average score = 1.0	3.67/4	Exceeded
Health Care Management	PLO #1: Change management: Demonstrate an understanding of change management in order effectively to meet the needs of the healthcare industry.	HCA 427 Week 6 Assignment: Presnetation	The average score = 3.5	3.72/4	Exceeded
Health Care Management	PLO #2: Theory, concepts, and models: Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare management and the healthcare industry.	HCA 140 Activity 2.3: HITECH and Meaningful Use	The average score = 1.0	3.72/4	Exceeded
Health Care Management	PLO #2: Theory, concepts, and models: Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare management and the healthcare industry.	HCA 474 Week 7 Assignment: Life History Interview and Research Project	The average score = 2.75	4.00/4	Exceeded

Health Care Management	PLO #3: Systems thinking: Analyze and apply systems thinking in the healthcare industry in regards to the management of interrelationships, interdependencies, components, feedback, and culture.	HCA 140 Activity 7.3: Final Project Part 4	The average score = 1.0	3.75/4	Exceeded
Health Care Management	PLO #3: Systems thinking: Analyze and apply systems thinking in the healthcare industry in regards to the management of interrelationships, interdependencies, components, feedback, and culture.	HCA 427 Week 7 Assignment	The average score = 3.5	3.73/4	Exceeded
Management - Core	Supply Chain Outcome #1: 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	3.64/4	Exceeded
M.S. Psychology	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	PSY545 -- Assessing PLO #1 Modern Psychological Concepts Knowledge (Reinforced)	Collective average of 3/4 on the rubric	3.83/4	Exceeded

M.S. Psychology	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	PSY611 -- Assessing PLO #1 Modern Psychological Concepts Knowledge (Introduced)	Collective average of 3/4 on the rubric	3.80/4	Exceeded
M.S. Psychology	2. Multicultural awareness: Students will develop multicultural awareness, tolerance, and cultural alertness	PSY543--Assessing PLO #2 Multicultural Awareness (Introduced)	Collective average of 3/4 on the rubric	3.83/4	Exceeded
M.S. Psychology	2. Multicultural awareness: Students will develop multicultural awareness, tolerance, and cultural alertness	PSY612--Assessing PLO #2 Multicultural Awareness (Mastered)	Collective average of 3/4 on the rubric	3.69/4	Exceeded
M.S. Psychology	2. Multicultural awareness: Students will develop multicultural awareness, tolerance, and cultural alertness	PSY621--Assessing PLO #2 Multicultural Awareness (Reinforced)	Collective average of 3/4 on the rubric	3.16/4	Exceeded
M.S. Psychology	3. Research skills: Students will develop research skills in order to empirically answer questions related to psychology and social sciences	PSY541 -- Assessing PLO #3 Research Skills (Reinforced)	Collective average of 3/4 on the rubric	3.85/4	Exceeded
M.S. Psychology	5. Original project: Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline	PSY641--PLO #5 Original Project (Reinforced)	Collective average of 3/4 on the rubric	3.85/4	Exceeded

M.S. Psychology	5. Original project: Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline	PSY642--PLO #5 Original Project (Mastered)	Collective average of 3/4 on the rubric	3.75/4	Exceeded
Management - Core	Management Outcome #6: Students will apply management theories through experiential learning	MGT 470 Internship - Supervisor Evaluation	Collective average of 3/4 on scoring rubric	3.58/4	Exceeded
Marketing	Marketing Outcome #3 Students will demonstrate the ability to make ethical decisions in the marketing field.	MKT 402 Marketing Research Project	Collective average of 3/4 on the rubric	4.00/4	Exceeded
Marketing	Marketing Outcome #4 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	3.65/4	Exceeded
Master of Business Administration (MBA)	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].	FIN 627 Week 7 Term Paper FINANCE	4-Mar	4.43/5	Exceeded

Master of Business Administration (MBA)	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].	SMG 670 Final Reflection E-Portfolio SPORTS MANAGEMENT	4-Mar	3.54/4	Exceeded
Master of Business Administration (MBA)	Students will demonstrate the ability to communicate clearly and professionally	LDR 611 Week 6 Presentation-LEADERSHIP	4-Mar	3.75/4	Exceeded
Master of Business Administration (MBA)	Students will demonstrate the ability to communicate clearly and professionally	MGT 526 Final Research Project and Presentation CORE	4-Mar	3.65/4	Exceeded
Master of Business Administration (MBA)	Students will demonstrate the ability to communicate clearly and professionally	MKT 631 Week 7 Assignment: Meeting Case Study MARKETING	5-Apr	4.43/5	Exceeded
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	4-Mar	3.65/4	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	5-Apr	4.58/5	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.	HRM 613 Activity 6.2 Improving Diversity HUMAN RESOURCES MANAGEMENT	4-Mar	3.69/4	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.	MGT 623 Activity 7.2 Final Project Private Property, Regulation, and the Constitution CORE	4-Mar	3.76/4	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	5-Apr	4.55/5	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	FFE 620 Activity 6.2 Identity Theft FORENSICS & FRAUD EXAMINATION	80/100	4.00/4	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	MGT 614 Activity 6.2 Final Project: The Role of Men and Women during Expatriate CORE	4-Mar	3.85/4	Exceeded
Master of Science (M.S.) in Cyber Security	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.	CDS520 Week 7 (Activity 7.3) Policy Memorandum Presentation	3.0 on a 4.0 scale.	3.94/4	Exceeded

Master of Science (M.S.) in Cyber Security	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.	CDS620 -- Week 4 (Activity 4.2) Knowledge Management & Organizational Readiness	3.0 on a 4.0 scale.	4.00/4	Exceeded
Master of Science (M.S.) in Cyber Security	Personal Approach to Cyber Security Management: 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.	3.86/4	Exceeded
MSCJ Crime Analysis	Students will articulate the basic processes and purposes of tactical, strategic, and crime analysis.	ENF622 WK 6 Assignment 1	Collective average of 3/4 on the rubric.	4.00/4	Exceeded
MSCJ Criminal Behavior	Academic writing: 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.	3.39/4	Exceeded

MSCJ Criminal Behavior	Academic literature: Students will synthesize the academic literature.	PSY 615 Week 7 Assignment Paper	Collective average of 3/4 on the rubric.	3.39/4	Exceeded
MSCJ Criminal Behavior	Behavioral health research 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.	3.39/4	Exceeded
MSCJ Criminal Behavior	Psychological Assessment Data: 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.	3.69/4	Exceeded
MSCJ Forensic Psychology	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.	PSY 613: Amicus Curiae brief	4-Mar	3.50/4	Exceeded
MSCJ Forensic Psychology	Clinical skills: The students will demonstrate basic clinical skills.	PSY 637 Role Play	4-Mar	4.00/4	Exceeded

MSCJ Homeland Security Administration	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.	ENF685 Wk 7 Assgn.	Collective average of 3/4 on the rubric.	1.30/4	Exceeded
MSCJ Homeland Security Administration	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.	ENF685 Week 7 Assignment	Collective average of 3/4 on the rubric.	1.30/5	Exceeded
MSCJ Homeland Security Administration	Management practices: Students will apply effective decision making and management practices to promote positive change in their organization.	JUS612 Week 6 Assignment	Collective average of 3/4 on the rubric.	3.10/4	Exceeded
MSCJ Justice Administration	Leadership Skills: Students will develop and refine their leadership skills.	JUS635 Week 6 Capstone Project	Collective average of 3/4 on the rubric.	4.00/4	Exceeded
Public History	PLO 1 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.	3.75/4	Exceeded

Supply Chain Management	4. PLO #4: Research, identify, and implement a lean management solution for a service-based	MGT 455 Semester Project	MGT 221 = 2.25 Fair; MGT 356 = 2.65 Fair; MGT 455 = 2.95 Fair	3.38/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	2.03/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	1.64/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	2.52/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	2.29/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	1.72/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	2.85/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 1: Students will solve problems using quantitative and qualitative thinking methods.	MAT 275 Vietnam Veteran's Memorial Case Study	The average score is 2.0.	3.62/4	Exceeded

Tiffin Core (General Education)	Program Learning Outcome 1: 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.	2.04/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	COM 130 Persuasive Speech	Students will receive an average score of 1.00 or higher.	2.51/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	CST 111 Final Presentation	Students will receive an average score of 1.00 or higher.	2.03/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	CUL 210 Travel Guide Assignment	The average score on the rubric is 2.0.	2.79/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	DEC 100 Final Reflection	Students will receive an average score of 1.00 or higher.	1.64/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	DEC 200 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.52/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	ENG 141 Persuasive Essay	Students will receive an average score of 1.00 or higher.	1.77/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	ENG 142 Research Essay	Students will receive an average score of 1.00 or higher.	1.63/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	ENG 201 Large Analysis Paper	Students will receive an average score of 2.00 or higher.	2.24/4	Exceeded

Tiffin Core (General Education)	Program Learning Outcome 3: 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.	2.79/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 3: Students will cultivate a mindset to impact various communities.	DEC 100 Final Reflection	Students will receive an average score of 1.00 or higher.	1.64/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 3: Students will cultivate a mindset to impact various communities.	DEC 200 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.52/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 3: 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.	2.24/4	Exceeded
Tiffin Core (General Education)	Program Learning Outcome 3: 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.	2.33/4	Exceeded
Public History	PLO 3 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.	4.00/4	Exceeded
Supply Chain Management	1. PLO #1: Demonstrate relevant knowledge of the core subject matter, concepts, and applications of Supply Chain Management, including key historical figures and events.	MGT 221 Final Exam	MGT 221 = 2.25 Fair; MGT 356 = 2.65 Fair; MGT 455 = 2.95 Fair	78.37/100	Exceeded
Supply Chain Management	1. PLO #1: Demonstrate relevant knowledge of the core subject matter, concepts, and applications of Supply Chain	MGT 356 Final Exam	MGT 221 = 2.25 Fair; MGT 356 = 2.65 Fair; MGT 455 = 2.95 Fair	91.33/100	Exceeded

	Management, including key historical figures and events.				
Supply Chain Management	1. PLO #1: Demonstrate relevant knowledge of the core subject matter, concepts, and applications of Supply Chain Management, including key historical figures and events.	MGT 455 Final Exam	MGT 221 = 2.25 Fair; MGT 356 = 2.65 Fair; MGT 455 = 2.95 Fair	94.5/100	Exceeded
Bachelor of Science (BS) degree in Cyber Security	PLO #2 Security Vulnerabilities & Mitigation Strategies: Students will critically analyze potential security vulnerabilities and learn to exploit these vulnerabilities to develop effective mitigation strategies within appropriate legal and policy constraints.	CDS355	Students will score a 3/4 on the assessment rubric.	3.00/4	Met
BCJ Core	PLO #3: Students will identify standards and ethical dilemmas within the criminal justice system.	JUS361 Final Ethics Paper	Students will score a 3/4 on the assessment rubric.	3.38/4	Met
BCJ Digital Forensics	PLO #1 Computers & Crime: Students will evaluate the role of computers and digital media in the commission of crime and legal investigations.	CDS334 (assignment TBD by new hire)	Students will score 3/4 on the assessment rubric.	3.17/4	Met
BCJ Forensic Psychology	1 Students will examine & understand major components, processes, ethical issues & the impact of the constitution &	FOR 460 Psychology and Law Exam	60/100	73.38/100	Met

	laws in the CJ system.				
BCJ Forensic Psychology	Research skills: 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	4-Mar	3.27/4	Met
BCJ Justice Administration	PLO #1 Historical and Modern Approaches: Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.	COR120 Final Grade	Students will receive the final grade of a 70%.	77.12/100	Met
BCJ Law Enforcement	PLO #2: Students will evaluate law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.	ENF335 Midterm Paper - Reinforced	Students will score a 3/4 on the assessment rubric.	3.47/4	Met
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 2/4.	54.90/100	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.	EXS146 Comprehensive Exam	The average score is 1/4.	54.90/100	Met
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.	84.7%	Met
M.S. Psychology	4. Communicate clearly: Students will develop the ability to communicate clearly and professionally	PSY521--Assessing PLO #4 Communicate Clearly (Introduced)	Collective average of 3/4 on the rubric	3.10/4	Met
M.S. Psychology	4. Communicate clearly: Students will develop the ability to communicate clearly and professionally	PSY622 -- Assessing PLO #4 Communicate Clearly (Reinforced)	Collective average of 3/4 on the rubric	3.50/4	Met
M.S. Psychology	4. Communicate clearly: Students will develop the ability to communicate clearly and professionally	PSY631--Assessing PLO #4 Communicate Clearly (Mastered)	Collective average of 3/4 on the rubric	3.11/4	Met
Management - Core	Human Resources Outcome #3: 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	3.27/4	Met

Management - Core	International Business Outcome #1: 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.	3.16/4	Met
Management - Core	Management Outcome #2: 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	3.22/4	Met
Marketing	Marketing Outcome #1 Students will identify and define major marketing theories.	MKT 252 Final Project	Collective average of 3/4 on the rubric	3.70/4	Met
Marketing	Marketing Outcome #2 Students will apply marketing theories through experiential learning.	MKT 470 Marketing Internship	3/4 on the scoring rubric for internships	3.86/4	Met
Master of Business Administration (MBA)	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].	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.	3.56/4	Met

MSCJ Forensic Psychology	Formal research process: Students will comprehend the formal research process.	PSY 515 Research project/paper	Collective average of 3/4 on the rubric.	3.21/4	Met
Public History	PLO 4 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.	2.03/4	Met
Public History	PLO 4 Students will develop primary and secondary research to interpret historical events	HIS 425 Historiographical Essay		3.58/4	Met
Sports Management	Sports Mgmt. Outcome #1 The students will develop a foundation of ethical standards in business	LAW 260 Legal analysis project	Collective average 3/4 on the rubric	3.38/4	Met
Sports Management	Sports Mgmt. Outcome #2 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	2.67/4	Met
Sports Management	Sports Mgmt. Outcome #3 Students will demonstrate the ability to professionally communicate across all medias	SMG 235 - Website Assignment	Collective average 3/4 on the rubric	3.27/4	Met
Sports Management	Sports Mgmt. Outcome #4 Students will demonstrate professionalism in an experiential learning scenario	SRM 470 Internship Performance Evaluation	3/4 on the scoring rubric	3.50/4	Met
Supply Chain Management	2. PLO #2: Identify and research relevant global trends related to problems and solutions occurring due to the interdependence of	MGT 221 Research Paper	MGT 221 = 2.25 Fair; MGT 422 = 2.95 Fair; MGT 455 = 2.95 Fair	2.66/4	Met

	one country on another.				
Supply Chain Management	2. PLO #2: Identify and research relevant global trends related to problems and solutions occurring due to the interdependence of one country on another.	MGT 422 Final Research Project	MGT 221 = 2.25 Fair; MGT 422 = 2.95 Fair; MGT 455 = 2.95 Fair	2.95/4	Met
Supply Chain Management	2. PLO #2: Identify and research relevant global trends related to problems and solutions occurring due to the interdependence of one country on another.	MGT 455 Research Paper	MGT 221 = 2.25 Fair; MGT 422 = 2.95 Fair; MGT 455 = 2.95 Fair	3.25/4	Met
Supply Chain Management	3. PLO #3: Examine the ethical and legal actions and consequences of Supply Chain activities such as materials procurement, process irregularities, and labor management.	MGT 356 Final Research Paper	MGT 356 = 2.65 Fair; MGT 422 = 2.95 Fair; MGT 455 = 2.95 Fair	3.30/4	Met
Supply Chain Management	3. PLO #3: Examine the ethical and legal actions and consequences of Supply Chain activities such as materials procurement, process irregularities, and labor management.	MGT 422 Case Study	MGT 356 = 2.65 Fair; MGT 422 = 2.95 Fair; MGT 455 = 2.95 Fair	2.87/4	Met

Supply Chain Management	3. PLO #3: Examine the ethical and legal actions and consequences of Supply Chain activities such as materials procurement, process irregularities, and labor management.	MGT 455 Case Study	MGT 356 = 2.65 Fair; MGT 422 = 2.95 Fair; MGT 455 = 2.95 Fair	3.19/4	Met
Supply Chain Management	4. PLO #4: Research, identify, and implement a lean management solution for a service-based	MGT 221 Semester Paper	MGT 221 = 2.25 Fair; MGT 356 = 2.65 Fair; MGT 455 = 2.95 Fair	2.40/4	Met
Supply Chain Management	4. PLO #4: Research, identify, and implement a lean management solution for a service-based	MGT 356 Case Study	MGT 221 = 2.25 Fair; MGT 356 = 2.65 Fair; MGT 455 = 2.95 Fair	2.98/4	Met
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	2.96/4	Met
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	3.44/4	Met
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	ART 210 Controversies in Art Project	The average score is 2.	2.11/4	Met
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	DEC 250 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.02/4	Met
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	DEC 300 Final Project	Students will receive an average score of 2.25 or higher.	2.96/4	Met

Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	DEC 400L Final ePortfolio	The average score on the rubric will be at least 3.5.	3.44/4	Met
Tiffin Core (General Education)	Program Learning Outcome 3: 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.	2.11/4	Met
Tiffin Core (General Education)	Program Learning Outcome 3: Students will cultivate a mindset to impact various communities.	DEC 250 Annotated Bibliography	Students will receive an average score of 2.00 or higher.	2.02/4	Met
Tiffin Core (General Education)	Program Learning Outcome 3: Students will cultivate a mindset to impact various communities.	DEC 300 Final Project	Students will receive an average score of 2.25 or higher.	2.96/4	Met
Tiffin Core (General Education)	Program Learning Outcome 3: 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.	3.44/4	Met
B.A. Psychology	1. Students will acquire knowledge of key psychological theories, issues, practices, and concepts.	PSY 362 Abnormal Psychology	3.5/4	3.41/4	Not Met
B.A. Psychology	3. Students will employ multicultural awareness, knowledge, and competence.	SOC 360/CSL 430 California Brief Multicultural Comp.	3.5/4 on the scale	3.10/4	Not Met
B.A. Psychology	5. Students will illustrate the ability to communicate professionally through academic writing and presentations.	SCS 450 Student Portfolios	3.5/4 on the rubric	2.75/4	Not Met
BA in Health, Fitness, and Wellness	Students will develop skills in designing and manipulating program variables to work with apparently healthy or	HFW415 CSCS Certification	It is expected that 50% of majors will be proficient or better. (Proficient is defined as	0 Pass / 10 Fail	Not Met

	symptomatic individuals		passing the CSCS exam)		
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.	0.93/4	Not Met
BCJ Homeland Security/Terrorism	Concepts of 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.	2.93/4	Not Met
BCJ Homeland Security/Terrorism	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.	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.	1.39/3	Not Met
BCJ Law Enforcement	PLO #1: Students will analyze the concepts, institutions, and ideas that impact the law and law	JUS465 - Opening Statements - Mastered	Students will receive a 3.5/4.0 on the assessment rubric.	3.17/4	Not Met

	enforcement organizations.				
BCJ Law Enforcement	PLO #2: Students will evaluate law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.	JUS465 - Evidence Suppression Motion and Hearing - Mastered	Students will score a 3.5/4 on the assessment rubric.	2.90/4	Not Met
BCJ Law Enforcement	PLO #3: Students will apply key concepts in law enforcement operations and various criminal justice systems within the confines of the Constitution.	JUS465 - Mock Trial - Mastered	Students will score a 3.5/4 on the assessment rubric.	3.31/4	Not Met
Computer Science	PLO#2 Compare and contrast knowledge of computer security models.	CST280 - Case Project	3 out of 4 in Rubric.	3.29/4	Not Met
Computer Science	Software Development PLO#2 Interpret and apply object-oriented programming language.	CST450 - Software Program	3 out of 4 in Rubric	3.80/4	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	40.00/100	Not Met

			examination week.		
Exercise Science	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement	EXS 315L Biochemical Analysis Presentation	The average score is 3/4.	3.21/4	Not Met
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)	40.00/100	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.	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)	40.00/100	Not Met
Finance	Finance Outcome 3: Analyze how capital markets function to allocate resources.	ECO422 Paper	Class average is a 3/4 on Rubric	2.83/4	Not 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.	77.23/100	Not Met
Health Care Management	PLO #2: Theory, concepts, and models: Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare management and the healthcare industry.	HCA 403 Week 7 Assignment	The average score = 3.5	3.41/4	Not Met
M.S. Psychology	3. Research skills: Students will develop research skills in order to empirically answer questions related to psychology and social sciences	PSY533--Assessing PLO #3 Research Skills (Introduced)	Collective average of 3/4 on the rubric	2.83/4	Not Met
M.S. Psychology	3. Research skills: Students will develop research skills in order to empirically answer questions related to psychology and social sciences	PSY534 -- Assessing PLO #3 Research Skills (Mastered)	Collective average of 3/4 on the rubric	2.67/4	Not Met
M.S. Psychology	5. Original project: Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline	PSY522 -- Assessing PLO #5 Original Project (Introduced)	Collective average of 3/4 on the rubric	2.95/4	Not Met

Master of Science (M.S.) in Cyber Security	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.	CDS512 Week 7 Research Paper	3.0 on a 4.0 scale.	2.60/4	Not Met
MSCJ Crime Analysis	Students will convey the types and functions of crime analysis	ENF627 Capstone Project	Collective average of 3/4 on the rubric.	0	Not Met
MSCJ Crime Analysis	Ethics in crime analysis 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.	0	Not Met
MSCJ Crime Science	Foundational Concepts: 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.	2.00/3	Not Met

MSCJ Homeland Security	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.	ENF680 Capstone Project	Collective average of 3/4 on the rubric.	1.94/4	Not Met
MSCJ Homeland Security	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.	ENF680 Capstone Project	Collective average of 3/4 on the rubric.	1.94/4	Not Met
MSCJ Homeland Security	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.	ENF680 Capstone Project	Collective average of 3/4 on the rubric.	1.94/4	Not Met
MSCJ Homeland Security Administration	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.	ENF685 Wk 7 Assgn.	Collective average of 3/4 on the rubric.	1.30/5	Not Met

Public History	PLO 1 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	Not Met
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	The average score is 1.5.	1.00/4	Not Met
Tiffin Core (General Education)	Program Learning Outcome 1: 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.	3.38/4	Not Met
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	DEC 400 Final Project Assignment	Students will receive an average score of 3.50 or higher.	3.38/4	Not Met
Tiffin Core (General Education)	Program Learning Outcome 2: Students will communicate appropriately in diverse situations.	HIS 201 Final Project	Students will receive an average score of 2.00 or higher.	1.63/4	Not Met
Tiffin Core (General Education)	Program Learning Outcome 3: 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.	3.38/4	Not Met
Tiffin Core (General Education)	Program Learning Outcome 3: Students will cultivate a mindset to impact various communities.	HIS 201 Final Project	Students will receive an average score of 2.00 or higher.	1.63/4	Not Met

B.A. 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	No students assessed	No data to determine achievement level.
B.A. 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	No students assessed	No data to determine achievement level.
BCJ Corrections	PLO #3 Constitutional Rights: Students will comprehend identify and apply the constitutional rights of prisoners.	COR336 Final Grade	Students will earn a final grade of 80%.	No students assessed	This course did not run.
BCJ Digital Forensics	PLO #2 Process of Digital Forensics: Students will explain the process of digital forensics, from acquisition to analysis and presentation.	CDS351 Lab Report	Students will score 2.5/4 on the assessment rubric.	No students assessed	No data to determine achievement level.
BCJ Justice Administration	PLO #2 Key Concepts: Students will be able to analyze key concepts in criminal justice operations.	ENF450 Final Crime Analysis Project	Students will score a 3/4 on the assessment rubric.	No students assessed	No data to determine achievement level.

BCJ Justice Administration	PLO #3 Philosophies: Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.	POL320 Course Project	Students will score a 3/4 on the assessment rubric.	No students assessed	No data to determine achievement level.
Health Care Management	PLO #1: Change management: Demonstrate an understanding of change management in order effectively to meet the needs of the healthcare industry.	HCA 312 Week 6 Assignment	The average score = 2.75	No students assessed	No data to determine achievement level.
Health Care Management	PLO #3: Systems thinking: Analyze and apply systems thinking in the healthcare industry in regards to the management of interrelationships, interdependencies, components, feedback, and culture.	PHI 307 Week 5 Assignment 1: Case Study	The average score = 2.75	No students assessed	No data to determine achievement level.
M.S. Psychology	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	PSY546 -- Assessing PLO #1 Modern Psychological Concepts Knowledge (Mastered)	Collective average of 3/4 on the rubric	No students assessed	No data to determine achievement level.
Management - Core	MFG Management Outcome #3: The students will interpret, analyze and present information, related to challenges faced in todays manufacturing environment	MGT 455 Key Assessment	3/4	No students assessed	No data to determine achievement level.

Master of Humanities	PLO 1: 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	No students assessed	This course did not run.
Master of Humanities	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.	HUM 680 Capstone	3.5/4.0	No students assessed	This course did not run.
Master of Humanities	PLO 3: 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	No students assessed	This course did not run.
MSCJ Forensic Psychology	Culturally Competent Services: 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.	No students assessed	No data to determine achievement level.
MSCJ Homeland Security	Threats to the USA: 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.	No students assessed	No data to determine achievement level.

Public History	PLO 2 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.	No students assessed	This course did not run.
Public History	PLO 3 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.	No students assessed	This course did not run.
Bachelor of Science (BS) degree in Cyber Security	PLO #3 Cyber Operations and INP: Students will demonstrate an ability to explain how cyber operations fit within the context of the Instruments of National Power.	CDS491 Final Capstone Project	Student will score 3/4 on the assessment rubric.	No students assessed	This course did not run.
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.	No students assessed	No data to determine achievement level.
MSCJ Crime Analysis	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.	ENF627 Capstone Project	Collective average of 3/4 on the rubric.	No students assessed	No data to determine achievement level.

MSCJ Justice Administration	Legal and Ethical Integrity: 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	No students assessed	No data to determine achievement level.
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**Table 5 Recommendations for NOT MET Assessment Courses AY2022-23**

<b>Program</b>	<b>Outcome</b>	<b>Key Assessment</b>	<b>Summary Findings</b>	<b>Recommendations/ Reflections/ Notes</b>
Finance	Finance Outcome 3	ECO422 Paper	Students scored an average of 2.83 out of 4 on the rubric. This does not meet the acceptable target. One student did not submit their assignment to taskstream, which would have been an additional 4 out of 4, which would have exceeded acceptable.	I'd like to keep the intended material the same next year to get a better baseline for the class. This year I lost several days because of illness (completely lost my voice which impacted two classes and also another class lost to a doctor's appointment). I did have alternate assignments for those missed class periods but I would have liked to see how it would have gone with more in-class time. However, things did go well.
Health Care Management	PLO #2: Theory, concepts, and models	HCA 403 Week 7 Assignment	Sample size = 4 Range of score = 2.9-3.75 Average score = 3.41	Due to the small sample size, no change is recommended at this time.
Bachelor of Arts (B.A.) degree in Psychology	1. Students will acquire knowledge of key psychological theories, issues, practices, and concepts.	PSY 362 Abnormal Psychology	The average score for this key assessment was 3.41/4 (85%). One hundred and six out of 138 authors were evaluated (77%).	The acceptable and ideal target goals were not met, however, scores are very close to the acceptable target (3.41 vs. 3.5). Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated. Consider lowering the ideal target goal, as a 4/4 would mean that every student would need to obtain a perfect score and this is probably not realistic.
Bachelor of Arts (B.A.) degree in Psychology	3. Students will employ multicultural awareness, knowledge, and competence.	California Brief Multicultural Comp.	The average score for this key assessment was 3.10/4 (77%). Forty-six out of 69 authors were evaluated (67%).	Scores are improving. Last year, scores held an average of 2.77/4 with 47% of authors evaluated. This year, that increased to 3.10 with significantly more authors evaluated (47% last year compared to 67% this year). It remains important to make sure that adjunct and online instructors are aware of the OA measure and are collecting data since, at present, this

				measure is not part of a course assignment, and for online courses, it is not built into the course. Discussions have taken place with the Outcomes Assessment Director to possibly create a fillable PDF form for this assessment and have it added to all online course shells and Moodle companion course shells for the two courses for which this is a key assessment, CSL 430 and SOC 360. As with other assessments, an ideal target of 4/4 is not realistic since that would require every single student being assessed to achieve a perfect score. Change targets to reflect more reasonable and achievable scores.
Bachelor of Criminal Justice Homeland Security/Terrorism	Concepts of Terrorism	ENF212 - Paper Assignment	Students scored a 2.93 out of a 4 on the assessment rubric. Students did not meet expectations.	With the new development of the NIT program - our HST and GNS majors will be revised and hopefully will better prepare students moving forward.
Bachelor of Criminal Justice Homeland Security/Terrorism	Purpose of Domestic and Foreign Intelligence	POL225 Intelligence Cycle	Students scored a 1.39 out of a 4 on the assessment rubric. This is not within the acceptable range.	According to the instructor, the poor scores are not content specific, but most points are being reduced in the areas of research, writing, and public speaking. Students need more practice in these areas. It is important that these skills are being taught in all courses.
MSCJ Crime Analysis	Students will convey the types and functions of crime analysis	ENF627 Capstone Project	0 students were assessed. It is unclear as to why the students did not submit this measure to Taskstream. This course was run in Spring 2 of 2022 with only 1 student and in Fall 1 (2 students) and Summer 1 of 2022 (4 students), as well as Spring 2 of 2023 (10 students). The course was updated and ran in the new format in Spring of 2023, there may not have been a new Taskstream link added during the update.	The Taskstream administrator has been made aware of this and the problem should be fixed for the next time this course runs so that we can properly evaluate the submissions.
MSCJ Crime Analysis	Ethics in crime analysis Students will understand how to	ENF627 Capstone Project	0 students were assessed. It is unclear as to why the students did not submit this measure to Taskstream. This course was run	The Taskstream administrator has been made aware of this and the problem should be fixed

	ethically manage sensitive information, data security, confidentiality, and privacy		in Spring 2 of 2022 with only 1 student and in Fall 1 (2 students) and Summer 1 of 2022 (4 students), as well as Spring 2 of 2023 (10 students). The course was updated and ran in the new format in Spring of 2023, there may not have been a new Taskstream link added during the update.	for the next time this course runs so that we can properly evaluate the submissions.
MSCJ Crime Analysis	Effective writing in crime analysis Students will produce effective written analytic products tailored to specific	ENF627 Capstone Project	0 students were assessed. It is unclear as to why the students did not submit this measure to Taskstream. This course was run in Spring 2 of 2022 with only 1 student and in Fall 1 (2 students) and Summer 1 of 2022 (4 students), as well as Spring 2 of 2023 (10 students). The course was updated and ran in the new format in Spring of 2023, there may not have been a new Taskstream link added during the update.	The Taskstream administrator has been made aware of this and the problem should be fixed for the next time this course runs so that we can properly evaluate the submissions.
MSCJ Crime Science	Foundational Concepts: Students will evaluate and analyze the foundational concepts and methods used in the field of Crime Science.	ENF511 Week 6 Final Paper	This course was run in Spring of 2023 in term I. It was run as an IGS for a graduating senior so there was only 1 student assessed. This student scored an overall 2/3 for the assessment which is listed as "Proficient."	Due to the new course sequencing schedule many course in the past year were substituted or ran as low enrollment such as this course. Now that we have higher level students graduated and new students on the new sequencing we should have more stability and better results to report in the future.
MSCJ Homeland Security	Agency Relationships: Students will distinguish the inter- and multi-agency relationships needed to better prevent	ENF680 Capstone Project	10 out of 13(77%) total students were assessed. These students averaged 1.94/4 (49%). This low number is not representative of the overall students as the numbers are skewed due to 5 of the 10 students not submitting anything for this assessment. Of the remaining 5 students who did submit for the assessment, they averaged 3.88/4 (97%).	Due to the number reported it would seem like this assessment is doing poorly but, the numbers are not indicative of the students who actually submitted the assignment. We will continue and reassess this the next time with hopefully more student submissions.
MSCJ Homeland Security	Legal and Ethical Systems: Students will analyze and apply legal	ENF680 Capstone Project	10 out of 13(77%) total students were assessed. These students averaged 1.94/4 (49%). This low number is not representative of the overall students as the numbers are	Due to the number reported it would seem like this assessment is doing poorly but, the numbers are not indicative of the students who actually submitted the assignment. We will

	and ethical systems in order to practice		skewed due to 5 of the 10 students not submitting anything for this assessment. Of the remaining 5 students who did submit for the assessment, they averaged 3.88/4 (97%).	continue and reassess this the next time with hopefully more student submissions.
MSCJ Homeland Security	Capstone Project: Students will think critically, pragmatically, and strategically in the completion of a	ENF680 Capstone Project	10 out of 13(77%) total students were assessed. These students averaged 1.94/4 (49%). This low number is not representative of the overall students as the numbers are skewed due to 5 of the 10 students not submitting anything for this assessment. Of the remaining 5 students who did submit for the assessment, they averaged 3.88/4 (97%).	Due to the number reported it would seem like this assessment is doing poorly but, the numbers are not indicative of the students who actually submitted the assignment. We will continue and reassess this the next time with hopefully more student submissions.
MSCJ Justice Administration	Legal and Ethical Integrity: Students will practice legal and ethical integrity in their professional work.	JUS525 Legal & Ethical Issues in CJ	0 out of 75 students were assessed. There seemed to be a lack of a Taskstream link for this course hence no submissions. Also, there appears to be an incorrect OA assignment listed for this course as it indicated a week 6 research assignment yet there is not one for this course.	Corrections to both the Taskstream link and proper assignment need to be addressed.
BA in Health, Fitness, and Wellness	1	HFW415 CSCS Certification	10 of 13 (77%) students enrolled in HFW415 completed the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist Examination. 0 of 10 (0%) passed the certification examination.  Ideal Target: Not Met Acceptable Target: Not Met	Given both ideal and acceptable targets were not met, all course assignments need to be re-designed and tailored to the competency components of the National Strength and Conditioning Association's CSCS Examination. Recommendation is to keep the CSCS as the OA tool and allow the new Human Performance track in Exercise Science to take effect (stronger curriculum and requisite coursework).
BA in Health, Fitness, and Wellness	2	HFW 413 Final Project	6 of 17 (35%) students enrolled in HFW413 completed and submitted the "Future of Sports & Education" OA assignment in Taskstream. 0 of 6 students earned "ideal" or "acceptable" targets, 3/4 and 3.2/4 respectively.  The class average, of submitted artifacts was	Given the misalignment of HFW413 to meet student goals, interests, and needs, faculty recommend sunsetting the course.

			0.93/4.  Ideal Target: Not Met Acceptable Target: Not Met	
Computer Science	PLO#2 Compare and contrast knowledge of computer security models.	CST280 - Case Project	This course was instructed by a new faculty member. Not feeling comfortable, data was not collected this year, getting a baseline for the upcoming academic year.	Not collected.
Computer Science	Software Development PLO#2 Interpret and apply object-oriented programming language.	CST450 - Software Program	This course was instructed by a new faculty member. Not feeling comfortable, data was not collected this year, getting a baseline for the upcoming academic year.	Not collected
Exercise Science	1	EXS442 ACSM EP-c Exam	Of the 15 students enrolled in EXS442, all students completed the American College of Sports Medicine's Exercise Physiologist Certified Examination. 40% of the students earned certification thus passing the examination.  Ideal Target (80% pass): Not Met Acceptable Target (70% pass): Not Met	Given the students in EXS442 exceeded the national first time pass rate for the ACSM EPc Examination of 31%, I recommend decreasing the ideal and acceptable targets. Consider implementing the new ideal target of 60% of EXS442 students earning certification and 50% as the acceptable target.
Exercise Science	2	EXS 315L Biochemical Analysis Presentation	Of the 20 students enrolled in EXS315L, 17 (85%) completed and submitted the Biomechanical Analysis Presentation in Taskstream. Of the submitted artifacts, the class average was 3.21/4 (80%).  Ideal Target (class average of 3.5): Not Met Acceptable Target (class average 3.4): Not Met	Given the average class score approached the ideal and acceptable targets along with strong individual student performances and content aligning with student goals/interests/needs, I recommend the Biomechanical Analysis Presentation continue to be the OA tool for EXS315L.
Exercise Science	3	EXS442 ACSM EP-c Exam	Of the 15 students enrolled in EXS442, all students completed the American College of Sports Medicine's Exercise Physiologist Certified Examination. 40% of the students earned certification thus passing the examination.	Given the students in EXS442 exceeded the national first time pass rate for the ACSM EPc Examination of 31%, I recommend decreasing the ideal and acceptable targets. Consider implementing the new ideal target of 60% of

			<p>Ideal Target (80% pass): Not Met Acceptable Target (70% pass): Not Met</p>	<p>EXS442 students earning certification and 50% as the acceptable target.</p>
Exercise Science		4 EXS442 ACSM EP-c Exam	<p>Of the 15 students enrolled in EXS442, all students completed the American College of Sports Medicine's Exercise Physiologist Certified Examination. 40% of the students earned certification thus passing the examination.</p> <p>Ideal Target (80% pass): Not Met Acceptable Target (70% pass): Not Met</p>	<p>Given the students in EXS442 exceeded the national first time pass rate for the ACSM EPc Examination of 31%, I recommend decreasing the ideal and acceptable targets. Consider implementing the new ideal target of 60% of EXS442 students earning certification and 50% as the acceptable target.</p>
Forensic Science		1 FSC 215 Case Study Analysis	<p>10 of 10 (100%) of students enrolled in FSC215 completed the "Case Study" OA assignment. However, scores were not entered to Taskstream. Therefore, adequate assessment of findings was not permitted.</p>	<p>Implement strategies for increasing student submission of work to Taskstream. Consider providing access to Taskstream and reminders to the instructor from the OA team.</p> <p>Consider revising the OA plan for Forensic Science to exclude FSC215. Consider the addition of CHM331/332 or FSC115.</p>
Forensic Science		3 CHM 411 Final Exam	<p>6 of 6 students completed the "Biochemistry Final" OA assignment. The class average was 77%. 3 students (50%) earned a "B" or better. 4 students (66%) earned a "C" or better. Therefore,</p> <p>Ideal Target: Not Met Acceptable Target: Not Met</p>	<p>Given lower enrollments, it is difficult to recommend a change to the current acceptable and ideal targets. It is conceivable that with higher enrollments that targets would be achieved as only two of six students failed to meet acceptable targets. Thus, it is recommended that the current targets remain in place.</p>
Bachelor of Science (BS) degree in Cyber Security	PLO #3 Cyber Operations and INP	CDS491 Final Capstone Project	<p>No students were assessed for this course. This course has not run yet online.</p>	<p>We will wait until this course runs to decide what our next steps will be.</p>
Master of Science (M.S.) in Cyber Security	Value of Data Sets and Analysis of Threat Vectors	CDS512 Week 7 Research Paper	<p>10 out of 20 students (50%) were assessed. Of these students, the average was 2.6/4 (65%).</p>	<p>As only half of the students who took this were assessed, we would like for more students to be assessed. This course had 2 different instructors but both had similar results. We will re-review</p>

				this and strive for better results the next assessment.
Tiffin Core (General Education)	Program Learning Outcome 1	DEC 400 Final Project Assignment	The average score was 3.38. Criterion 2 of the rubric received the overall lowest score of 3.36. Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion. Criterion 1 of the rubric both received the highest score of 3.45. Criterion 1 is:Explanation of issues.	<p>Scores have been increasing over the previous years on this assessment as instructors have worked with students on investigating different points of view. The score on Criterion 2, though still the lowest, has greatly improved which indicates the extra instructor attention given to this concept has had an impact.</p> <p>Much work is given to helping students recall previous work on the Engage assignment. Student issues with the Engage project was one factor driving the revision of the DEC400 sequence. Future course offerings will begin to institute assignments that utilize the same thinking skills, but that are more focused on career readiness and leveraging diversity.</p>
Tiffin Core (General Education)	Program Learning Outcome 2	DEC 400 Final Project Assignment	The average score was 3.38. Criterion 2 of the rubric received the overall lowest score of 3.36. Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion. Criterion 1 of the rubric both received the highest score of 3.45. Criterion 1 is:Explanation of issues.	<p>Scores have been increasing over the previous years on this assessment as instructors have worked with students on investigating different points of view. The score on Criterion 2, though still the lowest, has greatly improved which indicates the extra instructor attention given to this concept has had an impact.</p> <p>Much work is given to helping students recall previous work on the Engage assignment. Student issues with the Engage project was one factor driving the revision of the DEC400 sequence. Future course offerings will begin to institute assignments that utilize the same thinking skills, but that are more focused on career readiness and leveraging diversity.</p>
Tiffin Core (General Education)	Program Learning Outcome 2	HIS 201 Final Project	The average score for the academic year was 1.63 The lowest scoring Criterion on the rubric	The rubric was changed for AY2021-22 compared to previous years. Based on scores from last year and this current AY2022-23, the

			(1.45) was: Criterion 4 Students position (perspective, thesis/hypothesis). The highest scoring Criterion on the rubric (1.80) was: Criterion 1 Explanation of Issue.	acceptable and ideal targets may need adjusted accordingly. Recommend asking the history faculty to look at the target scores.  Scores are lower than expected for a 200 level course. The online instructor is scoring artifacts significantly lower than the seated faculty member. Recommend a norming session with the faculty to mitigate this difference.
Tiffin Core (General Education)	Program Learning Outcome 3	DEC 400 Final Project Assignment	The average score was 3.38. Criterion 2 of the rubric received the overall lowest score of 3.36. Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion. Criterion 1 of the rubric both received the highest score of 3.45. Criterion 1 is:Explanation of issues.	Scores have been increasing over the previous years on this assessment as instructors have worked with students on investigating different points of view. The score on Criterion 2, though still the lowest, has greatly improved which indicates the extra instructor attention given to this concept has had an impact.  Much work is given to helping students recall previous work on the Engage assignment. Student issues with the Engage project was one factor driving the revision of the DEC400 sequence. Future course offerings will begin to institute assignments that utilize the same thinking skills, but that are more focused on career readiness and leveraging diversity.
Tiffin Core (General Education)	Program Learning Outcome 3	HIS 201 Final Project	The average score for the academic year was 1.63 The lowest scoring Criterion on the rubric (1.45) was: Criterion 4 Students position (perspective, thesis/hypothesis). The highest scoring Criterion on the rubric (1.80) was: Criterion 1 Explanation of Issue.	The rubric was changed for AY2021-22 compared to previous years. Based on scores from last year and this current AY2022-23, the acceptable and ideal targets may need adjusted accordingly. Recommend asking the history faculty to look at the target scores.  Scores are lower than expected for a 200 level course. The online instructor is scoring artifacts significantly lower than the seated faculty member. Recommend a norming session with the faculty to mitigate this difference.

The results of closing the loop efforts are shown in Table 6 below, which details the actions taken in AY2022-23 to address the PLOs that were Not Met during AY2021-22.

**Table 6 Actions Taken for NOT MET Assessment Courses AY2021-22**

<b>Program</b>	<b>Outcome</b>	<b>Key Assessment</b>	<b>Recommendations/ Reflections/ Notes</b>	<b>Actions Taken</b>
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	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.	To address the continued outcomes below ideal/acceptable targets, the following actions have been taken: 1) BA in Health, Fitness, and Wellness was sunset, 2) Health, Fitness, and Wellness students merged into the Human Performance track of Exercise Science, 3) Pre-Requisites for the course leading up to the CSCS exam (HFW415) were changed to where students complete EXS422 and Lab (Exercise Physiology), Principles of Fitness Training (NAT261), Cardiorespiratory Training (EXS310), and Bioenergetics (EXS210). Together these actions will assure that students have the requisite knowledge and skills necessary for successful completion of the CSCS exam.
BA in Health, Fitness, and Wellness	Students will identify and assess psychological and sociological aspects	HFW 413 Final Project	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	The BA in Health, Fitness, and Wellness was sunset. Accordingly, HFW413 is in teachout as the course did not align with student goals.

	that influence individual's participation in exercise and physical activity		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.	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". 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	Engaged in collaborative discussions with Office of Academic Assessment about the possibility of having the CBMCS embedded in online courses in order to increase the likelihood of data being collected in the online sections of SOC 360. The Social Sciences department hopes to work together this year to develop a key assessment/questionnaire to assess multicultural awareness, knowledge, and competence that is less specific to counseling.

			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	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.	All seated sections of JUS110 in AY22-23 were taught by full-time faculty. Covid precautions were loosened from previous years, which improved the learning environment for most students.
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	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.	The debate about sunsetting this program continues. In order to better inform our decision this major is up for program review this year.
Bachelor of Criminal Justice Forensic Psychology	Students will develop research skills in order to critically evaluate empirical research &	FOR 460 Final Research Paper/Project	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	Because SCS 300 and FOR 460 are taken sequentially (i.e. SCS 300 should be taken prior to taking FOR 460), this measure will be repeated to allow for a

	empirically answer questions related to CJ SS.		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.	full and complete cycle of the post-pandemic SCS 300 course being delivered in a post-covid manner (i.e. allowing students to more fully engage in the research process and have more hands-on instruction and demonstrations) in order to more accurately assess student's research abilities in FOR 460. Although students did not meet the ideal target, they did meet the acceptable target, which indicates we are moving toward the target.
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	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.	The Homeland Security Degree was sunset on campus and a newly developed National Security, Intelligence, and Terrorism major has replaced it. In the new program, there are now scaffolded Intelligence Courses. It is our hope by providing more content in this area that it will improve outcomes.
Computer Science	Compare and contrast knowledge of computer security models.	CST280 - Case Project	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	This course was taught by new faculty for the first time, the instructor did not assess the assignment in their first year in order to understand the activity, and to have a base line reading of what was going on. Previous recommendations and reflections will assist in the

		<p>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</p>	<p>upcoming 2023-2024 academic year planning.</p>
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			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	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.	Action items to move students toward meeting ideal/acceptable targets include: 1) introduction of Engagement Fridays to afford students hands on learning and skill development in metabolic testing, 2) provided support to the instructor of EXS422L to implement teaching strategies to increase applied student learning, and 3) pre-requisite courses will include exposure to metabolic testing.
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 focus on competencies where students struggled on the ACSM EP-c	Action items to move students toward meeting ideal/acceptable targets include: 1) introduction of Engagement Fridays to afford students hands on learning and skill development in pre-exercise evaluation, 2) instructor adjustment (foci on Pre-Exercise Evaluation, FITT-VP, and Behavior Modification, and 3) pre-requisite courses will more rigorously address exercise prescription methods aligned with recommendations from the American College of Sports Medicine.

			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	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.	Action items to move students toward meeting ideal/acceptable targets include: 1) introduction of Engagement Fridays to afford students hands on learning and skill development in metabolic testing, 2) provided support to the instructor of EXS422L to implement teaching strategies to increase applied student learning, and 3) pre-requisite courses will include exposure to metabolic testing.
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	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	The key action item for improving outcomes in EXS475 was pedagogical: The instructor will now design the research project which will increase time for teaching students proper writing and literature review approaches in the first weeks of the semester.

			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	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	The key action item for improving outcomes in EXS225 was pedagogical: The instructor will introduce smaller scale presentations for students to acclimate to public speaking, power point design, and consumption of literature.

			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	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.	Faculty continue to examine what the best rubric would look like. It is believed current rubric was tailored specifically for one assignment. The same faculty instructed the course for a couple of academic years, and is feeling much more comfortable in what they want to do, and what is best for the student. New activities were introduced outside the assessed activity, and worked well.
Finance	Students can perform cash flow analysis to make capital budgeting decisions.	FIN421 Investment Project	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	Faculty continue to examine what the best rubric would look like. It is believed current rubric was tailored specifically for one assignment. The same faculty instructed the course for a couple of academic years, and is feeling much more comfortable in what they want to do, and what is best for the student. New activities were introduced outside the assessed activity, and worked well.

			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	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	Discussions and brainstorming of the case were incorporated earlier in the semester. This allowed for questions and dialogue that helped students understand the expectations for a thorough analysis of the case.

			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	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>a. Permit study questions from Connect chapter tests.</li> <li>b. Revisit Final Exam. Possibly have a mid-term exam and a final exam.</li> <li>c. In-class work on writing Thesis Statements before each paper.</li> <li>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.</li> <li>e. Create Critical Thinking lesson based on the course concepts. <ul style="list-style-type: none"> <li>a. Having Brigitte Galauner, Reference &amp; 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</li> <li>b. Schema &amp; Scripts exercise to help students understand the concept of associate networks in memory as how consumers learn &amp; remember.</li> <li>c. Three papers requiring secondary research. <ul style="list-style-type: none"> <li>a. Critical thinking is an important skill for students to develop. The three</li> </ul> </li> </ul> </li> </ul>	The use of library resources to aid in research and writing were used. Scaffolding of the research papers within the class supported better conceptualization of the theories and requirements of the project.

			<p>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 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	PSY 635 Create Cultural Agency	Continue assessment into next cycle with data collected.	A plan has been developed to update this course.

	providing culturally competent services.			
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	Continue assessment into next cycle with data collected.	This program is currently under review and revision. A new plan is underway to update this course and overall program.
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	Continue assessment into next cycle with more students assessed	Course is under revision and a new link is needed. Previously students could not submit for evaluation. Assessment assignment is also under evaluation.
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	Continue assessment into next cycle with data collected.	This program is currently under review and revision. A new plan is underway to update this course and overall program.
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	Continue assessment into next cycle with data collected.	This program is currently under review and revision. A new plan is underway to update this course and overall program.

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.	Continue assessment into next cycle with data collected.	This program is currently under review and revision. A new plan is underway to update this course and overall program.
Master of Science (M.S.) degree in Criminal Justice	Students will develop and refine their leadership skills.	JUS635 Week 6 Capstone Project	Continue assessment into next cycle with data collected.	This program is currently under review. OA assessment indicated high evaluations. Current standards, tools, resources, and instructors will continue to be used
Master of Science (M.S.) degree in Psychology	Multicultural awareness: Students will develop multicultural awareness, tolerance, and cultural alertness	PSY612 Week 7 Assignment	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.	A plan has been established to update this course and send additional reminders to instructors throughout the 23-24AY to encourage their students to submit their key assessment in Taskstream.
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	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.	This course is currently being updated. There is a plan to send additional prompts and reminders to instructors for the 23-24AY.
Sports and Recreation Management	The students will develop an understanding of quantitative business	SMG 405 Data analysis project	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	Course assignments were adjusted. Students met the targets in AY2022-23.

	practices in sports management		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,	COM 310 Ethics Paper	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-	Program sunsetted and revised as part of the BA in Digital Media

	professional, small group and interpersonal settings.		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	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.	Program sunsetted and revised as part of the BA in Digital Media
Tiffin Core (General Education)	Students will solve problems using quantitative and qualitative thinking methods.	DEC 400 Final Project Assignment	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	DEC 400 course was revised in Spring 2023

			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 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.	DEC 400 course was revised in Spring 2023
Tiffin Core (General Education)	Students will communicate appropriately in diverse situations.	HIS 201 Final Project	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	Since the scoring is still consistent with the previous AY when the rubric was first changed, the acceptable and ideal targets may need adjusted accordingly. However, it may also be a good idea to discuss other alternatives for the HIS201 OA Assignment.

			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	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.	Since the scoring is still consistent with the previous AY when the rubric was first changed, the acceptable and ideal targets may need adjusted accordingly. However, it may also be a good idea to discuss other alternatives for the HIS201 OA Assignment.
Tiffin Core (General Education)	Students will cultivate a mindset to impact various communities.	DEC 400 Final Project Assignment	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.	This course and assignment were revised for the 23/24 academic year.

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.

### **Expanding Assessment Beyond Academic Programs**

In AY2022-23, the Office of Assessment and Accreditation initiated formal documentation of assessment from service-oriented offices. Each office was asked to identify learning outcomes and develop measures of those outcomes. The Dragon Bridge summer program from the University Academic Support office was the first program to develop outcomes and measures. In addition, the Career Services office also implemented an assessment plan. These assessment plans are included in the appendix for further review. For the next academic year, formal assessment processes will be expanded to the following offices: Financial Aid, Advising, the Registrar's office, and Career Services.

### ***Co-Curricular Experience: Engaged Fridays***

Not only does TU provide curriculum, we go a step further in providing the foundational skills to navigate life – personally, academically and professionally. In that spirit, TU hosts Engaged Fridays, a variety of events throughout the academic year to keep our students engaged and help them explore their interests. The events are designed to foster creativity, collaboration, critical thinking and analysis, and appreciation for a global mindset that employers seek. This holistic educational experience is unique to Tiffin University graduates and gives them an edge in their future careers.

Examples of Engaged Friday activities include student-faculty research experiences, service learning, professional clubs or organizations, athletics and career experiential learning – as well as fun events like dodgeball or pickleball tournaments, painting events and tours of nearby destinations. Past Engaged Friday Events include:

- Career Services Workshops: New Year New You-4 Year Plan Workshop, Advanced Resume Workshop, Mock Interview Event, Internship Info Session
- Education Seminar Series: Self-Efficacy Seminar, Leadership Seminar, Andragogy and Job Search
- Science Friday Speaker Series
- Drone Academy Training
- Virtual Sports and Fitness Expo
- Creativity and Mental Health Day, “Creativity and Madness: Creating Light in the Darkness of the World” Dr. Jonathan Appel and Dr. Dohee Kim-Appel
- TiffinArts – Musical: Next To Normal
- Accounting and Finance Club Trip to Pittsburgh

- Springfest & Greek Step
- Building Cultural Competencies CCU Workshops

### Summary and Looking Ahead

Much progress has occurred during AY2022-23 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 AY2023-24, 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 7 Key Outcomes Assessment Initiatives for AY2023-24**

<b>Improvement Initiative</b>	<b>Expected Result of Initiative</b>
Upgrade Watermark Taskstream products to Watermark Student Learning & Licensure and Planning & Self-Study platforms.	Approve system upgrade and begin transition to new systems in Spring 2024.
Produce requested documentation and evidence for HLC review .	Assist Dean of Accreditation by providing requested information.
Support curricular changes to Tiffin Core key assessments.	Host OA Days for newly revised DEC100 and DEC400 courses.
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.
Expand formal assessment processes and documentation of non-academic units.	Request assessment plans and implementation of an assessment cycle by non-academic student service units.
Develop strategies for sharing OA data with academic units.	OA Staff will benchmark data distribution with other institutions to determine best practices.
Implement process for course sections to be compliant with Master Course Curriculum Guides.	Contract with Simple Syllabus to create master documents that will also integrate with LMS.

## **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 51% 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 Center for Intercultural Excellence was created to centralize and manage all of these facets and to continue to develop and grow our initiatives and strategic goals (Tiffin University, 2022).

**Figure 4 Institutional Standards for the Core Competencies of a Tiffin University Graduate**



**Building Cultural Competencies Training Information and Data**

Tiffin University has completed 5 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.

### **Overview of the IAA**

The Intercultural Aptitude Assessment (IAA) assesses intercultural aptitude, the four key aptitudes important for effective intercultural leadership and communication: cultural interest, cross-cultural communication, emotional self-regulation, and ethical orientation. These are the aptitudes that were identified in 2021 by a team of eight PhD-level content experts with extensive experience living, working, and teaching in different cultures, assembled to take a fresh look at how to evaluate intercultural aptitudes and leadership qualities. Four aptitudes emerged from detailed statistical analyses as being coherent concepts important for intercultural leadership: cultural interest, cross-cultural communication, emotional self-regulation, and ethical orientation. These aptitudes were subjected to further extensive validation among five different adult populations (university students, university faculty, university staff, employees in for-profit organizations, and employees in non-profit organizations) and were found to be consistent among all populations.

### ***The Aptitudes***

- Cultural Interest is a measure of a person's self-reported curiosity about people who are different from them, an interest in learning new things in general and in learning about people in particular, and a measure of an individual's valuing of and enjoyment in spending time with people from different cultures. Our research shows that these characteristics tend to go together.

- Cross-Cultural Communication is a motivational disposition and skill in finding common understanding among cross-cultural group members and ensuring that each member feels appreciated and that their contributions are valued.
- Emotional Self-Regulation is a measure of an individual's ability to remain calm in stressful and/or novel situations. Emotional Self-Regulation also contributes to appropriately initiating or inhibiting actions triggered by emotions.
- Ethical orientation describes what principles govern a person's behavior and how they feel about promoting and protecting other cultures, cooperation, bravery, supporting others, and making moral decisions and choices both professionally and personally.

The first two aptitudes combined relate closely to the attributes measured by the Cultural Intelligence (CQ) scale, predicting 80% of the variance in the results from that survey instrument. The two additional aptitudes assess qualities not assessed by the CQ that the experts thought were important aspects of intercultural leadership and communication.

### **Reason for the change from the original assessment utilized to the IAA**

Based on the review and analysis by the panel of experts and supported by subsequent factor analysis and structural equation modeling, the qualities assessed by the CQ were thought to be too narrow to capture a more complete range of aptitudes important for intercultural effectiveness. In 2021 a team of eight PhD-level content experts with extensive experience living, working and teaching in multiple international cultures was assembled to take a fresh look at how to evaluate intercultural leaders. This team assembled an extensive list of potential attribute of an intercultural leader, across ten different domains of content. This set of 357 items was administered to a pilot group of 136 university faculty, university students and business leaders who rated their own personal characteristics using the item pool on all attributes. These

responses were then subjected to a procedure called Principal Component Analysis to determine which of the items combine to identify common characteristics of leadership. In these preliminary tests, those items that clustered together the strongest were identified, and items that did not cluster strongly enough were eliminated. A series of further statistical analyses eventually reduced the item pool to strongly clustering items making up four different aptitudes of leadership.

The resulting scale was then given to five representative samples of five different adult populations of adults in the United States: university students, university faculty, university staff, employees of for-profit commercial organizations, and employees of non-profit organizations, a total of 627 participants in all. The results of these surveys were further analyzed using additional statistical methods (exploratory factor analysis and structural equation modeling) to identify those items that formed valid and reliable characteristics of intercultural leadership. Four predominant characteristics again emerged as strong and consistent clusters in all five different populations, identifying four important characteristics of intercultural leaders. This survey instrument was named the Intercultural Aptitude Assessment (IAA).

Based on the results of this analysis, Dr. Lillian Schumacher, President of Tiffin University, decided to change the assessment of cultural uniqueness from the CQ assessment to the IAA. The first two aptitudes of the IAA, cultural interest and cross-cultural communication, capture aptitudes very similar to those captured by the CQ. The IAA goes further, assessing both self-reported emotional self-regulation and ethical orientation.

#### **Analysis of the data from this past academic year.**

The change to the IAA required starting over with assessing students' cultural uniqueness attributes. As a result, it is not possible to compare the aptitudes of TU's graduating students

with their previous aptitudes. For those students taking the IAA for the first time last November, they will be taking the IAA again as they near graduation, and TU will be able to assess student progress over the students' tenure with the university.

In November, 2022, students enrolled in TU DEC classes were asked to take the new survey. A new website created to administer the IAA survey was not yet operational, so they were given an Excel file that allowed them to self-administer the survey and at the same time scored the survey, presented the results, and created a file code that allowed for transferring the data into the IAA database so that their results can be compared at the end of their university experience. This coding also allowed the university to examine the results and compare them with the norms from a National sample of both university students and an overall mixed group of adult survey participants. There was some confusion among students about how to use the Excel file which will be eliminated in the next administration of the IAA to students using the new IAA website, but 319 useable surveys were returned. Students received an analysis of their scores compared to the general adult population and also to a National university student population and were also given a sheet describing the overall IAA survey, along with descriptions and examples for each of the aptitude scores. They were asked to write a reflection paper about the results of their survey and were informed that they would be taking the survey again at the end of their undergraduate experiences, to compare their aptitudes before and after the experience.

**Table 8 Descriptive Statistics and Overview Comparison with National Norms**

Factor	DEC Students		National Total Population		National Student Population	
	Average	SD	Average	SD	Average	SD
Cultural Interest	5.44	0.96	5.57	1.06	5.59	1.07
Emotional Self-Regulation	3.71	1.28	3.66	1.34	3.13	1.20
Ethical Orientation	5.96	0.66	5.10	0.93	5.15	0.95

Cross-Cultural Communication	5.18	1.00	5.00	1.14	5.09	1.17
Total IAA Score	5.00	0.57	4.83	0.76	4.74	0.67

N = 319; SD = Standard Deviation

Table 8 shows descriptive statistics on the results of the survey administration. averages and standard deviations were generally consistent with results from both the National adult sample and with the National university student population, except in a few areas. In comparing the results of the DEC student responses with the National student norms, both the Cultural Interest and the Cross-Cultural Communication scores are quite close to the National norms, which three other scores, the Emotional Self-Regulation, Ethical Orientation, and the Total IAA Score, showed the DEC students scoring higher than the National norms.

**Table 9 Comparisons of DEC students with National University Student Sample**

	Averages	F	Significance	Eta-squared	Difference
<b>Cultural Interest</b>					
DEC Students	5.44	2.550	.111	NS	N/A
National Student Sample	5.59				
<b>Emotional Self-Regulation</b>					
DEC Students	3.71	27.004	< .001	0.049	Small
National Student Sample	3.13				
<b>Ethical Orientation</b>					
DEC Students	5.96	133.545	< .001	0.203	Large
National Student Sample	5.15				
<b>Cross-Cultural Communication</b>					
DEC Students	5.18	0.852	.356	NS	N/A
National Student Sample	5.09				
<b>IAA Total Score</b>					
DEC Students	5.00	23.298	< .001	0.043	Small

Table 9 shows the results of an Analysis of Variance (ANOVA) statistical analysis, performed to see if the differences between groups are actually statistically significant or whether they are likely to be due to chance sampling differences from the population. Where the differences were found to be statistically different, further analysis using an effect-size measurement called eta-squared was performed to assess the magnitude of the differences. Both the Cultural Interest and the Cross-Cultural Communication scores are NOT statistically significantly different from the scores of the National student sample and must be regarded as due to chance differences.

However, the DEC students showed a significantly higher average score than the National student sample on three of the other scores. For Emotional Self-Regulation and the IAA Total Score, while statistically significant, the effect sizes are considered to be a small difference using Cohen's guidelines for interpreting effect sizes in business and the social sciences (Ellis, 2010, p. 41). The Ethical Orientation score, on the other hand, is a statistically significant large difference, according to the Cohen guidelines. This suggests that the DEC students endorse statements attesting to the importance of maintaining high ethical standards in their interactions and business dealings to a larger extent than their national student counterparts. The size of the effect suggests that this is likely to be more than a casual result. Perhaps selection bias on the part of students causes students with higher-than-average ethical values to be attracted to the atmosphere at TU, or perhaps it reflects the impact of TU's recruiting policies or some combination thereof.

While the DEC students show a small significant edge in emotional self-regulation, the responses themselves suggest that there are at least a group of students who might benefit from

additional training or guidance in improving their self-regulation and self-management skills. The area that shows the greatest need for improvement is in the areas that commonly are considered to relate to cultural intelligence. In this arena, DEC students are not significantly different from the overall National university student population. This could be an area of real growth potential among DEC students. These changes, as well as those on the other two aptitudes, will be reassessed in the students' senior years at TU.

### ***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. During AY2022-2023, there were fifteen faculty members who earned the CCU teaching endorsement.

- **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 AY2022-23**

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.

### **Center for Tiffin University & Dragon Education Core Curriculum**

#### ***Tiffin Core 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.

#### ***Summary of Program OA Process for AY 22-23***

- During AY22-23, the School of Arts & Sciences (SAS) was reorganized into four separate entities:
  - School of Creative & Media Arts
  - School of Education & Extended Learning
  - School of Science, Technology & Health
  - Center for Tiffin University & Dragon Education Core Curriculum
- With the reorganization of SAS, there is no longer an individual who serves as the Director of Outcomes Assessment for the Tiffin Core courses.
- The current procedure for completing Outcomes Assessment involves the TU Core Department Chair working with faculty and adjuncts to

ensure all OA assignments are entered and scored in Taskstream. The Chair then pulls the summary data from Taskstream and works with various instructors and faculty to complete the final reports.

### ***Summary of significant OA activity for AY 22-23***

#### **Review of PLOs and Assessment Plans**

- PLOs and Assessment plans for the TU Core are not changing.
- MAT275 was fully assessed in all sections during AY 22-23.

#### **OA Days**

- DEC 100 – CQ Reflection, December 15, 2022

### ***Highlight of Tiffin Core program for AY 22-23***

#### **New/sunset courses**

- Sunset: DEC400L was terminated effective the start of AY 23-24 as part of the DEC sequence revision. The professional ePortfolio work will become part of both DEC300/320 and DEC400.
- New/Rename: DLT101 is the new course code for the previous CST111 (Digital Literacy & Technology Readiness). This change emphasizes a set of class activities that focus much more on digital and informational literacy vs. the former course that was heavily laden with office software manipulation. This revised set of activities also introduces students to ethical academic uses of AI technology. This revision was a suggestion from the OA Summary for AY 22-23.

## Strengths

- The DEC sequence of courses is in the process of a revamp that will more closely align with the core competencies of a TU graduate. Course activities focus on career readiness and leveraging diversity. The revised DEC 100 and DEC 400 curriculum will pilot in seated sections during AY 23-24. Remaining work on the 200, 300 and online courses will continue through AY 23-24 with anticipated first offerings in Fall 2024. A core group of DEC Fellows along with the Tiffin Core Committee is spearheading these course revisions.
- A continued strength of the Tiffin Core is that it is being assessed through every general education course. Each section of a particular course uses the same assessment, regardless of modality. Most TU Core courses (one exception) utilize a national AACU rubric for scoring student artifacts. 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. Taskstream scoring trainings combined with OA Scoring Days offer key opportunities for instructors to come to consensus on rubric interpretation and evaluating student work. This is the fourth year of scoring on the AACU rubrics, and faculty are more consistently scoring students' work.
- Most (17 of the 19) courses in the TU Core either Met or Exceeded the Acceptable Target Achievements.

- Trainings ensure instructors understand the OA process and scoring:
  - near the end of each Fall and Spring semester focused on helping instructors understand the intent of OA as well as the difference between grading an assignment and scoring an OA artifact with the AACU rubrics.
  - New Adjunct Training – includes OA discussion and scoring – August 2022
  - DEC 100/250 Instructor Training – August 2022
  - DEC 200-400 Instructor Training – May 2023

### **Opportunities for Improvement**

- HIS 201 again reported “Not met” and “Approaching” acceptable and ideal targets, respectively. Since the scoring is still consistent with the previous AY when the rubric was first changed, the acceptable and ideal targets may need adjusted accordingly. However, it may also be a good idea to discuss other alternatives for the HIS201 OA Assignment. The other courses in the Pick 5 list (ART210, CUL210, ENG201 and PHI110) yield average scores on their OA assignments that are much closer to one another. HIS210 is the outlier with lower average scores.
- DEC 400 reported “not met” and “approaching” acceptable and ideal targets. The artifact for this course is the Final Project. Since the revision of DEC 400 will include a new and improved OA assignment/Rubric, it is anticipated that some of the issue will be resolved with the new curriculum.

## *Next Steps for AY 23-24*

### **Suggested areas of OA focus for the next academic year**

- Plan OA scoring days for DEC 100, DEC 400 seated and DLT101 to help pinpoint any issues in the revised courses
- Complete the DEC sequence revamp; make plans for the online revisions
- Adjust the HIS201 benchmark score and/or revisit the OA assignment
- Assess the ENG141 lowered rubric scores in light of course grades that were higher for AY 22-23.

## **School of Business**

### *School 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.

### *Summary of School OA Process for AY 22-23*

The following key program assessments were used for the 2022/2023 academic year:

Accounting Program: ACC 210: Financial Accounting Worksheet, ACC 304: Tax Research Analysis, ACC 313: Job Order Costing System, ACC 301: Financial Statement Project, ACC 404: Presentation Project. Due to the online course offering rotation all five program outcomes will be assessed each academic year going forward.

Business Management: MGT 317: Case Study HR Challenges, MGT 455: Key Assessment, MGT 411: International Business, MGT 301: Case Study, MGT 221: Baldrige Company Project, MGT 470 and MGT 471: Supervisor Evaluation.

Computer Science Program: CST 412: Case Study, CST 280: Case Project, CST 301: Software Program, CST 450: Software Program, CST 430: Hands-on-Skills Final, CST 345: Final Exam. CST 345 was not offered during the current academic year, so it was not

Finance Program: FIN 421: Investment Project, ECO 422: Paper, FIN 426: Problem Set.

Human Resource Management Program: HCA 140: History and Benchmarks of the U.S. Healthcare System, HCA 312: Week 6 Assignment, HCA 427: Presentation, HCA 140: HITECH and Meaningful Use, HCA 403: Week 7 Assignment, HCA 474: Life History Interview and Research Project, HCA 140: Final Project Part 4, HCA 427: Week 7 Assignment, PHI 307: Case Study.

International Business Program: Nothing noted in Taskstream.

Manufacturing Management Program: Nothing noted in Taskstream.

Marketing Program: MKT 252: Final Project, MKT 470: Marketing Internship, MKT 402: Research Project, MKT 404: Final Project.

Sports Management Program: LAW 260: Legal Analysis Project, SMG 405: Data Analysis Project, SMG 235: Website Assignment, SRM 470: Internship Performance Evaluation.

Supply Chain Program: MGT 221: Final Exam, Research Paper, Semester Paper, MGT 356: Final Exam, Final Research Paper, Case Study, MGT 422: Final Research Project, Case Study, MGT 455: Semester Project, Case Study, Research Paper, Final Exam.

Masters of Business Administration (MBA) Core: MGT 526: Final Project and Presentation, MGT 614: Final Project the Role of Men and Women during Expatriate, MGT 622: Master Field Test Final Capstone Paper, MGT 623: Final Project Private Property, Regulation, and the Constitution.

MBA Concentrations: FIN 627: Week 7 Term Paper, SMG 670: Final Reflection E-Portfolio, LDR 611: Week 6 Presentation, MKT 631: Meeting Case Study, DAX 641: Create Forecast, HCA 553: Final Project Healthcare Trend, HRM 613: Improving Diversity, MKT 627: Marketing Plan, FFE 620: Identify Theft Practice Exam.

Doctorate of Philosophy, Global Leadership and Change: RES 810: Cultural Intelligence Reflection, GLC 815: Research Question and Hypothesis, GLC 740: Final Project Strategic Action Plan, GLC 735: Case Applied Research Paper 4, GLC 755: Best Practices for Successful Teams, RES 710: Argumentative Persuasive Essay Paper.

In addition to the course artifacts outlined above, the School of Business continues to use the Peregrine Exam as an assessment measure for outbound students in both the undergraduate and graduate programs. By administering the Peregrine Exam results are available for a comparison between Tiffin University students and both Accreditation Council for Business Schools and Programs (ACBSP) and The Association of Advance Collegiate Schools of Business (AACSB) institutions throughout the United States. 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.

Peregrine Academic Services places a high priority on ensuring the validity and reliability of the assessment services. The MFT includes 10 questions for each topic, and each exam is unique in that questions are selected at random from a test bank with 50 to 200 questions per topic. The topics tested on the MFT include: Accounting, Business Ethics, Business Finance, Business Integration and Strategic Management, Business Leadership, Macroeconomics, Microeconomics, Global Dimensions of Business, Information Management Systems, Legal Environment of Business, Human Resource Management, Operations and Production Management, Organization Behavior, Marketing, and Quantitative Research Techniques and Statistics.

### ***Summary of School Significant OA Activity for AY 22-23***

During the 2021/2022 academic year the following opportunities for improvement were identified through the OA process. Each program includes an update from the 2022/2023 academic year regarding changes that were implemented to make quality improvements to the given program.

## **Accounting**

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.

Update: During the 2022/23 academic year, students were given more time in class to work on this project and were able to ask more questions. Students were also given more examples than previous years, which benefited the student. Overall scores increased from 3.35 to 3.65 in the latest academic year.

## **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. Submissions made in the MGT 301 course were not evaluated, this greatly limited 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.

Update: 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. The target was 3 out of 4 on the assessment. Students did meet the target. The student score was 3.22/4

## **Computer Science**

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.

Update: During the 2022/23 academic year, a new professor taught this class. This professor was uncomfortable assessing in his first year on the project, so the professor spent the year getting acclimated. CST 280 will be assessed again in the 2023/24 academic year and followed up on. It was good to have a new professor have a different perspective on this assignment.

## **Finance**

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.

Update: During the 2022/23 academic year faculty began the review of the rubric. It has not been updated as of this time. More understanding of the faculty allowed them to tailor the assignment to the more specific rubric, and this worked well. Scores increased on average from 2.83 to 3.67. Faculty will continue to evaluate the effectiveness of this rubric.

## **Human Resource Management**

Only one data collection point for the 21/22 academic year. 22/23 another Program Learning Outcome (PLO) will be added.

Update: 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. This was evaluated for the seated students but was the only PLO assessed. The average score for this item was 3.27 out of 4. PLOs were not added during the 2022/2023 academic year, but will be added during the 2023/2024 academic year.

### **International Business**

Only one data collection point for the 21/22 academic year due to the change from a concentration to a program major. 22/23 another PLO will be added.

Update: 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. This was the only PLO assessed. PLOs were not added during the 2022/2023 academic year, but will be added during the 2023/2024 academic year.

### **Manufacturing Management**

MGT 455, an Outcomes Assessment course for this program, was not run in the 21/22 academic year.

Update: MGT 455, an Outcomes Assessment course for this program, was not run in the 23/24 academic year. However, this program has been moved to the OA pilot program. This project requires that all artifacts be gathered at the three levels of learning which include introduction, reinforcement, and mastery. The artifacts at these three levels of learning will be gathered and assessed for each PLO.

## **Marketing**

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 21/22 academic year to better support the learning outcome.

Update: In the 2022/2023 academic year, faculty added schema and scripts exercise to help students understand the concept of associate networks in memory as how consumers learn and remember. This leads to understanding brand positioning strategy and the value of Consumer-Based Brand Equity along with additional papers requiring secondary research. The target for the assessment instrument used in MKT 252 was 3 out of 4. Students scored 2.70 out of 4. The target was not met and is still a focus for the 23/24 academic year.

## **Sports 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.

Update: The target for the assessment instrument used in SMG 405 was 3 out of 4. Students did not meet the target achieving a 2.67/4. However, this is an increase from the 2.55/4 from the 21/22 academic year.

A new book was implemented, and it went very well; however, it will take time to be able to reap the full benefits. The change in with the adaptation of Excel and SPSS allowed for

better learning, and in-class discussion on regression analysis provided further support for students and achievement on the course summative project.

### **Supply Chain Management**

Only one data collection point for the 21/22 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.

Update: This program has been moved to the OA pilot program. This project requires that all artifacts be gathered at the three levels of learning which include introduction, reinforcement, and mastery. The artifacts at these three levels of learning will be gathered and assessed for each PLO.

### **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.

Update: By implementing the 2022/2023 strategies, the MBA program enhanced its outcome assessment practices, leading to more accurate measurement of student learning, targeted feedback, and continued improvement of the MBA's effectiveness. Therefore, the majority of the courses assessed during the academic year 2022/2023 exceeded the MBA target

except for MKT 631 Marketing Field Analysis. This course will be discontinued and replaced with MKT 634 Digital Marketing Analysis.

### **PhD in Global Leadership and Change**

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 improvements in RES 810 item 4.1 Pre-Post Cultural Intelligence reflection paper submissions occur; 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.

Update: Within the GLC 740 course the assignment scored an average of 3.64 out of 4. This exceeds the acceptable target of 3.25, but falls short of the ideal target of 2.75. It was noted that additional changes to the goal guidelines may help further improve the outcomes within this course.

Within the RES 810 course a transition is underway from the CQ instrument to the IAA instrument. This outcomes will continue to be under review during this transitional time.

### ***OA Day in the School of Business***

Financial Accounting, ACC 210, was selected by the School of Business to participate in a Spring OA day. This course is part of the Accounting Program outcomes assessment plan, but

is also part of the business core. Accordingly, all business students are required to complete this course.

During the OA Day for ACC 210 four faculty members participated in the scoring of the course artifact for this course. Overall, the scoring during the OA Day aligned with the score of the artifact within the course by the instructors. The average score for the OA Day was 3.65, while the faculty scored this artifact at 3.64 within the course.

The first take away from the OA Day was that students are still not submitting consistent artifacts. The assignment is completed through McGraw Hill Connect, a third-party lab, and does not require the student to submit anything through Moodle. The students are required to capture parts of the assignment from the third-party lab, and upload the artifact into Taskstream. Not all students capture the correct content to make the submission in Taskstream. Faculty will continue to work on improving the consistency of submissions from all students.

It was noted that most students scored either 4 out of 4 on the rubric, or 0 out of 4. The disparity will also be addressed within the class. Faculty are also considering if additional sections of the assignment should be included in the Taskstream artifact. Additional changes will be forthcoming as the faculty continue to develop other strategies to help provide additional guidance to struggling students.

The current rubric has item 2.1.1 which states: The students will define general accepted accounting principles. However, item 2.1.2 states: The students will apply general accepted accounting principles. The primary outcome of the course is more aligned with 2.1.2, and not

2.1.1. The faculty will consider revising this rubric, and determine if the redundancy and applicability of these two items can be alleviated.

### ***Highlights of School Undergraduate and Graduate Programs for AY 22/23***

#### **New or Sunset Programs**

No programs were started or sunset within the School of Business during the 2022/2023 academic year. Revisions were made to the Marketing major, but not considered major revisions.

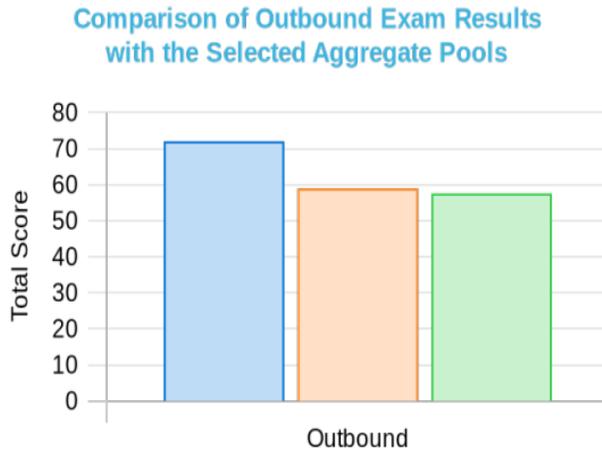
#### ***Strengths***

##### **Peregrine Results**

Within the Bachelors of Business Administration (BBA) the Peregrine MFT is administered in the MGT 495 course, a required course within the Business core curriculum. Within the MBA the Peregrine MFT is administered in the MGT 622 course, a course within the MBA core curriculum. As reflected in figure 1 through figure 5 several strengths within the BBA and MBA programs are discussed, given the results on the MFT.

Figure 5 below shows that during the Fall 2022 semester the outbound seated undergraduate students scored 13.09% and 14.47% above the AACSB and ACBSP accredited schools, respectfully. Although these differentials were 19.65% and 18.56%, respectfully, during the 2021/2022 academic year, outbound Tiffin graduates still significantly outperform both AACSB and ACBSP outbound students. The exam results demonstrate that Tiffin University outbound students retain knowledge and are learning effectively.

Figure 5 MFT Fall 2022 Undergraduate Seated

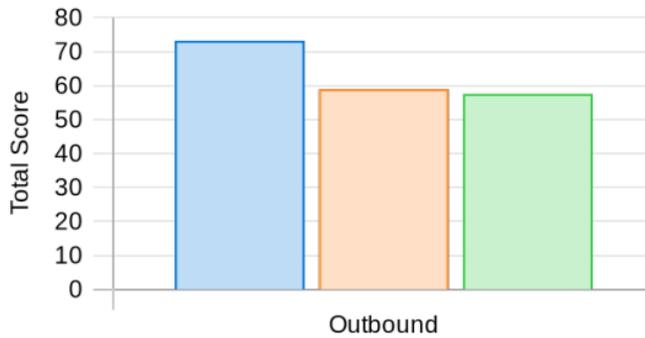


School/Aggregate	Outbound %
Tiffin University	72.02%
AACSB Accredited - The Association to Advance Collegiate Schools of Business	58.93%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	57.55%

Figure 6 below shows that during the Spring 2023 semester the outbound seated undergraduate students scored 14.28% and 15.66% above the AACSB and ACBSP accredited schools, respectfully. These differentials were 15.37% and 15.51%, respectfully, during the 2021/2022 academic year, indicating that outbound Tiffin graduates continue to outperform both AACSB and ACBSP outbound students. The exam results demonstrate that Tiffin University outbound students retain knowledge and are learning effectively.

Figure 6 MFT Spring 2023 Undergraduate Seated

**Comparison of Outbound Exam Results with the Selected Aggregate Pools**

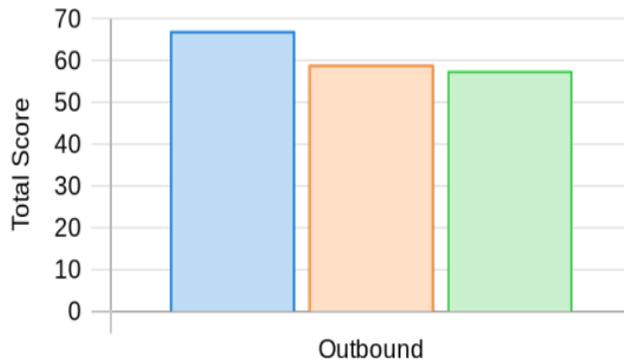


School/Aggregate	Outbound %
Tiffin University	73.21%
AACSB Accredited - The Association to Advance Collegiate Schools of Business	58.93%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	57.55%

Figure 7 below shows that during the Fall 2022 semester the outbound online undergraduate students scored 8.13% and 9.51% above the AACSB and ACBSP accredited schools, respectfully. These differentials were 8.43% and 7.34%, respectfully, during the 2021/2022 academic year, indicating that outbound Tiffin graduates continue to outperform both AACSB and ACBSP outbound students. The exam results demonstrate that Tiffin University outbound students retain knowledge and are learning effectively.

Figure 7 MFT Fall 2022 Undergraduate Online

**Comparison of Outbound Exam Results  
with the Selected Aggregate Pools**

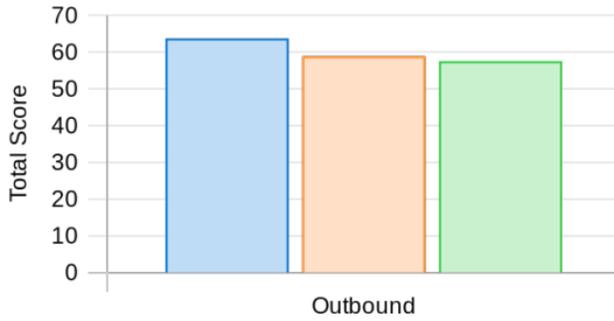


School/Aggregate	Outbound %
Tiffin University	67.06%
AACSB Accredited - The Association to Advance Collegiate Schools of Business	58.93%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	57.55%

Figure 7 below shows that during the Spring 2023 semester the outbound online undergraduate students scored 4.80% and 6.18% above the AACSB and ACBSP accredited schools, respectfully. These differentials were 12.55% and 12.69%, respectfully, during the 2021/2022 academic year, indicating that outbound Tiffin graduates continue to outperform both AACSB and ACBSP outbound students. The exam results demonstrate that Tiffin University outbound students retain knowledge and are learning effectively.

Figure 8 MFT Spring 2023 Undergraduate Online

**Comparison of Outbound Exam Results with the Selected Aggregate Pools**

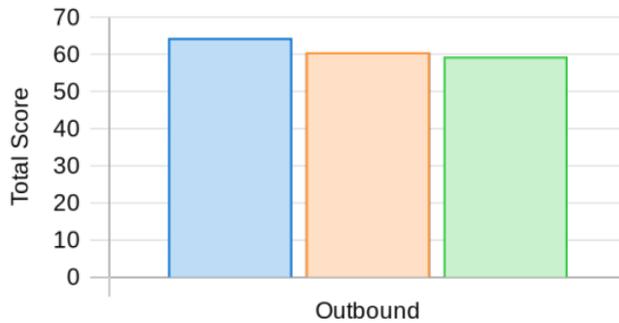


School/Aggregate	Outbound %
Tiffin University	63.73%
AACSB Accredited - The Association to Advance Collegiate Schools of Business	58.93%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	57.55%

Figure 9 below shows that during the Spring 2023 semester the outbound online graduate students scored 3.82% and 5.02% above the AACSB and ACBSP accredited schools, respectively. The differential was 12.55% over the average of AACSB schools during the 2021/2022 academic year. However, the differential to the ACBSP schools was 3.37% below the national average during the 2021/2022 academic year. Although the differential narrowed versus the AACSB schools, the differential improved versus the ACBSP schools. Tiffin graduates outperformed both AACSB and ACBSP outbound students. The exam results demonstrate that Tiffin University outbound students retain knowledge and are learning effectively.

Figure 9 MFT Spring 2023 Graduate Seated

**Comparison of Outbound Exam Results with the Selected Aggregate Pools**

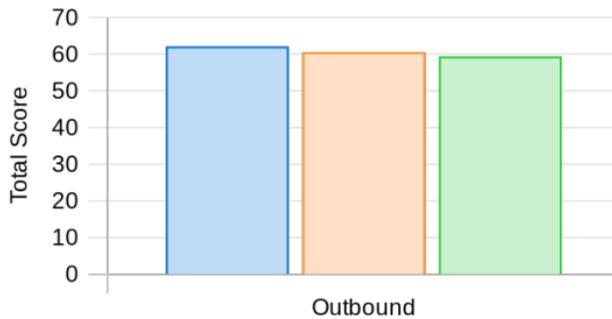


School/Aggregate	Outbound %
Tiffin University	64.44%
AACSB Accredited - The Association to Advance Collegiate Schools of Business	60.62%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	59.42%

Figure 10 below shows that during the Spring 2023 semester the outbound online graduate students scored 1.51% and 2.71% above the national averages for AACSB and ACBSP accredited schools, respectfully. During Spring 2022 outbound Tiffin graduate online students underperformed AACSB by 2.61% and ACBSP by 3.37%. Although the margin is narrowly positive, it is an improve from the negative position during the Spring 2022 term. This demonstrates improves to the online graduate program.

Figure 10 MFT Spring 2023 Graduate Online

### Comparison of Outbound Exam Results with the Selected Aggregate Pools



School/Aggregate	Outbound %
Tiffin University	62.13%
AACSB Accredited - The Association to Advance Collegiate Schools of Business	60.62%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	59.42%

### Accounting

Program learning outcome 2 requires students to broaden their knowledge of the Federal Income Tax System through research analysis. 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 3.85 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 3.58 out of 4.

### Computer Science

Program concentration Network & System Administration learning outcome 2 requires students to demonstrate the ability of Microsoft client and server operating systems to configure,

repair, optimize, and solve system issues. The target for the assessment instrument used was 3 out of 4 on the rubric. Students exceeded the acceptable target of 3.0, by achieving 3.44 out of 4.

### **Finance**

Program learning outcomes 1 and 2 require experiential learning, apply principles of asset allocation and diversification to formulate portfolio strategies, and students to perform cash flow analysis to make capital budgeting decisions. 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 3.67 out of 4.

### **Human Resource Management**

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 acceptable target for the assessment instrument used in MGT 317 is 3 out of 4. Students did meet the acceptable target achieving a 3.27 out of 4.

### **International Business**

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 acceptable target for the assessment instrument used in MGT 411 was 3 out of 4. Students did meet the acceptable target achieving a 3.16 out of 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. This Program was moved to the OA pilot, as discussed above.

## **Marketing**

The learning outcome 4 for the Marketing Program states that the students will be able to adapt the marketing theories to a culturally diverse population. The ideal target for the assessment instrument used in MKT 404 was 3.5 out of 4. Students did meet the ideal target achieving a 3.65 out of 4.

## **Sports Management**

The learning outcome 4 for the sports management program states that students will demonstrate professionalism in an experiential learning environment. The ideal target for the assessment instrument used in SMG 470 was 3.5 out of 4. Students did meet the ideal target achieving a 3.67 out of 4.

## **Supply Chain Management**

This Program was moved to the OA pilot, as discussed above.

***Masters of Business Administration***

**MGT 622.**

***Performance Measure.***

PLO #1: MBA students will demonstrate proficiency in understanding business policies and practices related to subcategories 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 3.56 out of 4. 89% of students exceeded the ideal target.

***Action Taken or Improvement.***

The program summary reflection paper, there seems to be a split on the value of the MFT. Make sure students clearly read all expectations of the capstone paper and address all elements with specific and detailed depth/examples. This might be another opportunity for some

videos to explain these expectations, versus just providing a written narrative as I have been doing. Visual learners might find this helpful.

## **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 meet the ideal target of 3.5 out of 4, achieving 3.65 out of 4, 91% exceeded the ideal target.

### ***Action Taken or Improvement.***

Students are finding it difficult to submit Week 7 projects in Taskstream. The recommendation is to include a section in rubric Taskstream submission credit, so students might get aware of the requirement. Introducing “predictive statistics” as this juncture might entice students to seek a data analytics’ Master’s program

## **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 3.85 out of 4, 91% exceeded the ideal target.

### ***Action Taken or Improvement.***

Incorporate lecture videos for key topics to make the student learn better and understand. Remove the requirement that students find a man and a woman, and just ask them to interview two people.

## **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 3.76 out of 4, 94% exceeding the ideal target.

### ***Action Taken or Improvement.***

The faculty suggests tweak the wording on Discussions and Essays to help students focus on making strong ethical and legal decisions. Restructuring the wording in assignments to direct students' thinking regarding the risks for profit/loss in the case study, rather than focusing on general concepts of ethics or law.

## **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 3.5 out of 4.

### ***Analysis of Results.***

Students did meet the ideal target of 3.5 out of 4, achieving a 3.75 out of 4, 94% exceeded the ideal target.

### ***Action Taken or Improvement.***

Include lecture videos for the course, provide blogs and articles in both Discussion and Assignments to enhance learning.

## **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 meet the ideal target of 3.5 out of 4, achieving 3.65 out of 4, 85.91% exceeded the ideal target.

***Action Taken or Improvement.***

The course needed an update with Salesforce's purchase of Tableau – but, there is so much more to Tableau in regards to data visualization enhancements that the students were not exposed.

**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 meet the ideal target of 4, achieving a 4.54 out of 5, 89% exceeded the ideal target.

***Action Taken or Improvement.***

Going forward, the course needs to continue emphasizing the importance of following 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 4 out of 4.

***Analysis of Results.***

Students did meet the ideal target of 4, achieving a 4 out of 4, 100% exceed the ideal target.

***Action Taken or Improvement.***

The assignment is working sufficiently to meet the goals of assessment and for the course learning goals. The assessment will continue for the 23/24 academic year and if the results stay the same, the assessment will be considered to be changed to measure other learning goals for the course/program.

**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 out of 5 achieving a 4.58 out of 5, 92% exceeded the ideal target.

***Action Taken or Improvement.***

True reflection paper should be added to week #7. Suggest that the course communicates the Taskstream involvement for assignment 6.2 in more areas than just the home page. Also, suggest to refresh a few weekly resources and case studies.

**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 out of 4, achieving only a 3.69 out of 4, 92% exceeded the ideal target.

***Action Taken or Improvement.***

The discussions could be case studies applying the weekly material which could eliminate students just parroting the reading. Week 6 DQ should be changed from "generations in the workplace" because students parrot the same information. Week 7 DQ should be changed to include other key employment.

**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 out of 5, achieving a 4.55 out of 5, 91% exceeded the ideal target.

***Action Taken or Improvement.***

Directions need to be more specific in assuring that students respond with more formal writing skills, rather than numbered lists or outlines.

**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 4.5 out of 5.

***Analysis of Results.***

Students did not meet the ideal target of 4.5, achieving 4.43 out of 5, 89% were approaching the ideal target.

***Action Taken or Improvement.***

The faculty suggests that an example of a Case Study or a Case Study template be available on the student dashboard for an example. This would eliminate a lot of confusion and frustration for students that are new to this qualitative research design.

**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 3.5 out of 4.

### ***Analysis of Results.***

Students did meet the ideal target of 3.5 out of 4, achieving only a 3.54 out of 4, 88% exceeding the ideal target.

### ***Action Taken or Improvement.***

Remain diligent in the expectations for "daily" journal entries and to communicate often about the role they have in the experience regarding professionalism. Maintain good communication with students.

### **PhD in Global Leadership and Change**

The GLC 815 assignment scored an average of 3.81 out of 4, exceeding the ideal target. The GLC 740 assignment scored an average of 3.64 out of 4, exceeding the ideal target. The GLC 735 assignment had an average score of 3.83 out of 4, exceeding the ideal target. The course was taught by a returning faculty member, so this may have impacted the high level of performance of the students within this course. The RES 710 scored an average of 3.54 out of 4, exceeding the ideal target. Professors continue to provide additional resources to students, including videos. Overall, the course evolutions will continue to be monitored for any indications of practices that are helping students reach these levels of outcomes.

### ***Next Steps for AY 23-24***

There are various areas for improvement within each program. These are highlighted in the section below regarding the next steps for the 2023/2024 academic year.

## **Suggested areas of OA focus for the next academic year**

The faculty within each Major has identified areas of focus for additional improvements within each program. These are listed in the sections that follow.

### ***Accounting***

Program learning outcome 5 requires students to demonstrate an understanding of internal controls and risk assessment. The target for this instrument used in ACC404 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 3.46 out of 4.

In the upcoming year not much will be changed, as students continue to perform well, and above the acceptable target. Going through an example of the presentation might assist with the students, and help ease their anxiety with their work.

### ***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. The ideal target is 3.5 out of 4 on the assessment. Students did not meet the ideal target. Three additional PLOs have been added.

### ***Computer Science***

The Computer Science Program has been moved from the School of Business to the School of Science, Technology, and Health. Areas of focus will be developed within the School of Science, Technology, and Health for the 2023/2024 academic year.

### ***Finance***

Program learning outcome 3 requires students to analyze the allocate of resources function within capital markets. The target for this instrument used in FIN421 was 3 out of 4 on the rubric. Students did not meet the acceptable target, achieving 2.83 out of 4 on the rubric.

In the upcoming year, faculty will keep material the same. The faculty in this course missed several days due to illness, so that definitely impacted the scores. More time for the project will help students out as well. The faculty discussed the project with students, and received mixed reviews. The department will look to see if the outcome can benefit from different assignment.

### ***Human Resource Management***

Learning outcome 3 for Human Resource Management 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 not meet the ideal target.

During 2023/2024 faculty will keep the material the same. An introduction to the case study project will be earlier in the semester to allow for better dialogue and questions. Faculty will stay with the team-based learning approach, which changed in the 22/23 academic year. An enhanced focus on case analysis will be incorporated.

### ***International Business***

This Program will have additional PLOs in place during the 2023/2024 academic year.

### ***Manufacturing Management***

This Program has been placed in the OA pilot program, see above for further details.

### ***Marketing***

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 2.70 out of 4.

For the 2023/2024 academic year, faculty plan to include thesis statement work in class along with a critical thinking lesson to help with the course concepts. The engagement level of the students with the project last year improved it is not connecting the concepts further in their ability to conceptualize within the constructs of the project.

### ***Sports 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 2.67 out of 4.

Faculty will continue to use the new book and computer systems, as well as the in-class work on regression, to allow a continued focus on quantitative business practices.

### ***Supply Chain Management***

This Program has been placed in the OA pilot program, see above for further details.

### ***Masters of Business Administration***

The MBA program will continue assessing students' overall understanding of business management concepts and their ability to apply them in real-world scenarios. In order to accomplish and improve the MBA program outcome assessment practices, some strategies will be put in place. First, The MBA assessment plan will be updated for 2023/2024. The plan will include the selection of new key assessments in the CORE and concentration courses. Also, new ideal and acceptable targets will be selected. The MBA outcome assessment will include both formative assessments (ongoing evaluations throughout the program) and summative assessments (final evaluations). Second, all MBA CORE quantitative course assignments will be converted as a Position Paper (POS) course type in order to better align students' efforts with CLOs. Finally, The Marketing concentration curriculum will be updated to bring the course content and program name with current industry demands.

### ***PhD in Global Leadership and Change***

The GLC 755 assignment scored an average of 3.19 out of 4, meeting the acceptable target of 3.0, but falling just short of the ideal target of 3.25. In order to attempt the ideal target of 3.25, additional focus on course material elements will provided during the 2023/2024 academic year.

Additionally, the program is transitioning from the CQ instrument to the IAA instrument. As baseline data is collected while using this new instrument faculty will be cognizant of this change and monitor the level of students' levels of Cultural Intelligence.

Furthermore, course evolutions will continue to be monitored for any indications of practices that are helping students reach the levels of outcomes throughout the program.

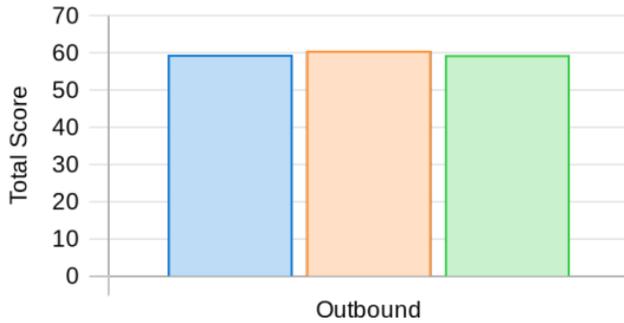
### ***Peregrine Results***

Within the MBA the Peregrine MFT is administered in the MGT 622 course, a course within the MBA core curriculum. As reflected in figure 7 opportunities for growth is present within the Online MBA program, given the results on the MFT.

Figure 11 below shows that during the Fall 2022 semester the outbound online graduate students underperformed by 1.10% versus the national average for AACSB accredited schools. However, for the same period outperformed by 0.10% versus the national average for ACBSP accredited schools. During Fall 2021 outbound Tiffin graduate online students underperformed AACSB by 1.38% and ACBSP by 5.29%. Although the margin of underperformance versus the AACSB schools narrowed, Tiffin outbound students still underperformed against this national average. Furthermore, the narrow overperformance compared to the ACBSP schools is an improvement, but based on the graduate seated results, additional progress should be made on the performance of the online graduate students.

Figure 11 MFT Fall 2022 Graduate Online

**Comparison of Outbound Exam Results  
with the Selected Aggregate Pools**



School/Aggregate	Outbound %
Tiffin University	59.52%
AACSB Accredited - The Association to Advance Collegiate Schools of Business	60.62%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	59.42%

**School of Creative and Media Arts**

***School Mission Statement:***

The School of Creative & Media Arts strives to provide an innovative, flexible, and hands-on education that prepares students to pursue career goals in contemporary fields and industries.

***Summary of School OA Process for AY 22-23***

Due to the changes in curriculum, OA was not a priority of the SCMA for AY 22-23. We knew that the program was going to significantly change; therefore, we didn't feel completing OA on the old curriculum was necessary.

In addition, many of the classes didn't run or were very low enrollment, not providing valuable OA data anyway.

### ***Summary of School significant OA activity for AY 22-23***

- Review of PLOs and Assessment Plans
  - The SCMA reviewed all program PLOs in our effort to revise curriculum. Assessment plans were updated based on new curriculum and new program format.
  - The B.A. Commercial Music program has been collecting multi-year assessment data on Private Music Instruction (PMI) courses since 2020, which has informed instruction and outcomes in music majors, minors and non-major participants taking individual lessons. This data will be more formally documented and formalized moving forward in tandem with new plans.
- OA Day
  - At the moment, no SCMA courses have been identified for an OA Day.

### ***Highlight of School Undergraduate and Graduate Programs for AY 22/23***

- New/sunset programs
  - The SCMA decided to sunset the following programs:
    - B.A. in Public History
    - B.A. in Strategic and Mass Communication
  - The SCMA has significantly changed the curriculum for the B.A. in Digital Media and Design, changing the name to the B.A. in Digital Media. The new degree contains professional tracks allowing students to choose paths along which they can customize their degree. These tracks give students the flexibility to take classes based on their own interests. The professional tracks are:

- Video Production
- Photography & Design
- Sports Media
- Digital Storytelling (to replace Public History)
- Strategic Communication
- Audio Production

There is an opportunity to create more tracks in the future as student interest and school faculty grow.

- Because of the changes to the B.A. in Digital Media, the set of Humanities Core changed, requiring the B.A. in Commercial Music to also undergo changes in curriculum.

The B.A. in Commercial Music adopted the new Creative Core created in the new B.A. in Digital Media degree. In addition, the concentrations in the B.A. in Commercial Music track will now function like professional tracks, modeled off of the design of the new degree.

- The M.H. program underwent significant changes as well. The Communication concentration was sunsetted, and the name of the English concentration was changed to Rhetoric & Composition.

In addition, all courses were shifted from 15-week to 7-week courses, requiring a complete overhaul of most of them. For example, Fall 2022 was the last semester that HUM680 (the capstone course) ran. It was replaced with two 7-week courses: SAS680 and SAS680, whose prefixes were later changed to CMA680 and CMA681 due to the dissolving of the School of Arts & Sciences.

Because of the shift to 7-week courses, and in an effort to retain as much content in all concentrations as possible, the curriculum was revised in all programs. In the Film Studies and Art & Visual Media concentrations, little change was needed except for changing some credit hours of courses to maintain a 30-credit hour degree. The Creative Writing concentration was revised to shift focus to writing narratives, and some publishing classes were added to help students reach their goals. The Rhetoric & Composition concentration is essentially a new concentration, not using any of the old English courses (which were primarily literature courses). If we should decide to add a Literature concentration in the future, those courses can be resurrected and revised.

- Strengths
  - The new curriculum in all programs has created stronger, more student-friendly programs that both allow students and the university more flexibility in scheduling and paths to graduation. This curriculum also prepares students to meet their career goals by giving them more practical career-readiness skills.
- Opportunities for Improvement
  - For AY 23-24, the SCMA needs to focus on OA as a priority in order to measure the success of the new curriculum adjustments.

### ***Next Steps for AY 23-24***

- Suggested areas of OA focus for the next academic year:

Due to significant curriculum changes in all programs, all programs in the SCMA will have new and thorough OA plans for AY 23-24. All programs will need to focus on OA as a priority.

The MUS299 Second Year Project course is being restructured to provide more useful, practical, and actionable assessment data.

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

### ***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 is also 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.

### ***Summary of School OA Process for AY 22-23***

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 must 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 into 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 Significant OA Activity for AY 22-23***

#### **Review of PLOs and Assessment Plans**

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

Effective May 2023, the SCJSS discontinued the five Program Lead positions within the school's organizational structure. One of the purposes of the Program Lead position was to continually review all PLOs within their area for quality assurance and to ensure that the PLOs are reflective of the program's mission. It was determined that this task can be completed sufficiently by each Assistant Dean, who also double as Department Chairs for their areas of responsibility. Currently in the SCJSS, one of the Assistant Deans has oversight of the school's OA plan, although both contribute to the collection and evaluation of OA data.

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 continue on an annual basis.

Presently, all programs contain an adequate number of PLOs to properly assess 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. This issue will be rectified with the planned review and reconsideration of the MSCJ Forensic Psychology program in its entirety in the upcoming academic year.

### **OA Day**

This year's OA day, held on May 10th, 2023, via Zoom, brought together key individuals such as the Coordinator of Academic Assessment, the Academic Assessment Graduate Assistant, the Dean for Assessment and Accreditation, and four faculty evaluators. The focal point of the event centered around SCS 470 Internship. While this course serves as a crucial assessment for both the BA in Psychology and the CJ core, each program adopts a distinct evaluation measure. The BA Psychology employs an internship evaluation, while the CJ core relies on an internship paper.

Given the subjective nature of evaluating these pivotal assessments, the initial part of the day focused on norming/calibration. The aim was to ensure that all evaluators considered the same variables when conducting their assessments. The overall findings for the key assessment used in SCS 470 for the BA in Psychology indicated that the internship evaluation form was relatively straightforward and easy to score. Through the norming session, participants learned to be more precise about which aspects of the internship evaluation to focus on for each question on the OA rubric in Taskstream. This led to greater consistency in scoring across evaluators. Consequently, it was recommended to include the corresponding question numbers from the supervisor evaluation form for each measure on the rubric. For example, the first item on the OA scoring rubric, which pertains to student performance, should utilize data from questions #2, #3, #5, #7, #8, and #9 on the supervisor evaluation form.

During the closing the loop discussion, held after the completion of all scoring activities, a suggestion emerged regarding the internship committee. It was proposed that the internship site supervisor evaluation form should include a question about adhering to ethical codes/practices. Assessing this aspect of professional behavior is not only important in general, but it would also enable scorers to evaluate the corresponding question on the OA rubric in Taskstream for this key assessment. Additionally, it was recommended to add a section on the evaluation form where the supervisor can provide explanations for any N/A ratings or other scoring for students. This would enhance the understanding of areas requiring improvement. Moreover, it would offer insights into whether the supervisor believed the student was adequately prepared for the internship and whether supervisors fully comprehended what they should evaluate and look for in interns. Lastly, converting the supervisor evaluation to a fillable PDF form was suggested to streamline the process for supervisors.

The average score of 3.54 out of 4.0 for OA day was considered strong, particularly given the presence of four different evaluators. This key assessment demonstrated a robust evaluation of the targeted outcome, effectively measuring what it was intended to measure. Furthermore, this assessment provided an external reflection through the supervisor's input, which is often more reliable than relying solely on student self-reporting, as self-report measures tend to be inflated.

Regarding the norming/calibration discussion for the internship paper used in the CJ program, it assisted evaluators in understanding the criteria they should consider. These criteria encompassed student comprehension of concepts and theories, the connection to class concepts and outside research, accurate in-text citations and references, and the inclusion of personal experiences, rather than solely relying on comparisons. During the closing the loop discussion,

evaluators agreed that students were not meeting the expectations in their internship papers. There seemed to be a lack of understanding of theories and concepts, as well as a dearth of discussion on these topics in student papers. Additionally, many papers failed to follow instructions and lacked the level of professionalism expected, including citations and references. Evaluators also observed that entire papers or large sections of internship papers appeared to have been copied from previous papers the students may have written for other classes, with only minor alterations.

Based on the OA day experience, several conclusions and assumptions were drawn. It was believed that students may not be thoroughly reading the entire internship guide and instead focusing solely on the sections that need to be completed and submitted for internship approval. While students excelled in discussing their experiences, they struggled to reflect on the supervisory relationship, professionalism, and how their internship experience related to their coursework. Furthermore, it was assumed that students lacked access to their prior Moodle shells/course books, which would have helped them make stronger connections to past classes. Students completing their internship hours during the summer often did not gain access to the Moodle course shell until the fall or spring when it was added to their course schedule. Consequently, due to this delay and the failure to read the internship manual, students went through their internship hours without taking notes or focusing on elements that would benefit them when writing their papers.

To enhance this key assessment, several suggestions were put forward. These included exploring alternatives to writing a ten-page paper, such as creating a video or PowerPoint presentation. Providing students with a template for the paper, including headings that outline the required points, would help them structure their work and have a physical checklist to refer to.

Additionally, organizing a workshop to provide students with more information about finding internships, the necessary information and expectations during the internship process, and the assignments required, among other relevant topics, was recommended.

### ***Highlight of School Undergraduate and Graduate Programs for AY 22/23***

#### **New/Sunset Programs**

In AY 22-23, the SCJSS rolled out a BA Psychology concentration in Sport Psychology, and BCJ concentration in Justice Advocacy. The school also sunsetted BCJ Justice Administration while modifying and enhancing BCJ Law Enforcement with key components from BCJ Justice Administration.

Additionally in AY 22-23, the school combined BCJ Homeland Security and Terrorism with BA Government and National Security, thus sunsetting them both as on-campus programs, and created the new program BA in National Security, Intelligence and Terrorism. It should be noted that BCJ Homeland Security and Terrorism remains as an online program only.

#### **Strengths**

- The BCJ-Forensic Psychology and BCJ-Law Enforcement programs continue to score very high meeting or exceeding all ideal targets across five and four PLOs assessed, respectively. BCJ-Forensic Psychology and BCJ Law Enforcement have been long-standing signature programs within the SCJSS.
- MS-Psychology exceeded four out of five ideal targets for the PLOs assessed.
- Other MSCJ programs (Criminal Behavior and Forensic Psychology), and MS Cyber Security met acceptable targets and approached ideal targets.

## **Opportunities for Improvement**

- MSCJ-Crime Analysis backslid this AY only meeting one ideal target while not meeting three other PLOs assessed.

### ***Overall School Assessment***

The SCJSS assessed its 11 undergraduate and nine graduate programs for the 22/23 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 seven 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 AY21/22 across our programs.

#### **Undergraduate Level**

- 81.0% of the PLOs assessed met at least the acceptable target.
- 33.3% of the PLOs assessed also met the ideal target.

#### **Graduate Level**

- 74.0% of the PLOs assessed met at least the acceptable target.
- 40.7% of the PLOs assessed also met the ideal target.

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

#### **Undergraduate Level**

- BCJ Core – 2 of 2 PLOs assessed met either the acceptable or ideal target.
- BCJ Corrections – 1 of 2 PLOs assessed met the ideal target.
- BCJ Criminalistics – 1 PLO assessed met the acceptable target.
- BCJ Digital Forensics – 2 PLOs assessed met the acceptable target.

- BCJ Forensic Psychology – 3 of 5 PLOs assessed met acceptable targets, and 2 of the 5 PLOs assessed met the ideal target.
- BCJ Homeland Security & Terrorism – 1 of 5 PLOs assessed met the acceptable target, 2 of the 5 PLOs assessed met the ideal target, and 2 of them did not meet acceptable targets.
- BCJ Justice Administration – 1 of 1 PLO assessed met the acceptable target.
- BCJ Law Enforcement – 4 of 4 PLOs assessed met ideal targets.
- BA in Cyber Security – Of the 3 PLOs assessed, 1 met the ideal target, 1 met the acceptable target, and 1 did not meet the acceptable target.
- BA in Government & National Security – No data was collected for 2 PLOs.
- BA in Psychology – 1 of 3 PLOs assessed met acceptable targets. 2 of the 3 did not meet acceptable targets.

#### **Graduate Level**

- MSCJ / Crime Analysis – 1 of the 4 PLOs assessed met the ideal target. 3 of the 4 PLOs assessed did not meet the acceptable target.
- MSCJ / Criminal Behavior – 3 of the 4 PLOs assessed met acceptable targets, with 1 of them meeting the ideal target.
- MSCJ / Forensic Psychology – 2 of the 3 PLOs assessed met acceptable targets, with 1 of them meeting the ideal target.
- MSCJ / Homeland Security Administration – 3 of the 3 PLOs assessed met the acceptable target.
- MSCJ / Homeland Security – 1 of the 4 PLOs assessed met the acceptable target.

- MSCJ / Justice Administration – 1 of the 2 PLOs assessed did not meet the acceptable target. 1 of the 2 PLOs assessed met the ideal target.
- MS in Cyber Security – 3 of the 4 PLOs assessed met ideal targets. 1 of the 4 PLOs assessed did not meet the acceptable target.
- MS in Psychology – 3 of the 4 PLOs assessed met ideal targets. 1 of the 4 PLOs assessed met the acceptable target.

### *Next Steps for AY 23-24*

#### **Suggested Areas of OA Focus for the Next Academic Year**

As we reflect on the OA Process for AY 22-23, it is evident that the SCJSS has made significant strides in maintaining an active and comprehensive OA plan. The process, which involves joint decision-making between the Dean, Assistant Deans, and faculty members, has been successful in continuously improving the assessment of PLOs across all undergraduate and graduate programs.

- Addressing PLO Overload in MSCJ Forensic Psychology: During the review of PLOs and assessment plans for AY 22-23, it was noted that the MSCJ Forensic Psychology program contains 14 PLOs, which exceeds the suggested upper limit of 5-10 PLOs. To ensure the effectiveness and efficiency of assessments, it is crucial to address this PLO overload. In the upcoming academic year, the school should focus on conducting a comprehensive review of the MSCJ Forensic Psychology program to identify essential and relevant PLOs. By refining and streamlining the PLOs, the program's assessment process will become more manageable and meaningful.
- Enhancing the Assessment of Internship-Based Key Assessments: The OA day for SCS 470 Internship provided valuable insights into the assessment of this crucial key

assessment. The recommendation to include a question about adhering to ethical codes/practices in the supervisor evaluation form and creating a section for supervisor explanations would enrich the evaluation process. Additionally, exploring alternative assessment methods, such as video or PowerPoint presentations, could be considered for the internship paper used in the CJ program. Organizing workshops to guide students through the internship process and providing them with clear expectations and guidelines will further improve the quality of their internship papers.

- Implementing Annual PLO Review for all Programs: Although we are currently comfortable with the appropriateness and quality of our PLOs in all programs, it is essential to ensure continuous improvement and relevance. The school should establish a formalized process for annual PLO reviews for all undergraduate and graduate programs. By conducting regular reviews, we can guarantee that our PLOs remain aligned with program missions and current industry standards, thereby enhancing the overall assessment process.
- Improving PLO Attainment in MSCJ Crime Analysis: The MSCJ Crime Analysis program experienced a decline in PLO attainment during AY 22-23. To address this concern, a thorough analysis of the assessment data should be conducted to identify areas of improvement. Faculty members and program coordinators should collaborate to develop targeted interventions and strategies to enhance student learning and achievement of PLOs in this program.
- Implementing Fillable PDFs for Evaluation Forms: As discussed during the OA day, converting the supervisor evaluation form to a fillable PDF format will streamline the assessment process for supervisors. This modification will not only save time but also

improve the accuracy and efficiency of data collection. Implementing fillable PDFs for evaluation forms should be considered across all programs using similar assessment methods.

### ***Conclusion***

In conclusion, the SCJSS has demonstrated a commitment to robust outcomes assessment throughout AY 22-23. By focusing on the suggested areas of improvement for the next academic year, we can continue to enhance our OA process and ensure that our students' learning experiences align with our program goals and objectives. Through ongoing collaboration, evaluation, and innovation, we can foster a culture of continuous improvement within our school and provide our students with the best possible educational outcomes.

### **School of Education and Extended Learning**

#### **School Mission Statement**

- **Mission Statement:** The School of Education and Extended Learning (SEEL) seeks to prepare highly qualified, compassionate, and effective professionals ready to meet the needs of an ever-changing world.
- **Vision:** The School of Education and Extended Learning promotes student-driven teaching and learning through excellence in instruction, research, and curriculum design.

#### **Summary of School OA Process for AY 22-23**

##### ***AYA and MS Education Licensure***

- The 22-23 academic year it was decided to begin collecting data on the AYA and MS Education licensure programs to begin for the 23-24 academic year. Prior to the 23-24 school year Lourdes University

collected all assessment data for licensure accreditation through CAEP. It was determined that Tiffin University on our own would also collect data to assess the content knowledge with regard to how well students are passing their Ohio Assessment for Educator exams which are taken the semester prior to student teaching in all programs.

### ***Master of Education***

- During the 22-23 academic year, the Master of Education program underwent three significant changes: 1) The Instructional Design concentration replaced the Concentration in Educational Technology, 2) The Concentration in Higher Education Administration was condensed from 9 to 6 courses, and 3) A carousel rotation of classes was created to offer each class one time throughout the academic year

### **Summary of significant OA activity**

#### ***AYA and MS Education Licensure***

- PLOs were written for all subject areas to show success in passing the OAE. The PLOs are as follows: Students demonstrate the requisite content knowledge to teach the subject effectively at the licensure level.

### ***Master of Education***

- As this degree program was under revision, the assessment plan was also revised. The capstone course will now collect all data from the program as the order students take classes is not consistent with the six different start dates. The capstone course

will be revised to include these assessments in the Spring of 2023 and assessments will begin on this date.

## **Highlight of School Undergraduate and Graduate Programs for AY 22/23**

### *New/sunset programs*

#### ■ **AYA and MS Education Licensure**

- Created an Educational Studies Undergraduate degree with three concentrations that can lead to multiple master's pathways at Tiffin University or partnership educational licensure programs.
- Added to our partnership with Lourdes University to offer a pathway toward licensure in K-12 Mild to Moderate Special Education.
- Placed our degree options for English education on hold. Created a teach-out plan for students in these programs.

#### ■ **Master of Education**

- Started a dual enrollment option for our M.Ed. programs
- Reconstructed the Masters of Education Higher Education Administration Concentration from 9 classes to 6 classes by internally editing the courses that are moving from 2 to 3 credits
- Created 2 certificate programs in Instructional Design
  - *Basic Instructional Design Practitioner*, and
  - *Advanced Instructional Design Leader*

## *Strengths*

- **AYA and MS Education Licensure**
  - Refined the Education Licensure program to improve efficiencies and student performance
  - Transitioned all history courses to the school of Education (HIS to HED).
  - Mapped out curriculum pathways for each program and shared with advisors to follow
  - Completed an alignment between the history classes within the program to the state test topics/competencies (OAE) to increase passing rates.
  - Started a formalized education club, *The Education Guild*, a social media page in Instagram to increase communication, a mentorship program for our incoming freshmen, held bi-monthly events, and created a one-on-one tutoring option for all Undergraduate Education Students.

## *Opportunities for Improvement*

- **AYA and MS Education Licensure**
  - **Goal:** 100% of students will pass the OAE before student teaching.
    - **Action:** Continue tutoring class and have students take the test two semesters before student teaching.
    - **Status:** In progress
  - **Goal:** Increase retention from year 1 to 4.

- **Action:** Continue tutoring class, increase engagement and participation in club events, and build relationships with students.
- **Status:** In progress
- Master of Education
  - Goal: Streamline the program to 12 courses
    - **Status:** In progress
  - Goal: Refine curriculum to be more relevant to the higher ed context
    - **Status:** Program course refinement underway

### **Next Steps for AY 23-24**

#### *Suggested areas of OA focus for the next academic year*

- **AYA and MS Education Licensure**
  - Look into potential opportunities to add licensure in Physical Goal: Increase enrollment in physical education, AYA Science, or elementary education
    - **Action:** Strengthen existing/explore new partnerships to increase program desirability
    - **Status:** In progress
- **Master of Education**
  - Increase enrollment with a value proposition for potential students

## **School of Science, Technology, and Health**

### ***School Mission Statement***

The School of Science, Technology, and Health became an official School, dividing from the previous School of Arts and Sciences, of Tiffin University in January of 2023. The School formally announced its inaugural dean, Dr. Mark Sabo, in May of 2023 at which point the School faculty voted unanimously to take up the charge of writing a School Mission Statement during the Fall semester of 2023. Therefore, the School Mission Statement is currently “to be determined.”

### ***Summary of the School OA Process for the 2022-2023 Academic Year***

- The School of Arts and Sciences divided into the School of Creative and Media Arts, the School of Education and Extended Learning, and the School of Science, Technology, and Health.
- The School of Science, Technology, and Health assumed the Bachelor of Arts degree programs in Chemistry and Health, Fitness, and Wellness, the Bachelor of Science degree programs in Applied Health Science, Computer Science, Cyber Security, Forensic Science, Exercise Science, and Neuroscience, and the Master of Science degree programs in Cyber Security and Clinical Exercise Physiology.
- Faculty responsible for teaching Outcomes Assessment courses evaluated student work on Outcomes Assessment assignments and provided a summary of results (i.e. percent of achieving ideal and acceptable targets) and recommendations to the Chair of the School

of Science, Technology, and Health for submission to the Director of Outcomes Assessment.

- For Academic Year 2022-2023, Dr. Matthew McCabe served as the School's lone Chair and reported "Closing the Loop" outcomes assessment data to Dr. Michelle Maus, Dean of Assessment and Accreditation. Dr. Matthew McCabe will be responsible for providing the Director of Outcomes Assessment with data concerning the School of Science, Technology, and Health in Academic Year 2023-2024.
- The School of Science, Technology, and Health relied upon the faculty chairs in the Schools of Business and Criminal Justice and Social Science to provide "Closing the Loop" data for select programs previously housed within those Schools.

***Summary of Significant School Outcomes Assessment Activity:***

**Review of PLOs and Assessment Plans**

- New Outcome Assessment tool (Comprehensive Examination) introduced in Exercise Science program for EXS146 Introduction to Exercise Science.
- Exercise Science faculty reviewed PLOs and OA data from previous years to determine the need to split the program into two tracks: 1) allied health and 2) human performance.
- Exercise Science faculty developed PLOs for new Bachelor of Science degree in Exercise Science with concentration in Human Performance. To be implemented/assessed in Academic Year 2023-2024.
- PLOs were reviewed for the Forensic Science program. Faculty determined the need to update the Outcomes Assessment Plan in Academic Year 2023-2024.

- All programs with the exception of Exercise Science need to update Outcomes Assessment Plans to remove the “P” practice for PLOs. PLOs are to be “I” introduced, “R” reinforced, and “M” mastered.

### ***Highlights of School Undergraduate and Graduate Programs:***

#### **New Programs**

- Bachelor of Science degree program in Biology was developed and will be an offered degree program starting at the beginning of Academic Year 2023-2024.
- Bachelor of Science degree program in Exercise Science was split into two tracks: 1) allied health and 2) human performance. The new tracks and will be offered starting at the beginning of Academic Year 2023-2024.
- Bachelor of Science degree program in Business Intelligence and Analytics was developed and will be an offered degree program starting at the beginning of Academic Year 2023-2024.

#### **Sunset Programs**

- Bachelor of Arts degree program in Health, Fitness, and Wellness will be transitioned to the new Bachelor of Science degree program in Exercise Science track in Human Performance starting at the beginning of Academic Year 2023-2024.

#### **Strengths**

- Students in the Outcomes Assessment courses within the Bachelor of Science degree program in Computer Science (all but CST280 and CST450) met/exceeded acceptable targets and approached ideal targets. This suggests that the

assessments in this program are a good measure of skills, students performing well, and instructors are effectively conveying important information and concepts to students.

- The use of Cisco Network Academy is resulting in Cyber Security and Computer Science students meeting/exceeding acceptable and ideal targets. Also, this is showing positive outcomes as students are increasing pass rates of the CCNA examination prior to graduation.
- Hands-on laboratories in Computer Science and Cyber Security are showing positive results on student outcome data.
- Students in the Outcomes Assessment courses within the Bachelor of Science degree program in Exercise Science (all but EXS315L and EXS442) met/exceeded acceptable targets and approached ideal targets. This suggests that the assessments in this program are of reasonable quality and faculty teaching performance is of high quality, also. Continued observation of data is necessary for determining the reliability of Outcomes Assessment measures.
- “Closing the Loop” data from the Forensic Science program demonstrate the program’s and Outcomes Assessment tools/courses are rigorous. Further, the data suggests effective teaching as half of the Outcomes Assessment courses produced results of “meeting” and “exceeding/approaching” acceptable and ideal targets, respectively.
- The NAT321 Community and Public Health course exceeded both ideal and acceptable targets demonstrating effective teaching.

- Effective analysis of Outcomes Assessment data resulted in transitioning from the Bachelor of Arts degree program in Health, Fitness, and Wellness to the Human Performance track of the Bachelor of Science degree program in Exercise Science.
- “Closing the Loop” data from the Master of Science degree program in Cyber Security revealed that students exceeded both acceptable and ideal targets with the exception of CDS512. This data reveals effective assignments (Outcomes Assessment tools) and teaching strategies in the online environment.

### **Opportunities for Improvement**

- Faculty experience (new faculty in Academic Year 2022 – 2023) and continuity of faculty within the Bachelor of Science degree program in Academic Year 2023-2024 has the potential to improve student outcomes. This can be demonstrated by instructor comments for the CST280 and CST450 courses suggesting that the new faculty member may not have been comfortable with the data used for the Outcomes Assessment tools.
- Increased opportunity for students to practice in the Geometric software should lead to increased pass rates on certification exams for ITS Python.
- Investigation of statistical techniques to account for lower enrollments and the meeting of acceptable and ideal targets. Lower enrollment courses are subject to high year to year variance in outcomes (one lower than desired performance augments group data/outcomes). Lower enrollment courses are typically seen in upper level courses and graduate level courses across the disciplines/majors in the

School of Science Technology and Health. Specific examples include CDS512, CHM481 and CHM411.

- Collection of “Close the Loop” data and faculty completion of evaluation of Outcomes Assessment tools (i.e. FSC215).
- Provide more opportunities/assignments in EXS315L Biomechanics of Sports Laboratory for students to practice presentation skills. When viewing the Outcomes Assessment tool (Biomechanical Presentation), students struggled with communication more than competency of content.
- EXS442 Exercise Testing and Prescription utilizes the American College of Sports Medicine’s Exercise Physiologist Certified Examination as the Outcomes Assessment tool. The student performance on the examination exceeds national averages, but falls short on the School’s established acceptable and ideal targets. Shift the acceptable target to 50% of majors pass and ideal to 60%. These values still exceed national averages and provide a goal for the Exercise Science program/faculty.
- Updated curriculum (new program) of the Health, Fitness, and Wellness program to the Human Performance track in Exercise Science should improve the Outcomes Assessment scores in HFW415 (Certified Strength and Conditioning Specialist Examination) in the upcoming years.

### *Next Steps for Academic Year 2023-2024*

#### **Suggested Areas of Focus for Academic Year 2023-2024**

- Update Outcomes Assessment Plan for the Bachelor of Arts degree program in Chemistry.

- Implement Outcomes Assessment Plans (already designed/developed) for the Bachelor of Science degree programs in Biology and the Human Performance track within Exercise Science.
- Revisit Outcomes Assessment Plan for the Bachelor of Science degree program in Forensic Science to determine need for updates.
- Begin year over year assessment in Cyber Security and Computer Science (baseline data as highlighted in “Close the Loop” summaries) and new Outcome Assessment tools in Exercise Science.
- Begin new method of reporting Outcomes Assessments: Outcomes Assessment results sent to the Assistant Dean for “Closing the Loop” and summary then from the Assistant Dean to the Director of Outcomes Assessment.

## Summary and Looking Ahead

Much progress has occurred during AY2022-23 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 AY2023-24, 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 AY2023-24**

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.
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 common assistance needs and develop training specific to those needs.
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

Banta, T. W., & Palomba, C. A. (2014). *Assessment essentials: planning, implementing, and improving assessment in higher education* (Second edition.). Jossey-Bass.,

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Zimmerman, K.A. (2015, February 19). What is Culture? Definition of Culture. Retrieved from: [www.livescience.com/21478-what-is-culture-definition-of-culture.html](http://www.livescience.com/21478-what-is-culture-definition-of-culture.html)

## **Appendices**

### **Academic Program Reports for AY2022-23**

*School of Business*

*School of Creative and Media Arts*

*School of Criminal Justice and Social Sciences*

*School of Education and Extended Learning*

*School of Science, Technology, and Health*

*Tiffin Core*

*Career Services Assessment Plan*

*University Academic Support Assessment Plan*

**OA Manual**

**Comprehensive OA Days Reports for AY2022-23**

**Engaged Fridays Assessment Report for AY2022-23**

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Business**

**Degree Program: BBA Accounting**

**Report Submitted By:**

**Andrew Faber/Diego Hernandez**

**Date of Submission:**

**5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ACC210	193	3.64/4	Financial Accounting Worksheet	1
ACC304	14	3.75/4	Tax Research Analysis	2
ACC313	19	2.91/3	Job Order Cost System	3
ACC301	20	3.65/4	Financial Statement Project	4
ACC404	21	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.
<b>Courses and Learning Activities</b>					
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

<b>Student Learning Outcome 1:</b>	Graduates will demonstrate knowledge of an accounting information system.
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<p><b>Method(s) of Assessment</b></p>	<p>Measure: Financial Accounting Worksheet Course level Direct - Student Artifact</p> <p>Details/Description: Students in ACC210 will complete a Financial Accounting Worksheet. A minimum of 85% of students will achieve at least a 3 out of 4 on the project. Students will be assessed on their overall knowledge of completing the worksheet and preparation of financial statement.</p> <p>Acceptable Target: 3.00 out of 4 on the rubric.</p> <p>Ideal Target: 3.5 out of 4 on the rubric.</p> <p>Implementation Plan (timeline): Implemented starting the 2022-2023 AY</p> <p>Key/Responsible Personnel: Accounting Faculty.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Students scored an average of 3.75 out of 4 on the rubric. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: We have been focusing on making sure the seated on online courses are doing the exact assignment. It has been found that they are similar, and achieve the same goals, it might be best to ensure that it is the same, for all comparison purposes. Looking at the rubric, it is suggested that we remove one of the four areas of the rubric, the one that discusses if students "define" GAAP. We feel like this is not done, and we do not expect our students to do that in this assignment.</p> <p>Online In the future a quick tutorial video should be shared mid-week during week one, showing students how to access this resource.</p> <p>Moving forward a potential goal within this course may be to have scores of 2 or higher for all students. Also, given that this is an outcomes course for the accounting major, but not all students are majoring in accounting presents other challenges when interpreting these results.</p> <p>Reflections/Notes:</p>

	<p>This assignment continues to do exactly what we want our students to do. Not only does it do what students should be pushed to complete, students often remark how valuable and enjoyable the project is. This achieves what we look for in our students in this class.</p> <p>Online The assignment is working sufficiently to meet the goals of assessment and for the course learning goals. Student feedback from the course indicated that the weekly video introductions helped prepare students for the weekly learning outcomes. Also, students found the quick response time helpful.</p> <p>This course was assessed differently this academic year. Group assessment was used, starting with a norming session and 4 different individuals assessed. Each accessible item was assessed three times.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Broaden and deepen student knowledge of the federal income tax system.</p>
<p><b>Method(s) of Assessment</b></p>	<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: 3.00 out of 4 on the rubric.</p> <p>Ideal Target: 3.5 out of 4 on the rubric.</p> <p>Implementation Plan (timeline): AY 2021-2022</p> <p>Key/Responsible Personnel: Accounting Faculty.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Students scored an average of 3.85 out of 4 on the rubric. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>

<p><b>Use of Results</b></p>	<p>Recommendations:  This is a good assignment. In previous years, only one option of scenario was given for students to work on. This year three were given, and I think that was good. This is a good way for students to research practical, real-life situations. Definitely beneficial for the students.</p> <p>Reflections/Notes:  This assignment meets the goals looking to be achieved. This assignment focuses on the format of the business letter, and communicating in this format. This is done well. Students were asked to apply tax law to an option of scenarios. Students were able to apply and give proper advice to their clients. This was done well. There was not as good of a focus on the letter format in the past, but was done much better this year.</p> <p>Online  Received good feedback from students and feel the course structure is appropriate for this class, as students get both the theory and application of tax concepts.  Considering incorporating additional calculation examples for specific weeks, as some points confused students.</p>
<p><b>Student Learning Outcome 3:</b></p>	<p>Students will demonstrate knowledge of costing systems and decision making techniques.</p>
<p><b>Method(s) of Assessment</b></p>	<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 2020-21</p> <p>Key/Responsible Personnel:  Accounting Faculty.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings:  Students scored 2.91 out of 3 on the rubric. 15 of the 17 students in the seated course scored 3 out of 3.</p>

	<p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  With moving that particular chapter into ACC314, it actually gave a little too much time for the students. We actually ended up having an extra day that I needed to fill in with an extra review of the material that was assessed. While that was a good thing, it was also potentially unnecessary since the students seemed to grasp the material before that extra day of coverage.</p> <p>Moving forward: The same pace that was adapted for ACC313/314 for the 2022-23 academic year will continue for at least two more academic years to get more data to determine if the change becomes permanent.</p> <p>Reflections/Notes:  After several years, it was decided to move one of the chapters from ACC313 into ACC314. This allowed a little more time for the students to understand order costing systems. The performance on the OA assignment and in the class as a whole appeared to benefit from this change.</p> <p>Need to still work with Online courses to have this work properly.  Online  The student picked up on the material quickly and asked the appropriate questions.  Expand on the weekly introductions. Giving a little more background on the concepts in the chapters was very helpful for the students.</p>
<p><b>Student Learning Outcome 4:</b></p>	<p>Students will demonstrate knowledge of Generally Accepted Accounting Principles.</p>
<p><b>Method(s) of Assessment</b></p>	<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:</p>

	<p>3.5 out of 4 on the rubric.</p> <p>Implementation Plan (timeline): AY 2019-2020</p> <p>Key/Responsible Personnel: Accounting Faculty.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored 3.65 out of 4 on the rubric. This meets both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Still need to work with students in understanding what financial statements look like. They need to understand that everything in the examples are there for a reason, and should not be adjusted. Students performed well on statements, but need work on footnotes and setup of financials.</p> <p>Reflections/Notes: Students overall performed well, numbers were good. More time was spent showing examples, and more examples were given to students to work off of. However, this still seemed to not be enough, as students still struggled. I believe this has to do more with their focus, rather than what was done in class. More focus will continue to be done on exposing students to financial statements.</p> <p>Online The overall layout of this course was extremely helpful for the students. Each week was laid out in a checklist format, and the students appreciated having that in order to keep track of due dates. It seems that Taskstream is better suited for more research or paper-driven classes rather than Moodle based on grading on problem-solving/multiple math steps.</p>

<b>Student Learning Outcome 5:</b>	Students will demonstrate an understanding of internal controls and risk assessment.
<b>Method(s) of Assessment</b>	<p>Measure: Presentation Project Course level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Students scored an average of 3.46 out of 4.0 on the rubric. This exceeded the acceptable target and is approaching the ideal target.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Students did a good job on this assignment. More students presented with confidence and knowledge, showing their grasping of the information. Possibly doing an example of this in class could help them even more. Give them more confidence as they work on the final project.</p> <p>Reflections/Notes: Still a good project for students. Forces students to perform procedures as they would for an audit, but then they must orally present them to the class. An appropriate assignment for senior level students. Might want to try and add additional examples before the actual project if time allows.</p> <p>Online Everything seems to work well in the course. Students understood the material, and their Taskstream assignment reflected their understanding and comprehension. Some even completed all three chapter reading assignments when only two were required.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Business**

**Degree Program: BBA Finance**

**Report Submitted By: Andrew Fabe**

**Date of Submission: 5/15/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
FIN421	6	3.67/4	Investment Project	1,2
ECO422	6	2.83/4	Paper	3
FIN426	12	3.37/4	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.
<b>Courses and Learning Activities</b>				
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	
ECC222 Principles of Microeconomics			I	
ECC322 Intermediate Microeconomics			P	
ECC420 Money and Banking			P	
ECC422 Managerial Economics			R	
FIN 426 International Finance				R

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
FIN 421 Investment Project	x	x	x
ECO 422 Paper	x	x	x
FIN 426 Problem Set	x	x	x

<b>Student Learning Outcome 1:</b>	Through experiential learning, apply principles of asset allocation and diversification to formulate portfolio strategies.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: The students scored 3.67 out of 4 on the rubric. This exceeds both the acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: So I don't see the need for any major revisions for the assignment. As I mentioned in the past, the OA criteria seem to be very specific. I guess they were developed keeping a very specific assignment in mind (the development happened before my time at TU). So i think it would be beneficial for all to come up with more general criteria.</p> <p>Reflections/Notes: The assignment is a paper students must complete based on the investment work they do throughout the semester. They submit parts of it throughout the semester, so if done well, they have a very manageable workload at the end of tying the pieces together. Most students seem to enjoy it.</p>
<b>Student Learning Outcome 2:</b>	Students can perform cash flow analysis to make capital budgeting decisions.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: The students scored 3.67 out of 4 on the rubric. This exceeds both the acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: So I don't see the need for any major revisions for the assignment. As I mentioned in the past, the OA criteria seem to be very specific. I guess they were developed keeping a very specific assignment in mind (the development happened before my time at TU). So i think it would be beneficial for all to come up with more general criteria.</p> <p>Reflections/Notes: The assignment is a paper students must complete based on the investment work they do throughout the semester. They submit parts of it throughout the semester, so if done well, they have a very manageable workload at the end of tying the pieces together. Most students seem to enjoy it.</p>
<b>Student Learning Outcome 3:</b>	Analyze how capital markets function to allocate resources.
<b>Method(s) of Assessment</b>	<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): AY 2020-2021</p>

	Key/Responsible Personnel: Parendo
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 2.83 out of 4 on the rubric. This does not meet the acceptable target. One student did not submit their assignment to taskstream, which would have been an additional 4 out of 4, which would have exceeded acceptable.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<b>Use of Results</b>	<p>Recommendations: I'd like to keep the intended material the same next year to get a better baseline for the class. This year I lost several days because of illness (completely lost my voice which impacted two classes and also another class lost to a doctor's appointment). I did have alternate assignments for those missed class periods but I would have liked to see how it would have gone with more in-class time. However, things did go well.</p> <p>Reflections/Notes: The Aplia/Mindtap, the SPSS Modeler, and the textbook worked well with the new sequence (jumping over multiple chapters). Nothing was left out or confusing by omitting the items that the students would have already seen in ECO322 (or will see).</p> <p>The room worked well—having computers was necessary for several chapters and I'd like to integrate work online a little more during class.</p> <p>I want to give more time for the final project. I'd also like to find a bit better assignment to assess for OA (or extend this one); sometimes the students were a bit short in their replies so either asking for a longer reply or adding my own questions to the case study would be good to help bring out what they know. I think if prompted a bit more the scores would be higher. I'm also hoping I don't lose a few days of class because of injury and illness.</p>
<b>Student Learning Outcome 4:</b>	Apply hedging techniques to minimize risk.
<b>Method(s) of Assessment</b>	Measure: FIN426 Problem Set Program level Direct - Student Artifact

	<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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.37 out of 4 on the rubric. This exceeds the acceptable rubric, and is approaching the ideal.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Going forward, my objective is to raise the average score by doing more examples in class.</p> <p>Reflections/Notes: The students did well on all the components of the rubric. Nearly two-thirds of the class aced component 1.14 (calculating exchange rate volatility using standard deviation) - getting the students to do a similar exercise in class earlier yielded results.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College:** Tiffin University

**Department/School/ Division:** School of Business

**Degree Program:** BBA Health Care Management

**Report Submitted By:**

**Date of Submission:**

**Assessment Focus for 2022-23(Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
HCA140	9	3.67/4	HCA 140 Activity 1.4: History and Benchmarks of the U.S. Healthcare System	1
HCA312	0	-	Week 6 Assignment	1
HCA427	6	3.73/4	HCA 427 Week 6 Assignment: Presentation	1
HCA 140	9	3.72/4	HCA 140 Activity 2.3: HITECH and Meaningful Use	2
HCA 403	4	3.41/4	Week 7 Assignment	2
HCA 474	12	4.00/4	HCA 474 Week 7 Assignment: Life History Interview and Research Project	2
HCA 140	8	3.75/4	HCA 140 Activity 7.3: Final Project Part 4	3
HCA 427	6	3.73/4	Week 7 Assignment	3
PHI 307	0	-	PHI 307 Week 5 Assignment 1: Case Study	3

**Program Mission Statement:**

The Bachelor of Business Administration in Healthcare Management program provides students with interdisciplinary studies between healthcare and business to become managers and leaders in the healthcare industry. The curriculum addresses critical concepts, models, and theories applicable to the healthcare environment to promote the development of systems thinking and effective change management. The curriculum prepares students with the knowledge, skills, and abilities to understand and address challenges facing the medical and healthcare business.

**Student Learning Outcome Overview:**

1. Demonstrate an understanding of change management in order effectively to meet the needs of the healthcare industry.
2. Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare management and the healthcare industry.
3. Analyze and apply systems thinking in the healthcare industry in regards to the management of interrelationships, interdependencies, components, feedback, and culture.

**Curriculum Map:**

	Outcome		
	PLO #1: Change management Demonstrate an understanding of change management in order effectively to meet the needs of the healthcare industry.	PLO #2: Theory, concepts, and models Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare management and the healthcare industry.	PLO #3: Systems thinking Analyze and apply systems thinking in the healthcare industry in regards to the management of interrelationships, interdependencies, components, feedback, and culture.
<b>Courses and Learning Activities</b>			
HCA 140 Activity 1.4: History and Benchmarks of the U.S. Healthcare System	I		
HCA 312 Week 6 Assignment	R		
HCA 427 Week 6 Assignment: Presentation	M		
HCA 140 Activity 2.3: HITECH and Meaningful Use		I	
HCA 474 Week 7 Assignment: Life History Interview and Research Project		R	
HCA 403 Week 7 Assignment		M	
HCA 140 Activity 7.3: Final Project Part 4			I
PHI 307 Week 5 Assignment 1: Case Study			R
HCA 427 Week 7 Assignment			M
<b>Legend :</b> <span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; margin-right: 5px;"></span> Introduce <span style="display: inline-block; width: 15px; height: 15px; background-color: blue; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Practice <span style="display: inline-block; width: 15px; height: 15px; background-color: red; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Reinforce <span style="display: inline-block; width: 15px; height: 15px; background-color: green; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Master			
<b>Longitudinal Assessment Timeline:</b>			
<b>Measures</b>	<b>AY20-21</b>	<b>AY21-22</b>	<b>AY22-23</b>
HCA 140 Week 1 Table	x		

HCA 140 Week 4 Assignment Essay	x		
HCA 140 Final Project		x	x
HCA 140 Activity 1.4: History and Benchmarks of the U.S. Healthcare System			x
HCA 140 Activity 2.3: HITECH and Meaningful Use			x
HCA 301 Week 7 Assignment Small Group Project	x		
HCA 301 Activity 7.2: ICD Requirements, IMPACT Act, MIPS & Telehealth		x	
HCA 318 Week 4 Assignment 2	x		
HCA 318 Week 5 Assignment	x		
HCA 318 Course Project		x	
HCA355 Executive Summary and Business Plan		x	
HCA 362 Week 7 Assignment	x	x	
HCA 403 Week 7 Assignment	x	x	x
HCA 312 Week 2 Assignment			
HCA 312 Week 5 Assignment		x	
HCA 312 Week 6 Assignment		x	x
HCA 427 Week 7 Assignment	x	x	x
HCA 427 Week 6 Assignment: Presentation			x
HCA 474 Week 7 Assignment: Life History Interview and Research Project			x
HCA 491 Final Paper		x	
PHI 307 Week 5 Assignment 1 Case Study	x	x	x

<b>Student Learning Outcome 1:</b>	Demonstrate an understanding of change management in order effectively to meet the needs of the healthcare industry.
<b>Method(s) of Assessment</b>	<p>Measure: HCA 140 Activity 1.4: History and Benchmarks of the U.S. Healthcare System 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:</p>

	<p>The average score for the class will be 1.5.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 1:</b>	Demonstrate an understanding of change management in order effectively to meet the needs of the healthcare industry.
<b>Method(s) of Assessment</b>	<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 2.75</p> <p>Ideal Target: The average score for the class will be 3.25.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty instructing the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 1:</b>	Demonstrate an understanding of change management in order effectively to meet the needs of the healthcare industry.
<b>Method(s) of Assessment</b>	<p>Measure: HCA 427 Week 6 Assignment: Presentation Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>Acceptable Target: The average score for the class will be 3.5.</p> <p>Ideal Target: The average score for the class will be 4.0.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 2:</b>	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare management and the healthcare industry.
<b>Method(s) of Assessment</b>	<p>Measure: HCA 140 Activity 2.3: HITECH and Meaningful Use Program level Direct - Student Artifact</p> <p>Details/Description: The average score = 1.0</p> <p>Acceptable Target: The average score = 1.5</p> <p>Ideal Target:</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added

<b>Student Learning Outcome 2:</b>	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare management and the healthcare industry.
<b>Method(s) of Assessment</b>	<p>Measure: HCA 403 Week 7 Assignment Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score = 3.5 Ideal Target: The average score = 4.0</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 2:</b>	Exhibit comprehensive knowledge and application of theory, concepts, and models applicable to healthcare management and the healthcare industry.
<b>Method(s) of Assessment</b>	<p>Measure: HCA 474 Week 7 Assignment: Life History Interview and Research Project Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score = 2.75 Ideal Target: The average score = 3.25</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty instructing the course.</p>

<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Analyze and apply systems thinking in the healthcare industry in regards to the management of interrelationships, interdependencies, components, feedback, and culture.
<b>Method(s) of Assessment</b>	<p>Measure: HCA 140 Activity 7.3: Final Project Part 4 Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score = 1.0</p> <p>Ideal Target: The average score = 1.5</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Analyze and apply systems thinking in the healthcare industry in regards to the management of interrelationships, interdependencies, components, feedback, and culture.
<b>Method(s) of Assessment</b>	<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 3.5.</p> <p>Ideal Target:</p>

	<p>The average score for the class will be 4.0</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty instructing the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Analyze and apply systems thinking in the healthcare industry in regards to the management of interrelationships, interdependencies, components, feedback, and culture.
<b>Method(s) of Assessment</b>	<p>Measure: PHI 307 Week 5 Assignment 1: Case Study Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: The average score for the class will be 2.75.</p> <p>Ideal Target: The average score for the class will be 3.25</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Business**

**Degree Program: BBA Management**

**Report Submitted By: Cori Miller**

**Date of Submission: 5/23/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
MGT317	45	3.27/4	Case Study HR challenges	3
MGT455	0	-	Key Assessment	3
MGT411	40	3.16/4	International Business	1
MGT301	57	3.22/4	Case Study	2
MGT221	13	3.64/4	Baldrige Company Project	1
MGT470&471	12	3.58/4	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 effect 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 today's 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
<b>Courses and Learning Activities</b>						
MGT 470 Internship						P
MGT 486 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	AY20-21	AY21-22	AY22-23
MGT 317 - case study HR challenges	X	X	X
MGT 351 Reflection Paper			
MGT 470 Internship - Supervisor Evaluation	X	X	X
MGT 301 - Case Study (Chapter 16)	X	X	X
MGT 221 - Baldrige Company Project	X	X	X
MGT 411- International Business Case Study		X	X
MGT 455- Key Assessment		X	X

<b>Student Learning Human Resources Outcome 3:</b>	The students will interpret ethical implications of human resource management related to situations and its impact on decision-making
<b>Method(s) of Assessment</b>	<p>Measure: MGT 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: Collective average of 3.5/4 based on rubric</p> <p>Implementation Plan (timeline): Fall 2022</p> <p>Key/Responsible Personnel: Cori Miller</p>
<b>Assessment Results</b>	<p>Summary of Findings:</p> <p>Summary of findings. How many students and average score. 31 students 3/4</p> <p>Online No data collected during 2022-2023</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations:</p> <p>What worked well in your course this term? The project allows students to evaluate an organization that they may not have had exposure to in the past. It focuses on an HR issue which really allows students to think creatively about how they would approach fixing the concerns. The level of engagement is high with this project.</p> <p>Online No data collected during 2022-2023</p> <p>Reflections/Notes:</p>

	<p>What do you plan to improve based on the results? What are your next steps? Using the new classroom with team based learning I am planning to continue this project as is. I would like to get to a 3.5/4. I believe that with check points for feedback would allow this.</p> <p>Key learnings/reflection from the results? The summary and engagement within the teams was very good. I need to tweak a few things with feedback prior to the final project being submitted.</p> <p>Online No data collected during 2022-2023</p>
<b>Student Learning International Business Outcome 1:</b>	The students will demonstrate knowledge of the impact of cultural differences on managerial structures and decision making.
<b>Method(s) of Assessment</b>	<p>Measure: MGT 411- International Business 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 scoring rubric</p> <p>Ideal Target: Collective average of 3.5/4 on scoring rubric</p> <p>Implementation Plan (timeline): 2022-2023</p> <p>Key/Responsible Personnel: Jason Parkins</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score on this assessment was 2.87/4.00. There were 8 students in the class, with 6 students completing the assignment.</p> <p>The average score on this assessment was 3.10/4.00. There were 11 students in the class, with 11 students completing the assignment.</p> <p>Online Students scored an average of 3.16 out of 4 on the rubric 79% results for the group.</p>

	<p>Results:  Acceptable Target Achievement: Met  Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  We need to focus on building student competency around the recommendation section of the case study.  These initiatives worked well in this course:  The case study was a good test of skills and memory of the concepts throughout the semester  The real-life, practical application of the case was beneficial in reinforcing the main topics from the class</p> <p>Online  Change the case study to incorporate an interview with an international business person at the student's dream job or dream company.  create a short video explaining each section of the ESA final project. There are sound descriptions in the course; however, with the complexity of some sections of this assignment, a short video might help them more clearly understand the expectations.  Provide further written explanations to the class via email; however, videos might be beneficial for visual learners.</p> <p>Reflections/Notes:  Based on the results, I plan to add focus on how to formulate a proper conclusion and make a closing argument regarding why a reader should side with one's conclusion.  Online  The data and content from the book were good.  Overall, it seems most students comprehend the material well and understood how to effectively apply the concepts of what they learned in the course to the ESA final project.</p>
<p><b>Student Learning Managment Outcome 2:</b></p>	<p>The students will demonstrate an understanding of the effects of organizational structure and culture on individual and group behavior</p>
<p><b>Method(s) of Assessment</b></p>	<p>Measure: MT 301- Case Study  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): 2022-2023</p> <p>Key/Responsible Personnel: Faculty Teaching</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Average of the scores is about a 3, I would guess. Total of 23 students</p> <p>Summary of findings. How many students and average score. 10 students submitted work for an overall 2.90/4</p> <p>Summary of findings. How many students and average score. 13 students submitted the artifact ; average score 3.2</p> <p>Online Students scored an average of 3.23 out of 4 on the rubric 81% results for group.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: What worked well in your course this term? the case study with real-life application What worked well in your course this term? We started the discussion for the final case earlier in the semester. I believe that this aided in the expectation for the project, but it did not prepare them for implementation. The discussion of the project earlier was a decision made by both seated instructors in order to help with the overall results. 2) What worked well in your course this term? Group presentation on a course topic, in-class case study,</p> <p>Greatly reduce the number of discussion boards and assignments. There were multiple times with 2 discussion boards each week and the final paper that was due in week 5 which had 2 other assignments due that week.</p> <p>Feel the amount of assignments and discussion boards really overwhelmed the learning opportunities in this class</p> <p>Reflections/Notes:</p>

	<p>What do you plan to improve based on the results? What are your next steps?  This class can vary based on the students and how likely they are to participate. I work to make it as interactive as possible and not a straight lecture</p> <p>What do you plan to improve based on the results? What are your next steps? I believe that we need to introduce a case study with a written piece prior to this project being introduced. We evaluate case studies in class, and ideas are presented, but some may not answer or are less likely to participate, which is not preparing them to complete a written case assignment.</p> <p>Key learnings/reflection from the results? This semester we made changes based on evaluation from last year. We need to further enhance our approach to help students make the connections that we are expecting from this project.</p> <p>Online  The topics were very relevant along with some other content from the book. The Taskstream assignment was good along with some of the other assignments as well.  Overall, the class was developed better than other classes but much improvement could happen here.  Students really seem to like the course and the additional resources. It is good to send them experiences with the content along with additional resources to enhance their learning.</p>
<p><b>Student Learning Management Outcome 6:</b></p>	<p>Students will apply management theories through experiential learning</p>
<p><b>Method(s) of Assessment</b></p>	<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 the scoring rubric.</p> <p>Ideal Target:  Collective average of 3.5/4 on the scoring rubric.</p> <p>Implementation Plan (timeline):  2022-2023</p> <p>Key/Responsible Personnel:  All Faculty</p>

<p><b>Assessment Results</b></p>	<p>Summary of Findings:          In the Fall of 2022, I only proctored one internship for a Supply Chain major student. The following are observations and details:</p> <p>The student excelled in all areas measured by the internship. She was offered a full-time role upon graduation at the company.</p> <p>Online          Course not offered in the online environment.</p> <p>Results:          Acceptable Target Achievement: Exceeded          Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:          What information do you feel our students are lacking based on feedback from site supervisor or student portfolio? Job-specific knowledge, writing skills          According to the site supervisor, the student was well equipped for the role at the company, in spite of the student only being at a Junior status. The site supervisor was very complimentary of how prepared the student was and their base of knowledge and acumen sourced from TU. Some lack proper soft skills for a professional setting.</p> <p>Online          Course not offered in the online environment.</p> <p>Reflections/Notes:          If we can ever have the students plan and prepare for the internship, not wait until the last minute. An etiquette class for students who have yet to work with professionals before the internship. For many students, this is their first time in a professional "real" job.          What would you change about the overall internship experience TU students are being asked to complete? I would make the process electronic to include the site supervisor electronically. As a University asking a supervisor to complete a form on paper in the age we live in doesn't bode well for TU.          Is there an area that a majority of students are excelling at during their internship? Attitude, organizational skills, professionalism, ability to work with others          I thought the internship program was well-designed and well-run. I have no changes.</p> <p>Online          Course not offered in the online environment.</p>

<b>Student Learning Manufacturing Outcome 3:</b>	The students will interpret, analyze and present information, related to challenges faced in today's manufacturing environment
<b>Method(s) of Assessment</b>	<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 today's manufacturing environment</p> <p>Acceptable Target: 3/4</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Spring 2023</p> <p>Key/Responsible Personnel: Faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings: Online Not found</p>
<b>Use of Results</b>	<p>Recommendations: Online This course is exactly where it needs to be. We need more students taking the course to fully measure its results.</p> <p>Reflections/Notes: Online What really worked well was the targeted assignments intended to test the skills and knowledge of each student, allowing them to utilize the tools and techniques they have learned to solve complex cases and assignments. The students who participated in this course not only did a great job on the assignments, they educated each other - drawing on their real-world experience. Both currently work in supply chain-related jobs.</p>
<b>Student Learning Supply Chain Outcome 1:</b>	The students will identify operational problems within the field of supply chain, and assert problem solving strategies to develop solutions

<p><b>Method(s) of Assessment</b></p>	<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 2022</p> <p>Key/Responsible Personnel: Jason Parkins</p>
<p><b>Assessment Results</b></p>	<p>No Findings Added</p>
<p><b>Use of Results</b></p>	<p>No Findings Added</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Business**

**Degree Program: BBA Marketing**

**Report Submitted By: Cori Miller**

**Date of Submission: 5/23/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
MKT252	16	3.70/4	Final Project	1
MKT470	7	3.86/4	Marketing Internship	2
MKT402	1	4.00/4	Marketing Research Project	3
MKT404	17	3.65/4	Final Project	4

**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.
<b>Courses and Learning Activities</b>						
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	AY20-21	AY21-22	AY22-23
MKT 252 Final Project	X	X	X
MKT 470 Marketing Internship	X	X	X
MKT 402 Marketing Research Project	X	X	X
MKT 404 International Marketing Plan	X		
MKT 404 Final Project		X	X

<b>Student Learning Outcome 1:</b>	Students will identify and define major marketing theories.
<b>Method(s) of Assessment</b>	<p>Measure: MKT 252 Final Project Program level Direct - Student Artifact</p> <p>Details/Description: 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 2022</p> <p>Key/Responsible Personnel: Faculty teaching course</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 3.70 seated Online Students scored an average of 3.7 out of 4 on the rubric 93% results for group.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations:</p> <p>BA252-01: Moving forward in this class, the early introduction of CBBE will continue with an added assignment before the assessment paper is due should improve the individual comprehension as well as improve the composite scores.</p> <p>MKT252-70: CBBE, or any theory to be assessed in a three-week course, needs to be introduced at the earliest possible time. An assignment centered on CBBE before the paper is due should help in solidifying the comprehension of the theory. Motivating all of the student to submit a paper will improve the composite score.</p> <p>3) What do you plan to improve based on the results? What are your next steps?</p> <ol style="list-style-type: none"> <li>a. In-class work on writing Thesis Statements before each paper.</li> <li>b. Work more on APA formatting. Put a link to the Pfeiffer Library Learning APA Style in the course Moodle pages of each paper assignment.</li> <li>c. Create Critical Thinking lessons based on the course concepts.</li> </ol> <p>2) What worked well in your course this term?</p> <ol style="list-style-type: none"> <li>a. Schema &amp; Scripts exercise to help students understand the concept of associate networks in memory as how consumers learn and remember which leads to understanding brand positioning strategy &amp; the value of Consumer-Based Brand Equity.</li> </ol>

- b. Extended class discussions.
- c. Two papers requiring secondary research.

#### Online

The new portal to provide feedback on students is a concern. Some of the discussion questions could be improved upon to increase engagement and tie them to current topics and issues relating to marketing. I try to do that with the follow-up discussion questions each week but I think a refresh of the current discussion questions could be helpful.

#### Reflections/Notes:

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 their understanding of memory and ways of human learning that are in specific chapters in the textbook. Resources for research papers are readily accessible. The second paper requires assessing and synthesizing the knowledge and applying it in resolving a challenge: How to move cultural meaning into brands.

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, chapter content, and class discussions. 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.

#### MKT252-01

The theory of Consumer-Based Brand Equity (CBBE) was introduced earlier in the semester and the students had the opportunity to write an initial paper that served as a basis for developing their understanding of CBBE. The performance of the students demonstrated an understanding of CBBE and its value in marketing.

#### MKT252-70

The three-week compressed course as structured did not afford the students the opportunity to spend significant time with CBBE theory. Having one third of the class fail to submit a paper skewed the composite score. The performance of the other students demonstrated an understanding of CBBE and its value in marketing.

Teaching important theories in undergraduate courses needs a scaffold build toward comprehension with assessments of the student's

	<p>understanding including feedback to solidify learning. Overall, the results demonstrated a good grasp of the theory and its relevance. In the three-week course, in-class group work on the theory may produce a better understanding quicker.</p> <p>Online When the class is driven and wants to be there, it makes a better atmosphere for all. The students did a good job overall with responding to the discussion questions and the follow-up discussion questions . The students enjoyed the books they read for the final project and they did a good job with the PowerPoint presentations.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will apply marketing theories through experiential learning.</p>
<p><b>Method(s) of Assessment</b></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): 2022-2023</p> <p>Key/Responsible Personnel: All marketing faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Is there an area that a majority of students are excelling at during their internship? Students scored exceptional in the majority of the categories that they were evaluated in. Ability to learn quickly seems to be the consistent area in which students are excelling. It seems students are well prepared and willing to learn and are quick learners. The findings show that students are doing well in their internships and are learning from all aspects of a company. Overall the companies seemed to</p>

	<p>be pleased with our students and indicate they are ready to work in this field upon graduation.</p> <p>Key learnings/reflection from the results? Key learnings include that students are being offered jobs directly from the internship. Not offered online</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: 3) What do you plan to improve based on the results? What are your next steps? Improvements are coming to the Moodle shell to make it more interactive and help prepare the students for more than just the internship.</p> <p>What would you change about the overall internship experience TU students are being asked to complete? Students are well prepared overall, we just need to refine their business etiquette skills. We also need a more streamline approach (electronic) check in's with the employers. Not offered online</p> <p>Reflections/Notes: 2) What worked well in your course this term? What worked well, was being able to communicate with the students during their hours as opposed to waiting until the Moodle shell was active. What information do you feel our students are lacking based on feedback from site supervisor or student portfolio? We need to teach students soft skills and business etiquette with dress and dependability. I will address this with the career services. Not offered online</p>
<b>Student Learning Outcome 3:</b>	<p>Students will demonstrate the ability to make ethical decisions in the marketing field.</p>
<b>Method(s) of Assessment</b>	<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:</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): Fall 2022</p> <p>Key/Responsible Personnel: Perry Haan</p>
<b>Assessment Results</b>	<p>Summary of Findings: Online Students scored an average of 4 out of 4 on the rubric 100% results for group.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Revisit the concept for paper and ensure topic use Online Continue to share resources to help them work better as a group.</p> <p>Reflections/Notes: I taught one sections of the MKT 402: Marketing Research class in the Fall 2022. The paper that was used for the assessment was a disaster this term. I tried to use as a topic (Unbundled Corruption Index) that is a newer concept that I thought could make a good project for the class. It did not work well. I overestimated the ability of the students to understand the idea and apply to an in class project. Except for the project, the class went well. The students participated in the in-class exercises and overall in the class. Test grades were quite good compared to past classes. Online All went well... the students seemed to clearly understand the DQ's and assignments. The students applied the marketing principles they learned in this course really well!</p>
<b>Student Learning Outcome 4:</b>	Students will be able to adapt the marketing theories to a culturally diverse population.
<b>Method(s) of Assessment</b>	Measure: Final Project

	<p>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): 22-23</p> <p>Key/Responsible Personnel: Perry Haan</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Online Students scored an average of 3.65 out of 4 on the rubric 91% results for group.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Continue to share resources to help them work better as a group.</p> <p>Reflections/Notes: I taught one sections of the MKT 404: Global Marketing class in the Spring. The students who submitted their final papers all scored at the Achieved or Exceptional levels. The students appeared to understand and apply the major concepts in the class to the paper. The class overall went well. Two of the three guest speakers were Zoomed in as they are out of the US (Turkey and Hong Kong). Zooming speakers is good from the standpoint that students can watch those presentations on their own digital devices. The live speaker from the US Commerce Department was a bit a disappointment as the students were all on their phones or laptops and did not appear to be paying any attention to the speaker.</p> <p>The students applied the marketing principles they learned in this course really well.</p>

	All went well... the students seemed to clearly understand the DQ's and assignments.
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**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Business**

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

**Report Submitted By: Corri Miller**

**Date of Submission: 5/23/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
LAW260	29	3.38/4	Legal Analysis Project	1
SMG405	15	2.67/4	Data Analysis Project	2
SMG235	15	3.27/4	Website Assignment	3
SRM470	4	3.50/4	Internship Performance	4
	3	3.67/4	Evaluation	

**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
<b>Courses and Learning Activities</b>					
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	AY20-21	AY21-22	AY22-23
LAW 260 Legal Analysis Project	x	x	x
SMG 405 Data Analysis Project	x	x	x
SMG 235 Blog Assignment			x
SMG 235 Website Assignment	x	x	
SMG 470 Internship Performance Evaluation			
SRM 470 Internship Performance Evaluation	x	x	x

<b>Student Learning Outcome 1:</b>	The students will develop a foundation of ethical standards in business
<b>Method(s) of Assessment</b>	<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 2023</p> <p>Key/Responsible Personnel: James Gucker</p>
<b>Assessment Results</b>	<p>Summary of Findings: Summary of findings: I had 29 Students. The highest score was 145 out of 150. The lowest score was 100. The average score was 135. 7 students had a score of 135. 10 students were below 135 and 12 students were above 135.</p> <p>The class discussions went well. The scores this year were higher because of the one page summary requirement.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: 3. I think if the paper was due a couple of weeks earlier we could spend more time with class presentations and discussions.</p> <p>Reflections/Notes: 2. The requirement of each student selecting a topic by the second week of class worked well. I also required a one page summary in the 5th week. These worked well.</p>
<b>Student Learning Outcome 2:</b>	The students will develop an understanding of quantitative business practices in sports management
<b>Method(s) of Assessment</b>	<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 2023</p> <p>Key/Responsible Personnel: Shane Parendo</p>
<b>Assessment Results</b>	<p>Summary of Findings: 1: average score 2.67, 15 students</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: 2: I think the new book worked relatively well, but adjusting completely to the new text will continue to take some time. It did use an analytics program (language, actually) that I wasn't going to have my students do, so that makes things a bit more difficult. I do have alternate examples using Excel and SPSS Modeler that the students can (and did) learn much more easily. I think the students were able to follow the class a little more since the class was following the textbook so that provided one more set of landmarks throughout the course.</p> <p>I want to continue to develop material for the course—towards the end there were a few things I would have liked to have done but didn't get prepared. It wasn't a huge issue but would have made some slight positive contributions here and there. I also noted the writeups for the final project/paper were quite short for some. I would have expected the students to pick up a bit more on the length and depth I was looking for given the title and nature of the project and the points assigned to the project. I did mention what I was looking for in the paper/length several times in class but I should make that more specific in the instructions going forward. I think that partially caused the average score to be lower than what it should be, as most students didn't take the time to show their complete understanding. Perhaps for most students this is one of the last things that the students do in their senior year.</p> <p>4. The time spent in class helping with regressions was good—continue that. Align a little more with the textbook and adapt the textbook a little more to the analysis programs I'm having the students use (it was the first year for this textbook...). Specify length more directly.</p>

	<p>Reflections/Notes:  I also spent more time in class helping with the paper/project, mainly focusing on the regression/analysis portion of the paper/project, and that had very positive results. There were still a couple of students who didn't get the regression done properly, but almost all the students submitted a correct and complete regression with an appropriate advanced statistic the first time.</p>
<b>Student Learning Outcome 3:</b>	Students will demonstrate the ability to professionally communicate across all medias
<b>Method(s) of Assessment</b>	<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 2023</p> <p>Key/Responsible Personnel:  Dr. Bonnie Tiell</p>
<b>Assessment Results</b>	<p>Summary of Findings:  Summary of findings. How many students and average score.  15 STUDENTS  Average 3.26</p> <p>Results:  Acceptable Target Achievement: Met  Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations:  3) What do you plan to improve based on the results? What are your next steps? We are changing assessments --- but we will improve by having more peer reviews for the websites</p> <p>Reflections/Notes:  2) What worked well in your course this term?</p>

	<p>Great to have it in 1 day with a routine (website work, lecture, guest presentation, marketing plan work)</p> <p>4) Key learnings/reflection from the results? 10 students failed to submit, even though we took time to submit in class. Somehow, there has to be more incentive for students to submit.</p>
<b>Student Learning Outcome 4:</b>	Students will demonstrate professionalism in an experiential learning scenario
<b>Method(s) of Assessment</b>	<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): 2022-2023</p> <p>Key/Responsible Personnel: All Faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings: Closing the Loop : Internship SMG470 and 471</p> <p>1) Is there an area that a majority of students are excelling at during their internship? Yes - dependability Students are following instructions for their assignments including the formatting of daily journal entries.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations:</p> <p>2) What information do you feel our students are lacking based on feedback from site supervisor or student portfolio? Industry knowledge and experience</p> <p>3) What would you change about the overall internship experience TU students are being asked to complete? The application needs to be online</p>

3) What would you change about the overall internship experience TU students are being asked to complete?

The one recommendation that I would include is that students include a video and pictures of their work area as they are completing some of their daily tasks in their final paper. The final paper should include some social media opportunities as every student carries an iPhone or Android phone and have the capabilities to record video and pictures.

Make the application online except for the site supervisor form ...or.....follow the process I do for the SMG670 sport mentorships --- The internship coordinator should create a STANDARD e-mail to site supervisors to explain their role and verify their participation (EASY). Also - promote where students are doing "cool" internships somewhere on the school of business webpage or something. Feedback is good --- industry experience is lacking. This observation is from 4 students enrolled in the course of which 1 didn't submit anything.

The one item that some students still seem to struggle with is turning in final paper and the weekly journals on time. I need to remind some students through email communication that they need to turn in their journals throughout the semester. At the end of the semester, some students need reminders that the final paper needs to be completed even though this was clearly communicated at the beginning of the semester. Maybe it would help if I encouraged students to complete half of the final paper during the midterm timeline so students do not put off the final paper until the end of the semester.

Reflections/Notes:

1) Is there an area that a majority of students are excelling at during their internship?

Students seem to thrive the most when supervisors give students responsibilities that allow them the opportunity to succeed with important tasks. For example, students who had the responsibility of recruiting students took the task seriously and performed at a high level. Also, students who provided impactful information such as building content for social media accounts permitted students the opportunity to be successful. These examples are probably not suitable for all interns but rather for the students who are screened by their supervisor and designated as able to handle the task.

2) What information do you feel our students are lacking based on feedback from site supervisor or student portfolio?

Students need to realize that they are depended upon to show up to everyone of their shifts and if they do not, the internship site will need to alter their plans because of the absence. Responsibility becomes an

	<p>important aspect of an internship and students learn the importance of being on time and completing tasks that have been assigned.</p>
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Students are still learning that they have to work hard and show up to work on time and be physically present. Sometimes, students believe they are entitled to a grade or a “easy job” but internships are about learning how to work and being physically present.

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Business**

**Degree Program: MBA Master of Business Administration**

**Report Submitted By: Diego Hernandez**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
MGT622	68	3.56/4	Master Field Test Final Capstone Paper	1
FIN627	26	4.43/5	Week 7 Term Paper	1
SMG670	13	3.54/4	Final Reflection E-Portfolio	1
LDR611	24	3.75/4	Week 6 Presentation	2
MGT526	101	3.65/4	Final Project and Presentation	2
MKT631	10	4.43/5	Week 7 Assignment: Meeting Case Study	2
DAX641	10	3.65/4	Activity 6.1 Create Forecast	3
HCA553	6	4.58/5	Activity 6.2 Final Project Healthcare Trend	4
HRM613	23	3.69/4	Activity 6.2 Improving Diversity	4
MGT623	61	3.76/4	Activity 7.2 Final Project Private Property, Regulation, and the Constitution	4
MKT627	22	4.55/5	Week 6 Assignment Marketing Plan	4
FEE620	10	4.00/4	Activity 6.2 Identity Theft Practice Exam	5
MGT614	78	3.85/4	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
<b>Courses and Learning Activities</b>					
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 614 Case Analysis				R	
MGT 622 Master Field Test					R
MKT 611 Group Project					R

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
MGT 623 Business Ethics Paper	x		
MGT 623 Activity 7.2 Final Project Private Property, Regulation, and the Constitution CORE		x	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		
MGT 614 Activity 6.2 Final Project: The Role of Men and Women during Expatriate CORE		x	x
MGT 622 Capstone Project			
FIN 627 Term Paper	x	x	x
SMG 670 Final Reflection	x	x	x
LDR 611 Week 7 Group Presentation	x		
LDR 611 Week 6 Presentation		x	x
MKT 631 Case Study	x	x	x
DAX 641 Create Forecast	x	x	x
HCA 553 Final Project	x	x	x
HRM 613 Improving Diversity	x	x	x
MKT 627 Marketing Plan	x	x	x
FEE 620 Identity Theft	x	x	x

<b>Student Learning Outcome 1:</b>	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].
<b>Method(s) of Assessment</b>	<p>Measure: MGT 622 Activity 6.2 Capstone Paper &amp; 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: 95% of participating students will score 50% or higher on the master field test.</p> <p>Implementation Plan (timeline):</p>

	<p>Fall 2021/ Spring 2022</p> <p>Key/Responsible Personnel: MBA faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings:</p> <p>Students scored an average of 3.56 out of 4 on the rubric, with 89% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations:</p> <p>The program summary reflection paper, there seems to be a split on the value of the MFT. Make sure students clearly read all expectations of the capstone paper and address all elements with specific and detailed depth/examples. This might be another opportunity for some videos to explain these expectations, versus just providing a written narrative as I have been doing. Visual learners might find this helpful.</p> <p>Reflections/Notes: 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. Something that worked well was providing students with clear and explicit announcements for the beginning of each week and a summary of what was discussed for the week. It seems most students found these beneficial to their learning.</p>
<b>Student Learning Outcome 1:</b>	<p>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].</p>
<b>Method(s) of Assessment</b>	<p>Measure: FIN 627 Week 7 Term Paper FINANCE Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.54 out of 4 on the rubric 89% results for group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Going forward, the course needs to continue emphasizing the importance of following APA citation rules.</p> <p>Reflections/Notes: Some students did not do well on criterion 4 (grammar, mechanics, and style) The primary issue here was the following of APA citation rules. It seems that my communication regarding the importance of this helped.</p>
<b>Student Learning Outcome 1:</b>	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].
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.54 out of 4 on the rubric, with 88% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Remain diligent in the expectations for "daily" journal entries and to communicate often about the role they have in the experience regarding professionalism. Maintain good communication with students</p> <p>Reflections/Notes: Instructions are clear and the student has a second opportunity to improve scores from week 1 to week 7.</p>
<b>Student Learning Outcome 2:</b>	Students will demonstrate the ability to communicate clearly and professionally
<b>Method(s) of Assessment</b>	<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: MBA faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.65 out of 4 on the rubric, with 91% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Students are finding it difficult to submit Week 7 projects in Taskstream. The recommendation is to include a section in rubric Taskstream submission credit, so students might get aware of the requirement. Introducing “predictive statistics” as this juncture might entice students to seek a data analytics’ Master’s program</p> <p>Reflections/Notes: Overall the class went well, Students engaged with discussion participation. Also, the final project included all research elements. All the students actively participated and reached out to the instructor for queries. The course is well designed to assist students in how to use statistics in real world application.</p>
<b>Student Learning Outcome 2:</b>	Students will demonstrate the ability to communicate clearly and professionally
<b>Method(s) of Assessment</b>	<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:</p>

	<p>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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.75 out of 4 on the rubric, with 94% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Include lecture videos for the course, provide blogs and articles in both Discussion and Assignments to enhance learning.</p> <p>Reflections/Notes: Assignments are pretty much straight forward and students are easy to grasp the concepts. Discussion and Assignments worked well. Students have been actively participating in the course.</p>
<b>Student Learning Outcome 2:</b>	Students will demonstrate the ability to communicate clearly and professionally
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 4.43 out of 5 on the rubric, with 89% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The faculty suggests that an example of a Case Study or a Case Study template be available on the student dashboard for an example. This would eliminate a lot of confusion and frustration for students that are new to this qualitative research design.</p> <p>Reflections/Notes: Most of the students did well for exerting an honest effort to write their case study, although many of the final presentations read as more of a research paper. Academic, peer-reviewed sources have not been stressed enough in prior courses. Several students went over and above to find out how to format their case study, which increased the total outcome for the course.</p>
<b>Student Learning Outcome 3:</b>	MBA graduates will identify and apply tools and technology to solve quantitative problems and make decisions based on the information they generate.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.65 out of 4 on the rubric, with 91% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: The course needed an update with Salesforce’s purchase of Tableau – but, there is so much more to Tableau in regards to data visualization enhancements that the students were not exposed.</p> <p>Reflections/Notes: Tableau exercises seemed to be engage the students the most. The course should be a data visualization course – we have software that does statistical calculation today – we should be teaching the software vs. the formulas.</p>
<b>Student Learning Outcome 4:</b>	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.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 4.58 out of 5 on the rubric, with 92% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: True reflection paper should be added to week #7. Suggest that the course communicates the Taskstream involvement for assignment 6.2 in more areas than just the home page. Also, suggest refreshing a few weekly resources and case studies.</p> <p>Reflections/Notes: It is great how this course now has a significant amount of supportive material each week for the students to access and benefit from and to implement into assignments. The course may be overwhelming for students who are not currently employed in the industry.</p>
<b>Student Learning Outcome 4:</b>	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.
<b>Method(s) of Assessment</b>	<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:</p>

	<p>3.5/4</p> <p>Implementation Plan (timeline): Summer2021/Fall2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.69 out of 4 on the rubric, with 92% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: The discussions could be case studies applying the weekly material which could eliminate students just parroting the reading. Week 6 DQ should be changed from "generations in the workplace" because students parrot the same information. Week 7 DQ should be changed to include other key employment.</p> <p>Reflections/Notes: Students who are working in HR/HRM are able to apply what they are learning. Those who have had no work experience in the field have a difficult time applying what they are learning. Students do not purchase required course material nor do they look for and or understand why it is important that they use peer reviewed scholarly journals to support their thinking. When questions ask specifically for at least one citation from the textbook, students ignore.</p>
<b>Student Learning Outcome 4:</b>	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.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.76 out of 4 on the rubric, with 94% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: The faculty suggests tweak the wording on Discussions and Essays to help students focus on making strong ethical and legal decisions. Restructuring the wording in assignments to direct students' thinking regarding the risks for profit/loss in the case study, rather than focusing on general concepts of ethics or law.</p> <p>Reflections/Notes: a. Faculty Involvement in Discussions: only twice did students respond to questions and guidance in Discussion Assignments. Post an Announcement that if the instructor asks a question, students can respond to him/her as one of their peer responses. b. Help students focus on critical thinking for management decisions, rather than for general legal or ethical decisions. The writing assignments and discussions include interesting and timely issues that engage the students.</p>
<b>Student Learning Outcome 4:</b>	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.
<b>Method(s) of Assessment</b>	Measure: MKT 627 Week 6 Assignment Marketing Plan INTERNATIONAL BUSINESS Program level Direct - Student Artifact

	<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:  4/5</p> <p>Ideal Target:  4.5/5</p> <p>Implementation Plan (timeline):  Fall2021/Spring 2022</p> <p>Key/Responsible Personnel:  MBA Faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings:  Students scored an average of 4.55 out of 5 on the rubric, with 91% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations:  Directions need to be more specific in assuring that students respond with more formal writing skills, rather than numbered lists or outlines.</p> <p>Reflections/Notes:  For the most part, students seemed to comprehend the global marketing strategy and gain a good understanding of what needs to be done when developing a global marketing plan.  Students responded positively to the initial video activities and enjoyed analyzing the case studies</p>
<b>Student Learning Outcome 5:</b>	Students will evaluate current research in order to synthesize, apply, and interpret research findings for the greater understanding of problem solving
<b>Method(s) of Assessment</b>	<p>Measure: FEE 620 Activity 6.2 Identity Theft FORENSICS &amp; FRAUD EXAMINATION  Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>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: 80/100</p> <p>Ideal Target: 85/100</p> <p>Implementation Plan (timeline): Fall 2021/Spring 2022</p> <p>Key/Responsible Personnel: MBA Faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 4 out of 4 on the rubric, with 100% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: The assignment is working sufficiently to meet the goals of assessment and for the course learning goals. The assessment will continue for the 23-24 academic year and if the results stay the same, the assessment will be considered to be changed to measure other learning goals for the course/program.</p> <p>Reflections/Notes: The students were exposed to identity theft in a week 3. The exposure to the topic of identity theft in a previous week allowed the students to focus on how that affects consumer fraud. The reinforcement of the topic helped to strengthen their application of the information.</p>
<b>Student Learning Outcome 5:</b>	Students will evaluate current research in order to synthesize, apply, and interpret research findings for the greater understanding of problem solving
<b>Method(s) of Assessment</b>	Measure: MGT 614 Activity 6.2 Final Project: The Role of Men and Women during Expatriate CORE Program level Direct - Student Artifact

	<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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Students scored an average of 3.85 out of 4 on the rubric, with 91% results for the group. This exceeds both acceptable and ideal targets.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Incorporate lecture videos for key topics to make the student learn better and understand. Remove the requirement that students find a man and a woman, and just ask them to interview two people.</p> <p>Reflections/Notes: Overall, this course was great and interesting. The concepts like global business environment, differences in cultures, cross-cultural communication and negotiation, global strategic planning, and Expatriation and Repatriation were the great insights provided by this course. Active participation of the students in this course, The course had a significant impact on the students, as it usually does. More than one described the impact as life-changing. Reasons ranged from deciding to pursue an expatriate assignment to immerse themselves in foreign cultures to a newfound awareness of cultural differences, both internationally and in their everyday workplace.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Business**

**Degree Program: Doctor of Philosophy (PhD) Global Leadership**

**Report Submitted By: Kenneth Rauch**

**Date of Submission: 4/25/2023**

**Assessment Focus for 2022-23(Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
RES810	0	-	Activity 4.1: Cultural Intelligence (CQ Reflection)	2
GLC815	7	3.81/4	Activity 6.1 – Research Question and Hypothesis	3
GLC740	15	3.64/4	Week 7: Final Project: Strategic Action Plan	3
GLC735	6	3.83/4	Activity 5.2: Case/Applied Research Paper 4	2
GLC755	9	3.19/4	Activity 3.3: Best Practices for Successful Teams	2
RES710	23	3.54/4	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
<b>Courses and Learning Activities</b>				
GLC 740 Change, Innovation, & Entrepreneurial Motivation	<b>R</b>			
GLC 735 Ethics and Sustainability Issues				<b>R</b>
RES 710 Academic Writing		<b>R</b>		
GLC 755 Global Leadership Theory & Practice			<b>R</b>	
<b>Legend :</b> <span style="margin-left: 20px;"><b>I</b> Introduce</span> <span style="margin-left: 20px;"><b>P</b> Practice</span> <span style="margin-left: 20px;"><b>R</b> Reinforce</span> <span style="margin-left: 20px;"><b>M</b> Master</span>				

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
RES 710 - Activity 5.1 – Argumentative/Persuasive Essay paper	x	x	x
RES 810		x	x
GLC 755 Activity 3.3 Global Team		x	x
GLC 740	x	x	x
GLC 815	x	x	x
GLC 735	x	x	x

<b>Student Learning Outcome 2:</b>	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change
<b>Method(s) of Assessment</b>	<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> <ol style="list-style-type: none"> <li>1. Initial ideas regarding best practices for successful teams, and</li> <li>2. Application of those practices to the plan you are designing.</li> </ol>

	<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 &amp; Practice Spring 2, 2022</p> <p>Key/Responsible Personnel: Dr. Jehu Chong</p>
<b>Assessment Results</b>	<p>Summary of Findings:</p> <p>Good improvement and this is attributed to a change in professor and more focus on specific course material elements.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Continue the same focus going forward.</p> <p>Reflections/Notes: The overall score of 3.19 is above the acceptable but a little short of the ideal score.</p>
<b>Student Learning Outcome 2:</b>	<p>Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change</p>
<b>Method(s) of Assessment</b>	<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)</p>

	<p>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?</p> <p>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?</p> <p>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 (Fall 1, 2022)</p> <p>Key/Responsible Personnel: Dr. Ken Rauch</p>
<b>Assessment Results</b>	Summary of Findings:

	<p>Faculty group evaluated these submissions and the overall results reflected a good appreciation and recognition of the students' progress in Cultural intelligence over the curriculum.</p> <p>Results:</p>
<b>Use of Results</b>	<p>Recommendations:</p> <p>Reflections/Notes: Transition to the IAA instrument will continue this coming year.</p>
<b>Student Learning Outcome 2:</b>	<p>Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change</p>
<b>Method(s) of Assessment</b>	<p>Measure: RES 710- 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, 2022 RES 710- Academic Writing: Spring 1, 2023</p> <p>Key/Responsible Personnel:</p>

	Dr. Ken Rauch
<b>Assessment Results</b>	<p>Summary of Findings: Increased content recordings by the professor and perhaps a better prepared group of students were the likely cause of the improvements in this area.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Continue down the same path and perhaps add some voluntary Zoom evening sessions to the course.</p> <p>Reflections/Notes:</p>
<b>Student Learning Outcome 2:</b>	Generate original research, findings and useful implications that advance knowledge in the area of global leadership and change
<b>Method(s) of Assessment</b>	<p>Measure: GLC 735-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"> <li>1. Ethical Conflicts—Different Conclusions Write about examples of ethical conflicts when values of two cultures lead to opposite conclusions.</li> <li>2. Different Importance Write about examples when rules or standards are morally important to one culture but not important or neutral to the other.</li> <li>3. Different Interpretations Write about examples when both cultures agree on the same ethical value but circumstances create different interpretations of what is acceptable</li> </ol> <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 &amp; Sustainability Issues (Fall 2 , 2022)</p> <p>Key/Responsible Personnel: Dr. Jonathan Appel</p>
<b>Assessment Results</b>	<p>Summary of Findings: Highest recorded scoring to date for the program. Same professor and unsure of the reasoning behind the overall scoring results.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Watch for this trend next year and audit the faculty evaluations to verify the scoring.</p> <p>Reflections/Notes:</p>
<b>Student Learning Outcome 3:</b>	<p>Represent a multidisciplinary understanding of leader and follower and the complexities of change within global organizational environments</p>
<b>Method(s) of Assessment</b>	<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, 2023)</p> <p>Key/Responsible Personnel: Dr. James Gordon</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Professor change in this course. Highest recorded scores for this assignment to date in the program.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Check for a comparison next year to see if this trend is consistent.</p> <p>Reflections/Notes:</p>
<p><b>Student Learning Outcome 3:</b></p>	<p>Represent a multidisciplinary understanding of leader and follower and the complexities of change within global organizational environments</p>
<p><b>Method(s) of Assessment</b></p>	<p>Measure: GLC 740- 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"> <li>1. An introduction / overview that describes global leadership and its significance as a field of study today</li> <li>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)</li> <li>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)</li> <li>4. An explanation of why you selected the three change models above</li> <li>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.</li> <li>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.</li> </ol>

	<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, &amp; Entrepreneurial Motivation (Fall 2, 2022)</p> <p>Key/Responsible Personnel: Dr. Julia Porter</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Excellent score in relationship to the established acceptable and ideal measures. A change in the goal guidelines may be warranted.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:</p> <p>Reflections/Notes:</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Creative and Media Arts**

**Degree Program: BA Digital Media & Design**

**Report Submitted By: Stephanie Opfer**

**Date of Submission: 6/8/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

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

**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/Training		I		I
DMD 334 Digital Video II		I	I	
DMD 320 Web Design	I			
DMD 234 Photography I	I		I	

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
DMD 234 Photoshop assignment	x	x	x
DMD320 Final Project		x	x
DMD334 TU Guiding Principles Promo		x	x
DMD454		x	x
ART 420 Final Project Highlight Reel		x	x

<b>Student Learning Outcome 1:</b>	Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to a significant change in curriculum for AY 2023-24.</p> <p>Recommendations: The program was significantly revised for the upcoming AY, including a name change of the degree (to just Digital Media); therefore, we will start a thorough assessment plan from scratch for the new degree beginning in AY 2023-24.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 1:</b>	Students will visually problem solve through the use of developed skills sets that address areas such as photography, video, or multi.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to significant curriculum changes for AY 2023-24.</p> <p>Recommendations: The program was significantly revised for the upcoming AY, including a name change of the degree (to just Digital Media); therefore, we will start a thorough assessment plan from scratch for the new degree beginning in AY 2023-24.</p>
<b>Use of Results</b>	N/A

<p><b>Student Learning Outcome 2:</b></p>	<p>Students will demonstrate and implement graphic design principles across multi-media platforms.</p>
<p><b>Method(s) of Assessment</b></p>	<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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: No findings due to significant curriculum changes for AY 2023-24.</p> <p>Recommendations: The program was significantly revised for the upcoming AY, including a name change of the degree (to just Digital Media); therefore, we will start a thorough assessment plan from scratch for the new degree beginning in AY 2023-24.</p>
<p><b>Use of Results</b></p>	<p>N/A</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will demonstrate and implement graphic design principles across multi-media platforms.</p>
<p><b>Method(s) of Assessment</b></p>	<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>

<b>Assessment Results</b>	<p>Summary of Findings: No findings due to significant curriculum changes for AY 2023-24.</p> <p>Recommendations: The program was significantly revised for the upcoming AY, including a name change of the degree (to just Digital Media); therefore, we will start a thorough assessment plan from scratch for the new degree beginning in AY 2023-24.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Students will be proficient in the Adobe Creative Cloud toolkit to produce multi-media products.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to significant curriculum changes for AY 2023-24.</p> <p>Recommendations: The program was significantly revised for the upcoming AY, including a name change of the degree (to just Digital Media); therefore, we will start a thorough assessment plan from scratch for the new degree beginning in AY 2023-24.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Students will be proficient in the Adobe Creative Cloud toolkit to produce multimedia products.
<b>Method(s) of Assessment</b>	Measure: DMD 234 Final Project

	<p>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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to significant curriculum changes for AY 2023-24.</p> <p>Recommendations: The program was significantly revised for the upcoming AY, including a name change of the degree (to just Digital Media); therefore, we will start a thorough assessment plan from scratch for the new degree beginning in AY 2023-24.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 4:</b>	Students will deliver products for real world clients that integrate multimedia platforms.
<b>Method(s) of Assessment</b>	<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>

	Key/Responsible Personnel:
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to significant curriculum changes for AY 2023-24.</p> <p>Recommendations: The program was significantly revised for the upcoming AY, including a name change of the degree (to just Digital Media); therefore, we will start a thorough assessment plan from scratch for the new degree beginning in AY 2023-24.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 4:</b>	Students will deliver products for real world clients that integrate multi-media platforms.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to significant curriculum changes for AY 2023-24.</p> <p>Recommendations: The program was significantly revised for the upcoming AY, including a name change of the degree (to just Digital Media); therefore, we will start a thorough assessment plan from scratch for the new degree beginning in AY 2023-24.</p>
<b>Use of Results</b>	N/A

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Creative Media and Arts**

**Degree Program: BA Public History**

**Report Submitted By:**

**Date of Submission:**

**Assessment Focus for 2022-23(Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
HIS122	4	1.5/4	Primary Source Exercise	1
HIS314	2	3.75/4	British Theft of Artifact Presentation	1
HIS114	2	1.00/4	Museum reflection Assignment	2
HIS410	0	-	HIS410	2
HIS267	0	-	Essay 1970s Turn Inward Assignment	3
HIS475	1	4.00/4	HIS475	3
HIS231	6	2.03/4	Monograph Book Review	4
HIS425	6	3.58/4	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 problems to function in a diverse global environment.
3. Students 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
5. Students will communicate using multiple modes for various audiences.

## 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	AY20-21	AY21-22	AY22-23
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	X
HIS 324 British Theft of Artifact Presentation		X	X

<b>Student Learning Outcome 1:</b>	Students will interpret and synthesize information to create visual designs that problem solve in multiple modalities.
<b>Method(s) of Assessment</b>	<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: 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>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 1:</b>	Students will interpret and synthesize information to create visual designs that problem solve in multiple modalities.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 2:</b>	Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob
<b>Method(s) of Assessment</b>	<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:</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>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 2:</b>	Students will critique information about the diverse human condition, identifying assumptions and evidence, in order to resolve prob
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Student s will identify and apply causation, continuity and change, comparison, and contextualization to historical events.
<b>Method(s) of Assessment</b>	<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: Faculty teaching the course.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Students will identify and apply causation, continuity and change, comparison, and contextualization to historical events.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 4:</b>	Students will develop primary and secondary research to interpret historical events

<p><b>Method(s) of Assessment</b></p>	<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: 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>
<p><b>Assessment Results</b></p>	<p>No Findings Added</p>
<p><b>Use of Results</b></p>	<p>No Findings Added</p>
<p><b>Student Learning Outcome 4:</b></p>	<p>Students will develop primary and secondary research to interpret historical events</p>
<p><b>Method(s) of Assessment</b></p>	<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><b>Assessment Results</b></p>	<p>No Findings Added</p>
<p><b>Use of Results</b></p>	<p>No Findings Added</p>



**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Creative and Media Arts**

**Degree Program: BA Strategic Mass Communication**

**Report Submitted By: Stephanie Opfer**

**Date of Submission: 6/8/2023**

**Assessment Focus for 2022-23(Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
COM310	0	-	Ethics Paper	1
COM320	0	-	Group Policy Debate	2
COM218	0	-	Final News Story	3
COM329	0	-	Final Writing Assignment	3
COM450	0	-	Final Paper	3
COM340	0	-	Legal Memorandum	4
COM241	0	-	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.
<b>Courses and Learning Activities</b>				
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	AY20-21	AY21-22	AY22-23
COM 310 Group Presentation			
COM 310 Final Writing Assignment			
COM 218 Final News Story	x	x	x
COM 241 Final Group Project		x	x
COM 310 Ethics Paper	x	x	x
COM 441 Final Writing Assignment	x		
COM 320 Group Policy Debate	x	x	x
COM 329 Final Writing Assignment	x	x	x
COM 450 Final Paper	x	x	x
COM 340 Legal Memorandum	x	x	x

<b>Student Learning Outcome 1:</b>	Students will be able to communicate effectively in a variety of oral, public, professional, small group and interpersonal settings.
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<p><b>Method(s) of Assessment</b></p>	<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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: No findings due to sunseting the program. In AY 2023-24, this program will be absorbed as a track in the new B.A. in Digital Media degree.</p> <p>Recommendations: This program will no longer exist; therefore, no recommendations for further assessment required.</p>
<p><b>Use of Results</b></p>	<p>N/A</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will demonstrate the application of communication theories to human interactions</p>
<p><b>Method(s) of Assessment</b></p>	<p>Measure: COM 320 Group Policy Debate 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):</p>

	<p>OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to sunsetting the program. In AY 2023-24, this program will be absorbed as a track in the new B.A. in Digital Media degree.</p> <p>Recommendations: This program will no longer exist; therefore, no recommendations for further assessment required.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Students will create, write and produce content for various media industries.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to sunsetting the program. In AY 2023-24, this program will be absorbed as a track in the new B.A. in Digital Media degree.</p> <p>Recommendations: This program will no longer exist; therefore, no recommendations for further assessment required.</p>
<b>Use of Results</b>	N/A

<b>Student Learning Outcome 3:</b>	Students will create, write and produce content for various media industries.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	COM329 was not offered this AY year.
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Students will create, write and produce content for various media industries.
<b>Method(s) of Assessment</b>	<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>

<b>Assessment Results</b>	<p>Summary of Findings: No findings due to sunseting the program. In AY 2023-24, this program will be absorbed as a track in the new B.A. in Digital Media degree.</p> <p>Recommendations: This program will no longer exist; therefore, no recommendations for further assessment required.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 4:</b>	Students will evaluate communication to support freedom of expression within the boundaries of ethics and standards of professionalism.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to sunseting the program. In AY 2023-24, this program will be absorbed as a track in the new B.A. in Digital Media degree.</p> <p>Recommendations: This program will no longer exist; therefore, no recommendations for further assessment required.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 4:</b>	Students will evaluate communication to support freedom of expression within the boundaries of ethics and standards of professionalism.
<b>Method(s) of Assessment</b>	<p>Measure: COM 340 Legal Memorandum Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>Legal Memorandum</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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to sunseting the program. In AY 2023-24, this program will be absorbed as a track in the new B.A. in Digital Media degree.</p> <p>Recommendations: This program will no longer exist; therefore, no recommendations for further assessment required.</p>
<b>Use of Results</b>	N/A

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Creative and Media Arts**

**Degree Program: Master of Humanities**

**Report Submitted By: Stephanie Opfer**      **Date of Submission: 6/08/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
HUM680	0	-	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.
<b>Courses and Learning Activities</b>			
HUM 680 HUM 680	<b>I</b>	<b>I</b>	<b>I</b>

**Legend:**    **I** Introduce    **P** Practice    **R** Reinforce    **M** Master

**Longitudinal Assessment Plan:**

Measures	AY20-21	AY21-22	AY22-23
HUM 680 Capstone	x	x	x

<b>Student Learning Outcome 1:</b>	Professional Communication: Students demonstrate the ability to communicate in an effective and professional manner within the Humanities discipline.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to a switch in curriculum. HUM680 was last offered in Fall 2022 and was replaced with two 7-week classes: SAS680 and SAS681.</p> <p>Recommendations: Beginning with AY 2023-24, the MH program will have a more robust and thorough assessment plan with an all new curriculum.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 2:</b>	Critical and Analytical thinking: Students will demonstrate levels of critical inquiry and analytical thinking that are appropriate for graduate study in the Humanities.
<b>Method(s) of Assessment</b>	<p>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>
<b>Assessment Results</b>	<p>Summary of Findings: No findings due to a switch in curriculum. HUM680 was last offered in Fall 2022 and was replaced with two 7-week classes: SAS680 and SAS681.</p> <p>Recommendations: Beginning with AY 2023-24, the MH program will have a more robust and thorough assessment plan with an all new curriculum.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Scholarly Writing: Students will demonstrate the ability to write clearly and professionally and at a level appropriate for graduate students.
<b>Method(s) of Assessment</b>	<p>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: 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>

<b>Assessment Results</b>	Summary of Findings: No findings due to a switch in curriculum. HUM680 was last offered in Fall 2022 and was replaced with two 7-week classes: SAS680 and SAS681.  Recommendations: Beginning with AY 2023-24, the MH program will have a more robust and thorough assessment plan with an all new curriculum.
<b>Use of Results</b>	N/A

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
JUS361	57	3.38/4	Final Ethics Paper	3
SCS 300	10	3.40/4	Final Research Project	4
SCS 470	16	3.76/4	Final Internship Paper	5

**Program Mission Statement:**

The criminal justice curricula are designed to help students grasp the fundamental values and purposes of criminal justice in American society. 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. Students will understand the major components and processes of the criminal justice system.
2. Students will comprehend the legal rights of criminal offenders, and the impact of the constitution and laws in the criminal justice system.
3. Students will identify standards and ethical dilemmas within the criminal justice system.
4. Students will develop and apply research skills in order to empirically answer questions related to criminal justice.
5. Students will experience criminal justice, social service, and/or mental health environments and apply the knowledge attained in the core.

**Curriculum Map:**

	Outcome				
	PLO #1 Students will understand the major components and processes of the criminal justice system.	PLO #2 Students will comprehend the legal rights of criminal offenders, and the impact of the constitution and laws in the criminal justice system.	PLO #3 Students will identify standards and ethical dilemmas within the criminal justice system.	PLO #4 Students will develop and apply research skills in order to empirically answer questions related to criminal justice.	PLO #5 Students will experience criminal justice, social service, and/or mental health environments and apply the knowledge attained in the core.
<b>Courses and Learning Activities</b>					
JUS110 Intro. to Criminal Justice	I	I	I	I	I
JUS201 Criminal Law	R	R			
JUS202 Criminal Procedures	R	M	R		
JUS361 Ethical Issues in Criminal Justice		R	M		R
SCS300 Research Design				M	
SCS470 Internship I	M				M
<b>Legend :</b> I Introduce    P Practice    R Reinforce    M Master					

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
JUS 110 Final Course Grade	x	x	
JUS 202 Final Exam	x	x	
JUS 361 Final Ethics Paper			x
SCS 300 Final Research Project			x
SCS 470 Final Internship Paper			x

<b>Student Learning Outcome 3:</b>	Students will identify standards and ethical dilemmas within the criminal justice system.
<b>Method(s) of Assessment</b>	<p>Measure: JUS361 Final Ethics Paper  Program Level: Direct - Student Artifact</p> <p>Details/Description:  Ethics Paper - Students will analyze ethical issues in criminal justice</p> <p>Acceptable Target: Students will score a 3/4 on the assessment rubric.  Ideal Target: Students will score a 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan: Fall 2022/Spring 2023  Key/Responsible Personnel: JUS361 Instructors.</p>

<b>Assessment Results</b>	<p>Summary of Findings:  Students performed well overall with a rubric score of 3.38 out of 4. Students have met the acceptable target and are approaching the ideal target.</p> <p>Results:  Acceptable Target Achievement: Met  Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations:  One of the biggest challenges are for students to actually put themselves into ethical situations. Faculty will continue to engage students by using ethical dilemma case studies and scenarios to increase understanding in this area and how difficult these decisions are for criminal justice personnel.</p> <p>Reflections/Notes:  It should be noted that students often try to think of ethics as black and white scenarios, when most ethical issues lie within the gray area. This is difficult for students to understand. Any incorporation of ethical practice from 100-400 level courses would be welcome and encouraged.</p>
<b>Student Learning Outcome 4:</b>	Students will develop and apply research skills in order to empirically answer questions related to criminal justice.
<b>Method(s) of Assessment</b>	<p>Measure: SCS300 - Final Research Project  Program Level: Direct - Student Artifact</p> <p>Details/Description:  Final student research project.</p> <p>Acceptable Target: Students will score a 3/4 on the assessment rubric.  Ideal Target: Students will score a 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan: Fall 2022/Spring 2023  Key/Responsible Personnel: SCS300 Instructors</p>
<b>Assessment Results</b>	<p>Summary of Findings:  Students scored a 3.40 out of 4 on the assessment rubric. This is a strong score; however, only 10 students submitted their artifacts. There should be many more.</p> <p>Results:  Acceptable Target Achievement: Exceeded</p>

	Ideal Target Achievement : Exceeded
<b>Use of Results</b>	<p>Recommendations: Students need to be encouraged by faculty to submit their final project/papers to TaskStream. This may need to be done in class with faculty supervision to ensure compliance.</p> <p>Reflections/Notes: Students are scoring well with their research. I believe that our annual research conferences are helpful and a good motivator for students.</p>

<b>Student Learning Outcome 4:</b>	Students will experience criminal justice, social service, and/or mental health environments and apply the knowledge attained in the core.
<b>Method(s) of Assessment</b>	<p>Measure: SCS470 - Final Internship Paper Program Level: Direct - Student Artifact</p> <p>Details/Description: Final internship paper submitted by student on their experiences at the internship site.</p> <p>Acceptable Target: Student will score a 3/4 on the assessment rubric. Ideal Target: Student will score a 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan: Fall 2022/Spring 2023 Key/Responsible Personnel: SCS470 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students performed well scoring a 3.74 out of 4 on the assessment rubric. This was the first year that we have assessed criminal justice internships in addition to social science internships.</p> <p>Results: Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Continue to assess all CJSS student internships to gain insights on students professional performance in their senior year prior to them graduating and getting into the workforce.</p> <p>Reflections/Notes: We have several new faculty who are new to the internship process. Our Internship Coordinator and Assistant Deans will work with the new faculty to make sure they have a strong understanding in what is</p>

	expected of them as internship faculty supervisors so that we can continue to score well in this area.
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**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

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

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

**Report Submitted By: Lacy Ellis**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
COR 420	12	3.46/4	Final Project	2
COR 336	0	-	Final Grade	3

**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.

**Curriculum Map:**

	Outcome		
	PLO #1 Historical & Modern Approaches Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.	PLO #2 Philosophies Students will analyze and evaluate the philosophies and practical applications to correctional and management practices.	PLO #3 Constitutional Rights Students will comprehend identify and apply the constitutional rights of prisoners.
<b>Courses and Learning Activities</b>			
COR120 Correctional Thought and Practice	I	I	I
COR231 Juvenile Justice Systems	R	R	R
COR245 Probation, Parole, and Community Corrections	R	R	
COR336 Constitutional Rights of Prisoners			M
COR420 Agency Management	M	M	M
JUS110 Intro. to Criminal Justice	I	I	I
JUS361 Ethical Issues in Criminal Justice	R	R	
<b>Legend:</b> I Introduce    P Practice    R Reinforce    M Master			

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
COR 120 Theories Paper	x	x	
COR 120 Week 7 Essay	x		
COR 336	x		
COR 336 -- Final Course Grade	x	x	
COR 420 Final Project			x
COR 336 Final Grade			x

<b>Student Learning Outcome 2:</b>	Students will analyze and evaluate the philosophies and practical applications to correctional and management practices.
<b>Method(s) of Assessment</b>	Measure: COR420 Final Project Program level Direct - Student Artifact  Details/Description: Final Course Project

	<p>Acceptable Target: Students will score 3/4 on the assessment rubric.</p> <p>Ideal Target: Students will score a 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: COR420 Instructors</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored a 3.46 out of 4 on the assessment rubric. This is a strong score and meets our acceptable target.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: This program is very small. Despite many conversations about sunseting this program, we understand that it contributes to the University and its offerings in many other ways.</p> <p>The teaching faculty member has made it a priority to add more guest speakers, specifically recent grads that are working in the field. She hopes that this engages the students a little more.</p> <p>Reflections/Notes: The instructor stated that there were excessive absences in this course due to athletic events. Moving the course to a different night may be beneficial for attendance.</p>
<b>Student Learning Outcome 3:</b>	Students will comprehend, identify and apply the constitutional rights of prisoners.
<b>Method(s) of Assessment</b>	<p>Measure: COR336 -- Final Course Grade Program level Direct - Other</p> <p>Details/Description: The final grade for COR336 will be used as the measure.</p> <p>Acceptable Target: Students will earn a final grade of 80%.</p>

	<p>Ideal Target: Students will earn a final grade of 90% or higher.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023.</p> <p>Key/Responsible Personnel: COR336 Instructors.</p>
<b>Assessment Results</b>	No data collected. The course did not run.
<b>Use of Results</b>	No data collected. The course did not run.

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

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

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

**Report Submitted By: Lacy Ellis**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF 239 Mock Crime Scene	3	3.25/4		1
JUS 465 Evidence Assignment & Mock Trial Assignment	12	3.38/4		2,3

**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		
	PLO #1 Crime Scene Students will apply proper crime scene protocols, including the legal and scientific rules of processing physical evidence, to the collection and presentation of evidence.	PLO #2 Evaluate Evidence Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.	PLO #3 Evidence Collection Students will perform evidence collection and preservation, evaluate evidence, and present evidence in a mock court room setting. (Seated Only)
<b>Courses and Learning Activities</b>			
ENF239 App. Criminal Investigation and Criminalistics	I	I	I
ENF355 Forensic Investigation of Sex Crimes	R		R
ENF432 Death Investigations	R	R	R
JUS461 Senior Seminar in Criminal Justice		R	
JUS465 Criminal Trial Evidence	M	M	M

**Legend :** I Introduce P Practice R Reinforce M Master

## Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
ENF 460 Class Project	x	x	
JUS 465 Mock Trial	x	x	x
JUS 465 Evidence Assignment			x
ENF 239 Mock Crime Scene			x

<b>Student Learning Outcome 1:</b>	Students will apply proper crime scene protocols, including the legal and scientific rules of processing physical evidence, to the collection and presentation of evidence.
<b>Method(s) of Assessment</b>	Measure: ENF239 Mock Crime Scene Program level Direct - Student Artifact  Details/Description: ENF239 Mock Crime Scene

	<p>Acceptable Target: Collective average of 2/4 on a rubric.</p> <p>Ideal Target: Collective average of 3/4 on a rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: ENF239 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored a 3.25 out of 4 on the assessment rubric. Overall, this is a successful score.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Students are performing well in this 200 level course that introduces a lot of new concepts. Having a stable instructor teaching this course has been helpful. This upcoming year we have ordered Science Interactive kits for all seated and online students that will help both populations get more hands on experience.</p> <p>Reflections/Notes: The instructor mentioned that one barrier was the weather. He likes to set up different crime scenes outside, but the weather did not cooperate on many occasions. He was forced to use the ELC for all crime scenes. Space was limited at times due to other classes using the ELC as well (which is good news).</p>
<b>Student Learning Outcome 2:</b>	Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.
<b>Method(s) of Assessment</b>	<p>Measure: JUS465 Evidence Assignment Program level Direct - Other</p> <p>Details/Description: JUS465 Evidence Assignment</p> <p>Acceptable Target:</p>

	<p>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): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: JUS465 Instructors.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Students will apply, evaluate, and synthesize evidence in a wide variety of criminal investigations.
<b>Method(s) of Assessment</b>	<p>Measure: JUS465 Mock Trial Assignment Program level Direct - Other</p> <p>Details/Description: JUS465 Evidence Assignment</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): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: JUS465 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored a 3.38 out of 4 on the assessment rubric. This is a strong performance by our students. These scores reflect a change in professors teaching this course and getting acclimated to the new content.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	Recommendations:

	<p>Faculty have mentioned that this course has a lot of content to cover, making it difficult to get too deep into the content. It is the hope that JUS201, JUS202 and ENF239 will share some of the load of evidence collection and rules of evidence so that students have a strong foundation before reaching this upper level course.</p>
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**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/15/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
FOR460	13	73.38/100	Psychology and Law Exam	1
FOR105	71	80.79/100	Victimology Final Exam	2
FOR460	26	3.27/4	Final Research Paper/Project	3
SCS300	58	3.45/4	Final Research Paper/Project	3
SCS300	53	3.96/4	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.
<b>Courses and Learning Activities</b>					
JUS110 JUS110	I	I			
JUS 301 JUS301	R				
FOR400 FOR400	P	P	P	R	
FOR105 FOR105		I			
FOR344 FOR344		R		P	
SCS300 SCS300			R	P	
SOC360 SOC360					R

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
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

<b>Student Learning Outcome 1:</b>	Students will examine & understand major components, processes, ethical issues & the impact of the constitution & laws in the CJ system.
<b>Method(s) of Assessment</b>	<p>Measure: FOR 460 Psychology and Law Exam Program level Direct - Exam</p> <p>Details/Description: Students will complete an exam to measure their understanding of major components, processes, ethical issues &amp; the impact of the constitution &amp; laws in the criminal justice system.</p>

	<p>Acceptable Target: 60/100</p> <p>Ideal Target: 80/100</p> <p>Implementation Plan (timeline): Fall 2022-Spring 2023</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 73.38/100 (73%). Thirteen out of 17 authors were evaluated (76%).</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Acceptable target was met, approaching ideal target. Scores were higher last year at an average of 81.50, however, much fewer authors were evaluated (44% vs 76%), which may account for the decrease in scores. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback received is below:</p> <p>Students are performing up to expectations.</p> <p>There are no content issues from this course. The biggest challenges are the volume and expectations of quality in assignments. In addition to exams, students are required to an empirical research project, write an APA style research paper, present their research at the TU Research Conference and do an oral presentation on a major field project addressing an important issue in the field. Psychology and Law is a capstone course for Forensic Psychology so there is are higher expectations for the quality of work produced then there might be in other classes.</p>

	<p>Staggering deadlines for the different projects throughout the semester helps to alleviate some of the stress of the course. In recent years, students are highly encouraged to choose the same topic for their major field project presentation and research project. That allows them to use the research from the major field project in the introduction and literature review of the paper.</p> <p>Having students present their research at the TU Research Conference is a great experience. All student presentations are evaluated by a moderator in the room. Using those evaluations would be a good OA indicator for the importance of being able to communicate and make professional presentations, which is PLO #5.</p>
<b>Student Learning Outcome 2:</b>	Students will understand the major theoretical approaches/concepts in psychology & the study of crime (+ the impact of crime on victims)
<b>Method(s) of Assessment</b>	<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 &amp; 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 2022-Spring 2023</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score for this key assessment was 80.79/100 (81%). Seventy-one out of 90 authors were evaluated (79%). Scores are comparable to last year (81.68) with a similar percentage of authors being evaluated this year (79%) compared to last year (84%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>

<p><b>Use of Results</b></p>	<p>Recommendations: Both the acceptable and ideal target goals were met. Continue with this measure for next year. Continue to work on getting instructors to submit scores for this key assessment. Often they have to be asked multiple times in order to comply.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback received from one online instructor is below:</p> <p>This was an exceptional group of students in this class. They were diligent in following instructions and submitted course work in a timely manner.</p> <p>The biggest challenge for students in this course were personal challenges. Many of the students worked and had personal responsibilities that created challenges with some of the due dates. With that being said, the students were diligent in letting the instructor know if they had any issues and they worked together to solve their issue.</p> <p>One recommendation is more “interactive” activities. For example, Activity 4.4, the students were required to create a PowerPoint to address missing and exploited children. While there were a few challenges with adding notes to the PowerPoint, the students engaged well with this type of assignment. This is a consistent observation in most of the courses taught in the past few years.</p> <p>Weekly quizzes are beneficial to help the students as they complete other assignments (ex. discussions, essays, etc.). Keep some type of weekly formative assessment in this course.</p>
<p><b>Student Learning Outcome 3:</b></p>	<p>Students will develop research skills in order to critically evaluate empirical research &amp; empirically answer questions related to CJ SS.</p>
<p><b>Method(s) of Assessment</b></p>	<p>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:</p>

	<p>3.5/4</p> <p>Implementation Plan (timeline): Fall 2022-Spring 2023</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 3.27/4 (82%). Twenty-six out of 39 authors were evaluated (67%). This is an improvement over scores from last year. Additionally, compared to last year, only 50% of authors were evaluated and this year 67% of authors were evaluated.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Acceptable target was met and scores are approaching the ideal target. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback received is below:</p> <p>Students are performing up to expectations.</p> <p>There are no content issues from this course. The biggest challenges are the volume and expectations of quality in assignments. In addition to exams, students are required to an empirical research project, write an APA style research paper, present their research at the TU Research Conference and do an oral presentation on a major field project addressing an important issue in the field. Psychology and Law is a capstone course for Forensic Psychology so there is are higher expectations for the quality of work produced then there might be in other classes.</p> <p>Staggering deadlines for the different projects throughout the semester helps to alleviate some of the stress of the course. In recent years, students are highly encouraged to choose the same topic for their major field project presentation and research project. That allows them to use the research from the major field project in the introduction and literature review of the paper.</p>

	<p>Having students present their research at the TU Research Conference is a great experience. All student presentations are evaluated by a moderator in the room. Using those evaluations would be a good OA indicator for the importance of being able to communicate and make professional presentations, which is PLO #5.</p>
<b>Student Learning Outcome 3:</b>	<p>Students will develop research skills in order to critically evaluate empirical research &amp; empirically answer questions related to CJ SS.</p>
<b>Method(s) of Assessment</b>	<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 2022-Spring 2023</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score for this key assessment was 3.45/4 (86%). Fifty-eight out of 154 authors were evaluated (38%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The acceptable target was met and scores are approaching ideal target goals. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback received is below:</p>

	<p>Students are meeting expectations.</p> <p>The content, particularly on independent and dependent variables and experimental design, is challenging. The biggest challenge in the course is the research project.</p> <p>One of the biggest factors affecting student performance, particularly the research project, is procrastination. Various strategies have been tried, including imposing deadlines for preliminary phases of the project, but the students who struggle the most are most often the ones who try to finish at the last minute.</p> <p>This course is included in the OA goal of students learning to conduct research. They are required to do a second research project in FOR 460. Performance tends to improve on that assignment, especially considering they have to do it more independently than in SCS 300. It would be good if there could be a comparison of performance between FOR 460 and SCS 300.</p>
<p><b>Student Learning Outcome 4:</b></p>	<p>Students will develop the ability to communicate clearly and professionally.</p>
<p><b>Method(s) of Assessment</b></p>	<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 2022-Spring 2023</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 3.96/4 (99%). Fifty-three out of 154 authors were evaluated (34%).</p>

	<p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Both the acceptable and ideal target goals were met. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes:  Additional information/reflections were requested from instructors- feedback received is below:</p> <p>Students are meeting expectations.</p> <p>The content, particularly on independent and dependent variables and experimental design, is challenging. The biggest challenge in the course is the research project.</p> <p>One of the biggest factors affecting student performance, particularly the research project, is procrastination. Various strategies have been tried, including imposing deadlines for preliminary phases of the project, but the students who struggle the most are most often the ones who try to finish at the last minute.</p> <p>This course is included in the OA goal of students learning to conduct research. They are required to do a second research project in FOR 460. Performance tends to improve on that assignment, especially considering they have to do it more independently than in SCS 300. It would be good if there could be a comparison of performance between FOR 460 and SCS 300.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/10/2023**

**Assessment Focus for 2022-23 (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		R	R
POL341 Intelligence gathering paper and presentation.				R				
POL345 -		R	R					
POL350 -		R	R					
POL425 -				R	R	I		
POL425 Paper and presentation.				R	R			
POL491 -		R	R					
POL491 Capstone project.	M	R	R					
SCS300 -		R	R					
SCS470 -	R	R	R			R		R
SCS470 Internship	R					R		R

Legend :



Introduce



Practice



Reinforce



Master

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
POL 491 Historical Context	x	x	x
POL 491 National Power Instruments	x	x	x

<b>Student Learning Outcome 2:</b>	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.
<b>Method(s) of Assessment</b>	<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): 2022-2023 AY</p> <p>Key/Responsible Personnel: GNS faculty</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Graduates will demonstrate an ability to analyze and devise solutions for problems in national security and to convey complex reasoning and analysis within the framework of our instruments of national power and the use of those instruments within our political, legal, and policy context.
<b>Method(s) of Assessment</b>	<p>Measure: National Power Instruments Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>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): 2022/2023 AY</p> <p>Key/Responsible Personnel: GNS faculty</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF154	22	77.21/100	Final Course Grade	1
ENF212	14	2.93/4	Paper Assignment	2
POL225	33	1.39/3	Intelligence	3
POL491	23	3.76/4	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.
<b>Courses and Learning Activities</b>				
ENF 154 Final Grade	I	I	I	
ENF212 Essay/Paper or Test		R		
ENF 240 Paper, Project, or Exercise	R			
ENF 245 FEMA Online Certification or Exercise Grade	R			R
ENF 293 Paper or Test		I		
FOR 310 Paper or Exercise			R	R
HIS 312 Paper or Test		R		
POL 151 Final Student Grade	I	I	I	
POL225 Paper, Project, or Test		R	R	
POL 400 Paper or Test				R
POL 491 Paper or Final Project	M			M
PSY344 Case Study		R		
SOC 265 Paper or Test		I		I
<b>Legend :</b> I Introduce    P Practice    R Reinforce    M Master				

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
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

<b>Student Learning Outcome 1:</b>	Students will learn the history of, convey the purpose for, and present the structure of the homeland security enterprise.
<b>Method(s) of Assessment</b>	Measure: ENF154 - Final Course Grade Program level Direct - Other  Details/Description:

	<p>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): 2022-2023 AY</p> <p>Key/Responsible Personnel: Homeland security program faculty.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 77% as their final course grade in ENF154. This percentage meetings the acceptable target and is nearing the ideal target for an introductory level course.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Students performed well on the content; however, instructors noted that they are struggling with foundational skills in writing, oral presentations, and public speaking.</p> <p>All instructors, no matter the course, needs to spend time on these basic concepts.</p> <p>Reflections/Notes: ENF154 was taught by a new instructor this past term. The HST program has been designed and merged into the new National Security, Intelligence, and Terrorism program moving forward.</p>
<b>Student Learning Outcome 2:</b>	Students will describe the complexity of terrorism, security, and contemporary or emergent threats, challenges, and issues.
<b>Method(s) of Assessment</b>	Measure: ENF212 - Paper Assignment Program level Direct - Student Artifact

	<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): 2022-2023 AY</p> <p>Key/Responsible Personnel: Homeland security faculty.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Students scored a 2.93 out of a 4 on the assessment rubric. Students did not meet expectations.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p><b>Use of Results</b></p>	<p>Recommendations: With the new development of the NIT program - our HST and GNS majors will be revised and hopefully will better prepare students moving forward.</p> <p>Reflections/Notes: Note that the HST/GNS curriculum are being merged into the new NIT program starting 23-24</p>
<p><b>Student Learning Outcome 3:</b></p>	<p>Students will know the purpose of intelligence in conducting domestic and foreign national security operations to include the intelligence cycle.</p>
<p><b>Method(s) of Assessment</b></p>	<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:</p>

	<p>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): 2022-2023 AY</p> <p>Key/Responsible Personnel: POL225 Instructors</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored a 1.39 out of a 4 on the assessment rubric. This is not within the acceptable range.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<b>Use of Results</b>	<p>Recommendations: According to the instructor, the poor scores are not content specific, but most points are being reduced in the areas of research, writing, and public speaking. Students need more practice in these areas. It is important that these skills are being taught in all courses.</p>
<b>Student Learning Outcome 4:</b>	<p>Students will devise situationally appropriate problem-solving strategies for ensuring effective homeland security.</p>
<b>Method(s) of Assessment</b>	<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): 2022-2023 AY</p>

	<p>Key/Responsible Personnel: CJSS Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Students scored a 3.76 out of 4 on the assessment rubric. This is a strong score and shows that students near graduation are performing at or above expectations.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Students performed well, however, the faculty member noticed that foundational skills are lacking - writing, research and appropriate citation.</p> <p>Reflections/Notes: This course will be merged into the new NIT curriculum starting 23-24 AY.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/11/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
COR120	17	77.12/100	Final Grade	1
ENF450	0	-	Final Crime Analysis Project	2
POL 320	0	-	Course Project	3

**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 analyze and evaluate the philosophies and practical applications to management practices and agency interactions.

**Curriculum Map:**

	Outcome		
	PLO #1 Historical and Modern Approaches Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system.	PLO #2 Key Concepts Students will be able to analyze key concepts in criminal justice operations.	PLO #3 Philosophies Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.
<b>Courses and Learning Activities</b>			
COR120 Correctional Thought and Practice	I	I	I
COR231 Juvenile Justice Systems	R		
COR420 Agency Management	M	M	M
ENF150 Police and Society		I	
ENF154 Homeland Security Overview			I
ENF245 Emergency Organizations and Management		M	I
ENF293 Criminology	R		
ENF335 Law Enforcement Supervision		R	R
ENF450 Crime Analysis		M	
POL320 Public Administration		R	M
<b>Legend:</b> I Introduce P Practice R Reinforce M Master			

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
COR 120 Analyze historical and modern approaches.	X	X	
COR 120 Final Grade			X
JUS 461 Identify key concepts in law enforcement operations.			
ENF 335 Analyze practical application of management.	X	X	
ENF450 Final Crime Analysis Project			X
POL 320 Course Project			X

<b>Student Learning Outcome 1:</b>	Students will analyze the historical and modern approaches to the management of offenders within the criminal justice system
<b>Method(s) of Assessment</b>	<p>Measure: COR120 Final Grade Program level Direct - Other</p> <p>Details/Description: Final grade of COR120 will be used for the assessment.</p> <p>Acceptable Target: Students will receive the final grade of a 70%.</p>

	<p>Ideal Target: Students will receive the final grade of an 80%.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: COR120 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored a 77% overall as their final grade. This score exceeds the acceptable target and is approaching the ideal target.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Faculty recommends to keep the course as it is. It is an introductory course and does a good job exposing students to the major aspects of corrections.</p> <p>Students do not struggle with the content of this course, but some skills such as presentations, writing, and public speaking have opportunities for improvement.</p>
<b>Student Learning Outcome 2:</b>	Students will be able to analyze key concepts in criminal justice operations.
<b>Method(s) of Assessment</b>	<p>Measure: ENF450 Final Crime Analysis Project Program level Direct - Student Artifact</p> <p>Details/Description: ENF450 Crime Analysis Project.</p> <p>Acceptable Target: Students will score a 3/4 on the assessment rubric.</p> <p>Ideal Target: Students will score a 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel:</p>

	ENF450 Instructors.
<b>Assessment Results</b>	No data collected.
<b>Use of Results</b>	<p>Recommendations:</p> <p>In a summary provided by the most recent faculty member, it is recommended that the university purchase some crime mapping software that would greatly improve the course and students' abilities to apply what they are learning. Larger data sets would also be helpful. Dr. Ellis was able to find a few online data sets for free that will be tried in the future.</p>
<b>Student Learning Outcome 3:</b>	Students will analyze and evaluate the philosophies and practical applications to management practices and agency interactions.
<b>Method(s) of Assessment</b>	<p>Measure: POL320 Course Project Program level Direct - Student Artifact</p> <p>Details/Description: POL320 Course Project</p> <p>Acceptable Target: Students will score a 3/4 on the assessment rubric.</p> <p>Ideal Target: Students will score a 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: POL320 Instructors.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/12/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF 335	0	-	Group Course Project & Midterm Paper	1, 2, 3
JUS 465	6 0 0	4.00/4 - -	Opening Statements, Evidence Suppression Motion and Hearing, Mock Trial	1, 2, 3
ENF150	0	-	Final Grade	1, 2, 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. Students will analyze the concepts, institutions, and ideas that impact the law and law enforcement organizations.
2. Students will evaluate law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.
3. Students will apply key concepts in law enforcement operations and various criminal justice systems within the confines of the Constitution.

**Curriculum Map:**

	Outcome		
	PLO #1 Students will analyze the concepts, institutions, and ideas that impact the law and law enforcement organizations.	PLO #2 Students will evaluate law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.	PLO #3 Students will apply key concepts in law enforcement operations and various criminal justice systems within the confines of the Constitution.
<b>Courses and Learning Activities</b>			
CDS334 Technology and Crime			<b>R</b>
COR231 Juvenile Justice Systems			<b>I</b>
ENF150 Police and Society	<b>I</b>	<b>I</b>	<b>I</b>
ENF239 App. Criminal Investigation and Criminalistics		<b>I</b>	<b>I</b>
ENF293 Criminology	<b>I</b>	<b>R</b>	
ENF335 Law Enforcement Supervision	<b>R</b>	<b>R</b>	<b>R</b>
ENF355 Forensic Investigation of Sex Crimes		<b>R</b>	<b>R</b>
ENF450 Crime Analysis	<b>R</b>	<b>R</b>	
JUS461 Capstone: Senior Seminar in Criminal Justice	<b>M</b>	<b>M</b>	<b>M</b>
JUS465 Criminal Trial Evidence	<b>M</b>	<b>M</b>	<b>M</b>
<b>Legend:</b> <b>I</b> Introduce <b>P</b> Practice <b>R</b> Reinforce <b>M</b> Master			

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
ENF 150 Final Grade	X	X	X
ENF 239 Artifact	X	X	
ENF 335 Group Course Project & Midterm Paper			X
JUS 461 Capstone Paper		X	
JUS 461 Case Study		X	
JUS 465 Opening Statements & Evidence Suppression Motion and Hearing & Mock Trial			X

<b>Student Learning Outcome 1:</b>	Students will analyze the concepts, institutions, and ideas that impact the law and law enforcement organizations.
<b>Method(s) of Assessment</b>	Measure: ENF150 Final Grade Course level Direct - Other  Details/Description: At the introductory level we will be assessing the students final grade in ENF150 via the rubric.

	<p>Acceptable Target: The final grade of a "C" is acceptable.</p> <p>Ideal Target: The final grade of a "B" is ideal.</p> <p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p> <p>Key/Responsible Personnel: Kevin Cashen or any other professor teaching ENF150.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Data for this course was not entered directly to TaskStream. However, the faculty member sent in reflection notes stating that the majority of students performed to expectations. If a student was not successful it was due to excessive absences or not completing all assignments.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Continue to assess this course. Faculty and staff need to stress the importance of attendance to students and how their attendance will directly impact their grades/performance.</p> <p>Reflections/Notes:</p>
<b>Student Learning Outcome 1:</b>	Students will analyze the concepts, institutions, and ideas that impact the law and law enforcement organizations.
<b>Method(s) of Assessment</b>	<p>Measure: ENF335 Group Course Project - Reinforced Course level Direct - Other</p> <p>Details/Description: Group course project, creating a police agency.</p> <p>Acceptable Target: The student should score a 3/4 on the assessment rubric.</p> <p>Ideal Target: The student should score a 3.5/4 on the assessment rubric.</p>

	<p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p> <p>Key/Responsible Personnel: Kevin Cashen or any other professor teaching ENF335.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Data was not added to TaskStream; however, the instructor sent a personal reflection of the course with feedback.</p> <p>The instructor was very happy with the students' performance in class. They were all very engaged and performed above expectations.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: One challenge for students in this course is understanding how math is used in law enforcement. Instructing students how to solve personnel and budget problems using basic math principles is a struggle at times.</p> <p>Reflections/Notes: The instructor would like to use more scenario based questions in future offerings of this course.</p>
<b>Student Learning Outcome 1:</b>	Students will analyze the concepts, institutions, and ideas that impact the law and law enforcement organizations.
<b>Method(s) of Assessment</b>	<p>Measure: JUS465 - Opening Statements - Mastered Course level Direct - Other</p> <p>Details/Description: Opening statements assignment in JUS465.</p> <p>Acceptable Target: Students will receive a 3.5/4.0 on the assessment rubric.</p> <p>Ideal Target: Students will receive a 4/4 on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p> <p>Key/Responsible Personnel:</p>

	Michael Curtis or other faculty members that teach JUS465.
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 2:</b>	Students will evaluate law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.
<b>Method(s) of Assessment</b>	<p>Measure: ENF150 Final Grade Course level Direct - Other</p> <p>Details/Description: At the introductory level we will be assessing the students final grade in ENF150 via the rubric.</p> <p>Acceptable Target: The final grade of a "C" is acceptable.</p> <p>Ideal Target: The final grade of a "B" is ideal.</p> <p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p> <p>Key/Responsible Personnel: Kevin Cashen or any other professor teaching ENF150.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Data for this course was not entered directly to TaskStream. However, the faculty member sent in reflection notes stating that the majority of students performed to expectations. If a student was not successful it was due to excessive absences or not completing all assignments.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Continue to assess this course. Faculty and staff need to stress the importance of attendance to students and how their attendance will directly impact their grades/performance.</p> <p>Reflections/Notes:</p>

<b>Student Learning Outcome 2:</b>	Students will evaluate law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.
<b>Method(s) of Assessment</b>	<p>Measure: ENF335 Midterm Paper - Reinforced Course level Direct - Other</p> <p>Details/Description: The midterm paper on procedural justice and police legitimacy.</p> <p>Acceptable Target: Students will score a 3/4 on the assessment rubric.</p> <p>Ideal Target: Students will score a 3.5/4 on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p> <p>Key/Responsible Personnel: Kevin Cashen or other faculty that teach ENF335.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 2:</b>	Students will evaluate law enforcement's role and its relationship with society and best practices as they relate to critical issues in law enforcement.
<b>Method(s) of Assessment</b>	<p>Measure: JUS465 - Evidence Suppression Motion and Hearing - Mastered Course level Direct - Other</p> <p>Details/Description: Evidence Suppression Motion and Hearing Assignment in JUS465.</p> <p>Acceptable Target: Students will score a 3.5/4 on the assessment rubric.</p> <p>Ideal Target: Students will score a 4/4 on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p>

	<p>Key/Responsible Personnel: Michael Curtis or other faculty assigned to teach JUS465.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Students will apply key concepts in law enforcement operations and various criminal justice systems within the confines of the Constitution.
<b>Method(s) of Assessment</b>	<p>Measure: ENF150 Final Grade Course level Direct - Other</p> <p>Details/Description: At the introductory level we will be assessing the students final grade in ENF150 via the rubric.</p> <p>Acceptable Target: The final grade of a "C" is acceptable.</p> <p>Ideal Target: The final grade of a "B" is ideal.</p> <p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p> <p>Key/Responsible Personnel: Kevin Cashen or any other professor teaching ENF150.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Data not entered</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Continue to assess this course. Faculty and staff need to stress the importance of attendance to students and how their attendance will directly impact their grades/performance.</p> <p>Reflections/Notes:</p>

<b>Student Learning Outcome 3:</b>	Students will apply key concepts in law enforcement operations and various criminal justice systems within the confines of the Constitution.
<b>Method(s) of Assessment</b>	<p>Measure: ENF335 Group Course Project - Reinforced Course level Direct - Other</p> <p>Details/Description: Group course project, creating a police agency.</p> <p>Acceptable Target: The student should score a 3/4 on the assessment rubric.</p> <p>Ideal Target: The student should score a 3.5/4 on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p> <p>Key/Responsible Personnel: Kevin Cashen or any other professor teaching ENF335.</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Students will apply key concepts in law enforcement operations and various criminal justice systems within the confines of the Constitution.
<b>Method(s) of Assessment</b>	<p>Measure: JUS465 - Mock Trial - Mastered Course level Direct - Other</p> <p>Details/Description: The mock trial performed in class in JUS465</p> <p>Acceptable Target: Students will score a 3.5/4 on the assessment rubric.</p> <p>Ideal Target: Students will score a 4/4 on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022 - OA Pilot</p> <p>Key/Responsible Personnel:</p>

	Michael Curtis or other faculty that teach JUS465.
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/15/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY362	106	3.41/4	Abnormal Psychology	1
SOC360/CSL430	46	3.10/4	California Brief Multicultural Comp.	3
SCS470	18	3.65/4	Internship Evaluation	4
SCS450	2	2.75/4	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.
<b>Courses and Learning Activities</b>					
ARB/SPA Various Language Courses (Pick list for CCIP)			R		R
CSL 310 Introduction to Addiction Theory and Practice (ADDICTIONS COUNSELING)	I	I	I	R	R
CSL 320 Counseling Strategies & Procedures w/Addicted & Disordered Populations (ADDICTIONS COUNSELING)	I	R	R	R	R
CSL 425 Group Process & Techniques Working with Addicted & Disordered Populations (ADDICTIONS COUNSELING)	R	R	R	R	M
CSL 430 Cultural Competence in Counseling (ADDICTIONS COUNSELING, CCIP, HS has choice of CSL 430 or SOC 360)	R	R	R	R	R
CSL 435 Assessment & Diagnosis of Addictive & Behavioral Health Problems (ADDICTIONS COUNSELING)	M	R	R	R	M
CSL 440 Prevention, Intervention, & Treatment Planning in Addictions (ADDICTIONS COUNSELING)	M	M	M	R	M
CSL 445 Theory & Practice-Relationship Counseling in Addictions & Behavioral Health (ADDICTIONS COUNSELING)	R	R	M	R	M
COM 310 Human, Interpersonal, & Small Group Communications (Pick list for HUMAN SERVICES)	R	R			R
COR 420 Agency Management (Pick list for HUMAN SERVICES))	R	R	R		R
CUL Various Culture Courses (Pick list for CCIP)			I		R
FOR 365 Drugs and Society (Pick list for HUMAN SERVICES)	R	R	R		R
FOR 423 Case Management (HUMAN SERVICES)	R	R	R	R	R
FOR 430 Crisis Intervention Strategies (HUMAN SERVICES)	M	M	M	R	M
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)	R	R	R	R	R
PSY 201 Introduction to Professional Practices (PSY CORE)	I	I	I	I	I
PSY 263 Theories of Personality (PSY CORE)	R	R	R	R	R
PSY 269 Human Sexuality (Pick List for HUMAN SERVICES)	R	R	R	R	R
PSY 302 History and Systems of Psychology (PSY CORE)	R	R	R	R	R
PSY 360 Introduction to Counseling (HUMAN SERVICES)	I	I	I	I	R
PSY 362 Abnormal Behavior (PSY CORE)	R	R	R	R	R
PSY 401 Biological Foundations of Behavior (PSY CORE)	M	R	R	R	M
PSY 425 Cross-Cultural and International Psychology (CCIP)	R	R	R	R	M
PSY 440 Comparative Psychotherapies & Therapeutic Techniques (Pick list for HUMAN SERVICES)	R	R	R	R	M
PSY 445 Psychometrics (Pick list for HUMAN SERVICES)		R			M
SCS 300 Research Design (PSY CORE)		R			R
SCS 450 Human Services Capstone (HUMAN SERVICES)	M	M	M	M	M
SCS 470 Internship (ADDITIONS COUNSELING, HUMAN SERVICES. Pick list for CCIP))	R	M	M	M	M
SCS 471 Internship II (Pick lists for CCIP/HUMAN SERVICES)	M	M	M	M	M
SCS 491 Senior Seminar I (Pick list for CCIP)	R	R	R	M	M
SCS 492 Senior Seminar II (Pick list for CCIP)	M	M	M	M	M
SOC 250 Social Psychology (PSY CORE)	R	R	R	R	R
SOC 310 Sociology of the Family (Pick list for HUMAN SERVICES)	R	R	R	R	R
SOC 320 Community Sociology (Pick list for HUMAN SERVICES)	R	R	R	R	R
SOC 256 Peace & Social Justice (CCIP)	I	R	R	R	R
SOC 360 Multicultural Issues in Society (CCIP, HS have choice of SOC 360 or CSL 430)	R	R	R	R	R
SOC 361 Sociology of Gender (Pick list for HUMAN SERVICES)	R	R	R	R	R

Legend: I Introduce P Practice R Reinfoce M Master

<b>Longitudinal Assessment Timeline:</b>			
<b>Measures</b>	<b>AY20-21</b>	<b>AY21-22</b>	
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

<b>Student Learning Outcome 1:</b>	Students will acquire knowledge of key psychological theories, issues, practices, and concepts.
<b>Method(s) of Assessment</b>	<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 2022-Spring 2023</p> <p>Key/Responsible Personnel: Bachelor of Arts Psychology Faculty and Adjuncts</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score for this key assessment was 3.41/4 (85%). One hundred and six out of 138 authors were evaluated (77%).</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The acceptable and ideal target goals were not met, however, scores are very close to the acceptable target (3.41 vs. 3.5). Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p>

	<p>Consider lowering the ideal target goal, as a 4/4 would mean that every student would need to obtain a perfect score and this is probably not realistic.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback received is below:</p> <p>Students are performing up to expectations. Some struggle with time management skills. This time around students did much better (with a few exceptions). Enacted the development of practicing case studies in class as examples and as a means to improve student performance.</p> <p>The identification of how culture/diversity variables impact the diagnosis and treatment of mental health issues remains a challenge. One section of the course was a relatively large class, so they broke into groups that were each assigned a particular abnormal behavior to discuss and present to the rest of the class. Students from the other groups were tasked with asking a question about the abnormal behavior, to help them better understand the diagnosis. Participation was sometimes an issue due to class size.</p> <p>Case practice in class—and additional cultural impacted cases to be used as practice and examples could help improve performance in this course. In order to improve student performance in this course, there should be a smaller cap on number of students. By nature of the course, there is a lot of material to cover, which needs to be taken into consideration when allowing for discussion time.</p> <p>When presenting, there were times when students stated that they were currently or had previously learned about the topic of discussion in another course/ classroom. Examples include discussion on research methods or showing a video that (some) students had previously seen. This may be minimized by being privy to other course syllabus.</p>
<b>Student Learning Outcome 3:</b>	Students will employ multicultural awareness, knowledge, and competence.
<b>Method(s) of Assessment</b>	<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:</p>

	<p>3.5/4 on the scale</p> <p>Ideal Target: 4/4 on the scale</p> <p>Implementation Plan (timeline): Fall 2022-Spring 2023</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 3.10/4 (77%). Forty-six out of 69 authors were evaluated (67%).</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Scores are improving. Last year, scores held an average of 2.77/4 with 47% of authors evaluated. This year, that increased to 3.10 with significantly more authors evaluated (47% last year compared to 67% this year). It remains important to make sure that adjunct and online instructors are aware of the OA measure and are collecting data since, at present, this measure is not part of a course assignment, and for online courses, it is not built into the course. Discussions have taken place with the Outcomes Assessment Director to possibly create a fillable PDF form for this assessment and have it added to all online course shells and Moodle companion course shells for the two courses for which this is a key assessment, CSL 430 and SOC 360. As with other assessments, an ideal target of 4/4 is not realistic since that would require every single student being assessed to achieve a perfect score. Change targets to reflect more reasonable and achievable scores.</p> <p>Reflections/Notes: Students in CSL 430 seem to be meeting expectations on this measure more than students in SOC 360. This is likely because CSL 430 is a counseling course and specific lessons and discussions take place that address how to work with various populations in a counseling or similar setting. Because SOC 360 is more of a general culture course, it may be that this key assessment is not as well suited for students in that course.</p> <p>An online instructor for SOC 360, who did not have his students complete the key assessment, provided the following narrative feedback:</p>

	<p>As a group, they performed about as expected. Most contributed meaningfully to initial discussion forum postings, but the quantity and quality of scholarly dialog in the responses was not extensive. Students tend to dwell on agreement with and/or praise for what their classmates post, and genuine disagreement or challenge comes hard.</p> <p>On content issues, some students have difficulty coping with the dynamics of dealing with the sociological treatment of race and ethnicity in the context of a diverse cohort. Topics of “hidden bias” and “white privilege” are examples.</p> <p>The field observation was troublesome for some students. This might be easier to manage in a traditional, seated class, but it is hard to provide advice when not in the same local environment as the students (and some of them are in other states).</p> <p>The links to APA library resources and to writing tutoring services could be clearer. As it is now, they seem buried a few levels too deep on Moodle. A modified model APA-formatted paper/template might be provided upfront with other important course documents. Purdue OWL offers such a sample paper, but it is somewhat too detailed for Tiffin-course purposes.</p> <p>Review the value of the “Implicit Bias” exercise. I am not sure this is consistent with a sociological perspective on prejudice and discrimination. (It might be more relevant in a psychology course on similar topics). To some extent, the sociological perspective involves promoting a “neutral third-party” outlook that might come across as too detached for some.</p>
<p><b>Student Learning Outcome 4:</b></p>	<p>Students will apply theories and practices in the helping professions.</p>
<p><b>Method(s) of Assessment</b></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: 4.0/4</p> <p>Implementation Plan (timeline):</p>

	<p>Fall 2022-Spring 2023</p> <p>Key/Responsible Personnel: All faculty who supervise BA Psych student internships</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 3.65/4 (91%). Eighteen out of 107 authors were evaluated (15%). This is likely due to the fact that all students across the School of CJSS have to complete an internship, but it is only the psychology majors who are being evaluated for this measure for this program.</p> <p>For OA day, the average rating among four raters was 3.54</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: The acceptable target was met and scores are approaching the ideal target. The ideal target is 4/4 which means that every student would need to achieve a perfect score on this measure, which is probably not realistic. Consider changing ideal target to a more achievable score. Continue this measure for next year.</p> <p>This key assessment was examined closely for OA day. Overall findings of this group assessment indicated that the internship evaluation form as a key assessment is pretty cut and dry, easy to score, and being more concrete about which questions to focus on from the evaluation for each question on the rubric led to more consistent scoring among scorers. Need to list these corresponding question numbers on the supervisor evaluation form for each measure on the rubric (Ex. Performance: correlates to the first point on scoring rubric which would include questions # 2,3,5,7,8,9 on supervisor form)</p> <p>The internship committee should consider adding a question to the supervisor form regarding following ethical codes/practices. This is an important thing to assess and it would allow us to better evaluate this question on the rubric for this key assessment.</p> <p>Might also suggest adding a place on the evaluation form for supervisor to explain N/A or scoring for students so that there is a better understanding of areas of improvement (gives insight to whether student was prepared enough/made available to the information from the instructor as well as if the supervisor has a clear understanding of what exactly they are supposed to be evaluating/looking for within the intern).</p>

	<p>Possibly convert the supervisor evaluation to a fillable PDF form so it becomes easier for supervisors to fill out.</p> <p>Reflections/Notes:  Current benchmark seems reasonable. Avg. 3.54 for OA day is strong considering there were four different evaluators. This key assessment seems to provide a strong evaluation of outcome four which is what we are trying to measure. This measure allows for an outside reflection (supervisor) and not just student self report, which means it may be more accurate, as self-report measures tend to be inflated.</p> <p>Additional information/reflections were requested from instructors- feedback received is below:</p> <p>Students who make it to internship appear to be doing very well, with some even being offered jobs. The students supervised have done well and have also received good evaluations from their internship sites.</p> <p>Time management skills for students can be a challenge during the completion of internship hours. It is important to periodically check in with the students during their internship and see how everything is going and see if they have any questions about what they need to submit and when. This seems to work well so far.</p> <p>Some students have schedules to adjust to (work schedule with courses)—and work for internship (e.g. paper) is sometimes submitted late. Early access to the Internship Shell might be helpful in reducing this and making sure students know expectations. This is especially important because many students complete their hours over the summer or in a different semester, and do not actually register for the internship course until one or two semesters later. If they are not aware of the assignments and expectations in advance, they may struggle to write their journals, collect an evaluation from their supervisor, or write a thorough paper.</p>
<p><b>Student Learning Outcome 5:</b></p>	<p>Students will illustrate the ability to communicate professionally through academic writing and presentations.</p>
<p><b>Method(s) of Assessment</b></p>	<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 2022-Spring 2023</p> <p>Key/Responsible Personnel: Full-time and adjunct CJSS faculty.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: To date, no data was entered for this measure.</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback received is below:</p> <p>As a group, they performed about as expected. Most contributed meaningfully to initial discussion forum postings, but the quantity and quality of scholarly dialog in the responses was not extensive. Part of this is from the “capstone” nature of the course in which students provided encouragement to their peers in preparing for careers or graduate education.</p> <p>Students have difficulty in preparing or updating a resume, identifying professional references for their portfolios and applications, and identifying a professional to shadow and interview. The latter seems particularly difficult for online students, those who may not be in the Tiffin area and/or lacking in awareness of local social service agencies.</p> <p>The links to APA resources and to writing tutoring services could be clearer. As it is now, they seem buried a few levels too deep on Moodle. Students, especially online students who are not on campus, should be guided to work with the University’s Career Advising office annually or more often. This office should provide a recommended resume template to students, and work with them to update the document as progress is made in employment, volunteer work, sports participation, and honors. Guidance in developing a network of peers, supervisors/coaches, and</p>

	mentors should be provided on a continuous basis (annually or per semester)
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**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: Johnathon Sharp**

**Date of Submission: 5/11/2023**

**Assessment Focus for 2022-23(Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF622	2	4.00/4	WK 6 Assign. 1 1	3
ENF627	0	-	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.
<b>Courses and Learning Activities</b>					
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	AY20-21	AY21-22	AY22-23
ENF 622 WK 6 Assgn. 1	X	X	X
ENF 627 Capstone Project	X		X

<b>Student Learning Outcome 3:</b>	Students will articulate the basic processes and purposes of tactical, strategic, and crime analysis.
<b>Method(s) of Assessment</b>	<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: Collective average of 3/4 on the rubric.</p> <p>Ideal Target:</p>

	<p>Collective average of 3.5/4 on the rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: MSCJ Faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings: 2 out of 2 students were evaluated (100%). These students averaged a 4/4 (100%). While this was only run as an IGS, the results are promising.</p> <p>Results:</p> <p>Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: We will continue to use current practices and strive to have more students assessed the next time this course runs.</p> <p>Reflections/Notes:</p>
<b>Student Learning Outcome 2:</b>	Students will convey the types and functions of crime analysis.
<b>Method(s) of Assessment</b>	<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 2022/Spring 2023</p> <p>Key/Responsible Personnel: MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 0 students were assessed. It is unclear as to why the students did not submit this measure to Taskstream. This course was run in Spring 2 of 2022 with only 1 student and in Fall 1 (2 students) and Summer 1 of 2022 (4 students), as well as Spring 2 of 2023 (10 students). The course was updated and ran in the new format in Spring of 2023, there may not have been a new Taskstream link added during the update.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p><b>Use of Results</b></p>	<p>Recommendations: The Taskstream administrator has been made aware of this and the problem should be fixed for the next time this course runs so that we can properly evaluate the submissions.</p> <p>Reflections/Notes:</p>

<p><b>Student Learning Outcome 12:</b></p>	<p>Students will understand how to ethically manage sensitive information, data security, confidentiality, and privacy issues.</p>
<p><b>Method(s) of Assessment</b></p>	<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: Each week you submit a summary plan to apply skills learned to your Capstone Project. This is a culmination of all of the sections completed thus far (so Week 1 starts with a blank paper, but Week 2, you will be taking what you've completed from Week 1 and adding to it. Then, on Week 3, you will add the new Week 3 information to what you've already completed for Weeks 1 and 2). Thus, you should be constantly improving all sections while adding the new material each week. The final draft of 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 2022/Spring 2023</p> <p>Key/Responsible Personnel: MSCJ Faculty</p>

<p><b>Assessment Results</b></p>	<p>Summary of Findings:  0 students were assessed. It is unclear as to why the students did not submit this measure to Taskstream. This course was run in Spring 2 of 2022 with only 1 student and in Fall 1 (2 students) and Summer 1 of 2022 (4 students), as well as Spring 2 of 2023 (10 students). The course was updated and ran in the new format in Spring of 2023, there may not have been a new Taskstream link added during the update.</p> <p>Results:  Acceptable Target Achievement: Not Met  Ideal Target Achievement : Moving Away</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  The Taskstream administrator has been made aware of this and the problem should be fixed for the next time this course runs so that we can properly evaluate the submissions.</p> <p>Reflections/Notes:</p>
<p><b>Student Learning Outcome 14:</b></p>	<p>Students will produce effective written analytic products tailored to specific audiences that are suitable for publication and dissemination by criminal justice agencies.</p>
<p><b>Method(s) of Assessment</b></p>	<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</p>

	<p>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 2022/Spring 2023</p> <p>Key/Responsible Personnel: MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 0 students were assessed. It is unclear as to why the students did not submit this measure to Taskstream. This course was run in Spring 2 of 2022 with only 1 student and in Fall 1 (2 students) and Summer 1 of 2022 (4 students), as well as Spring 2 of 2023 (10 students). The course was updated and ran in the new format in Spring of 2023, there may not have been a new Taskstream link added during the update.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p><b>Use of Results</b></p>	<p>Recommendations: The Taskstream administrator has been made aware of this and the problem should be fixed for the next time this course runs so that we can properly evaluate the submissions.</p> <p>Reflections/Notes:</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/12/2023**

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

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY615	32	3.39/4	Week 7 Assignment Paper	2,4,5
PSY626	15	3.69/4	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	AY20-21	AY21-22	AY22-23
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		

<b>Student Learning Outcome 2:</b>	Students will demonstrate the ability to professionally communicate through academic writing.
<b>Method(s) of Assessment</b>	<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): AY2022-2023</p> <p>Key/Responsible Personnel: Psychology Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 32 of 41 (78%) total students were assessed. Collectively, these students averaged a 3.39/4 (85%) on the rubric.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Due to meeting the overall goal of 3/4 for this assessment and having nearly 80% of the total number of students assessed, we will continue using the supplements, tools, rubric, and instructors for this course/assessment.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback shared is below:</p> <p>The majority of the students are not writing assignments at the graduate level coming into the course. About 35% of the students are able to perform at the graduate level, 60% seems to be performing at the undergraduate level (in the online graduate program), and the other 5% are struggling to perform at even the undergraduate level (in the online graduate program) and sometimes plagiarize or fabricate information. After continuous coaching throughout the course, some students are able to improve their performance by the week 7 outcomes assessment assignment.</p> <p>The biggest challenges for students seem to be following instructions, finding scholarly sources, accurately citing sources, formatting APA style</p>

	<p>references, and writing in scholarly style. Students often struggle with plagiarism and time management as well.</p> <p>Adding a plagiarism detector for each week’s assignment would be helpful. This should be standard for all courses but especially for a course that has an outcome assessment regarding APA style scholarly writing.</p> <p>Student performance could be improved in the course by allowing for teaching time by the instructor; a cap of 24 students does not allow for much actual teaching time when so much time is taken up by grading assignments of 24 students and the requirement of participating in an opinion style discussion with 24 students. Most students could benefit from a prerequisite course that teaches scholarly APA style graduate-level writing before taking this course (or any graduate level course).</p>
<p><b>Student Learning Outcome 4:</b></p>	<p>Students will synthesize the academic literature.</p>
<p><b>Method(s) of Assessment</b></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): AY2022-2023</p> <p>Key/Responsible Personnel: Psychology Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 32 of 41 (78%) total students were assessed. Collectively, these students averaged a 3.39/4 (85%) on the rubric.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Due to meeting the overall goal of 3/4 for this assessment and having nearly 80% of the total number of students assessed, we will continue using the supplements, tools, rubric, and instructors for this course/assessment.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback shared is below:</p> <p>The majority of the students are not writing assignments at the graduate level coming into the course. About 35% of the students are able to perform at the graduate level, 60% seems to be performing at the undergraduate level (in the online graduate program), and the other 5% are struggling to perform at even the undergraduate level (in the online graduate program) and sometimes plagiarize or fabricate information. After continuous coaching throughout the course, some students are able to improve their performance by the week 7 outcomes assessment assignment.</p> <p>The biggest challenges for students seem to be following instructions, finding scholarly sources, accurately citing sources, formatting APA style references, and writing in scholarly style. Students often struggle with plagiarism and time management as well.</p> <p>Adding a plagiarism detector for each week's assignment would be helpful. This should be standard for all courses but especially for a course that has an outcome assessment regarding APA style scholarly writing.</p>

	<p>Student performance could be improved in the course by allowing for teaching time by the instructor; a cap of 24 students does not allow for much actual teaching time when so much time is taken up by grading assignments of 24 students and the requirement of participating in an opinion style discussion with 24 students. Most students could benefit from a prerequisite course that teaches scholarly APA style graduate-level writing before taking this course (or any graduate level course).</p>
<p><b>Student Learning Outcome 5:</b></p>	<p>Students will discriminate high quality behavioral health research versus low quality behavioral health research.</p>
<p><b>Method(s) of Assessment</b></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): AY2022-2023</p>

	<p>Key/Responsible Personnel: Psychology Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 32 of 41 (78%) total students were assessed. Collectively, these students averaged a 3.39/4 (85%) on the rubric.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Due to meeting the overall goal of 3/4 for this assessment and having nearly 80% of the total number of students assessed, we will continue using the supplements, tools, rubric, and instructors for this course/assessment.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors- feedback shared is below:</p> <p>The majority of the students are not writing assignments at the graduate level coming into the course. About 35% of the students are able to perform at the graduate level, 60% seems to be performing at the undergraduate level (in the online graduate program), and the other 5% are struggling to perform at even the undergraduate level (in the online graduate program) and sometimes plagiarize or fabricate information. After continuous coaching throughout the course, some students are able to improve their performance by the week 7 outcomes assessment assignment.</p> <p>The biggest challenges for students seem to be following instructions, finding scholarly sources, accurately citing sources, formatting APA style references, and writing in scholarly style. Students often struggle with plagiarism and time management as well.</p> <p>Adding a plagiarism detector for each week’s assignment would be helpful. This should be standard for all courses but especially for a course that has an outcome assessment regarding APA style scholarly writing.</p> <p>Student performance could be improved in the course by allowing for teaching time by the instructor; a cap of 24 students does not allow for much actual teaching time when so much time is taken up by grading assignments of 24 students and the requirement of participating in an</p>

	<p>opinion style discussion with 24 students. Most students could benefit from a prerequisite course that teaches scholarly APA style graduate-level writing before taking this course (or any graduate level course).</p>
<p><b>Student Learning Outcome 6:</b></p>	<p>Students will understand and be effective consumers of psychological assessment data and psychological reports.</p>
<p><b>Method(s) of Assessment</b></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.  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.  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):  AY2022-2023</p> <p>Key/Responsible Personnel:  Psychology Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings:  15/25 (60%) of students were assessed. These students averaged a 3.69/4 (92%).</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Due to exceeding both the acceptable and ideal target range, we will strive to at least stay at the current level if not exceed even further.</p> <p>Reflections/Notes:  Additional information/reflections were requested from instructors- feedback received is below:  This course has been rewritten recently. It appears to be going well. There are a variety of assignments and students appear to be working up to expectations. The only thing they struggle with is watching an assessment live as people do not get back to them, which cannot be controlled. There is an alternative assignment for them that works, however, so this is good. Whoever teaches the class just needs to give students a heads up so they can start working early. The instructor noted that the course seems redundant in places (and students have said this to them), so when a rewrite occurs, perhaps, some new and different type of assignments can be added.</p>



**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

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

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

**Report Submitted By: Johnathon Sharp**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF511	1	2.00/3	Final Paper	1

**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 evaluate and analyze the foundational concepts and methods used in the field of Crime Science.
2. Students will master the components of territoriality and maintenance and assess how they intertwine with access control and natural surveillance.
3. Students will appraise and critique principles of community policing and apply them to projects as appropriate.
4. Students will assess evidence-based policing principles for their application in finding solutions to common problems facing law enforcement agencies today.
5. Students will synthesize knowledge gained throughout the Crime Science program by designing and creating a capstone project involving a plan to reduce crime in a complex environment.

**Curriculum Map:**

	Outcome				
	Foundational Concepts Students will evaluate and analyze the foundational concepts and methods used in the field of Crime Science.	Crime Prevention through Environmental Design (CPTED) Students will master the components of territoriality and maintenance and assess how they intertwine with access control and natural surveillance.	Reducing Crime Students will appraise and critique principles of community policing and apply them to projects as appropriate.	Evidence-Based Policing Students will assess evidence-based policing principles for their application in finding solutions to common problems facing law enforcement agencies today.	Capstone Project Students will synthesize knowledge gained throughout the Crime Science program by designing and creating a capstone project involving a plan to reduce crime in a complex environment.
<b>Courses and Learning Activities</b>					
ENF681 Practical Application of Crime Science	M	M	M	M	M
ENF631 Strategies for Reducing Crime	R	R	R	R	R
ENF622 Geographic Information Systems in Criminal Justice			P	P	
ENF621 Evidence-Based Policing			P	I	
ENF515 Crime Prevention through Environmental Design	P	P	P		
ENF511 Crime Science Overview: Theories, Principles, and Methods	I	I	I		
<b>Legend :</b> I Introduce    P Practice    R Reinforce    M Master					

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
ENF511 Week 6 Final Paper	X	X	X

<b>Student Learning Outcome 1:</b>	Students will evaluate and analyze the foundational concepts and methods used in the field of Crime Science.
<b>Method(s) of Assessment</b>	<p>Measure: ENF511 Week 6 Final Paper Program level Direct - Student Artifact</p> <p>Details/Description: For this assignment, you will conduct research into the science of crime-mapping and the importance of its application. In this paper you will give an overview of the process and technology of crime-mapping, and then you will show not only how this predictive science affects law enforcement operations, but also how it fits into the overall picture of crime science as</p>

	<p>well. You will use the information gathered in Activity 4.2: Outline for Final Paper, and conduct further research to finish this paper. At a minimum, this paper should have the section headers provided (and developed by you) in Week 4, and include the new information you have discovered.</p> <p>Acceptable Target: Collective average of 3.0/4.0 on the rubric.</p> <p>Ideal Target: Collective average of 3.5/4.0 on the rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary Findings: This course was run in Spring of 2023 in term I. It was run as an IGS for a graduating senior so there was only 1 student assessed. This student scored an overall 2/3 for the assessment which is listed as "Proficient."</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Due to the new course sequencing schedule many course in the past year were substituted or ran as low enrollment such as this course. Now that we have higher level students graduated and new students on the new sequencing we should have more stability and better results to report in the future.</p> <p>Reflections/Notes:</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: Erin Dean**

**Date of Submission: 5/15/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY613	7	3.50/4	Amicus Curiae Brief	5
PSY515	4	3.21/4	Research Project/Paper	9
PSY637	11	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.
<b>Courses and Learning Activities</b>														
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	AY20-21	AY21-22	AY22-23
PSY 613: Amicus Curiae brief	X	X	X
PSY 515 Research project/paper	X	X	X
PSY 637 Role Play	X	X	X
PSY 635 Create Cultural Agency	X	X	X

<p><b>Student Learning Outcome 5:</b></p>	<p>Students will analyze and evaluate significant contemporary issues and trends that directly affect the functioning of the criminal justice and mental health systems.</p>
<p><b>Method(s) of Assessment</b></p>	<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 2022-Spring 2023</p> <p>Key/Responsible Personnel: CJSS Faculty and Adjuncts</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 3.5/4 (88%). Seven out of 11 authors were evaluated (64%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: The acceptable target was met and ideal target scores are approaching the goal of 4/4. A more realistic ideal target might be 3.5/4, which is what students actually achieved on this assessment. Four out of four would mean perfect scores for all students, which may not be realistic. Consider changing ideal target for next year to be more reasonable. Narrative feedback from the instructor supports that this assignment is measuring what it is supposed to be measuring. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes:</p>

	<p>Additional information/reflections were requested from instructors- feedback received is below:</p> <p>Overall, students are performing up to expectations.</p> <p>The content in the first half of the course requires reading and understanding court decisions and this is a challenge because students have not had experience doing that. The other main challenge is the volume of reading material required, especially in the first half of the course.</p> <p>Students are made aware of the challenges of this course and instructor help is offered throughout. For the paper that is worth the highest percentage of the final grade, students are encouraged to submit drafts for feedback. Performance varies considerably. Some students take full advantage of this and submit several drafts while others do not submit any.</p> <p>Many, but not all, students perceive this course to be the most challenging in the program. But the assignment selected for the OA assessment is the one where they have the most opportunity for feedback on performance before submitting the final product. The second half of the course focuses on criminal thinking errors. This content is highly relevant to rehabilitation programs conducted in prisons and community corrections agencies. If there was an assessment added on how well the program prepares students for the professional world, the paper for that assignment would be a good one to use.</p>
<p><b>Student Learning Outcome 9:</b></p>	<p>Students will comprehend the formal research process.</p>
<p><b>Method(s) of Assessment</b></p>	<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 2022-Spring 2023</p> <p>Key/Responsible Personnel: CJSS Faculty and Adjuncts</p>

<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 3.21/4 (80%). Four out of 11 authors were evaluated (36%).</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: The acceptable target was achieved and ideal target scores are approaching the goal of 3.5/4. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors, but none was provided.</p>
<p><b>Student Learning Outcome 13:</b></p>	<p>The students will demonstrate basic clinical skills.</p>
<p><b>Method(s) of Assessment</b></p>	<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: ¾</p> <p>Ideal Target: 3.5/4</p> <p>Implementation Plan (timeline): Fall 2022-Spring 2023</p> <p>Key/Responsible Personnel: CJSS Faculty and Adjuncts</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 4/4 (100%). Eleven out of 11 authors were evaluated (100%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:</p>

	<p>Both the acceptable and ideal targets were met, Continue with this measure for next year.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors, but none was provided.</p>
<b>Student Learning Outcome 14:</b>	The students will apply analysis to understanding organizational barriers that interfere with providing culturally competent services.
<b>Method(s) of Assessment</b>	<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): Fall 2022-Spring 2023</p> <p>Key/Responsible Personnel: CJSS Faculty and Adjuncts</p>
<b>Assessment Results</b>	<p>Summary of Findings: To date, no data has been entered.</p> <p>Results:</p>
<b>Use of Results</b>	<p>Recommendations: Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors, but none was provided.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: Jonathon Sharp**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
JUS635	3	4.00/4	Week 6 Capstone Project	3
JUS525	0	-	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.
<b>Courses and Learning Activities</b>						
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	
JUS610 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	AY20-21	AY21-22	AY22-23
JUS 635 Week 6 Capstone Project	X	X	X
JUS 525 Legal & Ethical Issues in CJ	X	X	X
JUS 612 Wk 6 Assign.	X		

<b>Student Learning Outcome 3:</b>	Students will develop and refine their leadership skills.
<b>Method(s) of Assessment</b>	<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. 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:</p>

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)

Acceptable Target:

Collective average of 3/4 on the rubric.

	<p>Ideal Target: Collective average of 3.5/4 on the rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: MSCJ Faculty</p>
<b>Assessment Results</b>	<p>Summary of Findings: 3 out of 5 (60%) students were assessed. Of these students, the average was 4/4 (100%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: The students were scored very high for this assessment. We should continue with the current tools, resources, and instructors.</p> <p>Reflection/Notes:</p>
<b>Student Learning Outcome 5:</b>	Students will practice legal and ethical integrity in their professional work.
<b>Method(s) of Assessment</b>	<p>Measure: JUS525 Legal &amp; 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): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel:</p>

	MSCJ Faculty
<b>Assessment Results</b>	<p>Summary of Findings: 0 out of 75 students were assessed. There seemed to be a lack of a Taskstream link for this course hence no submissions. Also, there appears to be an incorrect OA assignment listed for this course as it indicated a week 6 research assignment yet there is not one for this course.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<b>Use of Results</b>	<p>Recommendations: Corrections to both the Taskstream link and proper assignment need to be addressed.</p> <p>Reflections/Notes:</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: Jonathon Sharp**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF685	3	1.30/4	Week 7 Assignment	1/2/6
JUS612	5	3.10/4	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.
<b>Courses and Learning Activities</b>						
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	AY20-21	AY21-22	AY22-23
ENF 685 Wk 7 Assgn.	X	X	X
JUS 612 Wk 6 Assign.	X	X	X

<b>Student Learning Outcome 1:</b>	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
<b>Method(s) of Assessment</b>	<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: 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. 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><b>Activity Instructions</b></p> <p>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.</p> <p><b>Acceptable Target:</b>  Collective average of 3/4 on the rubric.</p> <p><b>Ideal Target:</b>  Collective average of 3.5/4 on the rubric.</p> <p><b>Implementation Plan (timeline):</b>  Fall 2022/Spring 2023</p> <p><b>Key/Responsible Personnel:</b>  MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p><b>Summary of Findings:</b>  3 out of 13 (23%) total students were assessed. Of these students, they averaged 1.3/4 (33%). Upon review, the rubric was not loaded properly into Taskstream as it was backwards with 0=exceptional and 4=no effort. Upon double checking the gradebook, all students earned an A on this assignment. In reality when reverse coded, the final score would be 3.3/4 (82%).</p> <p><b>Results:</b>  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Approaching</p>

<p><b>Use of Results</b></p>	<p>Recommendation: We will need to revise the rubric so that it is entered correctly and scoring will be representative of the actual outcomes.</p> <p>Reflections/Notes:</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will develop and refine their leadership and communication skills in order to assume leadership roles in the homeland security field.</p>
<p><b>Method(s) of Assessment</b></p>	<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.</p>

	<p>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.</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 2022/Spring 2023</p> <p>Key/Responsible Personnel:  MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings:  3 out of 13 (23%) total students were assessed. Of these students, they averaged 1.3/4 (33%). Upon review, the rubric was not loaded properly into Taskstream as it was backwards with 0=exceptional and 4=no effort. Upon double checking the gradebook, all students earned an A on this assignment. In reality when reverse coded, the final score would be 3.3/4 (82%).</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendation:  We will need to revise the rubric so that it is entered correctly and scoring will be representative of the actual outcomes.</p> <p>Reflections/Notes:</p>
<p><b>Student Learning Outcome 5:</b></p>	<p>Students will apply effective decision making and management practices to promote positive change in their organization.</p>
<p><b>Method(s) of Assessment</b></p>	<p>Measure: JUS612 Wk 6 Assign.  Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p><b>Introduction</b>  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><b>Activity Instructions: Justice Administration Students</b>  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 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><b>Activity Instructions: Homeland Security Students</b>  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><b>Acceptable Target:</b>  Collective average of 3/4 on the rubric.</p> <p><b>Ideal Target:</b>  Collective average of 3.5/4 on the rubric.</p> <p><b>Implementation Plan (timeline):</b>  Fall 2022/Spring 2023</p> <p><b>Key/Responsible Personnel:</b>  MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p><b>Summary of Findings:</b>  5 out of 12 (42%) total students were assessed. Of these students, the average was 3.1/4 (78%).</p> <p><b>Results:</b></p>

	Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching
<b>Use of Results</b>	Recommendation: Will need to be sure more students submit this assignment in Taskstream. Reflections/Notes:
<b>Student Learning Outcome 6:</b>	Students will think critically, pragmatically, and strategically in the completion of a capstone project that will apply their learning to specific homeland security administration issues and challenges in their workplace and professional settings.
<b>Method(s) of Assessment</b>	<p>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.</p>

	<p>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.</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 2022/Spring 2023</p> <p>Key/Responsible Personnel:  MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings:  3 out of 13 (23%) total students were assessed. Of these students, they averaged 1.3/4 (33%). Upon review, the rubric was not loaded properly into Taskstream as it was backwards with 0=exceptional and 4=no effort. Upon double checking the gradebook, all students earned an A on this assignment. In reality when reverse coded, the final score would be 3.3/4 (82%).</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendation:  We will need to revise the rubric so that it is entered correctly and scoring will be representative of the actual outcomes.</p> <p>Reflections/Notes:</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: Jonathan Sharp**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
ENF570	0	-	Week 5 Assignment	2
ENF680	10	1.94/4	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.		
<b>Courses and Learning Activities</b>													
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			
PSY551 Psychopathology and Criminal Behavior				P				R	P	P			M
PSY513 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		
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	AY20-21	AY21-22	AY22-23
ENF 570 Wk 5 Assgn.	X	X	X
ENF 680 Capstone Project	X	X	X

<b>Student Learning Outcome 2:</b>	Students will evaluate the various threats to the American homeland, to include those that are man made, technological, and natural.
<b>Method(s) of Assessment</b>	<p>Measure: ENF570 Wk 5 Assgn. Program level Direct - Student Artifact</p> <p>Details/Description: For this assignment, you will create a PowerPoint Presentation: Select one of the 16 DHS designated critical infrastructure areas to examine.</p>

	<p>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):          Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel:          MSCJ Faculty</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	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.
<b>Method(s) of Assessment</b>	<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</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>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): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 0 out of 13(77%) total students were assessed. These students averaged 1.94/4 (49%). This low number is not representative of the overall students as the numbers are skewed due to 5 of the 10 students not submitting anything for this assessment. Of the remaining 5 students who did submit for the assessment, they averaged 3.88/4 (97%).</p> <p>Results: Acceptable Target Achievement: Not Met</p>

	Ideal Target Achievement : Moving Away
<b>Use of Results</b>	<p>Recommendations:</p> <p>Due to the number reported it would seem like this assessment is doing poorly but, the numbers are not indicative of the students who actually submitted the assignment. We will continue and reassess this the next time with hopefully more student submissions.</p>
<b>Student Learning Outcome 4:</b>	Students will analyze and apply legal and ethical systems in order to practice legal and ethical integrity in their professional work.
<b>Method(s) of Assessment</b>	<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 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.  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):  Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel:  MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings:  0 out of 13(77%) total students were assessed. These students averaged 1.94/4 (49%). This low number is not representative of the overall students as the numbers are skewed due to 5 of the 10 students not submitting anything for this assessment. Of the remaining 5 students who did submit for the assessment, they averaged 3.88/4 (97%).</p> <p>Results:  Acceptable Target Achievement: Not Met  Ideal Target Achievement : Moving Away</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Due to the number reported it would seem like this assessment is doing poorly but, the numbers are not indicative of the students who actually submitted the assignment. We will continue and reassess this the next time with hopefully more student submissions.</p>
<p><b>Student Learning Outcome 6:</b></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><b>Method(s) of Assessment</b></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>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 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. 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.</p> <p>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>
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	<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 2022/Spring 2023</p> <p>Key/Responsible Personnel: MSCJ Faculty</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 0 out of 13(77%) total students were assessed. These students averaged 1.94/4 (49%). This low number is not representative of the overall students as the numbers are skewed due to 5 of the 10 students not submitting anything for this assessment. Of the remaining 5 students who did submit for the assessment, they averaged 3.88/4 (97%).</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Due to the number reported it would seem like this assessment is doing poorly but, the numbers are not indicative of the students who actually submitted the assignment. We will continue and reassess this the next time with hopefully more student submissions.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Science, Technology, & Health**

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

**Report Submitted By: Erin Dean**

**Date of Submission: 5/15/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
PSY521	13	3.10/4	Assessing PLO #4 Communicate Clearly	4
PSY522	10	2.95/4	Assessing PLO #5 Original Project	5
PSY 541	13	3.85/4	Students will demonstrate knowledge of historical and modern theories	3
PSY 612	9	3.69/4	Students will demonstrate multicultural awareness, tolerance, and be able to recognize the impact culture has on self and the field.	2
PSY533	12	2.83/4	Assessing PLO #3 Research Skills	3
PSY 534	13	2.67/4	The students will comprehend and demonstrate knowledge of empirically supported best practices in the field	3
PSY543	3	3.83/4	Assessing PLO #2 Multicultural Awareness	2
PSY545	3	3.83/4	Assessing PLO #1 Modern Psychological Concepts Knowledge	1
PSY546	0	-	Assessing PLO #1 Modern Psychological Concepts Knowledge	1
PSY611	5	3.80/4	Assessing PLO #1 Modern Psychological Concepts Knowledge	1
PSY621	12	3.16/4	Assessing PLO #2 Multicultural Awareness	2
PSY622	4	3.50/4	Assessing PLO #4 Communicate Clearly	4

PSY631	7	3.11/4	Assessing PLO #4 Communicate Clearly	4
PSY641	12	3.85/4	PLO #5 Original Project	5
PSY642	9	3.75/4	PLO #5 Original Project	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		
Courses and Learning Activities												
PSY 521 Week 2 Assignment: Exercises									I			
PSY522 Week activity								I			I	
PSY533 Week activity								I	I		I	
PSY534 Week activity								I	I		I	
PSY541 Week activity		I							I		I	
PSY543 Week 4 Essay							I					
PSY 611 Week activity		I						I	I		I	
PSY612 Week activity							I					
PSY501 Week activity		R					R	R	R			
PSY510 Week activity		R					R	R	R			
PSY521 Week activity		R					R	R	R			
PSY522 Week activity		R					R	R	R			
PSY533 Week activity		R					R	R	R			
PSY534 Week activity		R					R	R	R			
PSY541 Week activity		R					R	R	R			
PSY543 Week activity		R					R	R	R			
PSY545 Week activity		R					R	R	R			
PSY546 Week activity		R					R	R	R			
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	P
PSY534 Final Project			M	M	M
PSY541 Final Project	M			M	
PSY546 Final Project	M			M	
PSY611 Final Project	M			M	
PSY612 Final Project		M		M	
PSY 631 Week 7 Assignment Presentation				M	M
PSY641 Final Project				M	M
PSY642 Final Project				M	M

**Legend:** I Introduce P Practice R Reinforce M Master

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
PSY521--Assessing PLO #4 Communicate Clearly			X
PSY522 -- Assessing PLO #5 Original Project			X
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
PSY533--Assessing PLO #3 Research Skills			X
PSY 534 -- The students will comprehend and demonstrate knowledge of empirically supported best practices in the field	X	X	X
PSY543--Assessing PLO #2 Multicultural Awareness			X
PSY545 -- Assessing PLO #1 Modern Psychological Concepts Knowledge			X
PSY546 -- Assessing PLO #1 Modern Psychological Concepts Knowledge			X
PSY611 -- Assessing PLO #1 Modern Psychological Concepts Knowledge			X
PSY621--Assessing PLO #2 Multicultural Awareness			X
PSY622 -- Assessing PLO #4 Communicate Clearly			X
PSY631--Assessing PLO #4 Communicate Clearly			X
PSY641--PLO #5 Original Project			X

<b>Student Learning Outcome 1:</b>	Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices
<b>Method(s) of Assessment</b>	<p>Measure: PSY545 -- Assessing PLO #1 Modern Psychological Concepts Knowledge (Reinforced) Program level Direct - Student Artifact</p> <p>Details/Description: Week 5 Assignment: Activity 5.2 Applying Behaviorism</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY Program</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score for this key assessment was 3.83/4 (96%). Three out of 16 authors were evaluated (19%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Both the acceptable and ideal target goals were met. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors but none was provided.</p>
<b>Student Learning Outcome 1:</b>	Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices

<p><b>Method(s) of Assessment</b></p>	<p>Measure: PSY546 -- Assessing PLO #1 Modern Psychological Concepts Knowledge (Mastered)  Program level Direct - Student Artifact</p> <p>Details/Description:  Activity 7.2 Psychopathology and Treatment Options</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):  2022-2023 AY</p> <p>Key/Responsible Personnel:  All instructors teaching in the MS PSY Program</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings:  To date, no data was entered for this measure.  Results:</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes:  Additional information/reflections were requested from instructors but none was provided.</p>
<p><b>Student Learning Outcome 1:</b></p>	<p>Students will develop a broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices</p>
<p><b>Method(s) of Assessment</b></p>	<p>Measure: PSY611 -- Assessing PLO #1 Modern Psychological Concepts Knowledge (Introduced)  Program level Direct - Student Artifact</p> <p>Details/Description:  Week 2 Assignment: Essay</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY Program</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score for this key assessment was 3.80/4 (95%). Five out of 19 authors were evaluated (26%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Both the acceptable and ideal target goals were met. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors, here are the responses:</p> <p>Students are generally performing well in this course. I don't see any specific challenges for students in this course. I believe they generally do well with the topics. No needed improvements noted.</p>
<b>Student Learning Outcome 2:</b>	Students will develop multicultural awareness, tolerance, and cultural alertness
<b>Method(s) of Assessment</b>	<p>Measure: PSY543--Assessing PLO #2 Multicultural Awareness (Introduced) Program level Direct - Student Artifact</p> <p>Details/Description: Week 4 Assignment: Essay</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY Program</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score for this key assessment was 3.83/4 (96%). Three out of 24 authors were evaluated (12%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Both the acceptable and ideal target goals were met. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors but none was provided.</p>
<b>Student Learning Outcome 2:</b>	Students will develop multicultural awareness, tolerance, and cultural alertness
<b>Method(s) of Assessment</b>	<p>Measure: PSY612--Assessing PLO #2 Multicultural Awareness (Mastered) Program level Direct - Student Artifact</p> <p>Details/Description: Week 7 Assignment: Final Essay</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): 2022-2023 AY</p>

	<p>Key/Responsible Personnel: All instructors teaching in the MS PSY Program</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 3.69/4 (92%). Nine out of 15 authors were evaluated (60%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Both the acceptable and ideal target goals were met. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes: Additional information/reflections were requested from instructors but none was provided.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will develop multicultural awareness, tolerance, and cultural alertness</p>
<p><b>Method(s) of Assessment</b></p>	<p>Measure: PSY621--Assessing PLO #2 Multicultural Awareness (Reinforced) Program level Direct - Student Artifact</p> <p>Details/Description: Week 3 Assignment: Essay</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY Program</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for this key assessment was 3.16/4 (72%). Twelve out of 17 authors were evaluated (71%).</p>

	<p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations:  The acceptable target was met. Approaching ideal target. Continue with this measure for next year. Continue to work on getting students to submit the key assessment in Taskstream so more students can be evaluated.</p> <p>Reflections/Notes:  Additional information/reflections were requested from instructors-feedback received is below:</p> <p>Overall the students performed well, but there appeared to be a struggle with the critical thinking aspects built into the course. The students were stuck in the habit of restating what was in the material rather than applying the concepts. The initial design of this course was to do just that but did not go as smoothly as hoped.</p> <p>The biggest challenge for students was applying the material to real-world scenarios and critically thinking about them. This course was designed to require more critical thinking than most courses at this level normally do. Some students hesitated to move away from examples provided in the assignment and seek out other examples. They appeared to be more comfortable expanding on stated examples even when other examples were asked for.</p> <p>A clearer explanation of the course design and how it differs from others they have had would be helpful. The instructor felt like this was a shortcoming and that they struggled to get all the students on board.</p> <p>This class was designed to be different and to invoke necessary critical thinking skills to apply their education to the world and to set them up for greater success should they decide to earn their Ph.D.</p>
<b>Student Learning Outcome 3:</b>	Students will develop research skills in order to empirically answer questions related to psychology and social sciences
<b>Method(s) of Assessment</b>	<p>Measure: PSY533--Assessing PLO #3 Research Skills (Introduced)</p> <p>Details/Description:  Week 6 Course Project: Research Proposal—IRB Application Submission</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Students will develop research skills in order to empirically answer questions related to psychology and social sciences
<b>Method(s) of Assessment</b>	<p>Measure: PSY534 -- Assessing PLO #3 Research Skills (Mastered)</p> <p>Details/Description: Week 7 Assignment: Research Project</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 3:</b>	Students will develop research skills in order to empirically answer questions related to psychology and social sciences
<b>Method(s) of Assessment</b>	<p>Measure: PSY541 -- Assessing PLO #3 Research Skills (Reinforced)</p> <p>Details/Description: Week 7: 7.2 Final Project</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 4:</b>	Students will develop the ability to communicate clearly and professionally
<b>Method(s) of Assessment</b>	<p>Measure: PSY521--Assessing PLO #4 Communicate Clearly (Introduced)</p> <p>Details/Description: Week 2 Assignment: Exercises</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 4:</b>	Students will develop the ability to communicate clearly and professionally
<b>Method(s) of Assessment</b>	Measure: PSY622 -- Assessing PLO #4 Communicate Clearly (Reinforced)

	<p>Details/Description: Week 7 Course Project: Final Essay</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 4:</b>	Students will develop the ability to communicate clearly and professionally
<b>Method(s) of Assessment</b>	<p>Measure: PSY631--Assessing PLO #4 Communicate Clearly (Mastered)</p> <p>Details/Description: Week 7 Assignment: Presentation</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 5:</b>	Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline

<b>Method(s) of Assessment</b>	<p>Measure: PSY522 -- Assessing PLO #5 Original Project (Introduced)</p> <p>Details/Description: Week 4 Activity 4.3: Correlation Analysis</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added
<b>Student Learning Outcome 5:</b>	Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline
<b>Method(s) of Assessment</b>	<p>Measure: PSY641--PLO #5 Original Project (Reinforced)</p> <p>Details/Description: Week 6 Activity 6.2 Document: Submitting to the IRB</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added

<b>Student Learning Outcome 5:</b>	Students will demonstrate skills necessary for the completion of an original project that meets the standards within the psychology discipline
<b>Method(s) of Assessment</b>	<p>Measure: PSY642--PLO #5 Original Project (Mastered)</p> <p>Details/Description: Week 6 Activity 6.1 FINAL PAPER: The Final Capstone</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): 2022-2023 AY</p> <p>Key/Responsible Personnel: All instructors teaching in the MS PSY program</p>
<b>Assessment Results</b>	No Findings Added
<b>Use of Results</b>	No Findings Added

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Education and Extended Learning**

**Degree Program: Master of Education**

**Report Submitted By: Michelle Meadows**

**Date of Submission: 6/07/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
EDU 680	0	-	Capstone Project	1, 2, 3

**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 education.

**Student Learning Outcome Overview:**

1. Communicate effectively and intentionally with a variety of stakeholders.
2. Engage in ongoing evaluation and research of practices and processes in the field for the purpose of continuous improvement.
3. Incorporate current and emerging research, principles, and practice into the decision-making and problem-solving process.
4. Advanced Instructional Design Leader: Incorporate current and emerging research, principles, and practice into the decision-making and problem-solving process.
5. Basic Instructional Design Practitioner: Engage in ongoing evaluation and research of practices and processes in the field for the purpose of continuous improvement.

**Curriculum Map:**

						Outcome					
						Communicate effectively and intentionally with a variety of stakeholders.	Engage in ongoing evaluation and research of practices and processes in the field for the purpose of continuous improvement.	Incorporate current and emerging research, principles, and practice into the decision-making and problem-solving process.	PLO1- Advanced Instructional Design Leader Incorporate current and emerging research, principles, and practice into the decision-making and problem-solving process.	PLO2 Basic Instructional Design Practitioner Engage in ongoing evaluation and research of practices and processes in the field for the purpose of continuous improvement.	
Courses and Learning Activities											
EDU603 Emerging Pedagogies and Critical Instructional Design								R			
EDU601 Designing for Contemporary Issues in Education								R			
EDU640 Higher Education Finance and Budgeting								R			
EDU635 Human Resource Management In Educational Organizations								R			
EDU520 Issues in Student Affairs								R			
EDU541 Educational Research								R			
EDU501 Instructional Design, Development, & Evaluation							R				

EDU503 Implementation of Content		R			
EDU642 Higher Education Athletic and Sports Management		R			
EDU585 Student Enrollment and Retention		R			
EDU602 Strategic Communication for Instructional Designers	R				
EDU590 Assessment and Student Learning	R				
EDU615 Legal and Ethical Issues in Education	R				
EDU532 Diversity In Education	R				
EDU646 Connecting Research, Theory, and Practice through Philosophy, Psychology, and Sociology		I			
EDU680 Capstone Portfolio	M	M	M		
EDU514 Higher Education Administration Writing and Processes	I		I		
<b>Legend :</b> I Introduce    P Practice    R Reinforce    M Master					

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
EDU 619 Challenges in the Use of Technology in Education Final Paper			
EDU 680 Capstone Project		x	x
EDU 625 Functions of Web Based Apps in Education Final Project			
EDU 586 Instructional Design Principles Final Project			x
EDU586 Week 6	x		
EDU 640 Higher Education Finance and Budgeting			

EDU 635 Human Resource Management in Educational Organizations			x
EDU 635 Week 7	x		
EDU 552 Educational Leadership			
EDU 552 Week 5	x		x
EDU 585 Student Enrollment and Retention			
EDU 615 Ethical and Legal Issues in Education			
EDU 615 Week 6 Newsletter	x		x
EDU 680 Week 3 Case Analysis Paper			x
EDU 532 Week 7 Written Paper Assignment			
EDU 646 Connecting Research, Theory and Practice through Psychology, Philosophy, and Sociology			
EDU 646 Week 7 Paper	x		x

<b>Student Learning Outcome 1:</b>	Communicate effectively and intentionally with a variety of stakeholders.
<b>Method(s) of Assessment</b>	<p>Measure: EDU680  Program Level: Direct-Student Artifact</p> <p>Details/Description:  Assessment is being created Spring 2023</p> <p>Acceptable Target:  Rubric will be created Spring 2023</p> <p>Ideal Target:  Rubric will be created Spring 2023</p> <p>Implementation Plan (timeline):  Assessment Target Fall 2023</p> <p>Key/Responsible Personnel:  To be determined</p>
<b>Assessment Results</b>	<p>Summary of Findings:  This course will be revised in the spring of 2024, therefore no assessments existed in the course during the 2023 spring or fall. No data was collected.</p>
<b>Use of Results</b>	N/A

<b>Student Learning Outcome 2:</b>	Engage in ongoing evaluation and research of practices and processes in the field for the purpose of continuous improvement.
<b>Method(s) of Assessment</b>	<p>Measure: EDU680 Capstone Project  Program Level: Direct-Student Artifact</p> <p>Details/Description:  Course revision Spring 2023, to be determined</p> <p>Acceptable Target:  To be determined Spring 2023</p> <p>Ideal Target:  To be determined Spring 2023</p> <p>Implementation Plan (timeline):  To be determined Spring 2023</p> <p>Key/Responsible Personnel:  To be determined Spring 2023</p>
<b>Assessment Results</b>	<p>Summary of Findings:  This course will be revised in the spring of 2024, therefore no assessments existed in the course during the 2023 spring or fall. No data was collected.</p>
<b>Use of Results</b>	N/A
<b>Student Learning Outcome 3:</b>	Incorporate current and emerging research, principles, and practice into the decision-making and problem-solving process.
<b>Method(s) of Assessment</b>	<p>Measure: EDU680  Program Level: Direct-Student Artifact</p> <p>Details/Description:  To be determined Spring 2023</p> <p>Acceptable Target:  To be determined Spring 2023</p> <p>Ideal Target:  To be determined Spring 2023</p> <p>Implementation Plan (timeline):  To be determined Spring 2023</p> <p>Key/Responsible Personnel:</p>

	To be determined Spring 2023
<b>Assessment Results</b>	Summary of Findings: This course will be revised in the spring of 2024, therefore no assessments existed in the course during the 2023 spring or fall. No data was collected.
<b>Use of Results</b>	N/A

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Science, Technology, and Health**

**Degree Program: BS Computer Science**

**Report Submitted By:**

**Andrew Faber & Diego Hernandez**

**Date of Submission:**

**5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CST430	4	3.40/4	Hands-on-Skills Final	Network & System Administration PLO#1
CST412	16	3.42/4	Management Case Study	PLO#1
CST280	15	3.29/4	Case Project	PLO#2
CST301	20	3.40/4	Software Program	Software Development PLO#1
CST450	5	3.80/4	Software Program	Software Development PLO#2
CST345	9	3.44/4	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 modeling 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.
<b>Courses and Learning Activities</b>						
CST 412 IT Project Management						
CST 470 Internship						

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
CIS 411 Capstone Proficiency for Certification (BBA Degree)			
CIS 312 Case Study			
CST 280 Case Project		X	X
CIS 315 Final Project			
CST 412 Management Case Study	X	X	X
CST 301 Software Program	X	X	X
CST 345 Final Exam	X	X	X
CST 430 Hands-on-Skills Final		X	X
CST 450 Software Program		X	X

<b>Student Learning Outcome 1:</b>	Identify hardware and operating systems to comply with industry standards.
<b>Method(s) of Assessment</b>	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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.42 out of 4 on the rubric. This exceeded the acceptable target and is approaching the ideal.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: I am going to try next year, to give time in class in Week 4, to work on the first case study. I normally give time near the end of the term to work on the final case studies but not at the beginning of the term. The reason is, I normally lost several days of classes because of the MLK holiday on a Monday and our Business Summit to Success which was on a Wednesday. Thus, I did not have a lot of time to give as a workday at the beginning of the term. However, this year, I moved the CST412-01 class to Tuesday/Thursday which alleviates losing a day for the MLK holiday and so I have some time at the beginning of the term for this to incorporate a workday. I want to see if this helps with students getting behind at the start of the term because of the first 3 lengthy case studies.</p> <p>Reflections/Notes:</p>

	<p>What worked well: As I stated last year incorporating the Microsoft Project software in the course to elaborate on the theory within the textbook is working well. The purpose of using Microsoft Project software is that project management can be very dry and has a lot of theory behind the practice. Just lecturing and using videos will lose the audience. Have a hands-on component breaks the monotony of lecturing. I continue to use terminology assignments for in-class work because project management has a lot of specific terms associated with the area. This helps familiarize students with these terms.</p> <p>What did not work well: The major assignments for the course are case studies. The first three case studies are lengthy and do not start until Chapter 4. I warn students of this, and encourage the students to start the first case study prior to Week 3 (when we go over Chapter 4), and this way they will have more time for the following two which are also lengthy. Once they get past midterm the other case studies are a lot shorter. However, many do not heed my warning and have issues because they get behind on the Chapter 4 first case study and it snowballs.</p>
<p><b>Student Learning Outcome: Software Development PLO#2</b></p>	<p>Compare and contrast knowledge of computer security models.</p>
<p><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings: This course was instructed by a new faculty member. Not feeling comfortable, data was not collected this year, getting a baseline for the upcoming academic year.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Not collected.</p> <p>Reflections/Notes: Not collected.</p>
<p><b>Student Learning Outcome: Software Development PLO#1 Learning Outcome:</b></p>	<p>Explain and illustrate the reasons for the modeling and design of computer-based systems.</p>
<p><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings:</p>

	<p>Students scored an average of 3.40 out of 4 on the rubric. This exceeded the acceptable target, and is approaching the ideal.</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  This is the third time this course has run. The course follows the CST201 course and continues with the same textbook looking at data structures. We go through the last 6.5 chapters), I genuinely keep 3 years of assignments, and rotate every year. Therefore, I just finished the third year. Students tend to like the format of doing examples together and putting comments in the code as to why we use specific code. Comments are normally to describe the code for a programmer so that if they need to revisit the program in the future, the comments will allow the programmer to understand the code quickly. I use comments to explain the code and the purpose of the code.</p> <p>Reflections/Notes:  What did not work well: The first two years I had close to an 85% pass rate on the Microsoft Technology Associate (MTA) Introduction to Python programming language certification. The certifications were administered through Certiport. Microsoft retired the MTA certifications in June/2022 (after my Spring/2022 term). Certiport started their own certifications. They are called Information Technology Specialist (ITS) certifications. We have now adopted some of these ITS certifications in the computer science courses. I gave the ITS Python certification in the course. The pass rate was only 35%. This is a big drop from previous years. Even though we also bought a software called Geometrics, to practice certifications. I gave the student a code in Week 13 to utilize Geometrics prior to Week 15 and certification.</p>

	<p>What (if any) changes need to be made:          Because of the drop-in students passing the new ITS Python certification from the previous MTA certifications, I will need to make changes. The one thing I believe should help, is practicing in the Geometric software within the classroom. I sent a code out for Geometrics, so students could practice on their own prior to certification. I do not believe all students utilized the tool to practice. Thus, bringing it into the classroom will force all students to practice.</p>
<p><b>Student Learning Outcome: Software Development PLO#2:</b></p>	<p>Interpret and apply object-oriented programming language.</p>
<p><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings:          This course was instructed by a new faculty member. Not feeling comfortable, data was not collected this year, getting a baseline for the upcoming academic year.</p> <p>Results:          Acceptable Target Achievement: Not Met          Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations:</p>

	<p>Not collected</p> <p>Reflections/Notes: Not collected</p>
<b>Student Learning Outcome: Network &amp; System Administration PLO#1</b>	Apply knowledge of networking concepts and principles to solving problems related to networked computer systems.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored an average of 3.4 out to 4 on the rubric. This exceeds the acceptable, and approaches the ideal target.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The course itself unfortunately was very small with 5 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 improve on being able to give the students other perspectives from the industry. We also need</p>

	<p>to look at improving double concentrations for students to help gain exposure to the program.</p> <p>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 also like to bring in outside speakers and presenters to give more insight to students as well as possibly have some experiential learning to data centers in the area to see a live situation.</p> <p>Reflections/Notes: 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. We are starting to have students now pass their CCNA Exam before graduation.</p> <p>The overall course went very smoothly this semester as this is the second time that this has run for the students as it is a senior level course. Students loved the fact of working on real world networking scenarios that were given to them within our lab environment. We did have some issues as the equipment is starting to get old and we may have to upgrade to stay with current technology. The hands-on aspect of the course continues to be its greatest strength as students can put into practice what has been learned in the 2 previous networking courses before this final networking course at the University.</p>
<p><b>Student Learning Outcome: Network &amp; System Admin PLO#2</b></p>	<p>Demonstrate the ability of Microsoft client and server operating systems to configure, repair, optimize and solve system issues.</p>
<p><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings: students scored an average of 3.44 out of 4 on the rubric. This meets the acceptable target and approaches the ideal target of 3.5.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: As this course continues to run, we shall continue to tweak the hands-on skills that they do in the course. Also, this course should have more reference materials and practice assignments so students can continue to develop their programming skills.</p> <p>I will be examining how students do in the second year with the new labs to see what can be tweaked after having two years of OA data.</p> <p>Reflections/Notes: 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 textbook. I didn't really have an expectation of what students may or may not accomplish in the</p>

course and what specific scores might result after scoring OA artifacts with this new approach.

The class structure overall is done very well. I think that implementing the book for students is a major benefit to the program and to continuing to develop their skills as a computer science major. The new book exposed students to more relevant hands-on labs. As students continue to evolve through the course, they seem 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.

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Science, Technology, & Health**

**Degree Program: Bachelor of Science (B.S.) degree in Cyber Security**

**Report Submitted By: Lacy Ellis**

**Date of Submission: 5/12/2023**

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

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CDS 491	0	-	Capstone Project	3
CDS 244	27	3.59/4	Outline Methods for Protection	1
CDS 355	13	3.00/4	?	2

**Program Mission Statement:**

The Cyber Security 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 Security 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 will identify methods for protection of information assets against security threats.
2. Students will critically analyze potential security vulnerabilities and learn to exploit these vulnerabilities to develop effective mitigation strategies within appropriate legal and policy constraints.
3. Students will demonstrate an ability to explain how cyber operations fit within the context of the Instruments of National Power.

**Curriculum Map:**

	Outcome		
	PLO #1 Methods of Protection <small>Students will identify methods for protection of information assets against security threats.</small>	PLO #2 Security Vulnerabilities & Mitigation Strategies <small>Students will critically analyze potential security vulnerabilities and learn to exploit these vulnerabilities to develop effective mitigation strategies within appropriate legal and policy constraints.</small>	PLO #3 Cyber Operations and INP <small>Students will demonstrate an ability to explain how cyber operations fit within the context of the Instruments of National Power.</small>
<b>Courses and Learning Activities</b>			
CDS152 Intro. to Cyber Defense	I		I
CDS244 Cyber Security	R		R
CDS345 Cyber Law and Ethics	I		I
CDS348 Incident Management	I		R
CDS355 Penetration Testing and Vulnerability Analysis			M
CDS424 Applied Network Security	R		R
CDS444 Wireless Security	R		R
CDS445 Cyber Warfare	R		R
CDS491 Senior Seminar in Cyber Defense	M		M
POL151 Intro. to National Security Studies			I
POL225 Intro. to Intelligence Studies			R
POL313 American National Security Policy			R
<b>Legend:</b> I Introduce    P Practice    R Reinforce    M Master			

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
CDS 348 Critical Thinking	X	X	
CDS 244 Critically Analyze Vulnerabilities	X	X	
CDS 491 Capstone Project	X	X	X
CDS 244 Outline Methods for Protection	X	X	X
CDS 355			X

<b>Student Learning Outcome 1:</b>	Students will identify methods for protection of information assets against security threats.
<b>Method(s) of Assessment</b>	Measure: CDS244 Outline Methods for Protection Program level Direct - Student Artifact  Details/Description: CDS244 Outline Methods for Protection

	<p>Acceptable Target: Students will score 2.5/4 on the assessment rubric.</p> <p>Ideal Target: Students will score 3.5/4 on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: CDS244 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: 27 out of 38 (71%) students were assessed. These students averaged 3.59/4 (90%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: The students did well on this assessment so we will continue with current practices and still strive to improve overall.</p> <p>Reflections/Notes:</p>
<b>Student Learning Outcome 2:</b>	Students will critically analyze potential security vulnerabilities and learn to exploit these vulnerabilities to develop effective mitigation strategies within appropriate legal and policy constraints.
<b>Method(s) of Assessment</b>	<p>Measure: CDS355 Program level Direct - Student Artifact</p> <p>Details/Description: CDS 355</p> <p>Acceptable Target: Students will score a 3/4 on the assessment rubric.</p> <p>Ideal Target: Students will score a 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p>

	<p>Key/Responsible Personnel: CDS355 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: 13 out of 26 (50%) students were assessed. Out of these students the average was 3/4 (75%).</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The students came in at the acceptable target range. We will continue current practices and strive for future improvements.</p> <p>Reflections/Notes:</p>
<b>Student Learning Outcome 3:</b>	<p>Students will demonstrate an ability to explain how cyber operations fit within the context of the Instruments of National Power</p>
<b>Method(s) of Assessment</b>	<p>Measure: CDS491 Final Capstone Project Program level Direct - Student Artifact</p> <p>Details/Description: CDS491 Final Capstone Project</p> <p>Acceptable Target: Students will score 3/4 on the assessment rubric.</p> <p>Ideal Target: Students will score 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: CDS491 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: No students were assessed for this course. This course has not run yet online.</p> <p>Results: Acceptable Target Achievement: Not Met</p>

	Ideal Target Achievement : Moving Away
<b>Use of Results</b>	Recommendations: We will wait until this course runs to decide what our next steps will be.  Reflections/Notes:

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Science, Technology, & Health**

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

**Report Submitted By: Lacy Ellis**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CDS 334	4	3.17/4	Research Paper	1
CDS 351	0	-	Lab Report	2
CDS 435	6	3.22/4	Final Project	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. Students will evaluate the role of computers and digital media in the commission of crime and legal investigations.
2. Students will explain the process of digital forensics, from acquisition to analysis and presentation.
3. Students will apply forensic tools to digital systems for analysis.

**Curriculum Map:**

	Outcome		
	PLO #1 Computers & Crime Students will evaluate the role of computers and digital media in the commission of crime and legal investigations.	PLO #2 Process of Digital Forensics Students will explain the process of digital forensics, from acquisition to analysis and presentation.	PLO #3 Forensic Tools Students will apply forensic tools to digital systems for analysis.
<b>Courses and Learning Activities</b>			
CDS152 Intro. to Cyber Defense	I		
CDS244 Cyber Security	I	I	I
CDS334 Technology and Crime	M		
CDS345 Cyber Law and Ethics	R		
CDS348 Incident Management		I	I
CDS351 Survey of Computer Forensics	R	R	R
CDS435 Advanced Digital Forensics	R	M	M
CDS491 Senior Seminar in Cyber Defense	M	M	M
ENF239 App. Criminal Investigation and Criminalistics	R		
ENF460 Evidence Processing	P	P	
<b>Legend :</b> I Introduce P Practice R Reinforce M Master			

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
CDS 491 - Capstone Project	X	X	
CDS 351 Lab Report	X	X	
CDS 435 Final Project Rubric	X	X	X
CDS 334			X
CDS 351 Lab Report			X

<b>Student Learning Outcome 1:</b>	Students will evaluate the role of computers and digital media in the commission of crime and legal investigations.
<b>Method(s) of Assessment</b>	<p>Measure: Research Paper Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target: Students will score 3/4 on the assessment rubric.</p> <p>Ideal Target: Students will score 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan (timeline):</p>

	<p>Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: CDS334 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored a 3.17 out of 4 on the assessment rubric. This course was taught by a new full-time instructor this year.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Faculty member will refresh some of the course materials as some were dated and getting stale. He hopes to increase student engagement by doing this.</p> <p>Reflections/Notes: Overall, students are performing to expectations. This course/program will be moved to the new School of Science, Technology &amp; Health from 23-24AY.</p>
<b>Student Learning Outcome 2:</b>	<p>Students will explain the process of digital forensics, from acquisition to analysis and presentation.</p>
<b>Method(s) of Assessment</b>	<p>Measure: Lab Report for CDS 351 Program level Direct - Student Artifact</p> <p>Details/Description: Lab Report for CDS 351</p> <p>Acceptable Target: Students will score 2.5/4 on the assessment rubric.</p> <p>Ideal Target: Students will score 3.5/4 on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: CDS351 Instructors.</p>

<b>Assessment Results</b>	No artifacts submitted for this course/program.
<b>Use of Results</b>	No artifacts submitted for this course/program.
<b>Student Learning Outcome 3:</b>	Students will apply forensic tools to digital systems for analysis.
<b>Method(s) of Assessment</b>	<p>Measure: CDS435 Final Project Program level Direct - Student Artifact</p> <p>Details/Description: CDS435 Final Project</p> <p>Acceptable Target: Students will score 3/4 on the assessment rubric.</p> <p>Ideal Target: Students will score 3.5 or higher on the assessment rubric.</p> <p>Implementation Plan (timeline): Fall 2022/Spring 2023</p> <p>Key/Responsible Personnel: CDS435 Instructors.</p>
<b>Assessment Results</b>	<p>Summary of Findings: Students scored a 3.22 out of 4 on the assessment rubric. Students are performing well.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The instructor plans to incorporate a certification in this course the upcoming year to hopefully help with student engagement.</p> <p>Reflections/Notes: This course/program will be moved to the new School of Science, Technology &amp; Health starting 23-24 AY.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Science, Technology, and Health**

**Degree Program: BS Exercise Science**

**Report Submitted By: Matthew McCabe**

**Date of Submission: 5/14/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
EXS146	36	54.90/100	Comprehensive Exam	1,2,3,4
EXS422	15	40.00/100	ACSM EP-c Exam	1,3
EXS442L	12	4.00/4	Exercise Metabolism Lab	1,3,4
EXS315L	17	3.21/4	Biomechanical Analysis Presentation	2
EXS322	36	3.85/4	Exercise Analysis Chart	2
EXS475	16	3.74/4	Research Project	4

**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:

	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.
<b>Courses and Learning Activities</b>				
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	AY20-21	AY21-22	AY22-23
EXS 422 Comprehensive Final Exam			
EXS 315 Poster Presentation			
EXS 442 Lab Practical		X	
SAS 470 Paper			
EXS 146 Comprehensive Exam	X	X	X
EXS 422 Exercise Metabolism Lab	X	X	X
EXS 442L ACSM EP-c Exam	X	X	X
EXS 315L Biomechanical Analysis Presentation	X	X	X
EXS 225 Case Study	X	X	
EXS 322 Exercise Analysis Chart	X	X	X
EXS 316 Adopt an Athlete Project	X	X	
EXS 475 Research Project	X	X	X

<b>Student Learning Outcome 1:</b>	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization.
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<p><b>Method(s) of Assessment</b></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"> <li>1) Introduction to Exercise Science,</li> <li>2) Introduction to Research,</li> <li>3) Exercise Science: A Systems Approach,</li> <li>4) Exercise Physiology,</li> <li>5) Clinical Exercise Physiology,</li> <li>6) Athletic Training and Sports Medicine,</li> <li>7) Exercise and Sport Nutrition,</li> <li>8) Exercise and Sport Psychology,</li> <li>9) Motor Behavior,</li> <li>10) Clinical and Sport Biomechanics,</li> <li>11) Equipment and Assessment in Exercise Science,</li> <li>12) Careers and Professional Issues in Exercise Science, and</li> <li>13) Exercise Science in the Twenty-First Century</li> </ol> <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><b>Assessment Results</b></p>	<p>Summary of Findings: 20 of 36 students completed and submitted a "Comprehensive Exam" score in Taskstream. In total, 3 students did not complete the "Comprehensive Exam." When accounting for all completed exams, the average class score was 77.26/100. Accordingly,</p> <p>The acceptable target (2/4 or 70%) as a class average was met. The ideal target (2.5/4 or 75%) as a class average was met.</p>

	<p>Results:  Acceptable Target Achievement: Met  Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations:  Given that the Acceptable and Ideal Target Achievements were met, I recommend that the Introduction to Exercise Science Comprehensive Exam continue to be utilized.</p> <p>Reflections/Notes:  Given that the Acceptable and Ideal Targets were met for this class as an average, I believe this tool is satisfactory. Future adjustments to the course should focus on better preparation of students for this comprehensive exam.</p>
<b>Student Learning Outcome 1:</b>	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings:  12 of 16 (75%) students enrolled in EXS422L completed the "Exercise Metabolism Lab" and submitted an artifact in Taskstream. Of the submitted works, the class average was 4/4 (100%). Thus,</p> <p>Ideal Target: Met  Acceptable Target: Met</p> <p>Results:  Acceptable Target Achievement: Exceeded</p>

	Ideal Target Achievement : Exceeded
<b>Use of Results</b>	<p>Recommendations:  Given the success of the students on achieving ideal and acceptable targets, the Exercise Metabolism Lab should be reevaluated and updated to encompass greater depth (vigor) of topics covered in EXS422L.</p> <p>Reflections/Notes:  Given the high student marks, the structure and delivery of content in EXS422L are designed in a manner that students can satisfactorily meet course and program learning objectives. This is an opportunity to increase the vigor and depth of the OA assignment to better challenge students.</p>
<b>Student Learning Outcome 1:</b>	Students will recognize the physiological responses and adaptations of the human body to external stressors and fuel utilization.
<b>Method(s) of Assessment</b>	<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:</p> <ol style="list-style-type: none"> <li>1) Pre-participation health screening and exercise evaluation,</li> <li>2) Assessment and interpretation of the health-related components of physical fitness,</li> <li>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,</li> <li>4) Implementation of a general weight management program,</li> <li>5) Exercise counseling and behavior modification, and</li> <li>6) Risk management guidelines for a health/fitness facility to reduce member, employee, and business risk – all via the ASCM’s EP-c Examination.</li> </ol> <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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings:  Of the 15 students enrolled in EXS442, all students completed the American College of Sports Medicine's Exercise Physiologist Certified Examination. 40% of the students earned certification thus passing the examination.</p> <p>Ideal Target (80% pass): Not Met  Acceptable Target (70% pass): Not Met</p> <p>Results:  Acceptable Target Achievement: Not Met  Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Given the students in EXS442 exceeded the national first time pass rate for the ACSM EPc Examination of 31%, I recommend decreasing the ideal and acceptable targets. Consider implementing the new ideal target of 60% of EXS442 students earning certification and 50% as the acceptable target.</p> <p>Reflections/Notes:  When reviewing the domain scores, EXS442 students struggled with Pre-Participation Screening, Cardiovascular Risk Assessment, and Metabolic Equations. Moving forward, the instructor will need to increase time on those tasks while decreasing clinical applications (clinical applications represent a smaller percentage of ACSM EPc questions). Consider one extra week of metabolic equations and one additional pre-exercise programming laboratory assignment.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement.</p>
<p><b>Method(s) of Assessment</b></p>	<p>Measure: EXS 315L Biomechanical Analysis Presentation  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:</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Of the 20 students enrolled in EXS315L, 17 (85%) completed and submitted the Biomechanical Analysis Presentation in Taskstream. Of the submitted artifacts, the class average was 3.21/4 (80%).</p> <p>Ideal Target (class average of 3.5): Not Met Acceptable Target (class average 3.4): Not Met</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Given the average class score approached the ideal and acceptable targets along with strong individual student performances and content aligning with student goals/interests/needs, I recommend the Biomechanical Analysis Presentation continue to be the OA tool for EXS315L.</p> <p>Reflections/Notes: When examining the student artifacts, students performed below expectations in communicating findings and the overall design of the presentation. Students performed well in terms of accuracy of information. Given these findings, it is recommended that the instructor consider adding a presentation assignment at the midterm in laboratory. This will afford students an opportunity to improve their communication and presentation design skills.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement.</p>

<p><b>Method(s) of Assessment</b></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"> <li>1) Introduction to Exercise Science,</li> <li>2) Introduction to Research,</li> <li>3) Exercise Science: A Systems Approach,</li> <li>4) Exercise Physiology,</li> <li>5) Clinical Exercise Physiology,</li> <li>6) Athletic Training and Sports Medicine,</li> <li>7) Exercise and Sport Nutrition,</li> <li>8) Exercise and Sport Psychology,</li> <li>9) Motor Behavior,</li> <li>10) Clinical and Sport Biomechanics,</li> <li>11) Equipment and Assessment in Exercise Science,</li> <li>12) Careers and Professional Issues in Exercise Science, and</li> <li>13) Exercise Science in the Twenty-First Century</li> </ol> <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><b>Assessment Results</b></p>	<p>Summary of Findings: 20 of 36 students completed and submitted a "Comprehensive Exam" score in Taskstream. In total, 3 students did not complete the "Comprehensive Exam." When accounting for all completed exams, the average class score was 77.26/100. Accordingly,</p> <p>The acceptable target (2/4 or 70%) as a class average was met. The ideal target (2.5/4 or 75%) as a class average was met.</p>

	<p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations:  Given that the Acceptable and Ideal Target Achievements were met, I recommend that the Introduction to Exercise Science Comprehensive Exam continue to be utilized.</p> <p>Reflections/Notes:  Given that the Acceptable and Ideal Targets were met for this class as an average, I believe this tool is satisfactory. Future adjustments to the course should focus on better preparation of students for this comprehensive exam.</p>
<b>Student Learning Outcome 2:</b>	Students will identify and analyze the concepts related to the anatomical, physiological, and biomechanical aspects of human movement.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings:  36 of 48 (75%) students enrolled in EXS322 completed the "Muscle Analysis Chart" OA assignment and submitted the work to Moodle and Taskstream. The average score for the class was 3.85/4 (95%). Accordingly,</p> <p>Ideal Target: Met  Acceptable Target: Met</p> <p>Results:  Acceptable Target Achievement: Exceeded</p>

	Ideal Target Achievement : Exceeded
<b>Use of Results</b>	<p>Recommendations:  Students in the past several years have demonstrated competency in muscle origin, insertion, action, and innervation as evidenced by performance on the OA assignment. This indicates the specific CLOs and PLOs are being met by the instructors who teach, design, and reevaluate EXS322 Kinesiology. The OA assignment needs to be modified to increase its vigor to "challenge" future students. The ideal and acceptable targets should remain the same. However, the OA assignment should be updated to reflect applied knowledge.</p> <p>Reflections/Notes:  Given the continued high level of success students have obtained on the OA assignment. The OA assignment should be reevaluated and updated in terms of vigor and applied knowledge. Consider the addition of a section "professional application" whereby students utilize the origin, insertion, action, and innervation of skeletal muscles to solve real world problems in their area of professional interest (i.e. evidence-based practice).</p>
<b>Student Learning Outcome 3:</b>	Students will identify, assess, and develop individualized exercise tests based on the patient population employed
<b>Method(s) of Assessment</b>	<p>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"> <li>1) Introduction to Exercise Science,</li> <li>2) Introduction to Research,</li> <li>3) Exercise Science: A Systems Approach,</li> <li>4) Exercise Physiology,</li> <li>5) Clinical Exercise Physiology,</li> <li>6) Athletic Training and Sports Medicine,</li> <li>7) Exercise and Sport Nutrition,</li> <li>8) Exercise and Sport Psychology,</li> <li>9) Motor Behavior,</li> <li>10) Clinical and Sport Biomechanics,</li> <li>11) Equipment and Assessment in Exercise Science,</li> <li>12) Careers and Professional Issues in Exercise Science, and</li> <li>13) Exercise Science in the Twenty-First Century</li> </ol> <p>Acceptable Target:  The average score is 1/4.</p>

	<p><b>Ideal Target:</b> The average score is 1.5/4.</p> <p><b>Implementation Plan (timeline):</b> 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><b>Key/Responsible Personnel:</b> Faculty teaching EXS146; Benjamin Shuff</p>
<b>Assessment Results</b>	<p><b>Summary of Findings:</b> 20 of 36 students completed and submitted a "Comprehensive Exam" score in Taskstream. In total, 3 students did not complete the "Comprehensive Exam." When accounting for all completed exams, the average class score was 77.26/100. Accordingly,</p> <p>The acceptable target (2/4 or 70%) as a class average was met. The ideal target (2.5/4 or 75%) as a class average was met.</p> <p><b>Results:</b> Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p><b>Recommendations:</b> Given that the Acceptable and Ideal Target Achievements were met, I recommend that the Introduction to Exercise Science Comprehensive Exam continue to be utilized.</p> <p><b>Reflections/Notes:</b> Given that the Acceptable and Ideal Targets were met for this class as an average, I believe this tool is satisfactory. Future adjustments to the course should focus on better preparation of students for this comprehensive exam.</p>
<b>Student Learning Outcome 3:</b>	Students will identify, assess, and develop individualized exercise tests based on the patient population employed
<b>Method(s) of Assessment</b>	Measure: EXS422L Exercise Metabolism Lab Program level Direct - Student Artifact

	<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>
<b>Assessment Results</b>	<p>Summary of Findings: 12 of 16 (75%) students enrolled in EXS422L completed the "Exercise Metabolism Lab" and submitted an artifact in Taskstream. Of the submitted works, the class average was 4/4 (100%). Thus,</p> <p>Ideal Target: Met Acceptable Target: Met</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Given the success of the students on achieving ideal and acceptable targets, the Exercise Metabolism Lab should be reevaluated and updated to encompass greater depth (vigor) of topics covered in EXS422L.</p> <p>Reflections/Notes: Given the high student marks, the structure and delivery of content in EXS422L are designed in a manner that students can satisfactorily meet course and program learning objectives. This is an opportunity to increase the vigor and depth of the OA assignment to better challenge students.</p>
<b>Student Learning Outcome 3:</b>	Students will identify, assess, and develop individualized exercise tests based on the patient population employed
<b>Method(s) of Assessment</b>	<p>Measure: EXS442 ACSM EP-c Exam Program level Direct - Exam</p> <p>Details/Description:</p>

	<p>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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Of the 15 students enrolled in EXS442, all students completed the American College of Sports Medicine's Exercise Physiologist Certified Examination. 40% of the students earned certification thus passing the examination.</p> <p>Ideal Target (80% pass): Not Met Acceptable Target (70% pass): Not Met</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Given the students in EXS442 exceeded the national first time pass rate for the ACSM EPc Examination of 31%, I recommend decreasing the ideal and acceptable targets. Consider implementing the new ideal target of 60% of EXS442 students earning certification and 50% as the acceptable target.</p>

	<p>Reflections/Notes:  When reviewing the domain scores, EXS442 students struggled with Pre-Participation Screening, Cardiovascular Risk Assessment, and Metabolic Equations. Moving forward, the instructor will need to increase time on those tasks while decreasing clinical applications (clinical applications represent a smaller percentage of ACSM EPc questions). Consider one extra week of metabolic equations and one additional pre-exercise programming laboratory assignment.</p>
<p><b>Student Learning Outcome 4:</b></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><b>Method(s) of Assessment</b></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"> <li>1) Introduction to Exercise Science,</li> <li>2) Introduction to Research,</li> <li>3) Exercise Science: A Systems Approach,</li> <li>4) Exercise Physiology,</li> <li>5) Clinical Exercise Physiology,</li> <li>6) Athletic Training and Sports Medicine,</li> <li>7) Exercise and Sport Nutrition,</li> <li>8) Exercise and Sport Psychology,</li> <li>9) Motor Behavior,</li> <li>10) Clinical and Sport Biomechanics,</li> <li>11) Equipment and Assessment in Exercise Science,</li> <li>12) Careers and Professional Issues in Exercise Science, and</li> <li>13) Exercise Science in the Twenty-First Century</li> </ol> <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>

	Key/Responsible Personnel: Faculty teaching EXS146; Benjamin Shuff
<b>Assessment Results</b>	<p>Summary of Findings: 20 of 36 students completed and submitted a "Comprehensive Exam" score in Taskstream. In total, 3 students did not complete the "Comprehensive Exam." When accounting for all completed exams, the average class score was 77.26/100. Accordingly,</p> <p>The acceptable target (2/4 or 70%) as a class average was met. The ideal target (2.5/4 or 75%) as a class average was met.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Given that the Acceptable and Ideal Target Achievements were met, I recommend that the Introduction to Exercise Science Comprehensive Exam continue to be utilized.</p> <p>Reflections/Notes: Given that the Acceptable and Ideal Targets were met for this class as an average, I believe this tool is satisfactory. Future adjustments to the course should focus on better preparation of students for this comprehensive exam.</p>
<b>Student Learning Outcome 4:</b>	Students will identify, assess, and develop appropriate nutritional exercise program for disease prevention, treatment, and human performance using evidence-based approach to professional practice.
<b>Method(s) of Assessment</b>	<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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: Of the 15 students enrolled in EXS442, all students completed the American College of Sports Medicine's Exercise Physiologist Certified Examination. 40% of the students earned certification thus passing the examination.</p> <p>Ideal Target (80% pass): Not Met Acceptable Target (70% pass): Not Met</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Given the students in EXS442 exceeded the national first time pass rate for the ACSM EPc Examination of 31%, I recommend decreasing the ideal and acceptable targets. Consider implementing the new ideal target of 60% of EXS442 students earning certification and 50% as the acceptable target.</p> <p>Reflections/Notes: When reviewing the domain scores, EXS442 students struggled with Pre-Participation Screening, Cardiovascular Risk Assessment, and Metabolic Equations. Moving forward, the instructor will need to increase time on those tasks while decreasing clinical applications (clinical applications represent a smaller percentage of ACSM EPc questions). Consider one extra week of metabolic equations and one additional pre-exercise programming laboratory assignment.</p>
<p><b>Student Learning Outcome 4:</b></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><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings: 16 of 16 students registered for EXS475 completed a research manuscript. Earning an 85% (as determined by the EXS475 OA Rubric) was established as proficient. 16 of 16 submitted work in Taskstream. Of the 16 students who submitted work, all 16 students earned at least 85% on the research manuscript. In conclusion, 100% of the students were proficient or better.</p> <p>Ideal Target: Met/exceeded Acceptable Target: Met/exceeded</p> <p>Results: Acceptable Target Achievement: Exceeded</p>

	Ideal Target Achievement : Exceeded
<b>Use of Results</b>	<p>Recommendations: 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.</p> <p>Reflections/Notes: Given the Acceptable and Ideal Targets were met, this tool should continue to be utilized for Outcomes Assessments for this course. The main challenge for the students was the amount of time students had to collect data once IRB approval was obtained. In the future, IRB approval should be obtained earlier in the semester to maximize the time students have to collect quality data.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Science, Technology, and Health**

**Degree Program: BS Forensic Science**

**Report Submitted By: Matthew McCabe**

**Date of Submission: 5/14/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
FSC215	0	-	Case Study Analysis	1
CHM481	0	-	Lab Report	2
CHM411	6	77.23/100	Final Exam	3
BIO445	11	3.38/4	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.
<b>Courses and Learning Activities</b>				
FSC215 case study analysis	<b>R</b>			
CHM481 ACS exam		<b>P</b>		
CHM411 ACS Biochemistry exam			<b>R</b>	
BIO445 paper/presentation				<b>R</b>

### Longitudinal Assessment Timeline:

Measures	AY20-21	AY21-22	AY22-23
FSC 215 Case study analysis	x	x	x
CHM 481 ACS Instrumental Exam			
CHM 411 Biochemistry Final		x	x
BIO 445L Paper			
CHM 481 Lab Report	x	x	x
BIO 445 Paper	x	x	x

<b>Student Learning Outcome 1:</b>	Demonstrate the basic knowledge necessary for effective testimony as an expert witness, and in effective written and oral communication of scientific information.
<b>Method(s) of Assessment</b>	<p>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): OA data will be collected when the course is offered.</p>

	<p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: 10 of 10 (100%) of students enrolled in FSC215 completed the "Case Study" OA assignment. However, scores were not entered to Taskstream. Therefore, adequate assessment of findings was not permitted.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<b>Use of Results</b>	<p>Recommendations: Implement strategies for increasing student submission of work to Taskstream. Consider providing access to Taskstream and reminders to the instructor from the OA team.</p> <p>Consider revising the OA plan for Forensic Science to exclude FSC215. Consider the addition of CHM331/332 or FSC115.</p> <p>Reflections/Notes: Consider revising the OA plan for Forensic Science to exclude FSC215. Consider the addition of CHM331/332 or FSC115.</p>
<b>Student Learning Outcome 2:</b>	<p>Exhibit knowledge in chemistry and biology field &amp; laboratory techniques, processing, analysis, evaluation and interpretation scientific data.</p>
<b>Method(s) of Assessment</b>	<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):</p>

	<p>OA data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: 3 of 3 students enrolled in CHM481 completed the "Lab Report" OA assignment. However, artifacts were not able to be loaded to Taskstream. The student scores were 84.7%, 65.3%, and 100%. Therefore, 66% of students enrolled in CHM481 earned 70% and 80% or better or higher. Thus,</p> <p>Ideal Target: Not Met Acceptable Target: Not Met</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Given the low enrollment, it is difficult to justify altering the current acceptable and ideal targets. 2 of 3 students met ideal and acceptable standards. However, low enrollment numbers skew the class results on the basis of one score. Therefore, it is recommended that the targets and OA assignment remain in place.</p> <p>Further, the instructor has requested of OA administrators to allow students access to Taskstream to submit artifacts and for faculty access. Additionally, ideal and acceptable targets differ throughout the dashboard. In summary of findings the acceptable target is 60% of students earning "B" or better and the OA section indicates this number to be 70%.</p> <p>Reflections/Notes: Given the small sample size of students in AY2022-23 and the success of a majority of students to exceed achievement targets, the emphasis should be on student persistence to CHM481 (a senior level forensic science and chemistry course). The current OA assignment is sufficient to assess student knowledge of instrumental analysis and their ability to disseminate results in professional and academic laboratory settings.</p>
<b>Student Learning Outcome 3:</b>	Formulate scientific hypotheses through research and interpretation of scientific literature.
<b>Method(s) of Assessment</b>	Measure: CHM 411 Final Exam Program level Direct - Exam

	<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>
<b>Assessment Results</b>	<p>Summary of Findings: 6 of 6 students completed the "Biochemistry Final" OA assignment. The class average was 77%. 3 students (50%) earned a "B" or better. 4 students (66%) earned a "C" or better. Therefore,</p> <p>Ideal Target: Not Met Acceptable Target: Not Met</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Given lower enrollments, it is difficult to recommend a change to the current acceptable and ideal targets. It is conceivable that with higher enrollments that targets would be achieved as only two of six students failed to meet acceptable targets. Thus, it is recommended that the current targets remain in place.</p> <p>Reflections/Notes: Given the OA assignment is a comprehensive examination, the instructor should consider identifying topic areas of confusion throughout the term and allot more time in those areas to improve the likelihood of reaching achievement targets.</p>
<b>Student Learning Outcome 4:</b>	Demonstrate ethical standards in research, laboratory techniques, and communication of scientific information.
<b>Method(s) of Assessment</b>	Measure: BIO 445 Paper

	<p>Course level Direct - Student Artifact</p> <p>Details/Description:  This presentation will include a class presentation and a 4-page paper not including the title page and references.  The topic: Modern Molecular Biology Techniques  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:  The average score will be 2.8.</p> <p>Ideal Target:  The average score will be 3.2.</p> <p>Implementation Plan (timeline):  The paper/presentation will be completed in BIO 445 during the last week of the semester.</p> <p>Key/Responsible Personnel:  Faculty teaching the course.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings:  11 of 11 students (100%) enrolled in BIO445 completed the "Cellular and Molecular Biology Final Paper" OA assignment. The class average was 3.38/4 (84.5%). Therefore,</p> <p>Ideal Target (class average of 3.2 or higher): Met  Acceptable Target (class average of 2.8 or higher): Met</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Considering the ideal and acceptable targets were achieved (slightly higher than ideal target but not overwhelmingly exceeding), the OA assignment properly challenges students and assesses their ability to comprehend cellular and molecular biology findings and disseminate those findings. Therefore, it is recommended that the current achievement targets and OA assignment remain in place moving forward.</p> <p>Reflections/Notes:</p>

	Continue to emphasize current content areas at the allotted time provided in previous years. Continue to provide support assignments as outlined in the past to continue moving students toward meeting current CLOs and PLOs.
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**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Science, Technology, and Health**

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

**Report Submitted By: Matthew McCabe**

**Date of Submission: 5/14/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Assessment Tool
HFW415	10	0 Pass/ 10 Fail	HFW415 CSC Certification	1
HFW413	6	0.93/4	HFW413 The Future of Sports and Sports and Education	2
NAT321	10	3.58/4	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	AY20-21	AY21-22	AY22-23
HFW 415 CSCS Certification	X	X	X
HFW 413 Psychological and Sociological Assessment Project	X	X	X
NAT 321 Week 6 Assignment Final Paper	X	X	X

<b>Student Learning Outcome 1:</b>	Students will develop skills in designing and manipulating program variables to work with apparently healthy or symptomatic individuals
<b>Method(s) of Assessment</b>	<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: It is expected that 50% of majors will be proficient or better. (Proficient is defined as passing the CSCS exam)</p>

	<p><b>Ideal Target:</b> It is expected that 60% of majors will be proficient or better. (Proficient is defined as passing the CSCS exam)</p> <p><b>Implementation Plan (timeline):</b> 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><b>Key/Responsible Personnel:</b> Faculty teaching the course.</p>
<b>Assessment Results</b>	<p><b>Summary of Findings:</b> 10 of 13 (77%) students enrolled in HFW415 completed the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist Examination. 0 of 10 (0%) passed the certification examination.</p> <p><b>Results:</b> Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<b>Use of Results</b>	<p><b>Recommendations:</b> Given both ideal and acceptable targets were not met, all course assignments need to be re-designed and tailored to the competency components of the National Strength and Conditioning Association's CSCS Examination. Recommendation is to keep the CSCS as the OA tool and allow the new Human Performance track in Exercise Science to take effect (stronger curriculum and requisite coursework).</p> <p><b>Reflections/Notes:</b> The instructor of HFW415 needs to sit for the CSCS examination in effort to align course assignments with the competencies expected of a certified strength and conditioning specialist.</p>
<b>Student Learning Outcome 2:</b>	Students will identify and assess psychological and sociological aspects that influence individual's participation in exercise and physical activity
<b>Method(s) of Assessment</b>	<p><b>Measure:</b> HFW 413 The Future of Sports and Sports and Education Program level Direct - Student Artifact</p> <p><b>Details/Description:</b> Each week, you engaged in assignments and activities about applied sport psychology and sports in society. As the final requirement for this course, you will be submitting a final project in the form of a written paper. For this paper, you will examine the psychological and sociological aspects we have discussed this semester. The focus is to identify and assess various</p>

	<p>factors that influence an individual’s participation in sport, exercise, and physical activity.</p> <p>Written Paper</p> <ul style="list-style-type: none"> <li>• Minimum of 4 pages (approx. 300 words per page), not including title page or reference page.</li> <li>• 1-inch margins</li> <li>• Double spaced</li> <li>• 12-point Times New Roman font</li> <li>• Title page</li> <li>• Reference page (minimum of 3 sources)</li> </ul> <p>Acceptable Target: Students will score at least 3/4.</p> <p>Ideal Target: Students will score at least 3.2/4.</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><b>Assessment Results</b></p>	<p>Summary of Findings: 6 of 17 (35%) students enrolled in HFW413 completed and submitted the "Future of Sports &amp; Education" OA assignment in Taskstream. 0 of 6 students earned "ideal" or "acceptable" targets, 3/4 and 3.2/4 respectively.</p> <p>The class average of submitted artifacts was 0.93/4.</p> <p>Ideal Target: Not Met Acceptable Target: Not Met</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Given the misalignment of HFW413 to meet student goals, interests, and needs, faculty recommend sunseting the course.</p> <p>Reflections/Notes: Improve strategies for student submission of OA work.</p>

<p><b>Student Learning Outcome 3:</b></p>	<p>Students will identify the tools to develop and manage health, fitness, and wellness initiatives in a variety of settings throughout the lifespan</p>
<p><b>Method(s) of Assessment</b></p>	<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"> <li>- summary of the policy/guideline</li> <li>- significant history and background information related to the policy/guideline</li> <li>- description of the change to the policy/guideline</li> <li>- impact of the change, public and industry perceptions</li> <li>- recommendations for future legislation and/or implementation strategies</li> </ul> <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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 10 of 18 (56%) students enrolled in NAT321 completed and submitted the "Week 6 Assignment Final Paper" OA assignment.</p> <p>7 or 10 (70%) submitted artifacts exceeded the ideal target. 9 of 10 (90%) submitted artifacts met acceptable target. The class average was 3.58/4.</p> <p>Ideal Target: Met Acceptable Target: Met</p>

	<p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Continue utilizing the "Week 6 Final Paper" OA tool. Keep ideal and acceptable targets.</p> <p>Reflections/Notes: Students continue to meet and exceed ideal and acceptable targets.</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**College: Tiffin University**

**Department/School/ Division: School of Science, Technology, & Health**

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

**Report Submitted By: Jonathon Sharp**

**Date of Submission: 5/10/2023**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CDS512	10	2.60/4	Week 7 Research Paper	1
CDS520	18	3.94/4	Week 7 Policy Memo Present	1
CDS620	7	3.86/4	Week 7 Final Paper	3
CDS620	8	4.00/4	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, 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.	
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		
CDS620 CDS620 -- Week 7 (Activity 7.3) Policy Memorandum Presentation	M		

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
CDS512 Week 7 Research Paper	X	X	X
CDS520 Week 7 (Activity 7.3) Policy Memorandum Presentation	X	X	X
CDS 620 -- Week 4 (Activity 4.2) Knowledge Management & Organizational Readiness	X	X	X
CDS 620 Week 7 (Activity 7.2) Final Paper	X	X	X

<b>Student Learning Outcome 1:</b>	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.
<b>Method(s) of Assessment</b>	<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: 3.5 on a 4.0 scale.</p> <p>Implementation Plan (timeline): AY2022-2023</p> <p>Key/Responsible Personnel: Instructors teaching Cyber OA courses.</p>
<b>Assessment Results</b>	<p>Summary of Findings: 10 out of 20 students (50%) were assessed. Of these students, the average was 2.6/4 (65%).</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Moving Away</p>
<b>Use of Results</b>	<p>Recommendations: As only half of the students who took this were assessed, we would like for more students to be assessed. This course had 2 different instructors but both had similar results. We will re-review this and strive for better results the next assessment.</p> <p>Reflections/Notes:</p>
<b>Student Learning Outcome 1:</b>	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.
<b>Method(s) of Assessment</b>	<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): AY2022-2023</p>

	<p>Key/Responsible Personnel: Instructors teaching Cyber OA courses.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: 18 of 27 (67%) students were assessed. Of these students, the average was 3.94/4 (99%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: The students did very well for this assessment. We will continue current practices and strive to maintain and even exceed current levels.</p> <p>Reflections/Notes:</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>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.</p>
<p><b>Method(s) of Assessment</b></p>	<p>Measure: CDS620 -- Week 4 (Activity 4.2) Knowledge Management &amp; 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): AY2022-2023</p> <p>Key/Responsible Personnel: Instructors teaching Cyber OA courses.</p>

<p><b>Assessment Results</b></p>	<p>Summary of Findings: 8 of 12 (67%) students were assessed. Of these students, the average was 4/4 (100%).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: While there were some missing students not assessed, the ones who did submit did very well. We will continue current practices and strive to have a higher number of students assessed.</p> <p>Reflections/Notes:</p>
<p><b>Student Learning Outcome 3:</b></p>	<p>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.</p>
<p><b>Method(s) of Assessment</b></p>	<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): AY2022-2023</p> <p>Key/Responsible Personnel:</p>

	Instructors teaching Cyber OA courses.
<b>Assessment Results</b>	<p>Summary of Findings:  7 out of 12 (58%) students were assessed. These students average 3.86/4 (96%).</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations:  The students who were assessed did well overall. We will continue current practices and strive for improvement while maintaining current levels as well as striving to have more students assessed.</p> <p>Reflections/Notes:</p>

**PROGRAM OUTCOMES ASSESSMENT PLAN/ REPORT**  
**Academic Year: 2022-23**

**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: 5/12/2022**

**Assessment Focus for 2022-23 (Outcomes Assessed and Courses Assessed):**

Courses Assessed	Number of Students	Average Rubric Score	Assessment Tool	Outcome Assessed
CST111	331	2.03/4	Final Presentation	1,2
DEC100	89 359	2.10/4 1.64/4	CQ Self-Assessment and Final Reflection	1,2,3
DEC200/DEC250	220 45	2.52/4 2.02/4	Annotated Bibliography	1,2,3
DEC300	302	2.96/3	Final Project	1,2,3
DEC 320	36	3.76/4	Contextual Analysis	
DEC400	253	3.38/4	Final Project Assignment	1,2,3
DEC400L	153 232	3.65/4 3.44/4	CQ Self-Assessment & Final e-Portfolio	1,2,3
MAT181	185	2..29/4	Chapter 2 Problem of the Week	1
MAT185	165	1.72/4	Finance Project	1
MAT273	326	2.85/4	Final Statistics Project	1
MAT 275	14	3.62/4	Case Study	
NAT130	313	2.04/4	Final Reflection Project	1
COM130	285	2.51/4	Persuasive Speech	2
CUL210	21	2.79/4	Travel Guide Assignment	2,3
ENG141	341	1.77/4	Persuasive Essay	2
ENG142	266	1.63/4	Research Essay	2
ENG201	7	2.24/4	Large Analysis Paper	2,3
HIS201	74	1.63/4	Final Project	2,3
PHI110	78	2.33/4	Argumentative Paper	

**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.
<b>Courses and Learning Activities</b>			
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	R	R	R
DEC 250 DEC 250		I	I
DEC 300 DEC 300	R	R	R
DEC 400 DEC 400	M	M	M
DEC 400L DEC 400L	M	M	M
NAT 130 NAT 130	R		
MAT 273 MAT 273	M		
COM 130 COM 130		I	
ENG 141 ENG 141		I	
ENG 142 ENG 142		I	
HIS 201 HIS 201		R	M
ENG 201 ENG 201		R	M
CUL 210 CUL 210		R	M
ART 210 ART 210		R	M
PHI 110 PHI 110			I
<b>Legend:</b> I Introduce    P Practice    R Reinforce    M Master			

**Longitudinal Assessment Timeline:**

Measures	AY20-21	AY21-22	AY22-23
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	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	
ENG 201 Large Analysis Paper	x	x	x
HIS 201 Final Project	x	x	x
DEC 400L Final ePortfolio	x		x
ART 210 Controversies in Art Project	x	x	x
COM 130 Persuasive Speech	x	x	x
CUL 210 Travel Guide Assignment	x	x	x
PHI 110 Course Project Argumentative Paper		x	x

<b>Student Learning Outcome 1:</b>	Students will solve problems using quantitative and qualitative thinking methods.
<b>Method(s) of Assessment</b>	<p>Measure: CST 111 Final Presentation Program level Direct - Student Artifact</p> <p>Details/Description:</p> <p>Acceptable Target:</p>

	<p>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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 2.03. The lowest scored Criterion (1.94) was Criterion 4: Use Information Effectively to Accomplish a Specific Purpose. The highest scored Criterion (2.18) was Criterion 1. Criterion 1: Determine the Extent of Information Needed.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Students responded better to the improved instructions in the OA Assignment, however, faculty now recommend that the OA assignment be completely changed to better reflect the word document and spreadsheet skills learned in the course. Overall recommendation is to revise the course to be a general survey course vs. reliant on very detailed software manipulations.</p> <p>Reflections/Notes: Both the online and seated courses are being revised to incorporate the changes mentioned above. They will be offered in the new format during AY 2023-24 The prefix will change from CST111 to DLT101 beginning Fall 2024.</p>
<b>Student Learning Outcome 1:</b>	Students will solve problems using quantitative and qualitative thinking methods.
<b>Method(s) of Assessment</b>	<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</p>

	<p>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"> <li>● 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.</li> <li>● How might you get involved at Tiffin University or in your community to better prepare you for success academically, personally, and professionally?</li> <li>● 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 your time management changed over the past seven weeks.</li> </ul> <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><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 1.64. The lowest scored Criterion was #3 (1.57) Independence. The highest scored Criteria were #4 and 5 (1.68) Transfer and Reflection.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: The clarification of the OA assignment instructions as well as discussions with DEC 100 instructors have been beneficial to consistent scoring. In viewing the entire data set, it appears as if faculty have a good understanding as to how to appropriately utilize the AACU rubric.</p>

	<p>The DEC 100-400 sequence is being revamped, and the new DEC100 will run for seated sections beginning Fall 2023. It is recommended that the OA final reflection assignment for the revised course utilize the same AACU Life-long Learning rubric.</p> <p>Reflections/Notes: 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>
<b>Student Learning Outcome 1:</b>	Students will solve problems using quantitative and qualitative thinking methods.
<b>Method(s) of Assessment</b>	<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 could will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score is 2.52. The lowest scored Criterion was Criterion 1- Describe Search Strategies and Methods (2.24). The highest scored Criterion was Criterion 6 - Overall Quality (2.65).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Keep the examples of great annotations in the course; this has helped students know all the parts to include. This is especially important since</p>

	<p>the DEC annotated bibliography emphasizes additional considerations than their previous ENG annotated bibliography.</p> <p>The rubric in use better aligns with the assignment, however, there are still areas where instructors score very differently. Recommend descriptions be updated to reflect the troublesome criteria to better align scoring.</p> <p>DEC100-400 are in the process of being revamped. DEC200 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p> <p>Reflections/Notes:  DEC100-400 are in the process of being revamped. DEC200 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p>
<p><b>Student Learning Outcome 1:</b></p>	<p>Students will solve problems using quantitative and qualitative thinking methods.</p>
<p><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings:  The average score was 2.96. The lowest criterion scored (2.91) was Criterion 4 -Conclusions. The highest criterion scored (3.04) was Criterion 1 - Topic Selection.</p> <p>Results:  Acceptable Target Achievement: Met  Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  The emphasis in the lower level DEC courses has helped students to understand the process for the Engage project more, however, there are still multiple issues with students struggling to find cohesiveness between the steps in the multiyear project. Due to the issues, the administration has recommended a revamp of the DEC300 course.</p> <p>DEC100-400 are in the process of being revamped. DEC300 will still utilize a Final Project that presents multiple viewpoints for AY2023-24. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p> <p>Recommend finding a different document storage system than the current ePortfolio within Taskstream. Some students are still coming into DEC300 without having the documents prepared in prior DEC courses. The DEC Fellows have been working to find an alternative storage/retrieval method for the needed student documents.</p> <p>Reflections/Notes:  DEC100-400 are in the process of being revamped. DEC300 will still utilize a Final Project that presents multiple viewpoints for AY2023-24. A fully revised OA assignment will be instituted in Fall 2024 for seated sections</p>
<p><b>Student Learning Outcome 1:</b></p>	<p>Students will solve problems using quantitative and qualitative thinking methods.</p>
<p><b>Method(s) of Assessment</b></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:</p>

	<p>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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 3.38. Criterion 2 of the rubric received the overall lowest score of 3.36. Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion. Criterion 1 of the rubric both received the highest score of 3.45. Criterion 1 is:Explanation of issues.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Scores have been increasing over the previous years on this assessment as instructors have worked with students on investigating different points of view. The score on Criterion 2, though still the lowest, has greatly improved which indicates the extra instructor attention given to this concept has had an impact.</p> <p>Much work is given to helping students recall previous work on the Engage assignment. Student issues with the Engage project was one factor driving the revision of the DEC400 sequence. Future course offerings will begin to institute assignments that utilize the same thinking skills, but that are more focused on career readiness and leveraging diversity.</p> <p>Reflections/Notes: There is a planned revamp of the Engage Project in the entire DEC100-400 sequence. Pilot sections of on-campus DEC400 will run AY2023-24.</p>
<b>Student Learning Outcome 1:</b>	<p>Students will solve problems using quantitative and qualitative thinking methods.</p>

<p><b>Method(s) of Assessment</b></p>	<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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 3.44. Criterion 1-Curiosity received the overall lowest score of 3.44. Criterion 4-Reflection received the overall highest score of 3.53.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Moving the on-campus sections of DEC400L to an online format helped with student satisfaction without significantly altering scores. Students met the reflection criterion benchmark which was one of the key components of student learning in the course.</p> <p>With the revamp of the DEC sequence, it is recommended that a professional portfolio will be more advantageous than the current assessment ePortfolio in DEC 400L. DEC400L as a separate class was terminated as of the end of AY 2022-23. The ePortfolio will no longer be assessed as a separate assignment.</p> <p>Reflections/Notes: This course will no longer be offered/assessed in AY2023-24.</p>

<p><b>Student Learning Outcome 1:</b></p>	<p>Students will solve problems using quantitative and qualitative thinking methods.</p>
<p><b>Method(s) of Assessment</b></p>	<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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 2.29/4. The lowest score of the rubric was 2.04 in Criterion 6: Communication - The highest scored category of the rubric was 2.61 in Criterion 2: Representation</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Instructors are looking at a new OA assignment during the upcoming year. Not all of the material on the current assignment is taught in all modes of the course. Instructors have also expressed a desire to only work with 4 or 5 of the criteria on the Quantitative Literacy rubric instead of all 6. This particular course is focused on skills vs. application.</p> <p>Reflections/Notes: Scores were much the same as last year in all areas. The online scores are considerably higher than on-campus or CCP sections.</p>

<p><b>Student Learning Outcome 1:</b></p>	<p>Students will solve problems using quantitative and qualitative thinking methods.</p>
<p><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 1.72. The lowest scored rubric category was Criterion 5: Assumptions: ability to make and evaluate certain assumptions (1.60). The highest scored rubric category was Criterion 3: Calculation (1.76).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Last academic year, Calculations were again the lowest scoring criterion. Recommendations were made to allow the students to utilize an online calculator for the finance project. This would still assess the ability to input the correct variable values. Two different full time instructors utilized these online finance calculators with their students. Scores indicate that this helped students with the project. Recommend continued use of the online calculators within the finance unit in the course for all sections. Instructors have also expressed a desire to only work with 4 or 5 of the criteria on the Quantitative Literacy rubric instead of all 6</p> <p>Reflections/Notes:</p>

	<p>This assignment will most likely be revised for the AY2024-25. One section will pilot a new OA during AY2023-24.</p> <p>During AY2022-23, two different instructors inserted a new homework assignment (Reliability of Testing) into the course that could possibly lead to a new OA assignment. Anecdotal evidence shows the assignment still needs refinement as the students are not understanding the questions.</p>
<b>Student Learning Outcome 1:</b>	Students will solve problems using quantitative and qualitative thinking methods.
<b>Method(s) of Assessment</b>	<p>Measure: MAT 273 Final Statistics Project Program level Direct - Student Artifact</p> <p>Details/Description: 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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 2.85. The lowest score was 2.54 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 The highest score was 3.12 in Criterion 3: Calculation</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: The following are recommendations from AY2020-2021. We were unable to make the changes the past two years due to the time constraints in</p>

	<p>COEL. Recommend adjusting the course when it comes up for revision in the coming years.</p> <p>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.</p> <p>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> <p>Seated course is good! Overall, students are understanding the concepts, applying them correctly, and communicating well.</p> <p>Instructors have also expressed a desire to only work with 4 or 5 of the criteria on the Quantitative Literacy rubric instead of all 6.</p> <p>Reflections/Notes: Overall, students are understanding the concepts, applying them correctly, and communicating well. This course is helping contribute to the overall success of the PLO #1.</p>
<p><b>Student Learning Outcome 1:</b></p>	<p>Students will solve problems using quantitative and qualitative thinking methods.</p>
<p><b>Method(s) of Assessment</b></p>	<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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 3.62.</p>

	<p>The lowest score was 3.36 for both Criterion 4-Application/Analysis and Criterion 5-Assumptions. The highest score was 3.93 in Criterion 3 – Calculation.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Instructors feel this is a good application problem. The students are able to perform the required calculations well. The CCP instructor had elevated scores, and a training session would be helpful to explain the scoring on the AACU rubric. Math faculty have also expressed a desire to only work with 4 or 5 of the criteria on the Quantitative Literacy rubric instead of all 6.</p> <p>Reflections/Notes: All sections submitted data during this AY2022-23, which was one goal set during the previous year.</p>
<b>Student Learning Outcome 1:</b>	Students will solve problems using quantitative and qualitative thinking methods.
<b>Method(s) of Assessment</b>	<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 1.50 or higher.</p> <p>Ideal Target: Students will receive an average score of 2.000 or higher.</p> <p>Implementation Plan (timeline): This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 2.04.</p>

	<p>The lowest scored Criterion (1.87) was Criterion 5 - Limitations and Implications.  The highest scored Criterion (2.22) was Criterion 2 - Existing knowledge, research, and/or views.</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations:  Instructors report that students like choosing health topic relevant to their lives for this OA assignment. Instructors recommend 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>It is also recommended that a more senior faculty member offer training with the newer instructors on the assignment and scoring for the course . Three brand new instructors were teaching during AY2022-23, and more are expected for AY2023-24. While still acceptable, the scores this past year dropped noticeably.</p> <p>Reflections/Notes:  Scores tended to be very comparable amongst instructors/sections this year. Some of the inflation seen in past years was not present.</p>
<b>Student Learning Outcome 2:</b>	<p>Students will communicate appropriately in diverse situations.</p>
<b>Method(s) of Assessment</b>	<p>Measure: ART 210 Controversies in Art Project  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>

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.

Acceptable Target:

The average score is 2.

Ideal Target:

The average score is 2.5.

Implementation Plan (timeline):

	<p>This course will be assessed when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 2.11 The lowest scored criterion was Criterion 3: Influence of context and assumptions = 2.04. The highest score criterion was Criterion 1: Explanation of Issues = 2.25</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: This year, the subject matter for the OA assignment was opened up to any controversial art instead of limiting it to just public art. Recommend keeping this same approach to the assignment to allow for broader and more relevant topic choice. Continued recommendation to instructors to bring in library services for a talk on research services.</p> <p>Reflections/Notes: 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. Since previous scores were elevated for the assessment, it was previously recommended that additional training be provided for faculty teaching the course as to how to score the outcomes assessment assignment using the AACU Critical Thinking rubric. This training occurred with individual adjunct faculty, and the scores were more in line with expected results.</p>
<b>Student Learning Outcome 2:</b>	Students will communicate appropriately in diverse situations.
<b>Method(s) of Assessment</b>	<p>Measure: COM 130 Persuasive Speech Program level Direct - Student Artifact</p> <p>Details/Description: Persuasive Speech</p> <p>Acceptable Target:</p>

	<p>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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 2.51. The lowest scored Criterion was #2 (2.34) Language. The highest scored Criterion was #1 and #5 (2.66) Organization and Central Message.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Continued recommendation to provide additional adjunct training on the scoring of these rubrics. The rubric scores have decreased to a more expected level over the past couple of years instead of the inflated scores of two years ago.</p> <p>With the recent post-pandemic shift in the student body, it is important to spend time talking with them about body language and basic “etiquette” expectations while giving or listening to a speech.</p> <p>Reflections/Notes: I believe our seated students did very well in COM130 this semester and recorded presentations in online sections are a bit easier for students with communication apprehension. One item to consider for change when the online course is revamped is just one discussion per week instead of two in some weeks. Students might submit more quality submissions on one versus rushing through two discussions.</p>
<b>Student Learning Outcome 2:</b>	Students will communicate appropriately in diverse situations.
<b>Method(s) of Assessment</b>	Measure: CST 111 Final Presentation

	<p>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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 2.03. The lowest scored Criterion (1.94) was Criterion 4: Use Information Effectively to Accomplish a Specific Purpose. The highest scored Criterion (2.18) was Criterion 1. Criterion 1: Determine the Extent of Information Needed.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: Students responded better to the improved instructions in the OA Assignment, however, faculty now recommend that the OA assignment be completely changed to better reflect the word document and spreadsheet skills learned in the course.</p> <p>Overall recommendation is to revise the course to be a general survey course vs. reliant on very detailed software manipulations.</p> <p>Reflections/Notes: Both the online and seated courses are being revised to incorporate the changes mentioned above. They will be offered in the new format during AY 2023-24 The prefix will change from CST111 to DLT101 beginning Fall 2024.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will communicate appropriately in diverse situations.</p>

<p><b>Method(s) of Assessment</b></p>	<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 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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for the academic year was 2.79. The lowest scored category (2.43) was Criterion 1: Knowledge Cultural Self-Awareness. The highest scored category (3.14) was Criterion 5: Attitudes Curiosity.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: This is offered online only, and it is scheduled for a revision for Spring 2024. It is recommended that the OA assignment in the revision be changed to something that is not as subjective for grading.</p> <p>The overall average score for the course is about as expected. Continued training for adjuncts scoring on the AACU rubrics is recommended.</p> <p>Do not rely heavily on the data for this AY since the data is for only one section and that section had many unavoidable issues.</p> <p>Reflections/Notes: This particular class only ran once during 2022-23, and it was in the online modality. Due to course textbook issues, students did not all have access to the needed cultural self-assessment on which the course heavily relies. As a result, many substitute activities were used. The course has been scheduled for a revision and will not run again until Spring 2024.</p>

<p><b>Student Learning Outcome 2:</b></p>	<p>Students will communicate appropriately in diverse situations.</p>
<p><b>Method(s) of Assessment</b></p>	<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"> <li>● 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.</li> <li>● How might you get involved at Tiffin University or in your community to better prepare you for success academically, personally, and professionally?</li> <li>● 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.</li> </ul> <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><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 1.64. The lowest scored Criterion was #3 (1.57) Independence. The highest scored Criteria were #4 and 5 (1.68) Transfer and Reflection.</p> <p>Results:</p>

	<p>Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations:  The clarification of the OA assignment instructions as well as discussions with DEC 100 instructors have been beneficial to consistent scoring. In viewing the entire data set, it appears as if faculty have a good understanding as to how to appropriately utilize the AACU rubric.</p> <p>The DEC 100-400 sequence is being revamped, and the new DEC100 will run for seated sections beginning Fall 2023. It is recommended that the OA final reflection assignment for the revised course utilize the same AACU Life-long Learning rubric.</p> <p>Reflections/Notes:  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>
<b>Student Learning Outcome 2:</b>	<p>Students will communicate appropriately in diverse situations.</p>
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings:  The average score is 2.52. The lowest scored Criterion was Criterion 1- Describe Search Strategies and Methods (2.24). The highest scored Criterion was Criterion 6 - Overall Quality (2.65).</p>

	<p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Keep the examples of great annotations in the course; this has helped students know all the parts to include. This is especially important since the DEC annotated bibliography emphasizes additional considerations than their previous ENG annotated bibliography.</p> <p>The rubric in use better aligns with the assignment, however, there are still areas where instructors score very differently. Recommend descriptions be updated to reflect the troublesome criteria to better align scoring.</p> <p>DEC100-400 are in the process of being revamped. DEC200 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p> <p>Reflections/Notes:  DEC100-400 are in the process of being revamped. DEC200 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will communicate appropriately in diverse situations.</p>
<p><b>Method(s) of Assessment</b></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:</p>

	<p>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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score is 2.02. The lowest scored Criterion was Criterion 1- Describe Search Strategies and Methods (1.62). The highest scored Criterion was Criterion 5 - Format (2.42).</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: DEC 250 students scored significantly lower than DEC200 students on the OA assignment. Since the DEC250 students are transfer students, it is recommended that instructors spend more time covering the Annotated Bibliography requirements and practicing. The students may not have had the same type of ENG background with annotated bib practice as native TU students. The acceptable target was met, but students will need more guidance to perform at the ideal level.</p> <p>Keep the examples of great annotations in the course; this has helped students know all the parts to include. This is especially important since the DEC annotated bibliography emphasizes additional considerations than their previous ENG annotated bibliography.</p> <p>The rubric in use better aligns with the assignment, however, there are still areas where instructors score very differently. Recommend descriptions be updated to reflect the troublesome criteria to better align scoring.</p> <p>DEC100-400 are in the process of being revamped. DEC250 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p> <p>Reflections/Notes:</p>

	DEC100-400 are in the process of being revamped. DEC250 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.
<b>Student Learning Outcome 2:</b>	Students will communicate appropriately in diverse situations.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 2.96. The lowest criterion scored (2.91) was Criterion 4 -Conclusions. The highest criterion scored (3.04) was Criterion 1 - Topic Selection.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The emphasis in the lower level DEC courses has helped students to understand the process for the Engage project more, however, there are still multiple issues with students struggling to find cohesiveness between the steps in the multiyear project. Due to the issues, the administration has recommended a revamp of the DEC300 course.</p>

	<p>DEC100-400 are in the process of being revamped. DEC300 will still utilize a Final Project that presents multiple viewpoints for AY2023-24. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p> <p>Recommend finding a different document storage system than the current ePortfolio within Taskstream. Some students are still coming into DEC300 without having the documents prepared in prior DEC courses. The DEC Fellows have been working to find an alternative storage/retrieval method for the needed student documents.</p> <p>Reflections/Notes:  DEC100-400 are in the process of being revamped. DEC300 will still utilize a Final Project that presents multiple viewpoints for AY2023-24. A fully revised OA assignment will be instituted in Fall 2024 for seated sections</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will communicate appropriately in diverse situations.</p>
<p><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings:  The average score was 3.38.  Criterion 2 of the rubric received the overall lowest score of 3.36.  Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion.  Criterion 1 of the rubric both received the highest score of 3.45. Criterion 1 is:Explanation of issues.</p>

	<p>Results:  Acceptable Target Achievement: Not Met  Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Scores have been increasing over the previous years on this assessment as instructors have worked with students on investigating different points of view. The score on Criterion 2, though still the lowest, has greatly improved which indicates the extra instructor attention given to this concept has had an impact.</p> <p>Much work is given to helping students recall previous work on the Engage assignment. Student issues with the Engage project was one factor driving the revision of the DEC400 sequence. Future course offerings will begin to institute assignments that utilize the same thinking skills, but that are more focused on career readiness and leveraging diversity.</p> <p>Reflections/Notes:  There is a planned revamp of the Engage Project in the entire DEC100-400 sequence. Pilot sections of on-campus DEC400 will run AY2023-24.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will communicate appropriately in diverse situations.</p>
<p><b>Method(s) of Assessment</b></p>	<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>

<p><b>Assessment Results</b></p>	<p>Summary of Findings:  The average score was 3.44.  Criterion 1-Curiosity received the overall lowest score of 3.44.  Criterion 4-Reflection received the overall highest score of 3.53.</p> <p>Results:  Acceptable Target Achievement: Met  Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  Moving the on-campus sections of DEC400L to an online format helped with student satisfaction without significantly altering scores. Students met the reflection criterion benchmark which was one of the key components of student learning in the course.</p> <p>With the revamp of the DEC sequence, it is recommended that a professional portfolio will be more advantageous than the current assessment ePortfolio in DEC 400L. DEC400L as a separate class was terminated as of the end of AY 2022-23. The ePortfolio will no longer be assessed as a separate assignment.</p> <p>Reflections/Notes:  This course will no longer be offered/assessed in AY2023-24.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will communicate appropriately in diverse situations.</p>
<p><b>Method(s) of Assessment</b></p>	<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>

<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score is 1.77.</p> <p>The lowest scored category (1.65) on the rubric was in Criterion 4- Sources and Evidence.</p> <p>The highest scored category (1.87) on the rubric was in Criterion 5- Control of Syntax and Mechanics.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: While still exceeding targets, all criteria scores are lower than in previous years. Recommend pulling ENG instructors together to discuss the changing scores. Is it due to a change in the student body, mode of delivery, or?</p> <p>It is recommended to keep the same persuasive essay assessment.</p> <p>Reflections/Notes: Based on student course grades/success data, all seated sections during this coming AY2023-24 school year will go to team based learning modality. Several sections were offered in this modality during AY2022-23 with encouraging results.</p>
<p><b>Student Learning Outcome 2:</b></p>	<p>Students will communicate appropriately in diverse situations.</p>
<p><b>Method(s) of Assessment</b></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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 1.63. The lowest scored Criterion category on the rubric (1.58) was in Criterion 5: Control of Syntax and Mechanics The highest scored Criterion on the rubric (1.71) was in both Criterion 1- Context of and Purpose for Writing.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations: Taskstream training sessions recommended last year and offered in AY2022-23 have seemed to normalize the scoring across all instructors.</p> <p>One note is to have a conversation on the importance (or not) on syntax and mechanics in Criterion 5. Last year, this was the highest scoring criterion. This year, it is the lowest.</p> <p>It is recommended to keep the same assessment.</p> <p>Reflections/Notes: While the targets were still exceeded, the scores in all criteria were 0.4-0.5 points lower this academic year. This may be due to more consistent scoring, but it is worth a discussion with full-time faculty.</p>
<b>Student Learning Outcome 2:</b>	Students will communicate appropriately in diverse situations.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 2.24.</p> <p>The lowest scored rubric criterion was Criterion 5: Interpretation - Making sense with texts as blueprints for meaning (2.00).</p> <p>The highest scored rubric criterion was Criterion 1: Comprehension (2.57).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The students are performing well and meeting the acceptable target. No further recommendations.</p> <p>The student submission rate to Taskstream (29%) is low for this assignment. Recommend asking instructors to make this a student priority for the coming year.</p> <p>Reflections/Notes: The lowest score in a previous AY was Criterion 2-the student's voice in academic writing about literature. The recommendations for improving this helped increase the criterion score from 1.62 to 1.92 and then to 2.43 this AY2022-23! Excellent adjustment by the instructor.</p> <p>These students aren't English majors, and the skills at stake here are in some ways discipline specific. The target score was met in all categories.</p>
<b>Student Learning Outcome 2:</b>	Students will communicate appropriately in diverse situations.
<b>Method(s) of Assessment</b>	<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>
<b>Assessment Results</b>	<p>Summary of Findings: The average score for the academic year was 1.63 The lowest scoring Criterion on the rubric (1.45) was: Criterion 4 Students position (perspective, thesis/hypothesis). The highest scoring Criterion on the rubric (1.80) was: Criterion 1 Explanation of Issue.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The rubric was changed for AY2021-22 compared to previous years. Based on scores from last year and this current AY2022-23, the acceptable and ideal targets may need adjusted accordingly. Recommend asking the history faculty to look at the target scores.</p> <p>Scores are lower than expected for a 200 level course. The online instructor is scoring artifacts significantly lower than the seated faculty member. Recommend a norming session with the faculty to mitigate this difference.</p> <p>Reflections/Notes: There is a new adjunct faculty member who will be teaching the course in AY2023-24. The training/norming session would be advantageous to her as well.</p>
<b>Student Learning Outcome 3:</b>	Students will cultivate a mindset to impact various communities.
<b>Method(s) of Assessment</b>	Measure: ART 210 Week 6 Controversies in Art

Program level Direct - Student Artifact

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:

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.

	<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><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 2.11 The lowest scored criterion was Criterion 3: Influence of context and assumptions = 2.04. The highest score criterion was Criterion 1: Explanation of Issues = 2.25</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: This year, the subject matter for the OA assignment was opened up to any controversial art instead of limiting it to just public art. Recommend keeping this same approach to the assignment to allow for broader and more relevant topic choice. Continued recommendation to instructors to bring in library services for a talk on research services.</p> <p>Reflections/Notes: 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. Since previous scores were elevated for the assessment, it was previously recommended that additional training be provided for faculty teaching the course as to how to score the outcomes assessment assignment using the AACU Critical Thinking rubric. This training occurred with individual adjunct faculty, and the scores were more in line with expected results.</p>

<p><b>Student Learning Outcome 3:</b></p>	<p>Students will cultivate a mindset to impact various communities.</p>
<p><b>Method(s) of Assessment</b></p>	<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>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score for the academic year was 2.79. The lowest scored category (2.43) was Criterion 1: Knowledge Cultural Self-Awareness. The highest scored category (3.14) was Criterion 5: Attitudes Curiosity.</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: This is offered online only, and it is scheduled for a revision for Spring 2024. It is recommended that the OA assignment in the revision be changed to something that is not as subjective for grading.</p> <p>The overall average score for the course is about as expected. Continued training for adjuncts scoring on the AACU rubrics is recommended.</p> <p>Do not rely heavily on the data for this AY since the data is for only one section and that section had many unavoidable issues.</p> <p>Reflections/Notes:</p>

	<p>This particular class only ran once during 2022-23, and it was in the online modality. Due to course textbook issues, students did not all have access to the needed cultural self-assessment on which the course heavily relies. As a result, many substitute activities were used. The course has been scheduled for a revision and will not run again until Spring 2024.</p>
<p><b>Student Learning Outcome 3:</b></p>	<p>Students will cultivate a mindset to impact various communities.</p>
<p><b>Method(s) of Assessment</b></p>	<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"> <li>● 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.</li> <li>● How might you get involved at Tiffin University or in your community to better prepare you for success academically, personally, and professionally?</li> <li>● 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.</li> </ul> <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><b>Assessment Results</b></p>	<p>Summary of Findings:  The average score was 1.64. The lowest scored Criterion was #3 (1.57) Independence. The highest scored Criteria were #4 and 5 (1.68) Transfer and Reflection.</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations:  The clarification of the OA assignment instructions as well as discussions with DEC 100 instructors have been beneficial to consistent scoring. In viewing the entire data set, it appears as if faculty have a good understanding as to how to appropriately utilize the AACU rubric.</p> <p>The DEC 100-400 sequence is being revamped, and the new DEC100 will run for seated sections beginning Fall 2023. It is recommended that the OA final reflection assignment for the revised course utilize the same AACU Life-long Learning rubric.</p> <p>Reflections/Notes:  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>
<p><b>Student Learning Outcome 3:</b></p>	<p>Students will cultivate a mindset to impact various communities.</p>
<p><b>Method(s) of Assessment</b></p>	<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:</p>

	Faculty teaching the course.
<b>Assessment Results</b>	<p>Summary of Findings:  The average score is 2.52. The lowest scored Criterion was Criterion 1- Describe Search Strategies and Methods (2.24). The highest scored Criterion was Criterion 6 - Overall Quality (2.65).</p> <p>Results:  Acceptable Target Achievement: Exceeded  Ideal Target Achievement : Exceeded</p>
<b>Use of Results</b>	<p>Recommendations:  Keep the examples of great annotations in the course; this has helped students know all the parts to include. This is especially important since the DEC annotated bibliography emphasizes additional considerations than their previous ENG annotated bibliography.</p> <p>The rubric in use better aligns with the assignment, however, there are still areas where instructors score very differently. Recommend descriptions be updated to reflect the troublesome criteria to better align scoring.</p> <p>DEC100-400 are in the process of being revamped. DEC200 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p> <p>Reflections/Notes:  DEC100-400 are in the process of being revamped. DEC200 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p>
<b>Student Learning Outcome 3:</b>	Students will cultivate a mindset to impact various communities.
<b>Method(s) of Assessment</b>	<p>Measure: DEC 250 Annotated Bibliography  Program level Direct - Student Artifact</p> <p>Details/Description:</p>

	<p>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> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<p><b>Assessment Results</b></p>	<p>Summary of Findings: The average score is 2.02. The lowest scored Criterion was Criterion 1- Describe Search Strategies and Methods (1.62). The highest scored Criterion was Criterion 5 - Format (2.42).</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<p><b>Use of Results</b></p>	<p>Recommendations: DEC 250 students scored significantly lower than DEC200 students on the OA assignment. Since the DEC250 students are transfer students, it is recommended that instructors spend more time covering the Annotated Bibliography requirements and practicing. The students may not have had the same type of ENG background with annotated bib practice as native TU students. The acceptable target was met, but students will need more guidance to perform at the ideal level.</p> <p>Keep the examples of great annotations in the course; this has helped students know all the parts to include. This is especially important since the DEC annotated bibliography emphasizes additional considerations than their previous ENG annotated bibliography.</p> <p>The rubric in use better aligns with the assignment, however, there are still areas where instructors score very differently. Recommend descriptions be updated to reflect the troublesome criteria to better align scoring.</p> <p>DEC100-400 are in the process of being revamped. DEC250 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography</p>

	<p>that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p> <p>Reflections/Notes:  DEC100-400 are in the process of being revamped. DEC250 will still utilize the Annotated Bibliography for AY2023-24, however, faculty recommend that the seated sections move to an annotated bibliography that includes all types of sources, not just scholarly. Online sections will keep the same assignment. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p>
<b>Student Learning Outcome 3:</b>	Students will cultivate a mindset to impact various communities.
<b>Method(s) of Assessment</b>	<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 2.5 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel:  Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings:  The average score was 2.96. The lowest criterion scored (2.91) was Criterion 4 -Conclusions. The highest criterion scored (3.04) was Criterion 1 - Topic Selection.</p> <p>Results:  Acceptable Target Achievement: Met  Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations:  The emphasis in the lower level DEC courses has helped students to understand the process for the Engage project more, however, there are</p>

	<p>still multiple issues with students struggling to find cohesiveness between the steps in the multiyear project. Due to the issues, the administration has recommended a revamp of the DEC300 course.</p> <p>DEC100-400 are in the process of being revamped. DEC300 will still utilize a Final Project that presents multiple viewpoints for AY2023-24. A fully revised OA assignment will be instituted in Fall 2024 for seated sections.</p> <p>Recommend finding a different document storage system than the current ePortfolio within Taskstream. Some students are still coming into DEC300 without having the documents prepared in prior DEC courses. The DEC Fellows have been working to find an alternative storage/retrieval method for the needed student documents.</p> <p>Reflections/Notes:  DEC100-400 are in the process of being revamped. DEC300 will still utilize a Final Project that presents multiple viewpoints for AY2023-24. A fully revised OA assignment will be instituted in Fall 2024 for seated sections</p>
<p><b>Student Learning Outcome 3:</b></p>	<p>Students will cultivate a mindset to impact various communities.</p>
<p><b>Method(s) of Assessment</b></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><b>Assessment Results</b></p>	<p>Summary of Findings:  The average score was 3.38.</p>

	<p>Criterion 2 of the rubric received the overall lowest score of 3.36.          Criterion 2 is: Evidence Selecting and using information to investigate a point of view or conclusion.          Criterion 1 of the rubric both received the highest score of 3.45. Criterion 1 is:Explanation of issues.</p> <p>Results:          Acceptable Target Achievement: Not Met          Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations:          Scores have been increasing over the previous years on this assessment as instructors have worked with students on investigating different points of view. The score on Criterion 2, though still the lowest, has greatly improved which indicates the extra instructor attention given to this concept has had an impact.</p> <p>Much work is given to helping students recall previous work on the Engage assignment. Student issues with the Engage project was one factor driving the revision of the DEC400 sequence. Future course offerings will begin to institute assignments that utilize the same thinking skills, but that are more focused on career readiness and leveraging diversity.</p> <p>Reflections/Notes:          There is a planned revamp of the Engage Project in the entire DEC100-400 sequence. Pilot sections of on-campus DEC400 will run AY2023-24.</p>
<b>Student Learning Outcome 3:</b>	<p>Students will cultivate a mindset to impact various communities.</p>
<b>Method(s) of Assessment</b>	<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):</p>

	<p>Outcomes assessment data will be collected when the course is offered.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 3.44. Criterion 1-Curiosity received the overall lowest score of 3.44. Criterion 4-Reflection received the overall highest score of 3.53.</p> <p>Results: Acceptable Target Achievement: Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: Moving the on-campus sections of DEC400L to an online format helped with student satisfaction without significantly altering scores. Students met the reflection criterion benchmark which was one of the key components of student learning in the course.</p> <p>With the revamp of the DEC sequence, it is recommended that a professional portfolio will be more advantageous than the current assessment ePortfolio in DEC 400L. DEC400L as a separate class was terminated as of the end of AY 2022-23. The ePortfolio will no longer be assessed as a separate assignment.</p> <p>Reflections/Notes: This course will no longer be offered/assessed in AY2023-24.</p>
<b>Student Learning Outcome 3:</b>	Students will cultivate a mindset to impact various communities.
<b>Method(s) of Assessment</b>	<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):</p>

	<p>This course will be offered each semester.</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score was 2.24.</p> <p>The lowest scored rubric criterion was Criterion 5: Interpretation - Making sense with texts as blueprints for meaning (2.00).</p> <p>The highest scored rubric criterion was Criterion 1: Comprehension (2.57).</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The students are performing well and meeting the acceptable target. No further recommendations.</p> <p>The student submission rate to Taskstream (29%) is low for this assignment. Recommend asking instructors to make this a student priority for the coming year.</p> <p>Reflections/Notes: The lowest score in a previous AY was Criterion 2-the student's voice in academic writing about literature. The recommendations for improving this helped increase the criterion score from 1.62 to 1.92 and then to 2.43 this AY2022-23! Excellent adjustment by the instructor.</p> <p>These students aren't English majors, and the skills at stake here are in some ways discipline specific. The target score was met in all categories.</p>
<b>Student Learning Outcome 3:</b>	Students will cultivate a mindset to impact various communities.
<b>Method(s) of Assessment</b>	<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 2.5 or higher.</p> <p>Implementation Plan (timeline):</p> <p>Key/Responsible Personnel: Faculty teaching the course.</p>
<b>Assessment Results</b>	<p>Summary of Findings: The average score for the academic year was 1.63 The lowest scoring Criterion on the rubric (1.45) was: Criterion 4 Students position (perspective, thesis/hypothesis). The highest scoring Criterion on the rubric (1.80) was: Criterion 1 Explanation of Issue.</p> <p>Results: Acceptable Target Achievement: Not Met Ideal Target Achievement : Approaching</p>
<b>Use of Results</b>	<p>Recommendations: The rubric was changed for AY2021-22 compared to previous years. Based on scores from last year and this current AY2022-23, the acceptable and ideal targets may need adjusted accordingly. Recommend asking the history faculty to look at the target scores.</p> <p>Scores are lower than expected for a 200 level course. The online instructor is scoring artifacts significantly lower than the seated faculty member. Recommend a norming session with the faculty to mitigate this difference.</p> <p>Reflections/Notes: There is a new adjunct faculty member who will be teaching the course in AY2023-24. The training/norming session would be advantageous to her as well.</p>
<b>Student Learning Outcome 3:</b>	Students will cultivate a mindset to impact various communities.
<b>Method(s) of Assessment</b>	Measure: PHI 110 Course Project Argumentative Paper Program level Direct - Student Artifact

	<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: 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><b>Assessment Results</b></p>	<p>Summary of Findings: The average score was 2.33. The lowest scored Criterion (2.14) was Criterion 4- Student's position (perspective, thesis/hypothesis) The highest scored Criterion (2.77) was Criterion 1-Explanation of Issue</p> <p>Results: Acceptable Target Achievement: Exceeded Ideal Target Achievement : Exceeded</p>
<p><b>Use of Results</b></p>	<p>Recommendations: The online course assignments leading up to the final OA Argumentative Paper were streamlined over the past year. This led to better student understanding, and the increased scores on the rubric reflect this.</p> <p>Recommend keeping the online course as is.</p> <p>Reflections/Notes: After reaching out to the online instructor for training, the instructor of the course is now submitting OA data every term the course is offered.</p>

**Assessment Findings****Finding per Measure**▼ **Career Services Outcome Set**

## Outcome

**Outcome: Students will have greater access to employer connections and career and internship opportunities.**

Students will have greater access to employer connections and career and internship opportunities.

▼ **Measure:** Increase employer participation in Career Fairs in 2022-2023

*Program level Indirect - Other*

Details/Description:	Career Services hosted three career fairs in 2022-2023, resulting in more employers in attendance than in the previous five years. Start marketing career fairs earlier in the summer of 2022 and fall of 2022. Conducted an employer info session to share employer opportunities for connecting with students and talk through job postings.
Acceptable Target:	increase employers' attendance by 25%.
Ideal Target:	increase employers' attendance by 30%.
Implementation Plan (timeline):	22-23
Key/Responsible Personnel:	Mandi Hummel Dakel Patterson

Findings for Increase employer participation in Career Fairs in 2022-2023

Summary of Findings:	School of Business - 52 Employers (62% increase from 2021-2022) - 170 Students (58% Increase from 2021-2022) TU/OCCJE Career Fair - 54 Employers (69% increase from 2021-2022) - 232 Students (69% increase from 2021-2022) STEAM Career Fair - 49 Employers (61% Increase from 2021-2022) - 111 Students
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	All three career fairs saw an increase in new employer participation, far exceeding the acceptable and ideal target goals. Starting earlier and sharing information collectively with employers helped the CS office achieve its goal.
Reflections/Notes:	Continue to market and invite employers by June 1st for 2023-2024 career fairs.

## Overall Recommendations

No text specified

**Overall Reflection**

No text specified

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Tiffin University AMS

**UAS: Summer Bridge Program**

2022-2023 Assessment

**Assessment Findings****Finding per Measure**▼ **UAS: Summer Bridge Program Outcome Set**

Outcome

**Outcome: Demonstrate improvement in math, writing and technology skills.**▼ **Measure:** Dragon Summer Bridge - Final Grade  
*Program level Direct - Other*

**Details/Description:** The final course grade will be used to establish a performance benchmark for the course. The initial goal will be established by averaging the final course grades to set performance benchmarks for both modules and the course as an aggregate.

**Acceptable Target:** Aggregate course percentage of 50%

**Ideal Target:** Aggregate course percentage of 80% or higher

**Implementation Plan (timeline):** August 2022

**Key/Responsible Personnel:** Brook Edwards

Supporting Attachments:

 [UAS: Summer Bridge Program Report 22-23](#) (Report Link)

**Findings for Dragon Summer Bridge - Final Grade**

**Summary of Findings:** Overall, 18 students participated in the course with two of the 18 arriving significantly (more than two

days) after the start of the program.

Overall scores for the course ranged from 10.36% to 91.32% with an average 68.79%.

Removing the two late students the overall average increases to 71.94%

The overall score performance of 68.79% to 71.94% falls within the expected range given the academic preparation and prior performance of the students in the population. Further evaluation shows that the scores are distributed in a generally standard curve.

Recommendations:

Reflections/Notes:

Substantiating Evidence:

[📎 Bridge Summary-Provost Cabinet 3-16-23](#) (Adobe Acrobat Document)

[📄 Dragon Bridge Summer 2022-Data Report](#) (Word Document (Open XML))

**Outcome: Demonstrate an awareness of TU services, supports and how to access those services.**

▼ **Measure:** End of course survey

**Program level Direct - Student Artifact**

**Details/Description:** A survey will be embedded which asks students to identify their awareness of specific services, supports and offices on campus. Additionally, they will be asked to rate how their knowledge has changed or improved over time

**Acceptable Target:**

**Ideal Target:**

**Implementation Plan (timeline):** August 2022

**Key/Responsible Personnel:** Brook Edwards

**Findings for End of course survey**

**Summary of Findings:** The pre and post-survey were administered to the 16 students who participated in the complete program to ensure that the overall pool of was consistent. Participants were asked the same questions related to academic content and services using a Likert-scale. The change in these results were then measured to determine overall trends in confidence/awareness.

The average increase in comfort level for participants was 17.34% exceeding the expectations of 5-10%. A total of 9 categories exceeded expectations, 5 met expectations, and 2 underperformed expectations. All but one category (Using Google Docs) showed positive growth.

An additional area was added to the post-survey to measure student comfort with the

Moodle Learning Management System. This resulted in an average score of 4.5 out of 5.

The data was further categorized by focus with the questions being divided into (1) academics; (2) interpersonal/engagement; and (3) use of campus services. Focus area one includes: working with math problems, writing an essay, Microsoft Word, and Microsoft Excel. These areas tie specifically to the modules completed during the term. Focus area two includes: Sending an email, asking for help from others, meeting new people, working in groups with others, and seeking new opportunities on campus. Focus area three relates to services and includes: Using the library, speaking to my advisor, using career services to prep for my career, selecting a major, understanding financial aid, and using the supports TU has to offer.

Recommendations:  
Reflections/Notes:

**Outcome: Improve first-year retention and persistence**

▼ **Measure:** Measure Fall to Spring retention and Fall to Fall retention of participants  
*Program level Direct - Other*

Details/Description:

Measure participants:  
 - Fall to Spring retention  
 - Fall to Fall retention

A key measure of the program’s success will be measured in the Fall of 2023. At that time the program will review the Summer 2022 cohort and determine the number of students that have been retained.

The benchmark are currently a minimum of 50% retention (indicating minimal to no significant change over current enrollment of the indicated population), 75% for ideal retention and 90% as a long-term program goal.

Based on current population in the cohort:  
 50% retention goal: 9 students  
 75% retention goal 13 students  
 90% retention goal: 17 students

Based on preliminary performance and current academic performance the best estimate is that 12-13 students of the cohort will be retained representing between 67% to 72% retention.

Acceptable Target:

Fall to Fall - 70% (2-5% points above existing retention)

Ideal Target:

90%+

Implementation Plan (timeline):

Fall 2022-Fall 2023

Key/Responsible Personnel:

Brook Edwards

Findings for Measure Fall to Spring retention and Fall

to Fall retention of participants

*No Findings Added*

### Overall Recommendations

No text specified

### Overall Reflection

No text specified

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**Office of Assessment & Accreditation**

**Outcomes Assessment Manual**

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## What is Assessment?

Outcomes assessment is the collaborative effort in systematic planning, collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. Assessment involves setting explicit student learning goals or outcomes for an academic program, evaluating the extent to which students are reaching those goals, and using the information for continuous program development and improvement.

The purpose of assessment is to understand how academic programs are working and to determine how they are contributing to student achievement of program goals. Assessment is an important tool that facilitates discussion and provides useful information to faculty and administrators about program strengths and areas for improvement.

The objective of *formative assessment* is to, via low-stakes assignments, track student learning as it occurs, in order to provide ongoing feedback that can then be incorporated by professors. Conversely, *summative assessment* measures the overall impact and effectiveness of student learning at the closing of a semester via high-stakes assignments. As such, assessment and grading are not the same. Generally, the goal of grading is to evaluate individual students' learning and performance. Although grades are sometimes treated as a proxy for student learning, they are not always a reliable measure. Moreover, they may incorporate criteria – such as attendance, participation, and effort – that are not direct measures of learning.

The goal of assessment is to improve student learning. Although grading can play a role in assessment, assessment goes beyond grading by systematically examining patterns of student learning across courses and programs and using this information to improve educational practices.

**The American Association for Higher Education Assessment (AAHE, 1996) has provided the following:**

### **Principles of Good Practice for Assessing Student Learning:**

Developed under the auspices of the AAHE Assessment Forum American colleges have a long history of grading and certifying student work. The more recent practice of assessment builds on that history by looking at student achievement not only within courses but across them, asking about cumulative learning outcomes. As a systematic process of gathering, interpreting and using information about student learning, assessment is a powerful tool for educational improvement.

Today, hundreds of colleges and universities are doing assessment, at the classroom, program, and institutional levels. The practice has become a universal expectation for continuous program improvement, accreditation, and a frequent object of state mandate; nine out of ten institutions now report that they have some type of

assessment activity under way. Along the way, a “wisdom of practice” has emerged; the nine principles that follow constitute an attempt to capture some of that practical wisdom.

### **A Vision of Education**

What, more specifically, is the intent of this document? We hope, first, that campuses will find these principles helpful for examining current practice and for developing and discussing their own principles. Further, we hope that the principles here will support campus assessment leaders in their work with the administrators, policy makers, and legislators who often set the conditions that determine whether assessment will lead to real improvement. This second purpose seems especially important given the current national debate about educational standards, testing, and accountability; the links between assessment and improved student learning must not be lost in this debate.

The core value behind this document is the importance of improving student learning. Implicit in the principles that follow is a vision of education that entails high expectations for all students, active forms of learning, coherent curricula, and effective out-of-class opportunities; to these ends, we need assessment--systematic, usable information about student learning--that helps us fulfill our responsibilities to the students who come to us for an education and to the publics whose trust supports our work.

The authors of this statement are twelve practitioner-students of assessment as it has developed on campuses and to some extent at the K-12 level. We know that no one best exists for the doing of assessment, but effective practices have things in common. We hope you'll find this statement helpful.

#### **1. The assessment of student learning begins with educational values.**

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and 7 values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

#### **2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.**

Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by

employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

**3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.**

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations—those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

**4. Assessment requires attention to outcomes but also, and equally, to the experiences that lead to those outcomes.**

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way—about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

**5. Assessment works best when it is ongoing, not episodic.**

Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

**6. Assessment fosters wider improvement when representatives from across the educational community are involved.**

Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment questions can't be fully addressed without participation by student-affairs & educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus

(alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

**7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.**

Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return “results”; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

**8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.**

Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution’s planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

**9. Through assessment, educators meet responsibilities to students and to the public.**

There is a compelling public stake in education. As educators, we have a responsibility to the public that supports or depends on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society—is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement (pp.1-3).

Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright This document was developed under the auspices of the AAHE Assessment Forum (Barbara Cambridge, <mailto:bcambrid@aahe.org>, is Director) with support from the Fund for the Improvement of Post-Secondary Education with additional support for

publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction. AAHE site maintained by: Mary C. Schwarz, [mjoyce@aahe.org](mailto:mjoyce@aahe.org) Modification Date: Thursday, July 25, 1996.

## **Outcomes Assessment Cycle and Objectives**

Assessment in academic units is ongoing, and the frequency of the assessment should reflect a commitment to the assessment process.

Assessment plans for each academic year are submitted via Taskstream AMS by May 15. Over the summer, OA staff coordinate the details of courses, key assessments, and rubrics to be used in the assessment plan. Students begin submitting artifacts for assessment in the fall semester. Faculty will evaluate student work after submission. At the end of the spring semester, program leadership will review the aggregate data of the assessment plan and determine recommendations for the following academic year.

### **Outcomes Assessment Timeline**

- Program Assessment Plans are updated as curriculum changes are made or as intended outcomes and assessment criteria change based on prior year's assessment findings.
- Two-to-three program outcomes to be assessed during the upcoming academic year, as well as designated assessment courses, are identified by chairs by the first week of August.
- Faculty/instructor evaluations of designated student work in Taskstream (LAT) constitute assessment data and are collected throughout the fall and spring terms.
- Department faculty meet between spring graduation and May 15<sup>th</sup> to review the assessment data, articulate analyses, and identify action plans for their respective academic programs.
- Completed assessment reports are due from department chairs to assistant and school deans by May 15<sup>th</sup>.
- An "OA Day" is held each May that is run like a workshop and provides faculty with important assessment training.
- School deans' executive summary, school assessment report and all major assessment reports are due to the Dean of Outcomes Assessment by June 1<sup>st</sup>.
- The Dean of Outcomes Assessment submits University Annual Outcomes Assessment Report to the Vice President for Academic Affairs by August 1<sup>st</sup>.

### **Annual Assessment Report**

The annual assessment report is the documentation of activities undertaken annually to assess student learning as outlined in the program assessment plans. The report contains three sections. Section one is the activity statement: an explanation of all department activities with respect to improving student learning in the major. Section two is the intended outcomes and assessment criteria: a description of which program goal(s) were assessed for the major during the academic year and the results of the outcomes activity. Section three is the analysis and action plans: a description of the analysis of assessment data and action plans for the upcoming academic year. It is expected that each year's action plans are updated the following year in section one's activity statement.

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

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

The Annual Reporting Cycle Timeline provides a guide for the review, collection, and analysis of outcomes assessment information and data throughout the academic year.

### ***Higher Learning Commission (HLC)***

The Higher Learning Commission (HLC) conducts a Standard Pathway Comprehensive Evaluation, which includes a detailed analysis of Outcomes Assessment processes at Tiffin University. To prepare for the Comprehensive Evaluation, an Assurance Argument is drafted by university constituencies that provide analysis and evidence of achievement of HLC's five Core Components. Specifically, in regards to outcomes assessment, TU provides analysis and evidence to meet Core Component 4.B shown below:

*The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

- 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*
- 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*
- 3. The institution uses the information gained from assessment to improve student learning.*
- 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.*

## **Outcomes Assessment Processes**

### **Creating an Assessment Plan**

#### Learning Outcome Statements

What should our graduates be able to do?

#### Curriculum Map

What learning experiences will develop these abilities in our graduates?

## Assessment Measures (or Methods)

How will we know if our graduates have acquired these abilities?

## Timeline

When will we gather, review, and make changes based on these data?

## **Program Learning Outcomes (PLO)**

### General Outcome Statement Structure

Students will be able to:

- + verb (desired action with material)
- + noun (material, subject, ideas, theories, etc.)
- + optional modifier (object skill/knowledge applied to)

Example: Students will be able to apply legal and ethical principles in business [to organizational decision-making]

## Bloom's Taxonomy

PLO development is rooted in Bloom's Taxonomy.

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

### Taskstream

Taskstream is the system Tiffin University utilizes to house Academic Program Assessment Plans as well as student artifacts. Taskstream also provides the ability to create professional and personal ePortfolios. TaskStream supports educational excellence by providing our clients with the highest quality web based software to efficiently plan and manage the assessment process, facilitate the demonstration of learning achievement and foster continuous improvement throughout the education network. To learn more about Taskstream and its parent company, Watermark, visit: [www.watermarkinsights.com](http://www.watermarkinsights.com)

#### Student Benefits:

- Retain work completed across entire educational journey, including multiple courses, field, clinical, internship, and service learning experiences
- Document and track requirements for all service learning, internship, and field experience outside the classroom. Use for every course

- Develop highly customizable professional and personal portfolios containing a variety of file types (audio, video, images, etc.) to track growth and development
- Author reflective journals, projects, assignments, and other web-based documents for all learning experiences
- Connect to instructors, peers, and assessors for immediate feedback, coaching, mentoring, and team-based collaboration
- Share work samples and ePortfolios with potential employers

#### Faculty Benefits:

- Create a streamlined workspace to manage all of your assessment activity
- Build interactive, customizable assessments that enhance student engagement
- Directly and indirectly evaluate student learning outcomes, program objectives, and institutional mission and goals
- Access assessment data instantly to reflect on student learning, course, and curriculum improvement
- Enjoy virtual file storage and abilities to author web-based assignments, as well as your own documents, journals, and projects
- Prepare your professional and personal customizable portfolios that showcase scholarly work, professional accomplishments, service to the institution, development goals, and assessments

#### FAQs:

- All Tiffin University students have a Taskstream account created for them.
- After graduation, if students would like continue using their account, they need to contact Taskstream at [support@watermarkinsights.com](mailto:support@watermarkinsights.com)
- Instructors will notify their students if they are taking a course that collects a key assessment for an academic program. It is the student's responsibility to then submit the assignment via Moodle (or the method chosen by the instructor) AND ALSO submit the assignment in Taskstream.

#### **Who is Responsible for Assessment?**

##### **Outcomes Assessment Committee**

In fall of 2015 the full faculty voted by majority to create a standing committee called the Outcomes Assessment Committee. This committee is chaired by the faculty and is composed of representatives from each academic school (School of Science, Technology, and Health, School of Education and Extended Learning, School of Creative and Media Arts, School of Business, and School of Criminal Justice & Social Sciences). The Provost or designee and Assistant Deans for OA will sit as ex-officio members.

The Tiffin University OA Committee is charged with developing a campus "Culture of Continuous Improvement" in which data and assessment play a key role in academic decision making. The group meets monthly to explore ways to systematically evaluate assessment processes and streamline data collection for program learning outcomes and general

education. It further works to support accreditation efforts and to ensure that assessment practices are centrally coordinated, but highly flexible to meet the interests of the academic programs, departments, school, and the university. Additional responsibilities include developing an assessment calendar, maintaining meeting minutes, and organizing sub-committees, as appropriate.

### **Office of Assessment and Accreditation**

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

- Coordinating the TU Outcomes Assessment Standing Committee
- Serving on the University Curriculum Committee (ex-Officio)
- Serving on the Tiffin Core (General Education) Committee
- Creating the TU Annual Outcome Assessment Report
- Assisting faculty with program learning outcome assessment plans for program proposals
- Maintaining Taskstream, including student artifacts/data/rubrics (LAT), as well as all qualitative information entered (AMS)
- Working with HLC, ACBSP, and ODHE with respect to any and all assessment requests/needs

### **Department Chairs**

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

- Coordinating assessment efforts for programs within their department
- Reviewing program learning outcomes and curriculum maps
- Updating annual assessment plans including outcomes measured, key assessments, and faculty responsible
- Updating minimum course content guides with respect to embedded assessment expectations
- Completing the annual assessment plans for each program and submitting it in Taskstream AMS by May 15 of each academic year
- Following-up on all action plans as specified

### **Assistant Deans (or Designee)**

Assistant Deans work with department chairs in the development and implementation of assessment plans within their respective schools. They are also responsible for:

- Assisting school faculty and department chairs with completing program learning outcomes assessment plans

- Sharing assessment information with school faculty and curriculum planning committees, as needed
- Assisting school deans and department chairs with implementing assessment plans
- Assisting school deans with preparing and submitting annual assessment reports to the Office of Assessment and Accreditation
- Assisting the Office of Assessment and Accreditation as needed

### **Academic Deans**

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

- Determining with school faculty, holistic student learning outcomes
- Determining specific student learning outcomes specific to school core curriculum goals
- Oversight for all outcomes assessment data collection and analysis in their respective schools
- Analyzing department assessment plans and completing a school executive summary as part of the school's annual assessment report and submitting it to the Dean of Assessment and Accreditation by June 30<sup>th</sup> of each academic year

### **University Faculty Members**

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

- Determining program learning outcomes for the Tiffin Core (General Education)
- Determining assessment methods and standards for the Tiffin Core outcomes
- Determining program outcome assessment plans for programs within their departments
- Collecting and analyzing data as specified within the program learning outcomes assessment plan specific to their programs

## **Outcomes Assessment Methods**

### **Direct Assessment**

Direct measures of learning require students to display their knowledge and skills as they respond to the instrument itself. Direct assessment methods include both objective tests, in which students select a response from among those provided, and performance measures, for which students generate their own response. Direct assessment methods allow students to demonstrate skills as well as knowledge. Direct assessment shows first hand artifacts of student learning. The usefulness of direct assessment of students' learnings is that, if designed properly, they answer the most important questions:

- What did students learn as a result of the educational experience?
- To what degree did students learn?
- What do students not have a sufficient command of?

It is also important to keep in mind the limitations of direct assessment. They do not provide evidence on why or why not the student has learned something in that class. To figure out "why" students learn or do not is important, because it is one of the primary goals of assessment to make future teaching and learning experiences more effective. It is important to consider that with direct measures it cannot be evaluated whether 'value-added' learning has occurred or whether the student has gained more knowledge as a result of the learning experience.

### **Examples of Direct Assessment Methods:**

- Capstone Assignment/Project
- Case Studies
- Class Discussions
- Comprehensive exams
- Course-Level Assessment
- Dissertation
- Embedded assignments (projects, papers, presentations, performances, etc.)
- Essays
- Exhibit
- External examiners/peer review
- Grading with criteria or rubrics
- Internal/external juried review of performances and exhibitions
- Internship and clinical evaluations
- Locally developed exams
- Oral Exam

- Performance
- Portfolio evaluation
- Pre- and post-tests
- Professional Development Activities
- Qualifying Exam
- Reflective journal
- Regionally or nationally developed tests/exams (i.e., GRE Subject exams, certification exams, licensure exams, etc.)
- Senior thesis or major project
- Study Abroad Experience
- Thesis

### **Indirect Assessment**

Indirect assessment methods consist of methods that allow students or others to report on what students have learned. In other words, the methods are used to evaluate the “perception” of student learning on the following levels:

- Cognitive skills: What does the student report (perceive) that s/he knows?
- Performance skills: What does the student report (perceive) that s/he can do?
- Affective skills: What does the student report (perceive) as important?

Indirect assessment methods usually involve the administration of a survey instrument. Surveys can be an important tool in understanding student's academic needs and their perception of their educational experience. Additionally, surveys can be used to determine students' satisfaction with the services offered at the University as well as program-specific services such as advising, etc. However, keep in mind that surveys are used to gather data regarding the perceptions of individuals about personal experiences. In most instances, this method does not provide direct evidence of knowledge, skills and abilities. As a result, indirect assessment methods are not sufficient by themselves; they should be supplemented with direct assessment methods.

### **Examples of Indirect Assessment Methods:**

- Job placement of graduating seniors
- Employer surveys and questionnaires
- Student graduation/retention rates
- Exit interviews
- Survey measuring satisfaction with learning that occurred
- Student program evaluations
- Focus group discussions

- Alumni surveys reporting satisfaction with program
- Analysis of student grade distribution
- Peer review of program
- Analysis of records, documents regarding program/clientele
- Community perception of program effectiveness
- Benchmarking
- Degree of increase or decrease of specifically targeted behaviors
- Reflective essays

## Tips for Evaluating Student Learning

### Best practices for CLOs, PLOs

- Make outcomes student-centered, focused on what students will know, think, or do AS A RESULT OF YOUR PROGRAM
- Use clear, measurable, action verbs (avoid understand and know)
- Specify prior knowledge and connect it to new knowledge
- Specify the student targeted
- Brief, action-oriented statements that describe what students are expected to know/be able to do at the end of a unit, course, or program •
  - Example: Students will be able to identify the key elements of design in any work of art

## **Frequently Asked Questions**

1. How do I know what courses are designated as containing key assessments?
2. When checking links in Moodle, I am receiving an error message.
3. What are the “key due dates” for each semester?
4. How do I make contact with the Office of Assessment and Accreditation?
5. Where can I find Outcomes Assessment information?

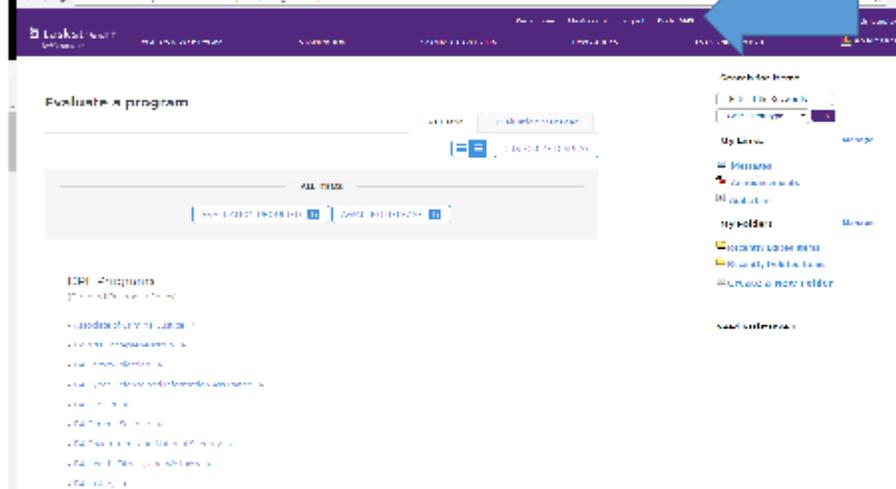
# INDEX

## AMS Guide for Program Leadership

### *Tiffin University* AMS Quick Start Guide for Chairs and Assistant Deans

**Mission Statement**  
All academic programs leading to a degree are required to have a mission statement. The Mission Statement for an academic program should be visited at least once a year – the best time is during the summer and beginning of the fall term. The Mission Statement should be up-to-date and reflect what students should expect to learn in the program of study.

Step 1: Select Go to AMS as you first get into Taskstream.



Step 2: Select the program you will do work in. Click on the "Academic Assessment Workspace" for your program.



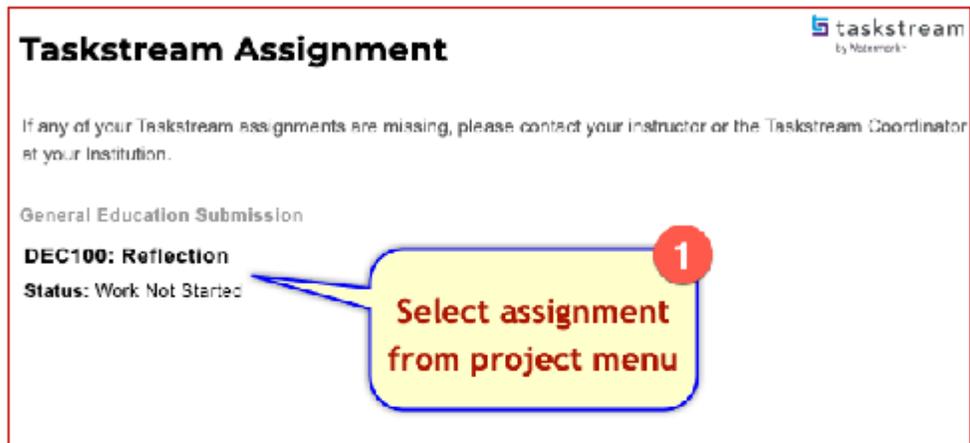
Step 3: Write or update your mission statement. Locate the menu on the left-hand side of your screen

□

## Direct Submission Guide for Students

### Quick Guide to Taskstream: Submitting Documents

**Step 1: Select the appropriate assignment from the main project menu.**



**Taskstream Assignment** taskstream  
by Netmark

If any of your Taskstream assignments are missing, please contact your instructor or the Taskstream Coordinator at your institution.

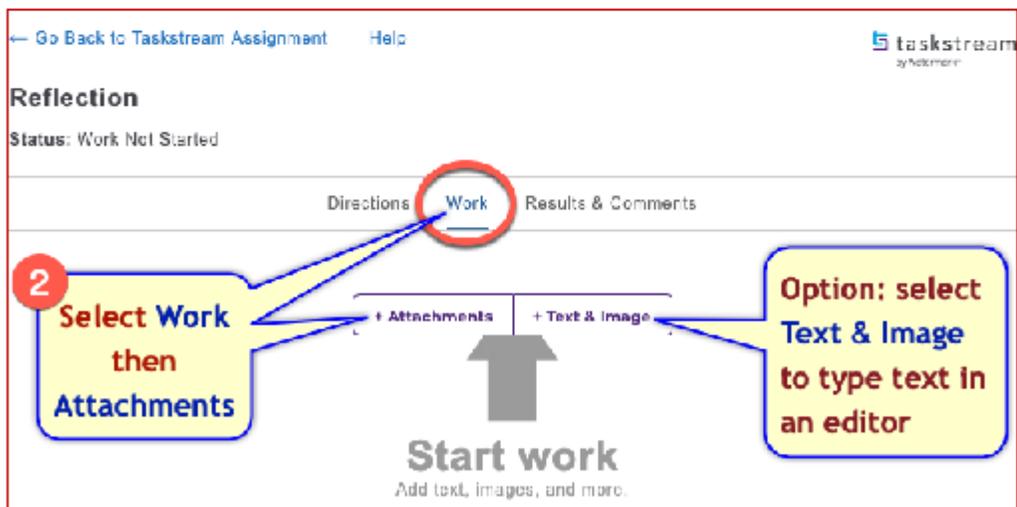
General Education Submission

**DEC100: Reflection**  
Status: Work Not Started

**1** Select assignment from project menu

**Step 2: Click **Work** then the **Attachments** button.**

Alternatively, select **Text & Image** to type directly in an editor or upload images.



← Go Back to Taskstream Assignment Help taskstream  
by Netmark

**Reflection**  
Status: Work Not Started

Directions **Work** Results & Comments

**2** Select Work then Attachments

+ Attachments + Text & Image

**Option: select Text & Image to type text in an editor**

**Start work**  
Add text, images, and more.

## Evaluator (Faculty) Guide for Scoring

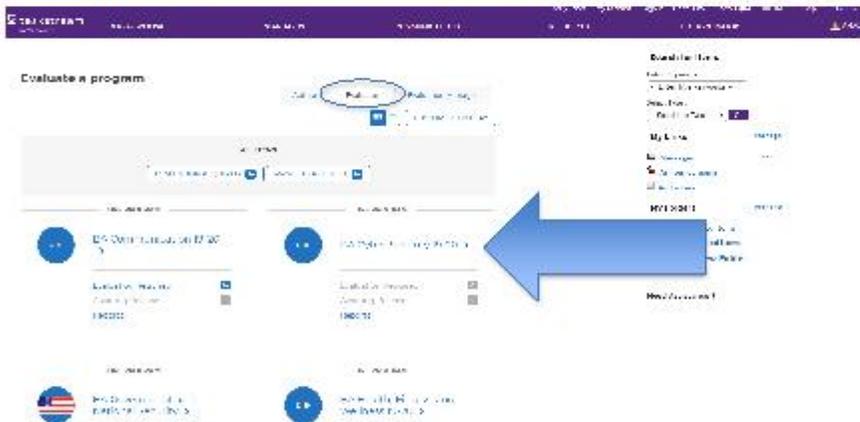
### Taskstream Evaluator (Faculty) Guide for Submitting OA Data

1. Log in to Moodle, select your class and go to the Course Home/Student Resources page.

2. Select Taskstream or Taskstream Access.



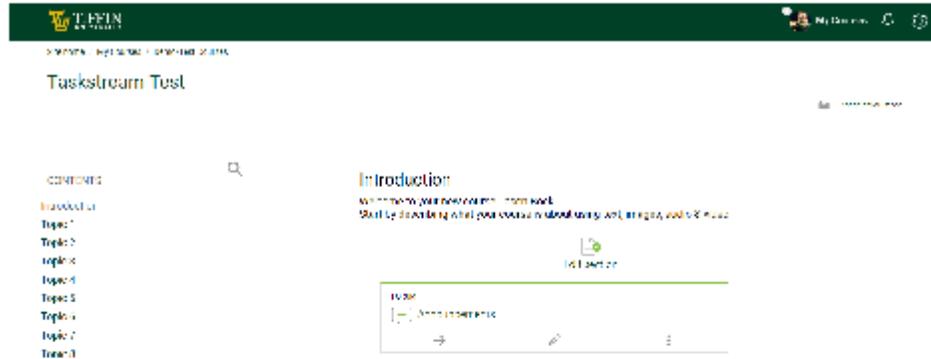
3. Once on the Taskstream homepage, select the name of the DRF Program (Academic Program) in which you wish to complete evaluations. If you have multiple roles within a program, you will need to click the Evaluator tab (circled below).



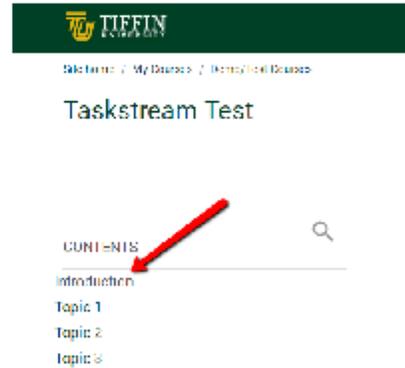
## Adding Taskstream link to Moodle

### Moodle – Add Taskstream Assignment to a Course

1. Log into Moodle and open your course.



2. Select the Topic or Week where you want your Taskstream assignment placed.



3. Scroll to the very bottom of this page and click the bright green plus (+) sign labeled "Create learning activity."



## ACUE Cognitive Levels of Learning Outcomes

## AACU Rubrics

### CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact [val@aacu.org](mailto:val@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

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life-enriching and socially beneficial to the community.

#### Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- Ⓢ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
  - Ⓢ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
  - Ⓢ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
  - Ⓢ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.
- In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

#### Glossary

##### *The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

## Outcomes Assessment Days – AY22/23

Report submitted by

Kerry Jones, Coordinator for Academic Excellence & Effectiveness

### SUMMARY OVERVIEW

	Date of Assessment	# of Faculty Reviewers	# of Artifacts Scored	Average Score	Acceptable Target	Rubric used
DEC100 CQ Reflection	12/15/22	7	80	1.66/4	1/4	AACU Intercultural Knowledge & Competence
RES 810 CQ Reflection	4/14/2023	4	8	3.10/4	3/4	AACU Intercultural Knowledge & Competence
ACC 210 Financial Accounting Worksheet	5/9/2023	4	64	3.65	3/4	Program determined rubric
SCS470 CJ - Internship final paper	5/10/23	4	42	2.28	3/4	Program determined rubric
SCS470 SS - Site supervisor form	5/10/23	4	9	3.54	3.5/4	Program determined rubric

NOTE: See attached reports for additional details.

**Date:** December 15, 2022

**Time:** 8:30am-2pm

**Location:** virtual

**Artifacts:** 80 artifacts; DEC100 (Fall 2022; 14 sections, online & seated)

**Rubric:** AACU Intercultural Knowledge & Competence

**Scoring system:** Outcomes Assessment Projects - Watermark

**Faculty Participants (6):** Brandon Clay, Tonia Duncam , Kerry Jones, Nick Reinhard, Chelsea Bass, Jacob Simon

**Administrative Participants:** Kerry Jones

### **Overview**

The Outcomes Assessment Day was held on December 15, 2022. 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 overview 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. 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 80 artifacts started approximately 1 hour after the start of the day. All artifacts were scored twice. All scoring was completed by 1:15pm.

After scoring was completed, Outcomes Assessment Projects allowed an immediate review of the outcomes assessment data. **The average score for the 86 artifacts was 1.66 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 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 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.

### **Review of Data: Analysis**

- Emotional stability portion is there to measure intercultural leaders
  - Letting instructors know this in the future will be much more helpful
  - Felt like the name offended some people...perhaps calling it something else would be better option (removing the word emotional stability...i.e. Emotional intelligence)

- Emotional stability routed the students mind more towards mental health status
  - Scores were relatively good for the first go around...room for improvement
- Are the students producing what they think that professors want to read/see or are they being honest and open (actually reflecting)
- Touch on grammar, proper spelling, utilization of spell check
- A day where the introduction to this assignment is led by someone who's soul purpose is to touch on the aspects of this assignment (group speaker)
- General adult population...student population...clean up the wording of this

### **Review of Process: Analysis**

- Went smoothly, all good
- Google Meet worked fine
- Kicked out of Watermark a few times
  - Site was crashing

### **Preparation details:**

Kerry Jones - Coordinator of Academic Assessment

- 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 DEC100 and removing every third name for random selection
    - Uploading rosters to 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 explained the assignment being assessed

- discussion of the difference between scoring and grading using the rubric
- does the assignment ask for them to provide questions?
- first sample average score of 2
- A lot of surface understanding but room for the students to improve on their knowledge/overall understanding
- Quality of content over delivery (put grammar aside)
- Online sections using Cultural Intelligence Assessment, seated sections using IAA.

### **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?**

- 1.66 average...higher than last years
  - Scores are relatively close over the past two years
  - Was expected that curiosity, openness, attitude were higher than actual knowledge or understanding

**2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for DEC200 students finishing the course?**

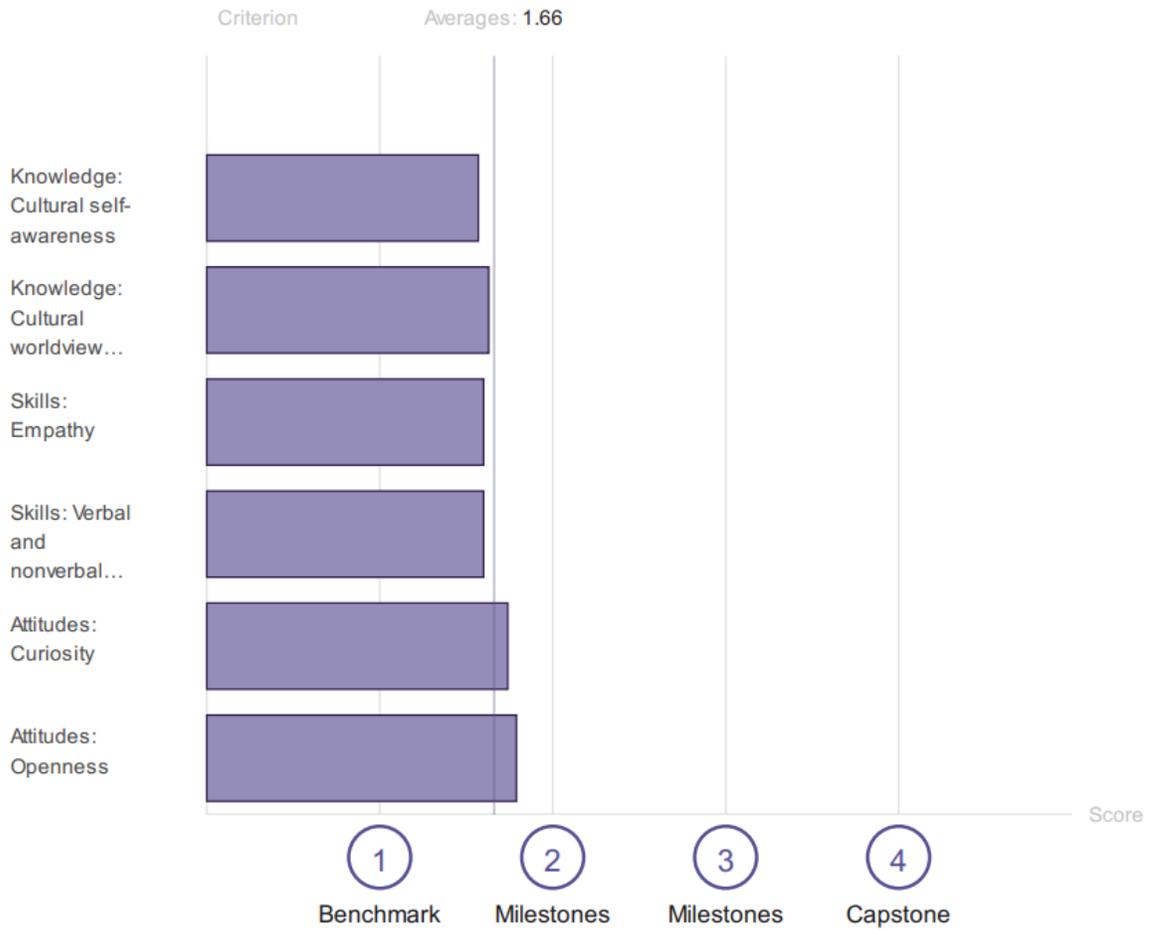
- CQ seemed a little higher level, but the experiences that were able to be drawn were easier for the students to begin to make connections
- 1.66 was higher than expected

**3- Any additional observations/takeways from the attached report.**

- Bring a speaker to introduce/centralize the purpose of the assignment through a common voice
  - Smaller sections led by faculty administration (President, Nadia, Provost, etc.)
  - Institutional funds to support this
  -

## Outcome Performance Report: Intercultural Knowledge

### AVERAGE BY CRITERION



**Date:** April 14, 2023

**Time:** 9am-Noon

**Location:** virtual

**Artifacts:** 8 artifacts; RES810 (Summer & Fall 2022)

**Rubric:** AACU Intercultural Knowledge & Competence

**Scoring system:** Outcomes Assessment Projects - Watermark

**Faculty Participants (3):** Brandon Clay, Steph Opfer, Ken Rauch,

**Administrative Participants:** Kerry Jones

### **Overview**

The Outcomes Assessment Day was held on April 14, 2023. 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 Outcomes Assessment Projects overview was provided by Kerry Jones. All faculty were able to successfully log into the Outcomes Assessment Projects 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 8 artifacts started approximately 1 hour after the start of the day. All artifacts were scored twice. All scoring was completed by 3:30pm.

After scoring was completed, Outcomes Assessment Projects allowed an immediate review of the outcomes assessment data. **The average score for the 9 artifacts was 3.10 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 Outcomes Assessment Projects 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 Outcomes Assessment Projects 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 2023.

### **Review of Data: Analysis**

- Highest categories: Awareness and Openness
- Expected verbal/nonverbal higher as that is a large part of the curriculum
- Curiosity...very textbook answers of “I need to these things” rather than “I want to”
- Used theoretical examples but did not relate it to themselves personally

### **Review of Process: Analysis**

- A third scoring has been added versus the prior two
- Pre-post assessment reflection
  - Was CQ transitioning to IAA
- Can be very useful for curriculum evaluation for program administration

### **Preparation details:**

Kerry Jones - Coordinator of Academic Assessment

- Recruited faculty in coordination with the Vice Provost
- Created training documents for participants
- Provided copies of the chosen 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 RES810 and removing every third name for random selection
  - Uploading rosters to 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:**

- Ken explained the assignment being assessed
- Do not need all the summary aspect, more introspective look, depth so that curriculum can be better evaluated
  - Tell students the desire for them to be more introspective in their reflection
- Corporate Social Responsibility...taught in the course
- Curiosity...provoke more complex questions, go deeper than just surface

### **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?***

- Very “book report” did not quite give the insight into the curriculum needed to determine areas of improvement

- Not used to writing reflection-based work so incorporate more self-reflection work into courses prior to get them to be able to think in that mindset
- Potentially open it up to a multi-model presentation to get more authentic reflection
  - Podcasting could be another possibility to get them to be able to share more self-reflection
- Overall average did improve from previous assessment

**2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for DEC200 students finishing the course?**

- 3 is a reasonable benchmark moving forward
  - Allows room for 4's

**3- Any additional observations/takeways from the attached report.**

- Look at assignment, see if there is over direction with the list of requirements taking away from freedom of reflection
- Use certain paragraphs instead of the whole thing
- Use these examples and hold them to provide them to students who ask for examples

## Outcome Performance Report: Intercultural Knowledge

### AVERAGE BY CRITERION



**Date:** May 9, 2023

**Time:** 8:30am-2pm

**Location:** virtual

**Artifacts:** 64 artifacts; ACC210 (Spring 2023)

**Rubric:** Department chosen rubric

**Scoring system:** Outcomes Assessment Projects - Watermark

**Faculty Participants (4):** Andy Faber, Rhonda Gilreath, Diego Hernandez

**Administrative Participants:** Kerry Jones

### **Overview**

The Outcomes Assessment Day was held on April 14, 2023. 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 ACC210, four (4) faculty participated as evaluators. Faculty were chosen based on their expertise. Faculty were paid a \$150 stipend for their participation.

After a welcome, an Outcomes Assessment Projects overview was provided by Kerry Jones. All faculty were able to successfully log into the Outcomes Assessment Projects system and easily navigate the portal.

A calibration session was led by Kerry Jones. The assignment details were presented by Dr. Tom Marben 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 64 artifacts started approximately 1 hour after the start of the day. All artifacts were scored twice. All scoring was completed by 1:30pm.

After scoring was completed, Outcomes Assessment Projects allowed an immediate review of the outcomes assessment data. **The average score for the 9 artifacts was 3.65 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 ACC210 student. Suggestions for increasing competencies were discussed. It should be noted that the Outcomes Assessment Projects 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 Outcomes Assessment Projects 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 2024.

### **Review of Data: Analysis**

- It is a comprehensive assignment, building on what the students have been doing throughout the course
- Steps them through a month worth of transactions, records the changes at the end, has them make a ledger at the end
- Lots of steps and blanks that they need to fill in
- Should be looking at the balance sheet today (requires the student to do all other parts correctly in order to get the correct balance sheet)
- Some students did not follow the directions so submissions differed (some show the worksheet and are not a reflection of the balance sheet).

### **Review of Process: Analysis**

- A third scoring has been added versus the prior two
- Pre-post assessment reflection
  - Was CQ transitioning to IAA
- Can be very useful for curriculum evaluation for program administration

### **Preparation details:**

Kerry Jones - Coordinator of Academic Assessment

- Recruited faculty in coordination with the Vice Provost
- Created training documents for participants
- Provided copies of the chosen 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 ACC210 and removing every third name for random selection
  - Uploading rosters to 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:**

- Program outcome 2.1.3 - Analyzing transactions.
  - DH - Should it be a paper that they discuss their analysis?
  - AF - If the journal entry is correct, we can assume that the assignment is correct. Tom M. - transactions are in a sentence form that convert into a journal entry.
- We can only see so much on the balance sheet. When instructors score in LAT, they can go back into the learning system (McGraw-Hill) and see more details, if necessary.
- A four can be determined by if the student presents a balanced balance sheet (the assumption is the transactions were analyzed correctly)
  - Two or Three would be applicable if the balance sheet was not balanced (but ultimately up to the scorer to determine based on the other transactions as determined by the student)

- Blank spaces are supposed to be there (creative design by publisher used to bait the students)
- Some samples won't show the green check mark or red 'x' so you will have to use best judgment to determine if the values appear to be correct (ex. cash highest value)

## **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 ACC210 artifacts?***

- Consistent with historical data
- Students either got it or they didn't
- Long project, work through some in class
- Two/Three's...submitted portions of the balance sheet but not the whole sheet with the adjustments...still showed analyzation
  - If they were missing labels or had all the parts of the balance sheet but listed them out of order (ex. Cash was not listed first).
  - Had portions correct but missed the answer by a dollar so it did not balance
  - Rounding issues...not a four but still got the concept
- Freshman/Sophomore level course...used as a prereq course

### ***2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for ACC210 students finishing the course?***

- Assignment is still measuring what it is supposed to and is successful in bringing together everything that was taught over the duration of the course...is comprehensive and is applicable to all who take the course despite the major
- Students enjoy the assignment
- Helps in report writing and develops students understanding
- 3.0/4 & 3.5/4 continues to be a good benchmark for this assignment

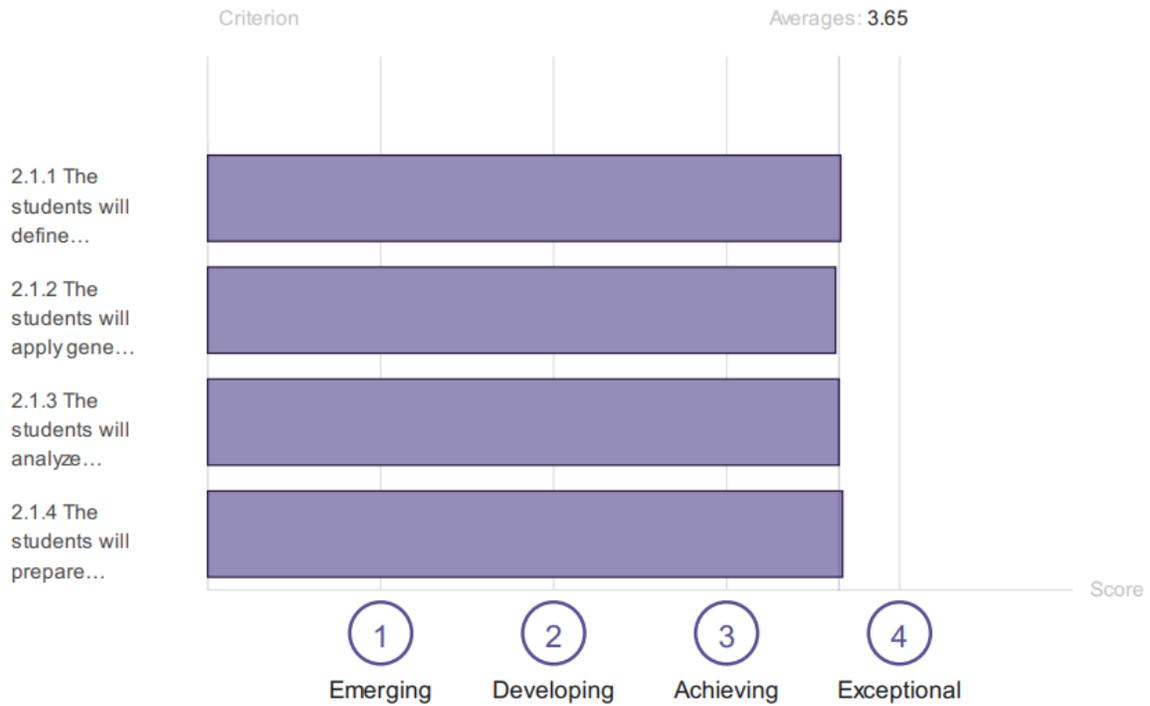
### ***3- Any additional observations/takeways from the attached report.***

- Submission could potentially be expanded to gain a better measure but ultimately it comes down to the balance sheet being correct...if it is incorrect then the assumption can be made that somewhere along the line they messed up on an entry
- Wording on the rubric could be tweaked to be more applicable (ex. 2.1.1 wording, *analyzing* transactions, *defining* (hard to define in quantitative assignment))
- Some students struggled to reduce their screen size enough to be able to capture the entire balance sheet (score these or mark unscorable)
- Next year, submit the dynamic scored version (assignment shows green check or red "x" to make evaluation better/faster) and clarify submission
- Add a zero to the rubric (As it is in Taskstream)
  - Zero: turned in correct assignment but just completely messed up
  - Unscorable: Turned in wrong assignment
- Look at the deviation to determine if there needs to be some calibration or areas that need to be addressed

- Combine (Or remove 2.1.1) 2.1.1 and 2.1.2 because they are virtually the same...therefore there would only be three criterias to measure instead of four
  - Updated rubric needed (Andy is working on this)

### Outcome Performance Report: ACC210

#### AVERAGE BY CRITERION



**Date:** May 10, 2023

**Time:** 9am-2pm

**Location:** virtual

**Artifacts:** 51 artifacts; SCS270 (CJ & SS – Fall 2022 & Spring 2023)

**Rubric:** Department chosen rubric

**Scoring system:** Outcomes Assessment Projects - Watermark

**Faculty Participants (4):** Erin Dean, Sandra Miller, Michael Curtis, Nick Reinhard

**Administrative Participants:** Kerry Jones

### **Overview**

The Outcomes Assessment Day was held on May 10, 2023. 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 SCS470, four (4) faculty participated as evaluators. Faculty were chosen based on their expertise. Faculty were paid a \$150 stipend for their participation.

After a welcome, an Outcomes Assessment Projects overview was provided by Kerry Jones. All faculty were able to successfully log into the Outcomes Assessment Projects system and easily navigate the portal.

A calibration session was led by Kerry Jones. The assignment details were presented by Dr. Erin Dean 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 51 artifacts started approximately 1 hour after the start of the day. All artifacts were scored twice. All scoring was completed by 1:30pm.

After scoring was completed, Outcomes Assessment Projects allowed an immediate review of the outcomes assessment data. **The average score for the 9 artifacts Social Sciences artifacts was 2.28 pts on a 4 pt scale. The average score for the 42 artifacts Criminal Justice artifacts was 3.54 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 SCS470 student. Suggestions for increasing competencies were discussed. It should be noted that the Outcomes Assessment Projects 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 Outcomes Assessment Projects 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 2024.

#### **Review of Data: Analysis**

- Same class (SCS470), but looking at Social Science (Site supervisor form) and Criminal Justice (Internship final paper)
- Two rubrics being used
- CJ-Internship paper
  - Daily log of hours, daily journal of activities
  - Paper: who did you follow, meet, what did you learn, how does it compare to what you've learned in class, *theory and concepts* is critical component that you should look for
- Evaluation Form
  - Supervisor is tasked with rating the student
  - Are they ready to work in the industry, would you hire them

#### **Review of Process: Analysis**

- This is the first scoring. The students in each internship complete both, but CJ uses the Internship paper and Social Sciences uses the supervisor evaluation form as the key assessment.

#### **Preparation details:**

Kerry Jones - Coordinator of Academic Assessment

- Recruited faculty in coordination with the Vice Provost
- Created training documents for participants
- Provided copies of the chosen 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 SCS470
    - Uploading rosters to system
    - Uploaded each artifact manually to 51 student accounts
    - Set up evaluators in the system
    - Set up scoring system (2 scores on each document)
    - Opened system for scoring

#### **Calibration details:**

- Evaluation form:
  - Pay attention to what is in the parenthesis of the blue box on scoring rubric
  - Performance: correlates to the first point on scoring rubric (#'s 2,3,5,7,8,9 on supervisor form)

- Compare to other students: correlates to the second point on scoring rubric (#13 on supervisor form)
- Is the student prepared to work in the field: correlates to the second point on scoring rubric (#14 on supervisor form)
- Internship Paper:
  - Looking for concept and theory, references, connection to class concepts, in-text citation, personal experiences (not so much just comparing)

## **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 SCS470 artifacts?***

- Supervisor Evaluation Form:
  - Pretty cut and dry
  - Easy score
  - Not as in depth as the paper
  - Correlation of numbers helped when scoring
- Internship Paper:
  - Students are not catching what is actually expected of them in writing the paper
    - Lack of theory and concept
  - Clear lack of ability to follow instructions
  - Papers not reflecting the level of professionalism expected
  - Assumption that they are using other papers that they have submitted and just altering slightly
  - Lack of citations and references

### ***2- Based on the data, going forward, what would be considered the benchmark level (assessment goal) for SCS470 students finishing the course?***

- Supervisor Evaluation Form:
  - Current benchmark seems reasonable
  - Avg. 3.54 is strong considering four different evaluators
  - Is a strong evaluation of outcome four which is what we are trying to measure
    - Allows supervisor reflection and not just student reflection
- Internship Paper:
  - Students are learning

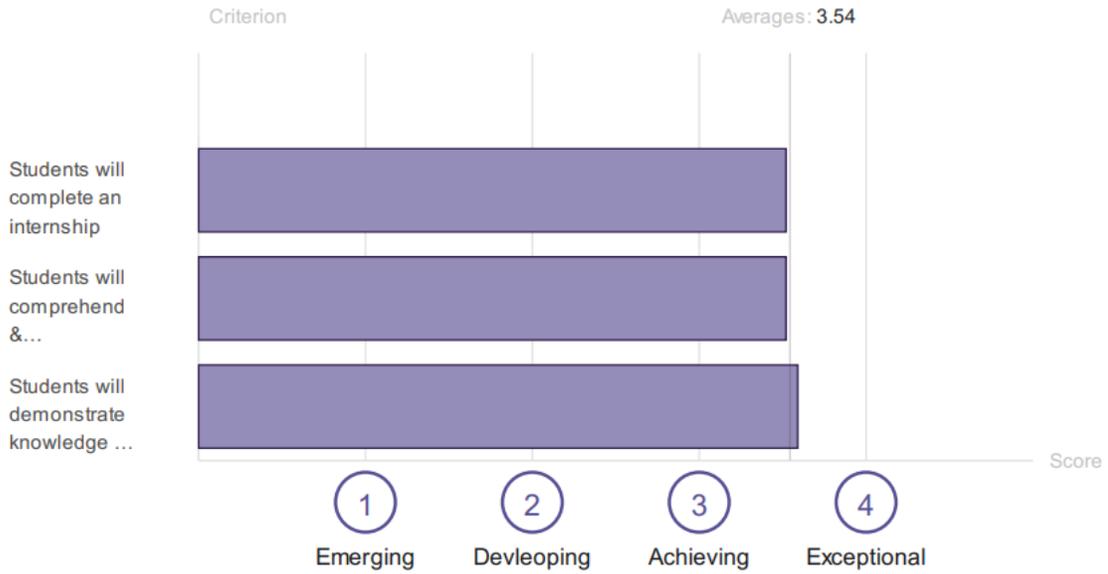
### ***3- Any additional observations/takeways from the attached report.***

- Supervisor Evaluation Form:
  - Potentially use the supervisor form used today in the Moodle shell to make grading/points awarded more uniform across all staff
  - Add question to supervisor form regarding ethical codes...students ability to demonstrate

- Potentially add a spot for supervisor to explain N/A or scoring for students so that there is a better understanding of areas of improvement (gives insight to whether student was prepared enough/made available to the information from the instructor as well as if the supervisor has a clear understanding of what exactly they are supposed to be evaluating/looking for within the intern)
- Possibly convert to a fillable PDF form so it becomes easier for supervisors to fill out
- Rubric should have the reference to item numbers (Ex. Performance: correlates to the first point on scoring rubric (#'s 2,3,5,7,8,9 on supervisor form)
  - Potential discussion for a revision to the Internship Guide packet to make it more applicable to each school
- Internship Paper:
  - Students are not reading the Internship Guide (struggling to fill out the information needed)...just skipping to page 5 to the supervisor form
  - Good at talking about their experiences but struggled to reflect on supervisor/professionalism and their relation to class work
  - Students do not have access to any of their prior course books or moodle shells that allow them to make those strong connections to past classes
  - Instead of a ten page paper...explore alternative options (video, powerpoint, etc.)
    - Or provide a template with the headings so that it is laid out for students and they can have a physical checklist of the points that they have to hit within the project
  - Those taking the internship in the Summer do not have access to the Moodle shell until the Fall
  - Having a workshop to help students get more information about how to find an internship, what information is needed, etc.
  -

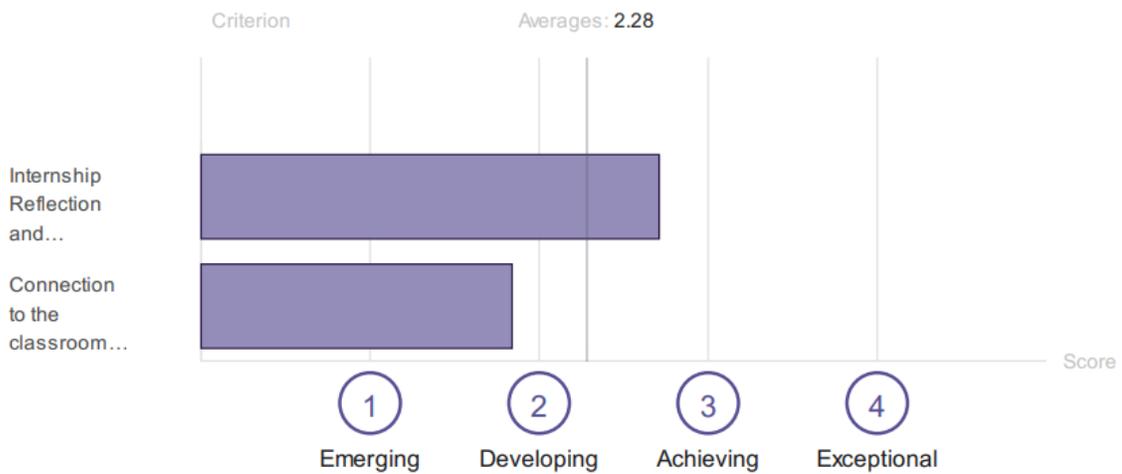
## Outcome Performance Report: SCS470 Internship Social Sciences

### AVERAGE BY CRITERION



## Outcome Performance Report: SCS470 Internship CJ

### AVERAGE BY CRITERION



## Assessment Findings

### Finding per Measure

#### Behavioral and Social Sciences

##### Outcome

**Outcome: Attendees will be able to understand a transdisciplinary framework for new understandings and mental health and in treating mental illness**

##### ▼ **Measure:** Creativity and Mental Health Day

##### Details/Description:

This presentation will discuss the historical and scientific relationships between madness/insanity and creativity, both as an expression of neurological and psychological diversity and as a tool for expressing and healing a wounded psyche. Both present and prior research will be used to illuminate the connection between mental health and the expressive arts. The presentation will also briefly discuss the speakers' research that examined the interrelationships between mental health measures, demographic variables, and measures of creativity. Insights gained from how the concept and production of creativity relate to multidimensional mental health variables and may provide further directions for the assessment and expressive treatments of mental health issues. Hands-on exploration will be included.

Assessment will be written evaluation but also qualitative narrative responses.

##### Acceptable Target:

At least marked Agree for many/most responses

Ideal Target:	At least marked Agree for many/most responses
Implementation Plan (timeline):	3/10/23
Key/Responsible Personnel:	Dr. Jonathan Appel, Professor of Psychology and Criminal Justice

### Findings for Creativity and Mental Health Day

Summary of Findings:	All targets set where met and exceeded. Over 90% of the evaluations were marked at "Strongly Agreed". None were marked below Agreed. Qualitative comments all were positive and included such statements as "I liked it"; Speakers were very knowledgeable and engaging.
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	Advertise events to staff and outside public. Also include students as program designers and leaders.
Reflections/Notes:	25 participants attended the event, majority were TU students, and Performing Arts Faculty--but also included one housekeeping staff and one Heidelberg Student. Event occurred right before Art Gallery Show opening--and this created a nice theme day event that had spillover.

## Career Services

Outcome

**Outcome: Professionalism/Work Ethic**

Learn the importance of setting impact goals

▼ **Measure:** Advance Resume Workshop

Details/Description:	Students will have an opportunity to start with doing an energizer to get started that challenges students to use 5 words or less to describe themselves to someone that does not know them. (This exercise will get the students focused on understanding the importance of maximizing their words when writing a impact statement) Students will have an opportunity to go over case studies dealing with both duty statements and professional summaries
Acceptable Target:	Depending on the knowledge of the pre survey for each question, we would like to see a 10% increase in knowledge gained
Ideal Target:	We would like to see 30% increase in knowledge gained for each question
Implementation Plan (timeline):	1/27/23
Key/Responsible Personnel:	Dakel Patterson

**Findings for Advance Resume Workshop**

Summary of Findings:	No data- There were no students that attended
Results :	Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away
Recommendations:	Look to partner with other departments on campus. Make this event in-person instead of Zoom.
Reflections/Notes:	This event was heavily promoted to faculty/staff/ and students using multiple modes of communication. Using social media, email, TU-mobile app, College Central Network, and flyers around campus this

event still was unable to populate interest. The belief is having it on Zoom would allow for students that left for the weekend on Thursday the opportunity to attend remotely.

## Education Program

### Outcome

**Outcome: Indicate an understanding of the process of applying for substitute teaching. Identify what it takes to be a successful substitute teacher.**

#### ▼ **Measure:** Virtual Zoom Subbing Seminar

Details/Description:	Did you know you can now make money and earn hours toward your retirement substitute teaching without a license or degree? Dr. Vance, our Coordinator of Education will host a representative from local school districts to discuss the process for completing a substitute teaching application and how to be a successful substitute teacher during this zoom session (A link will be provided in a calendar invite).
Acceptable Target:	15% attendance of program students (5 students) Level of understanding rated % Lists 1 item to be a successful substitute
Ideal Target:	25% attendance of program students (8 students) Level of understanding rated 5/5 Lists 2 items to be a successful substitute
Implementation Plan (timeline):	January 13th, 1-2 PM
Key/Responsible Personnel:	Dr. Vance, Dr. Meadows

## Findings for Virtual Zoom Subbing Seminar

**Summary of Findings:** Attendance: 4 students (Tanner Alsept, Haley McClain, Caleb Carroll, Ashley Bainter).  
Admins: Dan Clark, Lindsay Vance, Michelle Meadows, Kerry Jones, Melissa Hoffman, Bob Boes (TU schools).

**Recommendations:** Due to the small interest, it might be helpful to hold additional subbing meetings to discuss filling out the application and ideas for classroom management as a substitute teacher.

**Reflections/Notes:** Although not as many students showed up as we were hoping for, we were happy that four students did show up. The zoom meeting was recorded and shared with all students in the program through email. We did receive a few questions from this email, and one student came to my office for help filling out the substitute teaching application that did not attend the seminar. This event was marketed through our Instagram app, email to students as a calendar invite, and the TU Mobile app to all students on campus. Only education students attended.

**Outcome: Indicate an understanding of self-efficacy and its relation to teaching. Identify how to improve your own and your students' self-efficacy skills**

*Marked obsolete by Michelle Meadows on 05/04/2023 4:00:31 pm EDT*

▼ **Measure:** Self Efficacy Seminar, Chisholm Auditorium

Details/Description:	Have you ever wondered how you can improve your self-efficacy skills and also instill this in your future students? Dr. Clark, our Dean of Education will present on the topic of Self-Efficacy and will also have a social with treats in Chisholm.
Acceptable Target:	15% attendance of program students (5 students) Level of understanding rated % Lists 1 item to increase self-efficacy in self or students
Ideal Target:	25% attendance of program students (8 students) Level of understanding rated 5/5 Lists 2 items to increase self-efficacy in self or students
Implementation Plan (timeline):	February 3, 1-2 PM
Key/Responsible Personnel:	Dr. Clark, Dr. Meadows

**Findings for Self Efficacy Seminar, Chisholm Auditorium**

Summary of Findings:	No students attended this event. Jason Bock, Shana Holzer, Dan Clark, and I were there.
Results :	Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away
Recommendations:	Maybe our students prefer zoom or virtual events on fridays since not all of them live on campus? We are going to collect information from them during our dragon education club meeting Wednesday, February 15th to see why noone came to this event and suggest changes to the future events that are also similar in nature (learning seminars). What do students want? How do they want it (on campus/virtual)?
Reflections/Notes:	This event was on campus. It was advertised on the Instagram app, in email through a calendar invite, and on the TU mobile app for all students on campus to attend. Dan made popcorn, brought in chocolate covered

pretzels, and cupcakes. I shared these food items and the chance to win a gift card for just attending the event, with no luck.

**Outcome: Indicate an understanding of leadership and its relation to teaching. Identify how to improve your own and your students' leadership skills**

*Marked obsolete by Michelle Meadows on 05/04/2023 4:00:52 pm EDT*

▼ **Measure:** Andragogy vs. pedagogy seminar

Details/Description:

Dr. Clark, Dean of Education will present on the topic of Andragogy- how this is different from pedagogy and how it applies to teaching high school students. The second part of the hour we will share videos of past graduates as they will discuss strategies for success as a first-year teacher, tips for success in the program, and tips on finding a job. Coffee social after!

Acceptable Target:

Learning Outcomes:  
Indicate an understanding of andragogy and its relation to teaching.  
Identify andragogical practices that can be used when planning lessons.  
Reflect on their knowledge through this seminar and its application to their career.

Assessment: Google Forms Survey

Acceptable Target:  
15% attendance of program students (5 students)  
Level of understanding rated %

Lists 1 practice for andragogy when planning

Ideal Target:

Ideal Target:

25% attendance of program students (8 students)

Level of understanding rated 5/5

Lists 2 practices for andragogy when planning

Implementation Plan  
(timeline):

April 14, 1-2 PM

Key/Responsible

Dr. Clark

Personnel:

### Findings for Andragogy vs. pedagogy seminar

Summary of Findings:

Attendance: 0 students, 8 staff/faculty from  
COEL

Outcomes: n/a

Acceptable Target: not met

Ideal Target: not met

Results :

Acceptable Target Achievement: Not Met;

Ideal Target Achievement : Moving Away

Recommendations:

Recommendations: After sending out a survey to our students, and many stated to host events on days they dont have class, and many are free from 12-1 so we will try a new time in the fall. Also, we will try to host lunches as we had some students show to those as well. In addition, we will do topics students chose as well from this survey.

Reflections/Notes:

Reflection: same as above

▼ **Measure:** Seminar, Chisholm Auditorium

Details/Description:	Dr. Clark will present on the topic of Leadership for you and your students in and outside of the classroom. A social afterward will take place with a popcorn machine!
Acceptable Target:	15% attendance of program students (5 students) Level of understanding rated % Lists 1 item to be a successful leader
Ideal Target:	25% attendance of program students (8 students) Level of understanding rated 5/5 Lists 2 items to be a successful leader
Implementation Plan (timeline):	March 10, 1-2 PM
Key/Responsible Personnel:	Dr. Clark, Dr. Meadows

#### Findings for Seminar, Chisholm Auditorium

Summary of Findings:	Attendance: 0 students  Outcomes: n/a Acceptable Target: not met Ideal Target: not met
Results :	Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away
Recommendations:	Recommendations: same as above
Reflections/Notes:	Reflection: same as above

### School of Business

Outcome

**Outcome: Networking and Relationship Building**

▼ **Measure:** Summit to Success  
*Indirect - Survey*

Details/Description:	A survey will be given to students via google documents
Acceptable Target:	75% of the students connected with at least one speaker that enhanced their career network
Ideal Target:	90% of the students connected with at least two speakers that enhanced their career network
Implementation Plan (timeline):	March 21, 2023
Key/Responsible Personnel:	Corri Miller and Becky Abraham

Findings for Summit to Success

*No Findings Added*

**Outcome: Moderators will expand their network in the sports industry**

▼ **Measure:** Virtual Sport & Fitness Showcase  
*Indirect - Survey*

Details/Description:	Moderators will be emailed a request to complete a brief follow up survey with a question asking if they plan to follow up and connect with any of the speakers from the virtual showcase
Acceptable Target:	90%
Ideal Target:	100%
Implementation Plan (timeline):	February 17, 2023

Key/Responsible  
Personnel:

Dr. Bonnie Tiell & Rick Goeb

#### Findings for Virtual Sport & Fitness Showcase

Summary of Findings:	Nine of the 12 moderators completed the survey and six of the 9 contacted a speaker after via email or social media.
Results :	Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching
Recommendations:	Provide moderators with thank you cards and addresses to send to speakers. Remind the moderators to connect with at least one of the speakers after the program.
Reflections/Notes:	This year was the second program using student moderators. Training of moderators is imperative and while suggesting that they connect with a speaker is helpful, the students need to be reminded to follow up.

**Outcome: Students will tour museums and other areas of interest to build knowledge of cultures outside their own.**

▼ **Measure:** Visit to Carnegie Natural History/Visit to Pittsburgh Strip District  
*Indirect - Focus Group*

Details/Description: Discuss will take place with participants regarding the cultural knowledge that was learned from the experiences during the trip.

Acceptable Target: Participants will gain knowledge regarding two aspects of a culture that is not their own.

Ideal Target:	Participants will gain knowledge regarding three aspects of a culture that is not their own.
Implementation Plan (timeline):	March 31 and April 1
Key/Responsible Personnel:	March 31 and April 1

### Findings for Visit to Carnegie Natural History/Visit to Pittsburgh Strip District

Summary of Findings:	<p>The Carnegie Natural History Museum had exhibits regarding many different cultures. One exhibit was artwork created in the aftermath of Hiroshima. An additional exhibit was artifacts from Native Americans. An additional exhibit was from Artic Natives and the struggles faced in this region.</p> <p>Different ethnic stores were explored by participants including: Italian Foods, Asian Foods, and Native American merchandise.</p>
Results :	<p>Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p>
Recommendations:	NA
Reflections/Notes:	<p>Participants gained insights not only into intentional aspects of culture, such as museum exhibits, but many other cultural experiences throughout the trip. Participants were exposed to cultural aspects by traveling through different areas of the city, dining in different restaurants, and other cultural experiences throughout the trip.</p>

### Overall Recommendations

No text specified

### Overall Reflection

No text specified

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