**September, 2012**

**Learning Goals and Assessment Methods:**

**Undergraduate Academic Programs (Non-Accredited)**

**Accounting**

**Learning Goals**

1. The knowledge and tools needed to obtain meaningful employment and have successful careers directly or indirectly involving accounting.
2. The analytical competencies to understand the application of accounting procedures, statements, and systems to the measurement of the financial well-being of organizations
3. The ability to use financial information for management decision-making, specifically in planning and budgeting as well as in controlling and evaluating performance.
4. The capability to critically and reflectively engage ethical issues in accounting, particularly questions of professional practice.
5. The Accounting-Public Major has one additional goal: to help students develop the necessary qualifications to sit for the Uniform Certified Public Accounting Examination.

**Assessment Method**

1. Goals 1-4: examination of course requirements
2. Goals 1-4: graduate survey
3. Goal 2: evaluation of student participation in Accounting Seminar.
4. Goal 5: evaluation of program’s correspondence with Ohio requirements for CPA exam.

**American Studies**

**Learning Goals**

1. Students will be able to formulate an argument that supports a claim about what their research reveals about America (e.g., what Americans believe or value in particular contexts).
2. Students will engage in original research that communicates an argument in well-written English and with an organized structure.

**Assessment Method**

Senior Seminar rubric evaluation.

**Art**

**Learning Goals**

1. Development of two and three dimensional artwork.
2. Development of research regarding criteria for establishing value in art.
3. Development of quality writing in relationship to research and the study of art history topics.
4. Development and research of an interdisciplinary study of an academic discipline to the field of art.
5. Research and study of the diversity of culture regarding the world of art.

**Assessment Method**

Senior Seminar rubric evaluation of portfolio containing images and written work.

**Biology**

**Learning Goals**

1. Biology graduates should have obtained a broad understanding of biology through exposure to several of the following disciplines: evolution, ecology, cell biology, genetics, molecular biology, physiology, neurobiology and morphology.
2. Biology graduates should have identified and prepared themselves for a fulfilling professional career.
3. Biology graduates should have well developed critical thinking and problem solving skills.
4. Biology graduates should have an understanding of the scientific process as a unique form of human inquiry.

**Assessment Method**

1. Biology ETS exam.
2. Alumni survey.
3. Freshman/Senior comparision instrument.
4. Senior exist survey.

**Business**

**Learning Goals**

1. Graduates will have the necesseary preparation to begin to build and sustain a career as a professional business person.
2. Graduates will be able to write on an appropriate level so that they may communicate effectively and efficiently.
3. Graduates will be able to develop and implement professional documentation so that secondary resources are properly verified and credited.
4. Graduates will be able to develop the values of a strong work ethic, as well as possessing the ability to work proactively without supervision.
5. Graduates will be be able to offer cogent comments during discussions and/or formal and informal presentations with their professors/peers that demonstrate an ability to communicate effectively.

**Assessment Method**

1. Professional Development Workshop Course: Goals 2,4,5.
2. Senior Seminar rubric evaluation: Goals 2,3,4.
3. Alumni Survey: Goals 1,5.

**Chemistry**

**Learning Goals**

1. Chemistry majors should be able to think critically and be competent problem-solvers. They should be able to analyze data, apply appropriate techniques to arrive at a solution, test the correctness of their solution, identify sources of error, interpret results, and be able to inter-relate their results to other areas of chemistry.
2. Chemistry majors should be able to design and set up experiments, use instrumental methods of analysis, be able to deal with hazards associated with chemicals and apparatus, and be competent users of basic software, such as word processing, spreadsheets, and graphics programs.
3. Chemistry majors should be able to express, orally and in writing, their understanding of core chemical principles, the results of experiments and their analyses of problems.

**Assessment Method**

1. Senior Capstone rubric evaluation.
2. Class tests and other assignments.
3. Comprehensive and/or standardized exams.
4. Graduate surveys.

**Child and Family Studies**

**Learning Goals**

1. Investigation of a meaningful problem.
2. Identification of major concepts and theories related to child and family studies.
3. Integration of research and theory.
4. Critical analysis of research and theory.

**Assessment Method**

Senior Seminar rubric evaluation

**Christian Education**

**Learning Goals**

1. Knowledge of fundamental content.
2. Knowledge of and ability to use key resources for religious study.
3. Demonstrate an ability to formulate and present an argument for a topic in religious study.

**Assessment Method**

1. Goal 1: Course requirements such as written assignments, and class presentations.
2. Goal 2: Papers written in coureses and senior seminar project.
3. Goal 3:  Senior Seminar rubric evaluation.

**Communication**

**Learning Goals**

1. Students will be able to define meaningful issues and problems according to their chosen discipline.
2. Students will be able to formulate a position, a solution, or an argument according to the principles of their chose discipline.
3. Students will communicate their position, solution or argument effectively to an appropriate audience

**Assessment Method**

1. Mentoring: senior seminar mentors are selected.
2. Mentoring and seminar instruction.
3. Evaluation of work in poster session.
4. Seminar grades assigned by mentors.

**Community Health**

**Learning Goals**

1. Show familiarity with critical health principles and major issues related to community health.
2. Understand and apply basic experimental methodology, design, and data analysis.
3. Discuss historical trends and theoretical perspectives that inform the field of community health
4. Demonstrate information competence and the ability to use specialized computer programs and other informational technology as needed
5. Communicate effectively in a variety of formats
6. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline.

**Assessment Method**

1. Embedded course assignments.
2. Senior Seminar rubric evaluation.

**Computer Science**

1. Demonstrate a comprehensive understanding of the core body of knowledge of Computer Science.
2. Demonstrate advanced knowledge of Computer Science that goes beyond the core body of knowledge.
3. Be able to perform, or participate effectively in a team that performs the identification, definition and analysis of a loosely specified problem and the design, implementation, and testing of a solution to that problem.
4. Demonstrate communication (both written and oral) skills that support the practice of Computer Science.
5. Demonstrate an involvement with Computer Science profession that goes beyond the classroom.

**Assessment Method**

Embedded final exam questions in all courses.

**Conservation Science**

**Learning Goals**

1. Conservation Science graduates should command a rigorous understanding of the guiding principles & concepts as well as important points of content knowledge that frame modern biology because biology provides the scientific basis for all conservation planning.
2. Conservation Science graduates should have developed an understanding of how contemporary conservation science identifies and addresses important problems.
3. Conservation Science graduates should have a basic understanding of principles beyond science that guide successful conservation planning including those that hale from economics, policy development & implementation and ethics.
4. Conservation Science graduates should have well developed critical thinking and problem solving skills.
5. Conservation Science graduates should have identified and prepared themselves for a fulfilling professional career.

**Assessment Method**

1. Goal 1: ETS biology field exam.
2. Goals 2, 4: Biology Department freshman and senior exam.
3. Goal 3: Evaluation of student case study review of a problem.
4. Goal 5: Biology senior exit exam.

**Criminal Justice**

**Learning Goals**

1. The criminal justice major will demonstrate an understanding of the basic components of the criminal justice system.
2. The criminal justice major will demonstrate an understanding of the functions of each component of the criminal justice system and the inter- relations of the components.
3. The criminal justice major will demonstrate the ability to conduct research on a criminal justice related topic.
4. The criminal justice major will be adequately prepared for a criminal justice career.

**Assessment Method**

1. Comprehensive examination.
2. Student feedback on survey.

**Digital Media Design**

**Learning Goals**

1. Students will be able to define meaningful issues and problems according to their chosen discipline.
2. Students will be able to formulate a position, a solution, or an argument according to the principles of their chose discipline.
3. Students will communicate their position, solution or argument effectively to an appropriate audience.

**Assessment Method**

1. Mentoring: senior seminar mentors are selected.
2. Mentoring and seminar instruction.
3. Evaluation of work in poster session.
4. Seminar grades assigned by mentors.

**Earth Science**

**Learning Goals**

1. Students will learn to identify sedimentary rocks, be familiar with sedimentary structures, sedimentary environments, and the principles of stratigraphy.
2. Students will learn to identify igneous and metamorphic rocks, be familiar with the chemical and physical principles associated with their formation and description.
3. Students will be familiar with various field and mapping techniques, different types of geological structures and the principles of plate tectonics.

**Assessment Method**

Exit exam.

**Economics**

**Learning Goals**

1. Graduates will have the necesseary preparation to begin to build and sustain a career as a professional business person.
2. Graduates will be able to write on an appropriate level so that they may communicate effectively and efficiently.
3. Graduates will be able to develop and implement professional documentation so that secondary resources are properly verified and credited.
4. Graduates will be able to develop the values of a strong work ethic, as well as possessing the ability to work proactively without supervision.
5. Graduates will be be able to offer cogent comments during discussions and/or formal and informal presentations with their professors/peers that demonstrate an ability to communicate effectively.

**Assessment Method**

1. Professional Development Workshop Course: Goals 2,4,5.
2. Senior Seminar rubric evaluation: Goals 2,3,4.
3. Alumni Survey: Goals 1,5.

**English**

**Learning Goals**

1. Students will demonstrate the ability to write clearly and effectively in critical and/or creative modes.
2. Students will demonstrate the ability to think critically about literature, language, and culture.
3. Students will demonstrate the ability to recognize canonical authors and works in their historical contexts, including an understanding of literatry techinques, formal devices, and genres.

**Assessment Method**

1. Embedded questions in British Literature I, II, American Literature I, II.
2. Portfolio Evaluation
3. Senior seminar paper rubric evaluation.

**Environmental Science**

**Learning Goals**

1. Students will demonstrate an understanding of chemistry, biology, geology, mathematics, and physics as they apply to the discipline.
2. Students will be able to communicate effectively the results of scientific inquires into environmental issues.
3. Enter and compete in graduate or professional school programs, or be able to secure employment in the discipline.
4. **“Stretch” Goal:** Prior to graduation,50% of students within the program will either perform internships within the field of environmental science, present research results at appropriate regional and national meetings, or publish research results in scholarly journals.

**Assessment Method**

1. Goal 1: Exam administered in EVSC 421.
2. Goal 2: Rubric assignments EVSC 121 and 421, comparison.
3. Goals 3 and 4: Tallies of entry in graduate or professional school programs, secure employment, or perform internships and present research results.

**French**

**Learning Goals**

1. Communicative competence.
2. Grammatical accuracy.
3. Extracurricular activities related to the target culture.

**Assessment Method**

1. Capstone presentation, oral proficiency interviews.
2. Capstone paper rubric evaluation.
3. Extracurricular activities related to target culture.
4. Study abroad.
5. Culturally related authentic materials.

**Geology**

**Learning Goals**

1. Students will learn to identify sedimentary rocks, be familiar with sedimentary structures, sedimentary environments, and the principles of stratigraphy.
2. Students will learn to identify igneous and metamorphic rocks, be familiar with the chemical and physical principles associated with their formation and description.
3. Students will be familiar with various field and mapping techniques, different types of geological structures and the principles of plate tectonics.

**Assessment Method**

Exit exam.

**German**

**Learning Goals**

1. Communicative competence.
2. Grammatical accuracy.
3. Extracurricular activities related to the target culture.

**Assessment Method**

1. Capstone presentation, oral proficiency interviews.
2. Capstone paper rubric evaluation.
3. Extracurricular activities related to target culture.
4. Study abroad.
5. Culturally related authentic materials.

**Healthcare Management**

1. Show familiarity with critical health principles and major issues in health care management.
2. Understand and apply basic experimental methodology, design, and data analysis.
3. Discuss historical trends and theoretical perspectives that inform the field of health care management.
4. Demonstrate information competence and the ability to use specialized computer programs and other informational technology as needed.
5. Communicate effectively in a variety of formats.
6. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline.

**Assessment Method**

1. Embedded course assignments.
2. Senior Seminar rubric evaluation.

**Health Science**

**Learning Goals**

1. Show familiarity with critical health principles and major issues in the health science field.
2. Understand and apply basic experimental methodology, design, and data analysis
3. Discuss historical trends and theoretical perspectives that inform the field of health science
4. Demonstrate information competence and the ability to use specialized computer programs and other informational technology as needed
5. Communicate effectively in a variety of formats
6. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline.

**Assessment Method**

1. Embedded course assignments.
2. Senior Seminar rubric evaluation.

**Health Studies**

**Learning Goals**

1. Show familiarity with critical health principles and major issues in the field of health.
2. Understand and apply basic experimental methodology, design, and data analysis.
3. Discuss historical trends and theoretical perspectives that inform the field of health.
4. Demonstrate information competence and the ability to use specialized computer programs and other instructional technology as needed.
5. Communicate effectively in a variety of formats
6. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of health as a discipline.

**Assessment Method**

1. Embedded course assignments.
2. Senior Seminar rubric evaluation.

**History**

**Learning Goals**

1. History majors will develop a broad competency in the general themes of world history. This broad competency will serve as the essential backdrop for conducting, writing, and teaching history at the elementary and secondary level.
2. History majors will be able to apply the historical method to a source document.
3. History majors will learn to “think like historians:” to identify and evaluate historical arguments.
4. History majors will master the basic skills required to conduct independent research and to produce an original historical work. These skills include mastering research methods, proper citation, disciplinary writing conventions, and effective use of primary sources.

**Assessment Method**

1. PRAXIS II History test
2. Senior Seminar evaluation form
3. History 420 Evaluation form: student and instructor
4. Senior Seminar evaluation form of final draft: instructor

**Humanities**

**Learning Goals**

1. Students will be able to pursue, through research, an idea of interest.
2. Through a written product, students will present her or his findings in the form of scholarly analysis and argument.

**Assessment Method**

Senior Seminar rubric evaluation

**Information Systems**

**Learning Goals**

1. Participate in the development of organizational strategy by bringing the IT-perspective to bear.
2. Design and implement IT solutions that balance technical and business requirements.
3. Manage projects to balance cost, schedule, quality and scope.
4. Manage information systems that are secure, reliable, efficient, and responsive.
5. Communicate effectively in the contexts of business management and information technology,

**Assessment Method**

1. Couse evaluations.
2. Senior Seminar rubric evaluation.

**International Affairs**

**Learning goals**

1. International Affairs majors will understand the historical development of regions, nations, peoples and ideologies.
2. International Affairs majors will develop an understanding of international institutions, trade, finance, and development.
3. International Affairs majors will develop foreign language skills and an understanding of different cultures.

**Assessment Method**

1. Student self-assessment Questionnaire about coursework and senior seminar.
2. Senior Seminar rubric evaluation.

**International Business**

**Learning Goals**

1. Graduates will have the necesseary preparation to begin to build and sustain a career as a professional business person.
2. Graduates will be able to write on an appropriate level so that they may communicate effectively and efficiently.
3. Graduates will be able to develop and implement professional documentation so that secondary resources are properly verified and credited.
4. Graduates will be able to develop the values of a strong work ethic, as well as possessing the ability to work proactively without supervision.
5. Graduates will be be able to offer cogent comments during discussions and/or formal and informal presentations with their professors/peers that demonstrate an ability to communicate effectively.

**Assessment Method**

1. Professional Development Workshop Course: Goals 2,4,5.
2. Senior Seminar rubric evaluation: Goals 2,3,4.
3. Alumni Survey: Goals 1,5.

**Journalism**

**Learning Goals**

1. The journalism major will understand the basic principles of journalism, including accuracy, completeness, balance, fairness, and objectivity.
2. The journalism major will be able to demonstrate the ability to research, write, and produce news and feature stories in multiple media formats.
3. The journalism major will demonstrate familiarity with current ethical issues in media.

**Assessment Method**

1. Portfolio
2. Senior Seminar rubric evaluation
3. Review of Journalism Education Reflection Essay

**Mathematics**

1. A mastery of a rich and diverse set of mathematical ideas and of mathematics as an engaging field with contemporary open questions.
2. The ability to think analytically and critically, to form and solve problems, and to interpret their solutions.
3. Understanding and appreciation of the value and validity of careful reasoning, precise definition, and close argument.
4. The ability to apply knowledge from branch of mathematics to another or from one branch of mathematics to anotehr discipline of study.
5. The ability to use a variety of technological tools.
6. The ability to communicate mathematics both orally and in writing and to read mathematics with comprehension.

**Assessment Method**

Embedded final exam questions in all courses.

**Molecular Biology**

**Learning Goals**

1. Demonstrate an understanding of chemistry and biology principles as they apply to the discipline.
2. Demonstrate well-developed critical-thinking and problem-solving skills.
3. Communicate effectively, orally and in writing, their understanding of scientific inquiries in the field of molecular biology.
4. Secure admission into graduate or professional programs, or employment in related fields.

**Assessment Method**

1. Senior Seminar rubric evaluation.
2. Paper Evaluation Comparison: MBIO 211 and MBIO 411.
3. Comprehensive Multiple Choice Exam adminstered in MBIO 418.
4. Monitoring of Graduate Outcomes.

**Music**

**Learning Goals**

1. Understanding fundamentals of music.
2. Demonstrating knowledge of historical periods.
3. Demonstrating performance skills.
4. Appreciating the role of music in our lives.
5. Preparation for graduate school or employment.

**Assessment Method**

1. Junior qualifying exam.
2. Piano proficiency.
3. Faculty interviews.

**Neuroscience**

**Learning Goals**

1. Students will define a meaningful problem to investigate.
2. Student will review the literature surrounding the problem.
3. Student will design a research project to investigate the problem.
4. Student will use appropriate statistical methods to answer the question.
5. Student will write a manuscript detailing the project.
6. Student will present a poster and orally defend their project.

**Assessment Method**

Senior Seminar rubric evaluation.

**Philosophy**

**Learning Goals**

1. Graduates will produce coherently written philosophy papers that formulate a thesis, defend that thesis with reasons, and consider objections.
2. Graduates will be able to communicate verbally philosophical ideas and arguments in a clear and precise way.
3. Graduates will be able to research philosophical literature for the purpose of writing philosophical papers.

**Assessment Method**

1. Evaluation of paper in history of philosophy class, according to rubric.
2. Evaluation of Senior Seminar.

**Physical Education**

This major also has an accredited licensure option. The assessment protocols for both options follow those defined by the NCATE/SPA Key Licensure Assessments through the Undergraduate Initial Teacher Preparation Program.

**Physics**

**Learning Goals**

1. Demonstrate an ability to apply knowledge of mathematics and science.
2. Demonstrate an ability to design and conduct experiments, as well as to analyze and interpret data.
3. Demonstrate an ability to function on multidisciplinary teams.
4. Demonstrate an ability to identify, formulate, and solve engineering problems.
5. Demonstrate an understanding of professional and ethical responsibility.
6. Demonstrate an ability to communicate effectively.
7. Demonstrate a recognition of the need for, and an ability to engage in, life-long learning.
8. Demonstrate knowledge of contemporary issues.
9. Demonstrate an ability to compete for entry-level physics positions in industry or physics student positions in graduate school.

**Assessment Method**

1. ETS Major Field Test in Physics.
2. Senor Project—Oral Rubric.
3. Senior Project—Final Report Rurbric.

**Political Science**

**Learning Goals**

1. Political Science majors will develop broad competency in two or more disciplinary subfields (American Government, Public Administration and Policy, Comparative Politics, International Relations).
2. Political Science majors will develop quantitative and qualitative research skills.
3. Political Science majors will be able to identify and evaluate Political Science arguments, positions, and theories.
4. Political Science majors will be capable of performing independent research in the discipline.

**Assessment Method**

1. Senior Seminar rubric evaluation.
2. Alumni Survey.
3. Senior exit interviews survey.

**Psychology**

**Learning Goals**

1. Student should show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Students should understand and apply basic research methods in psychology including research design, data analysis, and interpretation.
3. Students should respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific to solve problems related to behavior and mental processes.
4. Students should understand and apply psychological principles to personal, social, and organizational issues.
5. Students should be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinning of psychology as a discipline.

**Assessment Method**

1. ETS Psychology Major Field Test.
2. Senior Seminar rubric evaluation.
3. Alumni survey.

**Public Affairs**

**Learning Goals**

1. Public Affairs majors will demonstrate broad competency in two or more disciplinary fields (Political Science, Sociology, History, and Economics).
2. Public Affairs majors will demonstrate quantitative and qualitative research skills.
3. Public Affairs majors will be able to identify and evaluate arguments, positions, and theories from Political Science, Sociology, History, and Economic perspectives.
4. Public Affairs majors will be capable of performing independent research.

**Assessment Method**

Under discussion.

**Religion**

**Learning Goals**

1) Knowledge of fundamental content

2) Knowledge of and ability to use key resources for religious study.

3)Demonstrate an ability to formulate and present an argument for a topic in religious study.

**Assessment Method**

1. Goal 1: Course requirements such as written assignments, and class presentations.
2. Goal 2: Papers written in coureses and senior seminar project.
3. Goal 3: The Senior Seminar Project.

**Sociology**

**Learning Goals**

1. Successful students apply theoretical sophistication to their work. This means they understand and can apply social theory as they do their work
2. Successful students apply methodological sophistication to their work. This means they can apply research methodology concepts and principles to their work.
3. Successful students apply the sociological imagination to their work. This means that they understand not just the micro or the everyday for the psychological, but also the macro contexts, including history and cross-cultural understandings where relevant.

**Assessment Method**

1. Rubric evaluation of oral report on capstone experience. Evaluation on Likert scale

**Spanish**

**Learning Goals**

1. Communicative competence.
2. Grammatical accuracy.
3. Extracurricular activities related to the target culture.

**Assessment Method**

1) Capstone presentation, oral proficiency interviews.

2) Capstone paper rubric evaluation.

3) Extracurricular activities related to target culture.

1. Study abroad.
2. Culturally related authentic materials.

**Theater**

**Learning Goals**

1. Students will be able to define meaningful issues and problems according to their chosen discipline.
2. Students will be able to formulate a position, a solution, or an argument according to the principles of their chose discipline.
3. Students will communicate their position, solution or argument effectively to an appropriate audience

**Assessment Method**

1. Mentoring: senior seminar mentors are selected.
2. Mentoring and seminar instruction.
3. Evaluation of work in poster session.
4. Seminar grades assigned by mentors.