

TIFFIN UNIVERSITY RESPONSE TO HIGHER LEARNING COMMISSION STAFF SUMMARY REPORT

1. **Statement** (May 31, 2013 letter from Ms. Solinski accompanying the reports):

“The Board of Trustees has the discretion to approve or deny the Change of Control, Structure or Organization. With so many issues, it is likely that the Board will be considering denial. If the Board does deny the inclusion of the joint venture in the accredited status of Tiffin, the Board will likely also consider setting a deadline by which AU/Ivy Bridge would need to be disassociated from Tiffin, and requiring a teach-out plan for students at AU/Ivy Bridge who need to remain at an accredited institution to be taught out by another institution.”

Response: This statement seems to assume that previously endorsed arrangements can be removed by the retroactive application of a policy without providing Tiffin with an opportunity to clarify the arrangement and implications.

Because of the substantial implications and the numerous misunderstandings described in this submission, Tiffin University requests a meaningful opportunity to be heard prior to HLC taking any action to discontinue educational programs already underway. Even proposed sanctions receive a hearing opportunity before they are imposed, so the removal of a program approval justifies at least a comparable opportunity to clarify issues to ensure that the conclusions are based on facts, consistent with due process and conducted in a manner permitted by HLC requirements.

HLC has failed to follow its own published policies related to due process by compelling Tiffin University to submit a Change of Control, Structure or Organization application despite the Commission’s prior inclusion of the joint venture in the institution’s last comprehensive review of its affiliation of accreditation.

As an accreditor recognized by the U.S. Department of Education under the authority provided by the Higher Education Act of 1965 (and more broadly as a key component in a government funding program), the HLC must provide its member institutions with due process prior to taking any action that would affect a member institution’s accreditation.¹ Such requirements described under the Higher Education Act include that an accreditor provide, at a minimum, the following: clear, written standards outlining the requirements for an institution to be accredited; a reasonable time for institutions to comply with the accreditor’s requests for information; written notice of allegations of non-compliance; a meaningful opportunity for the member institution to respond to the allegations; consideration of the institution’s response by the accreditor prior to any adverse action being taken; written notice of any adverse action; and the opportunity for the institution to appeal an adverse action.

¹ See 20 U.S.C. §1099b; 34 C.F.R. §602.25; *Cleveland Bd. of Educ. v. Loudermill*, 470 U.S. 532, 542 (1985); *Boddie v. Connecticut*, 401 U.S. 371, 378 (1971); *Bell v. Burson*, 402 U.S. 535, 542 (1971)).

Here, HLC seeks to retroactively apply its Change of Control, Structure or Organization Policy (“Change Policy”) to the Altius University, LLC arrangement that was created in 2007, well in advance of the publication of that policy by the Commission. Furthermore, Tiffin is only permitted 14 days as part of this “errors of fact” response to attempt to clarify the issues. If Tiffin is in danger of being out of compliance with a standard – or deemed actually out of compliance – HLC reviewers and staff have the ability to recommend a sanction and an opportunity for a hearing and a more comprehensive response. In the present situation, HLC is attempting to circumvent this process by requiring an application pursuant to the Change Policy - despite the fact no change has occurred since 2010 – and denying access to the full decision process as outlined in Policy 2.2. By compelling Tiffin University to submit an application under the Change Policy rather than conducting a substantive review of the University as a whole (which resulted in numerous positive comments about the current arrangement), the HLC has effectively denied the University access to the full procedural rights it would have available under normal circumstances.

Tiffin certainly does not intend to create an adversarial series of interactions on this point, but emphasizes that much confusion seems to exist regarding the scope of the agreement and, therefore, respectfully requests that the HLC allow a more comprehensive interaction before taking any adverse action. Tiffin also is not encouraging the imposition of a sanction to allow an opportunity to present its side of the story regarding the compliance of the programs in question. Instead, we simply want the opportunity to provide a complete response, meet with agency staff, appear before the Trustees, or do whatever is necessary to allow an accurate discussion about how Tiffin operates. We believe that has not occurred to date and, therefore, would greatly appreciate the opportunity to confirm that the agreement is compliant before any final decisions are made about operations going forward.

2. **Statement** (page 1): “Altius Education (AE), formerly Ivy Bridge Education……. .”

Response: Altius Education was never known as Ivy Bridge Education.

3. **Statement** (page 2): “Altius University, also known as Ivy Bridge College of Tiffin University (AU/Ivy Bridge) ……… .”

Response: Altius University, LLC and Ivy Bridge College of Tiffin University are two separate entities and cannot be conflated. Altius University, LLC is a joint venture between Tiffin University and Altius Education that provides marketing, call center, enrollment management, technology support, and certain student services for the delivery of TU’s online associate’s degree programs. Ivy Bridge College of Tiffin University is an academic and administrative unit of the University that operates from an academic perspective in the same way as TU’s other four schools (School of Arts and Sciences, School of Business, School of Criminal Justice and Social Sciences, and School of Graduate and Degree Completion Programs).

4. **Statement** (page 2): “Finally, the Commission also considered alternatively whether the arrangement with AU/Ivy Bridge or AE could be approved as a contractual relationship under the Commission’s Institutional Change policy.”

Response: We are not aware that any member of the team discussed with any of the individuals with whom they met whether an alternative form of contractual arrangement could be considered. We request the opportunity to explore this possibility with HLC because it would be significantly less disruptive for our students than a teach-out requirement.

5. **Statement** (page 2): “In this review the Commission considered for approval under the Commission’s Change of Control, Structure or Organization the inclusion of the joint venture, AU/Ivy Bridge College, in the accreditation of Tiffin and the related formation by Tiffin of the Limited Liability Corporation. In addition, the Commission considered whether the joint venture could be approved to be included in the accreditation of the institution based on the Commission’s policy on Components of an Accredited Institution.

In addition, while it appeared that Tiffin brought the joint venture to the attention of the Commission President and the comprehensive evaluation team in previous years, it did not properly apply for a Change of Control, Structure or Organization, or formally inquire about the need for such approval, once it became aware, or should have been aware, that the Change of Control, Structure or Organization policy was approved and operational.”

Response: These statements and all other related statements asserting that Tiffin University should have sought approval for a Change of Control, Structure or Organization, should be removed from the report, as there was no basis for HLC to claim there was a Change of Control, Structure, or Organization at Tiffin University since the adoption of the Change policy in June 2009.

Tiffin University was compelled to submit a Change of Control, Structure or Organization application (“Change Application”) to the HLC despite there not being a change at the University that requires the Commission’s approval since the Change Policy was adopted in June 2009 (discussed on page 9 of the Staff Summary Report). As stated on page 6 of the Staff Summary Report, in 2007 Tiffin University established and registered Altius University, LLC to support TU’s academic degree programs. Tiffin and Altius Education executed a licensing agreement and a program agreement to facilitate the use of Tiffin’s curriculum, referenced in the Report as the “intellectual property of Tiffin,” in furtherance of the joint venture’s purpose.

Tiffin disclosed the new entity to the Commission in 2007 as noted on page 8 of the Staff Summary Report. Also noted on page 8 is that “at the time of the reporting, the Commission had no policy that would have related to the establishment of a joint venture.” There was no basis for Tiffin to presume that the reported joint venture would not be included in the institution’s affiliation with HLC. Further, the joint venture, as an outsourced component of

Tiffin University, was reviewed as part of Tiffin's most recent comprehensive evaluation in 2009-10, and the Staff Report notes that ". . .the comprehensive evaluation team was aware of the joint venture and made generally favorable statements about it" at that time. Similar to when Tiffin informed HLC of its joint venture during its evaluation in 2009-2010, the team also reinforced the institution's understanding of the joint venture being understood by the Commission to be a partner in the institution's delivery of distance education programs.

Since the 2010 comprehensive evaluation, there have been no institutional changes related to Tiffin University's joint venture that would warrant the institution submitting an approval request to the Commission under Policy 3.2.(a) "Institutional Change Requiring Notification or Approval." In reviewing the list of activities that would require an institutional change application or a Change of Control, Structure or Organization, none of the listed activities are asserted as occurring in the Staff Summary Report. The Report does note that there is a contractual agreement related to the delivery of academic programs, but the policy requires an application upon the "initiation" of such a contract, not when an agreement has been in place through a completed transaction, as is the case with Tiffin University (and noted in the Staff Summary Report on page 2).

The implication that Tiffin University "should have known," or even that it must now submit a Change of Control, Structure or Organization application, is inconsistent with the policies in place at the time of the creation of the University's joint venture and under the policies as revised since 2007. It is not reasonable for the Commission to try to retroactively apply its current requirements on actions that occurred in 2007. Stated simply, since there was no change, the Change Policy should not apply.

6. **Statement** (page 3): "Tiffin has described its relationship to the Commission in different ways that provide conflicting information about the nature and purpose of the relationship with AU and AE regarding the delivery of programs through Ivy Bridge."

Response: We realize that the relationship is complicated and can be confusing. Basically, Tiffin partnered with AE to create Altius University, LLC to provide services for our online associate's degree programs. The services include marketing, help desk, technology support, certain student services, student recruitment, and other functions that may be outsourced by an accredited institution. Tiffin handles everything related to academics, financial aid, registration and records, and the collection of tuition payments.

7. **Statement** (page 3): "[TU's] claim to control the programs offered through AU/Ivy Bridge is in conflict with the reality that these programs are controlled by AU/Ivy Bridge and AE."

Response: All of the responsibilities that must be under the control of an accredited institution (academic, tutoring and library services, and financial aid, bursar, and registrar functions) are carried out by TU employees who ultimately report to the TU President who reports to the TU

Board. Neither AE, which provides funding, nor AU, LLC, which provides services that are not required to be carried out by the accredited institution, have any control over the functions that must be under the control of TU. In fact, TU has more control over the servicing entity (AU, LLC) than most colleges and universities that outsource these types of services because TU is part-owner of AU, LLC and many of the services have been supervised by the Campus Executive Officer, who is a TU employee who reports to the TU President. If HLC has any concerns about the role of the Campus Executive Officer, these should be resolved based on the fact that this position has been eliminated and the academic, registrar, and financial aid functions now report to senior administrators on the main campus.

In the summer of 2012, I met with you at the HLC offices in Chicago, informed you of our desire to begin the process for Ivy Bridge to become accredited as an independent institution through the senior division of the Western Association of Colleges and Schools (WASC), and asked for your guidance as to how we should proceed. You indicated that we should submit an application to HLC for Change of Control, Structure, or Organization, which we did in October of 2012, along with a Substantive Change Application for approval to create a branch campus in California. We were considering seeking independent accreditation through WASC because TU would no longer be involved once independent accreditation was achieved and the AE headquarters are in California.

As part of the process to seek independent accreditation through WASC, the Ivy Bridge entity needed to begin transitioning to branch campus status, which requires a greater degree of independence from the main campus. The challenge for us was how to operate Ivy Bridge in a more independent manner in order to prepare for the WASC accreditation process, while maintaining the appropriate controls from our main campus while HLC was evaluating our goal of moving to independent accreditation. The Staff Summary Report clearly indicates that the team feels that the process toward greater autonomy for Ivy Bridge went too far. This concern should be resolved now that we have decided not to pursue independent accreditation and have made the administrative changes to bring the operation more directly under the control of senior administrators on the main campus.

8. **Statement** (page 3): “The licensing of these programs to AU/Ivy Bridge has proceeded well beyond the single online program declared in 2010 without Tiffin seeking necessary approvals from the Commission and the Ohio Board of Regents.”

Response: TU authorizes AU, LLC to provide services to support the delivery of our three associate’s degree programs (AA- General Studies, ABA, and ACJ) through Ivy Bridge, but we do not interpret this as licensing the programs to AU, LLC. All three of these programs were being delivered with the assistance of the AU, LLC services when the HLC evaluation team conducted its visit in 2010, so the reference above to “the single online program declared in 2010” is not accurate. In order to be considered for the senior division of WASC, it was our understanding that one or more programs above the associate’s degree level would need to be delivered

through the same academic unit of Tiffin University that we were proposing to become a WASC branch and ultimately a separately accredited entity. Two concentrations within our existing Master of Education program and our existing BA in Professional Studies were selected for inclusion in the Ivy Bridge College offerings in order to meet the requirement to be considered by the senior division of WASC and also because these programs needed improvements in the quality of the courses and in the levels of enrollment. It was determined that it would be advantageous for TU if the resources and expertise available through the AU, LLC services effort could be used to increase the enrollment and improve the course quality in these programs. However, this is no longer an issue since delivery of the MEd concentrations and the BA in Professional Studies programs are now being handled by our School of Graduate and Degree Completion Programs.

9. **Statement** (page 3): "Tiffin has improperly shared students' private information with AU/Ivy Bridge and AE because neither entity is designated third-party servicer or listed as such on Tiffin's Electronic Application."

Response: This assertion is erroneous, and should be removed, as Tiffin has complied fully with its student privacy obligations. As stated above, the Staff Summary Report incorrectly applies the requirements of the Family and Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, 34 C.F.R. Part 99. Under FERPA, at 34 C.F.R. § 99.31(a)(1)(i), an institution may disclose "personally identifiable information" from student education records without the consent of the student if "[t]he disclosure is to other school officials, including teachers, within the...institution whom the...institution has determined to have legitimate educational interests" in receiving that information. The regulation goes on to state that "[a] contractor, consultant, volunteer, or other party to whom...an institution has outsourced institutional services or functions may be considered a school official...provided that the outside party" meets the following three requirements: 1) The outside party "[p]erforms an institutional service or function for which the...institution would otherwise use employees;" 2) The outside party "[i]s under the direct control of the...institution with respect to the use and maintenance of education records;" and 3) The institution only discloses the personally identifiable information to the outside party "on the condition that [the outside party]...will not disclose the information to any other party [except in compliance with FERPA]."

As a preliminary matter, while Altius University, LLC is a related party, and follows the Tiffin University recordkeeping protocol, even if treated as a unique entity, FERPA does not require that the non-University entity be a "third-party servicer" as that term is defined by the U.S. Department of Education regulations nor does it require the entity be listed on the institution's E-App as such. Instead, the institution may disclose personally identifiable information from student records to any "party" that meets the regulatory requirements. Tiffin's agreements with AU/Ivy Bridge and AE meet all three requirements.

In addition, access by AE and AU, LLC employees to certain student data does not violate student privacy rights because the privacy policy on all information request and online application forms explicitly allow AE and AU, LLC employees access to the data collected.

10. **Statement** (page 3): “the Tiffin Board has ceded authority to the AU/Ivy Bridge Board of Managers so as to compromise the autonomy of the Tiffin Board in important respects.”

Response: There is no AU/Ivy Bridge Board of Managers since Ivy Bridge is a component of TU that is completely under the authority of the TU Board. The AU, LLC Board of Managers provides oversight of the service components (marketing, call center, student recruitment, certain student services, and technology support) that are the responsibility of the joint venture. TU’s part ownership of AU, LC and the involvement on the Board of Managers of the TU President and the TU trustee who chairs the TU Board’s committee related to the joint venture provide TU with more influence over the delivery of services than is the case with most other colleges and universities that outsource these same types of services to third-party providers.

11. **Statement** (page 4): “The compromising of Tiffin Board autonomy is illustrated in its decision to license some Bachelor’s and Master’s level programs to AU/Ivy Bridge (and give up Tiffin’s own ability to offer the programs for some years).....”

Response: TU does not license its programs to AU/Ivy Bridge. Those programs are offered and delivered through Tiffin University. Tiffin has not excluded itself from offering its programs. It simply has contracted certain services for those programs to AU, LLC for a period of years much like hundreds of HLC institutions do with third party bundled services providers, e.g., Deltak, Embanet, Blackboard, ECollege, etc. The two concentrations within our Master of Education program and our BA in Professional Studies program were to be delivered through Ivy Bridge College and serviced by AU, LLC based on the agreement that all of the financial benefit would remain with TU and would not be shared with the budget of AU, LLC. However, this issue should no longer be of concern to HLC because these programs are now being delivered through our School of Graduate and Degree Completion Programs since we are no longer planning to pursue independent accreditation.

12. **Statement** (page 4): “the Fact-Finding Team’s review of the eleven courses at AU/Ivy Bridge found them lacking in content”.

Response: We disagree with the above statement based on (1) the statements in the 2010 report of the HLC peer review team that “The concept of the Ivy Bridge partnership is an excellent strategic initiative. It addresses an underserved population through a *strong curriculum*, efficient and effective academic support, excellent instruction, and a very good online portal for program delivery” and that “Ivy Bridge College delivers quality education to a relatively underserved population”; (2) the fact that more than 150 accredited colleges and universities in the U.S. have articulation agreements with TU to accept as transfer students any

student who earns a TU associate's degree through Ivy Bridge College of TU; (3) the findings of the Bill and Melinda Gates Foundation, which awarded a grant to the program in their NGLC Grant Programs and recently announced that Tiffin will be awarded an additional grant based on the English 140 course that is delivered through Ivy Bridge (which happens to be one of the courses reviewed by the HLC fact-finding team); (4) the perspectives of our faculty members who developed the course improvement methodology and process; program and course level learning outcomes that were reviewed against nationally-recognized guidance on learning outcomes used for general education and community colleges including the Lumina Foundation's Degree Qualification Profile (DQP), and course rubrics that are in keeping with Quality Matters standards; and credit hour definition, all of which are presented in Attachments A, B and C. It should be noted that none of these documents were requested by the review team prior to their visit, while they were on site, or post their visit.

13. **Statement** (page 4): "As indicated in the attached NFI analysis, the extremely poor retention rate for new students (25% Fall to Fall) at AU/Ivy Bridge, and the lack of meaningful effort on the part of Tiffin or AU/Ivy Bridge to improve this rate"

Response: We do not believe that using fall-to-fall retention rates is a useful measure to evaluate success for students enrolled in online associate's degree programs because many of these students are adults with job and family commitments who tend to stop out and then re-enroll at various times throughout the year since Ivy Bridge classes are eight weeks in duration. Based on available data, we believe that the persistence and graduation rates for Ivy Bridge College students are as high or higher than at many institutions that serve similar student populations. For example, 31% of our first cohort graduated in less than five years compared to an average graduation rate of 18.3% for all students at Ohio community colleges (colleges that are accredited and in good standing with HLC).

Even without the comparative context, saying Ivy Bridge College of Tiffin University has a 25% fall-to-fall retention rate is inaccurate. First of all, this number is fall population to fall population, which isn't the same as retention rate, which is calculated for first-semester first-year, to first-semester second-year. In this calculation, our graduates are counted against our retention rate! In addition, this formula doesn't fully adjust for "stop out effect." For example, our population in Fall 2010 was 1749, of which 592 (or 33.85%) were enrolled in either fall term. However, 709 (or 40.53%) graduated before Fall 2011 or have since re-enrolled, and an additional 535 have stopped out rather than been dismissed or dropped out and are still eligible to re-enroll. Similarly the Fall 2011 population was 3412 of which 1006 (or 29.48%) were enrolled in either Fall 2012 semester, but 1,180 (or 34.58%) had graduated before Fall 2012 or have since re-enrolled, and an additional 580 have stopped out and are eligible to re-enroll.

Rather than the misleading statistic of fall-to-fall retention, TU focuses on the following "Quality Measures" (Attachment D) for students enrolled through Ivy Bridge: Term-Over-Term Persistence, Full-Time/Part-Time Status, Satisfactory Academic Progress, Student Satisfaction,

and Grades. "Quality Indicators" reports are distributed to staff and faculty members after each term, discussed at group meetings to identify ways to improve, and presented at meetings of the AU Board of Managers and the AU Committee of the TU Board of Trustees. Predictive modeling is used to better estimate student success and ensure that tutoring services, success coaching, and other support programs are provided to the students with the greatest need. Attachment E presents predictive analytics and success coach goals and plans. Also, the Faculty has set the course level pass rate targets shown in Attachment F.

Also, success has improved substantially. Since the end of the 2012 fall semester, the percentage of students receiving A's is up 50%, and student participation has improved 10%. In addition, since last year, pass rates are up 17%, Satisfactory Academic Progress is up 37%, dismissals are down 45%, and student satisfaction (which has always been high) is up 11%. These improvements are detailed in Attachment D.

14. **Statement** (page 5): "the last-minute projection of improvement by the AE CEO of 35% was markedly insufficient in the eyes of the Team."

Response: According to the CEO of Altius, he was referring to a 35% success rate (graduation plus transfer) as the goal of the program, not a 35% fall-to-fall retention rate. If 35% of Ivy Bridge College students graduate and transfer into bachelor's degree programs, this would be much better than the average for other comparable institutions and would represent an increase of approximately 10% for the Ivy Bridge College program.

15. **Statement** (page 5): "AU/Ivy Bridge personnel ultimately report to the Campus Executive Officer not to any functional department or senior administrator at Tiffin."

Response: It is difficult to understand what is meant by "AU/Ivy Bridge personnel." As noted above, there is no such entity as AU/Ivy Bridge. All personnel involved in the delivery of the Ivy Bridge College programs that are engaged in services that are under the direction of Tiffin University, e.g., financial aid, academic administration, Bursar, Registrar, faculty, etc., report within the Tiffin University administrative structure. The position of Campus Executive Officer was an employee of TU. While we believe that having the position of Campus Executive Officer who reported directly to the TU President was appropriate and was also necessary when our plan was to begin the process for independent accreditation, this position has been eliminated and the dean for online associate's degree programs now reports to the TU Vice President for Academic Affairs and the Director of Registration and Student Financial Services now reports to the Director of Financial Aid for financial aid responsibilities and to the Dean of Academic Support Programs for registrar functions. The Bursar position in Toledo has always reported to the TU Vice President for Finance and Administration.

16. **Statement** (page 5): "There were not even goals established."

Response: Goals have been established in five “Quality Indicators” (Attachment D). Goals for course level pass rates are shown in Attachment F. Furthermore, student success has been improving substantially. Since the end of the fall semester, the percentage of students receiving A’s is up 50%, and student participation has improved 10%. In addition, since last year, pass rates are up 17%, Satisfactory Academic Progress is up 37%, dismissals are down 45%, and student satisfaction (which has always been high) is up 11%. These improvements are detailed in Attachment D Quality Improvements.

17. **Statement** (page 8): “Commission records provide no evidence that Tiffin formally reported the legal arrangement and sought approval for it under these policies.”

Response: Tiffin sent written notifications of the joint venture to HLC in 2008 and 2009, and we received no response indicating any concern. As part of the process in 2009-10 that resulted in HLC approving continuing accreditation for TU through 2020, our self-study report provided detailed information about Ivy Bridge and the peer review team reviewed the joint venture legal documents and visited our Toledo facility and met with staff and faculty members involved in the delivery of our online associate’s degree programs through Ivy Bridge. The report of the peer review team included no concerns or negative comments about Ivy Bridge, but did include a number of very positive statements about this arrangement. HLC approved continuing accreditation for TU with no mention of any concerns about Ivy Bridge.

18. **Statement** (page 11): “...these students are open-access students that one might find in an open-access institution that serves a broad range of communities. The population of students is different from the traditional age students on the main campus or the working adults at Tiffin’s additional locations in Ohio.”

Response: While the admission standards for our associate’s degree programs are not as high as for our bachelor’s degree programs, Ivy Bridge College programs are not “open-access”. Applicants are required to have graduated from high school or earned a GED and are required to pass the College Readiness Assessment. Of the students who were enrolled last year, 71% had high school GPA’s of “C” or better and 24% entered with a GED. On average, the students enrolled in our online associate’s degree programs are different than those in our main campus bachelor’s degree programs, our online and seated bachelor’s degree completion programs, and our online and seated master’s degree programs. However, students in each of those four categories are different, on average, from the students in each of the three other groups. There is nothing wrong with this. Indeed, the admission requirements for Tiffin’s associate’s degree programs are more restrictive than those of most of the open-access community colleges in Ohio that are accredited by HLC. Tiffin works very hard at providing support services and course delivery mechanisms that are appropriate for each group based on the understanding that learning outcomes should be high in every case.

19. **Statement** (page 14): “neither the academic Dean for AU/Ivy Bridge nor the faculty report directly to the Vice President for Academic Affairs for Tiffin.”

Response: As with all other TU faculty members, those who are assigned to the Ivy Bridge College program have always reported to the TU President through the TU Vice President for Academic Affairs and this continues to be the case. The Campus Executive Officer position has been eliminated, so the academic Dean for TU’s online associate’s degree programs now reports directly to the Vice President for Academic Affairs.

20. **Statement** (page 16): “the AU/Ivy Bridge website included information about program accreditation, when it did not appear to be the case from the specific information supplied that these program accreditations had been extended to the specific programs offered by AU/Ivy Bridge.”

Response: As noted above, all programs are offered by Ivy Bridge College of Tiffin University which is the accredited institution. HLC’s accreditation of TU provides the authority for us to offer the AA in Professional Studies, ABA, and ACJ degrees in both seated and online formats. These programs are offered through Ivy Bridge College of TU in the same manner as our BBA is offered through our School of Business, our BCJ is offered through our School of Criminal Justice and Social Sciences, our BA and BS are offered through our School of Arts and Sciences, and our master’s degrees and degree completion programs are offered through our School of Graduate and Degree Completion Programs.

21. **Statement** (page 17): “The joint venture is not governed by the existing governance and administrative structures of Tiffin.”

Response: The Tiffin University governance and administrative structures are fully in control of the functions that are required to be carried out by an accredited institution (all academic aspects, tutoring and library services, and the financial aid, bursar, and registrar functions). The joint venture (AU, LLC), which provides services related to marketing, student recruitment, certain student services, help desk, and technology support, is governed by a five-member Board of Managers that include the TU President and the TU trustee who chairs the AU Committee of the TU Board of Trustees.

22. **Statement** (page 19): “Tiffin has variously described in its documents its relationship with AE as a joint venture, a partnership, a service provider, and a funding vehicle.”

Response: All of these are accurate descriptions of the relationship between Tiffin and AU, LLC. If these terms have different legal meanings, we are not aware of the differences. The use of different terms at different times was due to our efforts to communicate as concisely as possible, and we can understand how our attempts to explain this complex arrangement can be confusing. The important thing to remember is that our 2010 self-study report to HLC provided

the details of our joint venture and the visiting team reviewed the legal documents and met with staff and faculty members who were involved. Therefore, there has never been any intent on the part of TU to withhold or miscommunicate any information about our relationship with AU, LLC.

23. **Statement** (page 19): “Finally, the claim made by several Tiffin and AE employees that AE was a third-party servicer for Title IV federal financial aid and therefore could reasonably have access to private student information was not documented by its Electronic Application to the U.S. Department of Education in which AE was not listed as such.”

Response: We are not aware that any TU or AE staff member made this claim. AU, LLC is not a third party servicer for TU and never has been. No authorized individual has ever claimed that nor, if they did, would they be accurate. Someone may have suggested that AE employees could reasonably have access to other forms of student information because FAFSA data is only available to financial aid staff members who are TU employees.

24. **Statement** (page 21): “The compromising of Tiffin Board autonomy is illustrated in its decision to license some Bachelor’s and Master’s level programs”.

Response: A previous response explained why this decision was appropriate and why these programs are no longer delivered through Ivy Bridge. Further, TU does not license its programs to AU, LLC for delivery, solely for the development of online curricula much like hundreds of institutions license their programs to third-party online service providers.

25. **Statement** (page 21): “... processes for regular curricular oversight by the Tiffin and AU/Ivy Bridge faculty of the AU/Ivy Bridge academic programs had not been institutionalized and conducted on a regular basis.....”

Response: As shown in Attachment E, each Ivy Bridge course is evaluated on a regular basis and a schedule is set for improvements.

26. **Statement** (page 24): “the attitude of AU/Ivy Bridge is best summed up by its Campus Executive Officer in blaming the low retention rate on the low quality of students.”

Response: The person who was serving as Campus Executive Officer during the visit by the Fact-Finding team has said that she did not make the statement quoted above and that her comment to the team was that one of the reasons that the retention rate is not higher is that academic standards and grading practices are maintained at a high level because most of the students plan to transfer into bachelor’s degree programs at institutions throughout the U.S. and that TU is committed to making sure that students who earn our associate’s degrees are prepared to succeed once they transfer to other colleges and universities. However, it is also true that many of the students who enroll in TU’s online associate’s degree programs are similar to community

college students throughout the nation, so retention rates should be compared to those for community college students.

27. **Statement** (page 26): “The Tiffin Board has no mechanism to exercise governance effectively over AU/Ivy Bridge.”

Response: It is quite extraordinary to say that the TU Board cannot exercise governance over one of its colleges. In fact it has direct and complete authority over Ivy Bridge College. With respect to AU, LLC, the TU Board of Trustees has a committee to provide oversight of the University’s participation in AU, LLC and the trustee who chairs this committee serves with the TU President as voting members of the five-person AU, LLC Board of Managers. Meetings of the TU Board committee normally include presentations about the operations of AU, LLC by the Campus Executive Officer, as well as by the President, Vice President for Academic Affairs, and Vice President for Finance and Administration of TU. Committee meetings have also included presentations by the CEO of Altius Education. The Chair of the TU Board committee makes a presentation at each meeting of the full TU Board of Trustees in order to keep all trustees informed, and the full Board has taken a number of formal actions related to its ownership interest in and joint governance of AU, LLC.

28. **Statement** (page 26): “While the Campus Executive Officer was interviewed by the Tiffin president prior to her employment, she was handpicked by the President of AE for this role.”

Response: The TU President interviewed and appointed the Campus Executive Officer after contacting her references and receiving feedback from Ivy Bridge personnel who interviewed her. This individual had previous professional contacts with TU’s Vice President for Enrollment Management, so the TU President was aware of her positive reputation. Before making the offer of employment, the TU President also consulted with the President of AE about this selection because of the importance of the position to the partnership that Tiffin has with AE. The TU President has had sole supervisory responsibility over the Campus Executive Officer position, although this position has now been eliminated.

29. **Statement** (page 27): “There has been inadequate effort to improve the poor retention rate at AU/Ivy Bridge.”

Response: As noted above, the retention rate for Ivy Bridge College students is demonstrably better than that of similar populations being served by the community colleges of the State of Ohio all of which are accredited in good standing by HLC. TU has continuously taken actions to assist students in the Ivy Bridge College program to persist in their studies. Those actions include, additional requirements to the admission process (College Readiness Assessment, transcripts of previous academic work, etc.) and other special efforts have been implemented that have resulted in better retention rates.

30. **Statement** (page 27): “Finally, the structure and voting provisions outlined in the Joint Venture and related agreements clearly place control over the joint venture with AE. Therefore, the experience of Tiffin in higher education is of little or no value in demonstrating the appropriate expertise expected in this venture.”

Response: The legal documents used to create the joint venture clearly specify that TU has absolute and plenary control over the functions that must be handled by the accredited institution. What is remarkable is that TU also has substantial control over many aspects of the AU, LLC governance with board positions, equity interests and super-majority voting rights. This is a world apart from the relationship that hundreds of HLC accredited institutions have with their third-party bundled services providers in which no governance, board positions or equity interests are obtained.

31. **Statement** (page 28): “While the Campus Executive Officer of AU/IBC nominally reports to the TU President, she is clearly part of the AE team and is reported on AE’s website as part of that team.”

Response: As with the other TU senior administrators, the position of Campus Executive Officer reported to the TU President, held an individual meeting each week with the President, and attended meetings of the President’s Cabinet and of the TU Board of Trustees. The fact that she supervised many of the employees of the joint venture in addition to her supervision of TU employees actually provided TU with more control of the non-TU employees than is the case for many institutions that outsource certain functions to third-party service providers. The 2010 report of the HLC evaluation team included the statement that “The CEO and center director are effective administrators who are thoroughly involved in advancing the mission of Ivy Bridge and the entire Tiffin University”. While we believe that this administrative structure was appropriate, the position of Campus Executive Officer has been eliminated now that the original plan to seek independent accreditation will not be pursued. The Dean for online associate’s degree programs now reports directly to the TU Vice President for Academic Affairs and the Director of Registration and Student Financial Services now reports to the appropriate administrators on the main campus for registrar and financial aid responsibilities.

32. **Statement** (page 29): “Clearly the student services and academic programs are different than what students would find on the main campus or at other Tiffin facilities.”

Response: While the TU Faculty and academic administrators assure that the quality and outcomes for all TU degree programs are equally high, the student services and course delivery systems are different for undergraduates on the main campus, online and seated master’s degree students, online and seated bachelor’s degree students, and online and seated associate’s degree students. Because students in our associate’s degree programs require more assistance, they generally receive more support from tutors, success coaches, and academic

advisors in comparison with our other student types. This service distinction demonstrates an elevated service commitment to meet the unique needs of this student population.

33. **Statement** (Page 28): “Tiffin has not demonstrated that the institution’s mission, student body, faculty and educational programs are appropriately extended through the joint venture; in fact, it appears that the AU/Ivy Bridge student body, faculty and educational programs are not at all like the structures on the Tiffin campus.”

Response: Offering online associate’s degree programs to an underserved population fits exactly with the mission of “access and opportunity” that TU has effectively carried out since 1888. The 2010 report by the HLC evaluation team noted that “Tiffin’s Ivy Bridge partnership and its European alliances are clear examples of using external relationships to further the mission of the University.”

Since the students are enrolled in online associate’s degree programs, they are obviously somewhat different compared with our students who are enrolled in bachelor’s degree programs on the Tiffin campus and those who are enrolled in our online and seated master’s degree programs and our online and seated bachelor’s degree completion programs. This is no different than the widely divergent populations of students that attend different schools and colleges on comprehensive university campuses throughout the U.S. Because each of these student types has unique needs and expectations, our course delivery systems and student support services are designed specifically for each group. However, the academic oversight and assessment of outcomes are consistently provided by our Faculty and academic administrators to assure that the quality of a TU degree is equally high for every type of degree program and every type of delivery methodology.

The students are TU students who are enrolled in programs leading to TU degrees that are taught by TU faculty members. The selection, supervision, and evaluation processes for the full-time and adjunct faculty members are the same as for all other TU faculty members and the full-time faculty members participate in monthly Faculty meetings and on Faculty committees and are treated in every respect the same as other full-time faculty members. New academic programs and curriculum changes must be approved by the Faculty Curriculum Committee and the full Faculty in the same manner as other academic program proposals.

The only difference that participating in the AU, LLC relationship has made for TU is that the additional financial resources and expertise provided by Altius Education have allowed TU to create very high-quality student support services and online courses and to expand the enrollment more quickly than would have been possible with our own financial and personnel resources. As a result, we have been able to more effectively accomplish our mission of providing access and opportunity to quality academic programs.

While the existing situation is perfectly acceptable for the reasons stated above, TU and Altius Education have decided to discontinue the original plan to seek independent accreditation for Ivy Bridge College. Also, the Dean for online associate's degree programs now reports directly to the TU Vice President for Academic Affairs and the Director of Registration and Student Financial Services now reports directly to the appropriate administrators on the main campus. As a result, the concerns expressed in the HLC report are no longer germane.

34. **Statement** (page 29): "This significant non-compliance indicates large-scale issues with the quality of the AU/Ivy Bridge academic operations and resources and with Tiffin's oversight of them."

Response: The report of the HLC evaluation team in 2010 indicated no concerns with the academic quality or with TU's oversight, and HLC extended TU's accreditation through 2020 without any mention of problems with our administration of Ivy Bridge College or the AU, LLC relationship. The 2010 report of the HLC evaluation team included a number of positive comments, including the observation that "Ivy Bridge delivers quality education to a relatively underserved population". Since 2010, the financial and personnel resources devoted to our online associate's degree programs have increased, the quality of the academic experience for students has increased as the courses have been upgraded by instructional designers and faculty members, and oversight has remained totally under the control of TU.

35. **Statement** (page 29): "Tiffin has also not demonstrated that the investors who effectively operate the joint venture have significant experience or expertise running an accredited institution or a component thereof. While Tiffin has experienced and capable Board members and administrators, those individuals have nominal authority over AU/Ivy Bridge academics and operations. "

Response: As discussed above, the academic management of the Ivy Bridge College programs is exclusively under the control of TU and its board of trustees and administrators. With respect to Altius Education, Mr. Paul Freedman, who is the CEO of Altius Education, has extensive experience and expertise in enrollment management and some of the other services that are provided by AU, LLC and that are not required to be handled by an accredited institution. However, he has a long history of working with higher education institutions in the U.S. and has an extensive record of family members serving as administrators and professors at some of the leading research universities in the U.S. However, the experience and expertise for him and the other investors in running an accredited institution or a component thereof is not relevant because TU employees, all of whom ultimately report to the President of TU who reports to the TU Board of Trustees, are totally responsible for all aspects of the academic program, tutoring and library services, and the financial aid, bursar, and registrar functions because these responsibilities must be under the control of the accredited institution. The arrangement is similar to those colleges and universities who have outsourced certain support functions to

third-party service providers that have expertise in marketing, student recruitment, technology management, etc.

36. **Statement** (page 29): “Finally, staff members note their concern with the apparent sale of accreditation to another entity”.

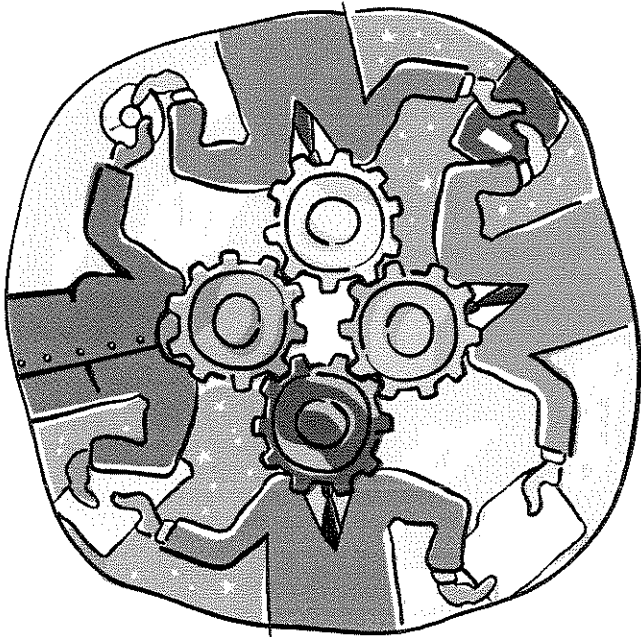
Response: Tiffin has not sold its accreditation. Tiffin University owns and controls Ivy Bridge College and all of its programs and operations. As an accredited university, it contracted with an organization that provided significant financial resources and expertise to help our faculty members transform our existing courses into very high quality online courses and to help us market the programs and recruit students in order to build the enrollment to a cost-effective level. As with other institutions that have been approved by accrediting agencies to contract with third-party service providers, our partner expected and deserved some financial return on its investment. It was proposed that at some point in time, with the approval of HLC, and subsequently WASC, that the Ivy Bridge College division would be separated to form an independent college. It was not intended that such a separation would occur at this time. However, after having told the staff that we did not believe that a change of control was appropriate at this time, we were advised by HLC staff to file the change of control document that led to the review that is addressed in the subject report anyway and propose a change of control.

ATTACHMENT A

Ivy Bridge College
OF TIFFIN UNIVERSITY

Ivy Bridge College Curriculum Design

Course Development Process



V. 09192011

Ivy Bridge College Curriculum Design

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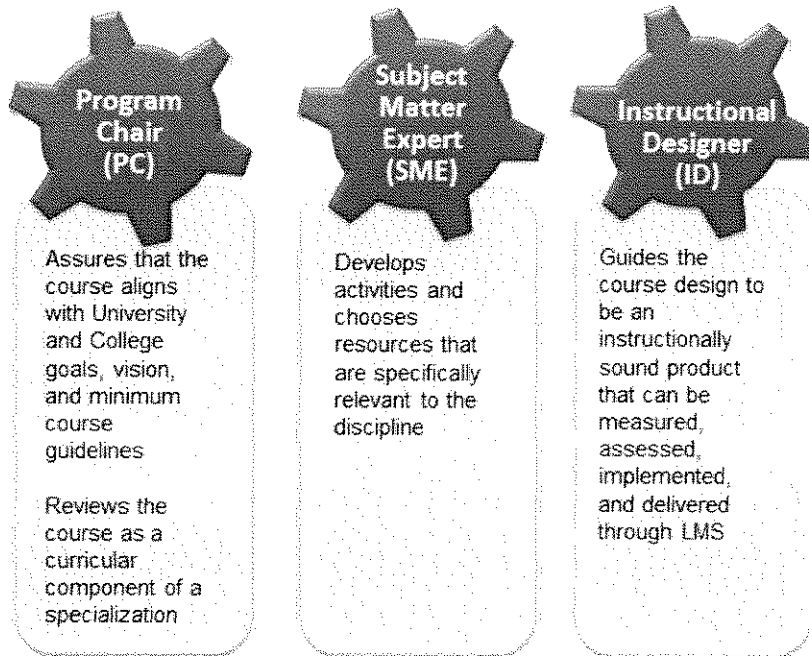
Ivy Bridge College Curriculum Design

Course Development and Revision

Function

The Curriculum Design Team at Ivy Bridge College supports faculty in the development of new courses and revision of existing courses. The instructional designers (IDs) collaborate with the program chairs and subject matter experts (SMEs) to integrate the vision of the school into the curriculum, provide sound instruction, and implement strong course design.

Roles



Minimum Course Guidelines (MCG)

Minimum course guidelines focus the curriculum so there is consistency with the main campus for program-level assessment. The MCG notes topics to be covered (required) as well as suggested course learning outcomes and assessments (can be modified).

Ivy Bridge College Curriculum Design

Course Development and Revision

Process

1. Program Chairs (PCs) determine which course(s) will be developed/revision based upon program review, instructor and/or student feedback, content concerns, and/or textbook issues/updates.
2. PCs rank their existing course priorities for development/revision with notations about specific concerns or requests (technical issues, out-of-date content, etc.).
3. PCs review the credentials of potential Subject Matter Experts (SMEs), contact SME to ascertain his/her availability and interest, negotiates the deliverables, timeframe, and payment, and notifies Faculty Services to issue a contract.
4. The Instructional Designer (ID) receives course development/revision request and name of SME from PC.
5. For a new development, the ID compiles templates and shares with SME and PC.
6. For a revision, the ID copies the current content out of LMS and into new Word templates (or retrieves most recent revision from SugarSync) and makes an initial assessment of the learning outcomes and activities. The ID notes any missing information that results from converting to the new format and makes suggestions regarding instruction and design. The ID then sends the documents and the minimum course guidelines to the SME and PC.
7. ID holds kick-off call with SME and PC. Review roles, responsibilities, and timelines. Define vision for the course. Discuss resources (may require selection of new textbook). Review course development guidelines. Brainstorm instructional strategies for content delivery. Consider media resources.
8. If a new textbook is selected, ID notifies ID in charge of textbooks, and that ID notifies Bookstore Manager, Faculty Services, and Tutors (see Textbook Process Flowchart).
9. For new development, SME uses template to outline course content.
10. For revisions, SME make notations on Word drafts that were sent with the existing content (unless that content needs to be completely discarded, in which case the course would be like a new development) to address noted issues and convert the content to the new format.
11. Word drafts are exchanged until course content is finalized (approved by SME).
12. The ID sends the content to the PC for approval; the PC will notify the ID of approval or changes. If there are changes, go through steps 10-12 again until PC approves.
13. The ID will send the final approved documents to LMS (via SugarSync).
14. The ID will notify Faculty Services that the course is complete (to initiate payment).

Ivy Bridge College Curriculum Design

Course Development and Revision

Course Design: Standard Component – Getting Started Quiz

Each course will include a Getting Started Quiz. The quiz has ten (10) questions.

- 5 questions based on general university content located in Online Basics and University Policies (these have already been developed)
- 5 questions that are course-specific and based on information located in the course syllabus (these need to be developed by the subject matter expert).

The quiz is due on Day 1.

Examples of Course-Specific Questions (from ENG100)

1. To demonstrate mastery on a MySkillsLab learning module, students must do the following:
 - a. Successfully complete the relevant sections in the diagnostic pre-tests
 - b. Earn at least 75% on Practice and Recall exercises
 - c. Earn at least 75% on Test and Apply exercises
 - d. All of the above (correct)

2. After students read assigned essays, they must do the following:
 - a. Write a short essay
 - b. Write a journal entry
 - c. Complete a reading quiz (correct)
 - d. Do nothing

Getting Started Quiz

Getting Started Quiz

The links under the **Course Information** area as well as those under **Menu** in the left navigation area of the Moodle Home page contain vital information about the course and University requirements, policies, and procedures. Review the following resources:

- Course Policies
- Online Learning Basics
- How to Access TU Email
- Instructor Information
- Late Policy
- Course Syllabus
- Course Calendar
- Rubrics

Reviewing this information at the beginning of each term will help you prepare for the requirements of each course. While much of the information may be the same, some courses have a different set of rubrics, different late policy, or different due dates for assignments. Find out this information early on so that you can plan your time accordingly.

Completing This Task

1. Take the quiz by clicking on the **Attempt quiz now** button below.
2. After completing all the questions, click on **Submit all and finish** to submit the quiz for grading. If you need to save your answers and return to the quiz at a

Important Note:

The Getting Started Quiz is graded. Please note 10 points in Week 1 on the points chart in the syllabus.

Ivy Bridge College Curriculum Design

Course Development and Revision

Course Design: Standard Component – Introductory Discussion

Each course will include an Introductory Discussion where students introduce themselves and discuss their background, interests, previous experience, etc. The wording is standard but can be customized with added language to fit a particular subject area.

The initial post is due on Day 1.

Important Note:
The Introductory Discussion
is not graded. Please note
n/a in Week 1 on the points
chart in the syllabus.

Example 1: Standard Wording

Welcome to HIS112!

Please introduce yourself to the class. You might talk about your family background, how far you have gone in school, and if you have had any previous college experience. What do you do for a living? Do you have children? What are your feelings about taking this course? What are your future goals educationally, career and family?

This is a great way to learn and share more about each other as we begin this class together. Also, feel free to attach a picture of yourself.

Example 2: With Customization

Welcome to MGT131!

Please introduce yourself to the class. Share with other students a little about yourself. You might talk about your family background, how far you have gone in school, and if you have had any previous college experience. What do you do for a living? Do you have children? What are your feelings about taking this course? What are your future goals educationally, career and family?

Are you currently employed in human resources? What are your human resources aspirations?

This is a great way to learn and share more about each other as we begin this class together. Also, feel free to attach a picture of yourself.

Ivy Bridge College Curriculum Design

Course Development and Revision

Course Design: Designing Backwards

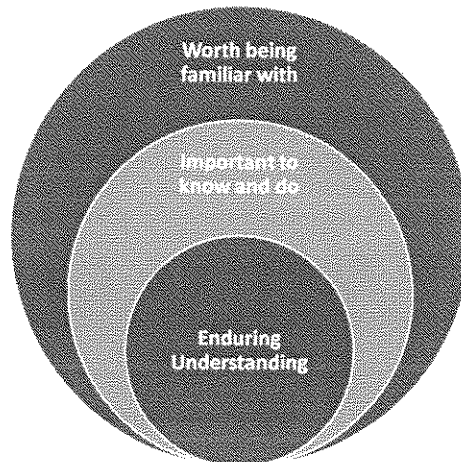
Instructors are sometimes tempted to allow the textbook to dictate the shape and direction of the course. Instead of focusing on the readings and allowing the textbook(s) or activities to control the development of course content, design backwards by following these steps developed by Grant Wiggins and Jay McTighe, authors of *Understanding by Design* (2005):

1. Identify your desired results for a class. What are the course learning outcomes?
2. Determine what would count as evidence that your students did or did not reach those results. What assessment would show that learning happened?
3. Design your learning experience around your desired results and evidence.

Learning Outcomes

Wiggins and McTighe suggest prioritizing learning goals by using three categories:

- **Worth being familiar with** – broad-brush, big-picture knowledge; contextual knowledge
- **Important to know and do** – prerequisites for mastering the material
- **Enduring understanding** – the fundamental ideas you want to students to remember long term

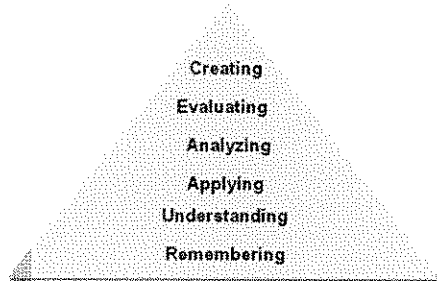


Source:
<http://chronicle.com/blogs/profhacker/teaching-for-enduring-understanding/35243>

Writing Learning Outcomes

When writing learning outcomes, think about what you want students to be able to do in order to demonstrate learning in the course.

- ✓ Learning outcomes must be stated in **observable** and **measurable** terms.
- ✓ Include a range of levels (amount of higher levels will depend on the course level itself).



Practice Writing Outcomes

Example:

Develop an awareness and understanding of works of art, their stylistic period, and their historical significance.

Although "understanding" is a level on Bloom's Taxonomy, the outcome, as written, does not indicate what that understanding looks like. Do we want students to explain something, or do we want students to move to a higher level and analyze?

Example Revised:

Analyze works of art, their stylistic period, and their historical significance.

The revised outcome is now more **specific, observable, and measurable**.

See the charts on the next page for more examples of outcomes and categories of verbs. **Avoid** general terms/phrases such as **discuss, understand, demonstrate knowledge of**, etc. Remember to focus on what you want students to be able to do. Also, avoid product-specific outcomes, such as, "Create an outline."

Limit Outcomes

Limit outcomes to a maximum of 7 per course:

- 1-3 per discussion
- 1-4 per assignment
- Course project should address most, if not all, of the outcomes.

Index Outcomes

Each outcome must be indexed at least once in the course activities. Assessment of outcomes should be **balanced**, meaning do not focus on one or two outcomes too heavily or too sparsely.

Ivy Bridge College Curriculum Design

Course Development and Revision

Bloom's Taxonomy Action Verbs

Bloom's Level	Examples
Remembering: Recall data or information.	Recite a policy. Quote prices from memory to a customer. List the safety rules.
Understanding: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task. Translate an equation into a computer spreadsheet.
Applying: Use a concept in a new situation or unprompted use of an abstraction. Apply what was learned in the classroom into novel situations in the work place.	Utilize a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.
Analyzing: Separate material or concepts into component parts so that its organizational structure may be understood. Distinguish between facts and inferences.	Analyze existing problems in the federal, state, and local public policy approval processes. Determine logical fallacies in reasoning.
Evaluating: Make judgments about the value of ideas or materials.	Select the most effective solution. Justify a new budget.
Creating: Build a structure or pattern from diverse elements. Put parts together to form a whole with emphasis on creating a new meaning or structure.	Integrate training from several sources to solve a problem. Revise a process to improve the outcome.

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Cite	Alter	Administer	Advertise	Argue	Adapt
Collect	Ask	Apply	Analyze	Assess	Assemble
Define	Associate	Calculate	Break down	Attach	Combine
Describe	Classify	Change	Categorize	Choose	Compile
Duplicate	Confirm	Chart	Classify	Consider	Compose
Enumerate	Convert	Collect	Compare	Convince	Construct
Identify	Depict	Compute	Conclude	Criticize	Create
Label	Explain	Contribute	Connect	Critique	Design
List	Extend	Demonstrate	Contrast	Debate	Devise
Match	Generalize	Direct	Correlate	Decide	Develop
Memorize	Give examples	Discover	Deconstruct	Defend	Facilitate
Name	Group	Employ	Deduce	Editorialize	Formulate
Quote	Indicate	Establish	Determine	Estimate	Generate
Read	Locate	Examine	Diagram	Evaluate	Hypothesize
Recall	Order	Illustrate	Differentiate	Grade	Individualize
Repeat	Outline	Implement	Discriminate	Justify	Integrate
Reproduce	Paraphrase	Interpret	Distinguish	Measure	Invent
Retell	Recognize	Manipulate	Divide	Persuade	Modify
State	Rephrase	Model	Infer	Rank	Negotiate
Tell	Report	Modify	Investigate	Rate	Plan
	Represent	Operate	Organize	Recommend	Predict
	Research	Practice	Plan	Reframe	Propose
	Review	Prepare	Prioritize	Reinforce	Reconstruct
	Substitute	Present	Question	Score	Reorganize
	Summarize	Produce	Reduce	Select	Revise
	Trace	Solve	Separate	Support	Schematize
	Translate	Test		Value	Speculate
		Transfer		Weigh	Structure
		Transform			Theorize
		Utilize			Validate

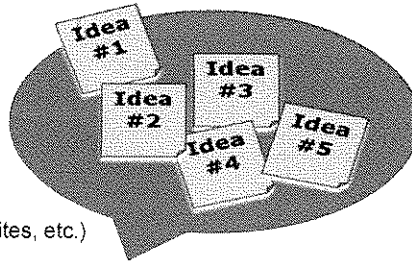
Ivy Bridge College Curriculum Design

Course Development and Revision

Course Design: Course Content Outline

Using the syllabus template, organize and outline the content for the course. As you think about the topics and content to be covered, consider the following:

- Foundational knowledge in the discipline
- Current trends and research
- Professional standards



Refer to the following resources for course development:

- Course description
- Textbook headings
- Former course
- Additional resources (e.g. library, professional websites, etc.)

Example Outline (Week 1 from Syllabus)

Course Content:

WEEK 1			
Course	History of sport management		
Topics	Management principles applied to sport management		
Resources			
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Chapter(s) 1, 2 Lecture 1 See individual activities/weekly Resources link for additional resources.		2.00 hrs 0.25 hrs 0.50 hrs.
Activities			
Activity Type	Course Learning Outcomes	Due	Approx. Time
Getting Started Quiz	CLO(s): n/a	Day 1	0.75 hrs.
Introductory Discussion	CLO(s): n/a	Day 1	0.75 hrs.
Discussion 1	CLO(s): 1	Day 2	1.50 hrs.
Discussion 2	CLO(s): 2	Day 5	1.50 hrs.
Quiz	CLO(s): 1, 2	Day 4	1.00 hr.
Assignment 1	CLO(s): 2	Day 5	4.50 hrs.
Assignment 2	CLO(s): 2, 5, 6, 7	Day 7	4.50 hrs.
Approximate Weekly Time on Task (includes readings and activities)			17.25 hrs.

Important Note:
Estimate time on task for all readings and activities using the Credit Hour Matrix

Requirements (7-week term)

- Maximum of 7 learning outcomes
- 7-10 course topics
- 2 lectures per week (see **Lecture Guidelines**)
- 2 discussion prompts per week (see **How to Develop Discussion Prompts**)
- At least 1 assignment per week (see **Assignments Other Than Discussions**)
- 1 course project (recommended) – due the last week of the course
- At least 40 pages of reading per week (including textbook, lectures, and other resources)
- At least 20 pages of writing per term



Important Note: To fulfill credit hour requirements for a 3-hour course, the Department of Education mandates that students spend **at least 90 hours** on work inside and outside of the course room. For a 7-week term, this equates to approximately **13 hours minimum per week** on readings, discussions, assignments, so consider the time involved as you plan activities.

Ivy Bridge College Curriculum Design

Course Development and Revision

Lecture Guidelines

Weekly lectures are an important learning component in Ivy Bridge College courses because they are designed to **extend** and **augment** the information and viewpoints presented in the course textbook(s).

Comment [BZ1]: Need to redo based on recent discussions



Weekly lectures are not summaries of the assigned readings in the textbooks.

Rather, Subject Matter Experts (SMEs) should compose lectures as original writings that place the week's topics in an authentic context and often provide a real-life connection and application to the professional environment. For example, a lecture on criminal justice forensic processes might refer to a well-known court case in the news, and explore and evaluate the issues and handling processes that might influence the lawful use of forensic evidence in court. SMEs are hired for their specific expertise on a topic and the lectures offer an opportunity for the SME to bring these topics to life for students. Therefore, a conversational style is recommended, and lectures should not reproduce textbook material or directly quote other course sources. Citations are permissible, but should not exceed two (2) per lecture. Since the course final project is designed to be a culminating learning experience for the course, there is a linkage between the lecture concepts and the final project

Lectures are written with an introduction, body, and conclusion. The introduction introduces the lecture topics, explains their importance in the discipline, and places them in an authentic context. The body of the lecture fully explores the concepts through the use of definitions, examples, and analyses. The conclusion is more than just a summary of the lecture; it should bring closure to the essay by discussing the broader implications of the topic – setting the topic in a larger context. The student should have a sense that the lecture had come to an end, but that there is still more to learn about the topic.

All lectures are contracted under the following guidelines:

- 2 lectures per week (total of 14)
- Each lecture is numbered and titled (Lecture 1: Title)
- Each lecture has 750-900 words
- Video/audio lectures should be no more than 5 minutes in length (include text version for students with disabilities)

Ivy Bridge College Curriculum Design

Course Development and Revision

How to Develop Prompts for Discussion Forums

To ensure that students have the appropriate direction for all discussion forum prompts, please review the following guidelines and examples.

Wording

Accurate, specific, and clear wording is important as it should lead the student to demonstrate mastery of the outcome(s) associated with the discussion. Also, students will need to be able to respond to one another – at least two postings per student. Hence, a closed, definite-answer type of question/prompt may not lead to the social interaction and social learning that would best benefit students.

Example

Students must demonstrate mastery of the following outcome:

Analyze works of art, their stylistic period, and their art historical significance.

Now let's look at some prompts and see if they are appropriate in terms of measuring mastery of the outcome, if the instruction is clear enough to guide the student, and if the prompt is open-ended enough to encourage interaction.

Weak

The following prompt would elicit a limited response from students:

Identify the leading artists of French Impressionism.

A student's response may list the major, well-known artists, such as Monet, Renoir, Pissarro, and Sisley. However, the prompt does not naturally lead the student to an analysis of the works, the period, or the significance of the works. The student might think, "OK, I have identified the artists. I'm done." However, the student has not demonstrated mastery of the outcome. The prompt is clear, but is that all we really want the student to say? No, we want an analysis.

Additionally, the prompt does not encourage discussion among students. Some may identify other artists, but what would students say to each other? "Yes, I agree," or "No, Van Gogh was a Post-Impressionist not an Impressionist." How would they have a discussion? There is the opportunity for students to debate whether some artists are strictly Impressionists or are associated with another style, or whether American expatriates count as French Impressionists or as American Impressionists or neither; however, the prompt, as it stands, does not guide students to any further discussion.

Better

The following prompt expands the idea above:

Analyze the various styles of artists associated with the French Impressionist movement.

This is a broad prompt that starts with a higher-level thinking verb, "analyze." The student is better directed to show mastery of the learning outcome as the expectation of the prompt is set at the analysis level. However, the prompt may need clarity. More focus in the prompt may help students dig deeper into one or two artists/works instead of a cursory look at various artists/works.

In terms of interaction, there is more opportunity for students to build off of each other's postings. There can be a great deal to say about an artist's style/work, so students can add to each other's ideas in various ways (formal analysis as it relates to the movement, or the

significance of the work, which could span beyond that time period or can relate to other mediums, such as sculpture, photography, etc.).

Even Better

The following prompt is an opinion-based question that requires students to use what they have learned to support their assertion:

Consider the artists associated with the French Impressionist movement (This can include American expatriates). Select one artist whose style deviates (either a little or a lot) from the typical Impressionist style (or what most general sources define as Impressionist). This stylistic difference does not need to be reflected in the entirety of the artist's work; it can be a change that occurs at the end of his/her life, for example. In what ways are his/her works influenced by another style(s)? Provide one or two works as examples to make your point. What is the significance of the differences? In light of the differences, why do you think the artist is still grouped with the Impressionists?

The prompt requires an analysis of the artworks and styles of painters tied to a specific movement and the variations within that movement, including influences of preceding or concurrent movements. The student will make a determination about how an artist fits into the Impressionist movement by analyzing the style of his/her work.

Additionally, the prompt requires opinions to be backed by research and/or observation. In order to respond to one another, students will have to look up the artists/artworks discussed by their peers and make their own observations, which will lead to agreement or disagreement with the initial posting.

Remember: Avoid a closed, definite-answer type of question/prompt for discussions.

Providing an Introduction or Rationale

Now that we have finalized our prompt, let's draft an introduction to the assignment. The introduction can link the readings to the assignment and provide a rationale for the assignment.

Why a rationale? A student may be thinking, "Who cares how we categorize art? Does that even matter?" Well, it matters to art historians, but why should it matter to anyone else? Adult learners need to know the reason they are learning something, why an assignment is worthwhile, and how it matters to them. By allowing an element of choice in the prompt an aspect of relevancy is fulfilled: students select an artist they want to discuss.

To make further connections, let's start the introduction with the idea of categorization:

You may be familiar with chunking information (putting numbers/items in groups) to help you remember things, such as phone numbers or items on a grocery list. The grocery store itself is organized by categories: frozen foods, meats, produce, etc. Grouping and categorizing are a part of our everyday lives, helping us function more efficiently. Categorization is an important aspect of art history, as well, helping us understand how groups of artists influenced each other and generations after them; however, such groupings are not always static or easily defined (as in the grocery store where some food items are not in their expected location but under an ethnic section or next to an item with which it is eaten). Many artists are associated with more than one movement (Paul Gauguin, for example) or demonstrate influences from other movements.

Consider the artists associated with the French Impressionist movement (this can include American expatriates). Select one artist whose style deviates (either a little or a lot) from the typical Impressionist style (or what most general sources define as Impressionist). This stylistic difference does not need to be reflected in the entirety of the artist's work; it can be a change that occurs at the end of his/her life, for example. In what ways are his/her works influenced by another style(s)? Provide one or two works as examples to make your point. What is the significance of the differences? In light of the differences, why do you think the artist is still grouped with the Impressionists?

Ivy Bridge College Curriculum Design

Course Development and Revision

Parts of a Discussion Prompt

Discussion prompts should have the following components:

- Introduction or rationale
- Initial Post prompt
- Secondary Post prompt

Example:

Controversies in Public Art

Walking around any city or even a small town, you will come across some form of public art, whether it's a memorial to local men/women who served in the military or national memorial to fallen soldiers or a memorial to commemorate an event (e.g. at Kent State) or some abstract piece meant for merely aesthetic appreciation, etc. Some public artworks are so innocuous that they go unnoticed by visitors and locals alike. Other works stir up controversies that cause emotions to boil over and pit community members against each other.

Initial Post

Consider either Richard Serra's *Tilted Arc* or Maya Lin's Vietnam Veterans Memorial. State your position on **one** of these works and the controversies that developed. Where do you stand – for or against the works...or somewhere in the middle? Defend your position with specific comments about at least two of the following issues that these works bring up:

- the value of public art
- freedom of expression
- aesthetics
- consensus
- ownership
- politics

Secondary Posts

In your responses to others, consider the viewpoint of your classmates. For those who had opinions similar to yours, have they supported their argument with valid points? What can be added? For those who had opinions that were different from yours, have they swayed your opinions? Based on their responses, what rebuttals can you make to try to sway them to your point of view?

Intro or Rationale:

This should place the discussion in a context that would be relevant to the student or helps the student understand the importance of the topic for discussion. Real-world connections are preferable.

Initial Post:

Provide clear, detailed instructions or prompts. Prompts should be open-ended in order to generate a natural discussion with classmates.

Secondary Post:

Instructions should be specific to the initial post and should guide students in how they should respond to peers; provide alternatives and/or various questions to cover possible scenarios that may result from the initial post.

Ivy Bridge College Curriculum Design

Course Development and Revision

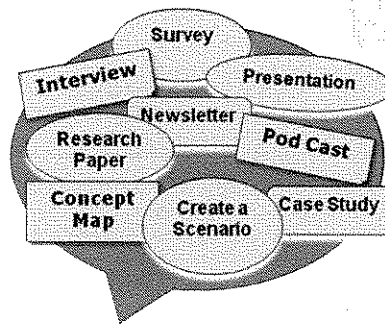
Assignments Other Than Discussions

All types of assignments should follow the guidelines noted for discussion prompts.

- Assignments should **align with assigned outcomes**. Make sure that the assignment level matches the outcome level (in terms of Bloom's Taxonomy).
- The wording should be **clear**.
- An **introduction or rationale** should put the assignment into a larger context and/or provide reasoning for why the assignment is valuable to the student.

Also, as appropriate, include the following:

- Critical thinking skills
- Scholarly exploration and research
- Real-life application
- Technology integration specific to the profession or discipline (See **Example Technology: Jing**)
- A **variety of learning products** that appeal to a range of learning styles
 - o While reinforcing writing skills through practice is essential, not every assignment needs to be a written response/essay. Consider the types of products that might be a natural part of the discipline/profession. Incorporate them when possible. (See **Example Assessment: Iconography Presentation**)
 - o Remember that the type of assignment you select should be purposeful. Think about how the learning product can aid in students achieving mastery of the learning outcomes.
- Tools, such as questionnaires, that can add levels to an assignment



Ivy Bridge College Curriculum Design

Course Development and Revision

Example Assessment: Iconography Presentation

Interpretation is part of our daily lives. We interpret road signs in order to navigate roads safely. We often interpret images such as the bald eagle or the American flag with consensus: they mean freedom. Colors, too, have their own symbolic quality; it's no wonder that stores are adorned with pink and red objects around Valentine's Day as these colors are associated with love and affection. Of course, red has other associations as well: blood, violence, hate, etc. It's a good thing our road signs don't carry such double meaning.

In art, alternative meanings do exist so symbols must be read carefully. Assuming a particular meaning may lead to an interpretation that was not intended by the artist. Researching the meaning of images takes time as one must consider the context in which the work was created. Did the symbols of today carry the same meaning hundreds of years ago? Such research is part of a curator's job at a museum.

For this assignment, you will play the role of an intern at an art museum. The curator of Renaissance and Baroque paintings has given you the task of preparing a presentation for high school students on the iconography of one artwork. The PowerPoint will be presented in the classroom as preparation for their tour of the Renaissance and Baroque art wing of the museum later in the week.

Select an artwork from the Renaissance or Baroque period (1400 – 1700 CE). DO NOT select a work that is discussed extensively in the book (see list of suggested artworks).

In your presentation, describe the following:

- Overall composition and subject
- Why it was painted or for what purposes
- Historical context
- At least 6 iconographical elements (e.g., object symbols, speaking symbols, symbolic compositional arrangement)

Presentation Requirements

- 8-12 slides (not including the references slide) with notes
- 25-50 words per slide (in notes area)
- At least 3 sources other than your textbook cited in APA format

This activity will be graded using the Project-Presentation Grading Rubric.

Learning Outcome(s): 3

3. Analyze the formal and iconographic aspects of artworks within their social and historical contexts.

Due Date: By midnight on Day 6

Ivy Bridge College Curriculum Design

Course Development and Revision

Example Assessment: Quiz

Quizzes help determine students' understanding of assigned readings or course topics. Often, quizzes are automatically graded in Moodle. Such quizzes provide immediate feedback for students but should not be overused as authentic assessments (real-world tasks, meaningful application, using creative and critical thinking) provide a more accurate picture of student learning.

Include the following information:

- Note duration of quiz (30 min., 1 hr., etc.).
- Indicate if repeats are allowed, and, if so, how many and what score will be entered in gradebook (highest, last taken).
- If the quiz is not auto-graded in Moodle, provide instructions for students on how to take it (e.g. copy and paste into a Word doc or located quiz in Doc Sharing and submit like an assignment).

ENG140 Introduction to Writing

Quiz

Writing Skills Quiz: Complete Sentences and Fragments

Take the following quiz on complete sentences and fragments.

Read the sentences. Label each numbered group of words as follows "S" if it is a complete sentence or "F" if it is a fragment. (1 point each)

Learning Outcome(s): 3, 7

3. Write coherent, grammatically correct sentences that make use of effective word choice and are expressed through a variety of sentence structures, including compound, complex, and compound-complex sentence patterns.
7. Demonstrate an understanding of the conventions of Standard English.

Due Date: By midnight on Day 4

Ivy Bridge College Curriculum Design

Course Development and Revision

Example Tool: Questionnaires

Questionnaires can be used, for example, in discussion forums. In the example below, students submit their answers and the third part of the prompt is based on the results of all responses.

SCS110 Foundations of Success
Introductory Discussion

Part 1: Welcome!
Welcome to the course! Please take the following questionnaire and review the results of your classmates before completing the rest of this discussion.
[Click here to access the questionnaire](#)

Part 2: Introduce Yourself
Please introduce yourself to the class. In your posting, share some information about yourself. What do you do for a living? What are your feelings about taking this course?
Also, feel free to attach a picture of yourself and discuss your career goals and/or future educational goals. This is a great way to learn and share more about each other as we begin this class together.

Part 3: Your Follow-up Postings
After reviewing the questionnaire results and your peers' postings, comment on any similarities or differences in your backgrounds.
Participation in this discussion forum is required. Your responsibility for participation includes an initial posting and then *at least two follow-up postings within the same week*. The quality of your follow-up postings is very important to keeping the conversation going. Since you are required to post, please be thoughtful, respectful, and constructive in your responses. You may agree, disagree, and/or add to the conversation.

Sample of questions.

Introductory Discussion Questionnaire

1 How far have you gone in school?

12
 GED
 AA
 some college courses but no degree completed
 other

2 Do you have children?

Yes No

3 Are you currently employed?

Yes No

Ivy Bridge College Curriculum Design

Course Development and Revision

Example Technology: Jing

Jing is a free download allows you to capture screen images and video.

What Is the Benefit?

What is the benefit of using Jing as opposed to copying and pasting an image or a web link? The cool thing about Jing is that it allows you to highlight/edit the image you are copying and to add voice-over. One of the most beneficial features of using the voice-over feature in Jing is that it has the feel of being 'live' while still being accessible at any time. It is very user-friendly and can serve as a cost-efficient tool for students and faculty.

Possible Applications

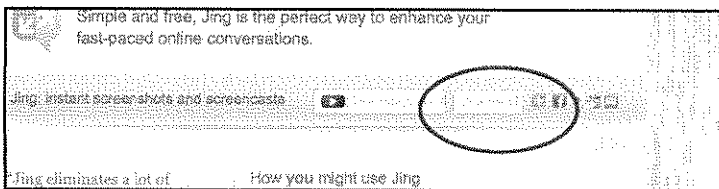
- Offer an explanation or point out specific details to enhance a photograph or painting using the editing features in Jing
- Help students navigate through a website
- Record video/lecture from YouTube or your own webcam
- Conduct group work together in real time
- Preview a document
- Post to Facebook/Twitter
- Conduct tutorials

Ivy Bridge College Curriculum Design

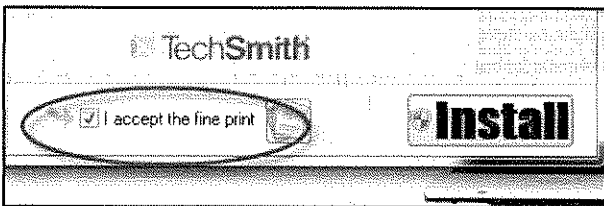
Course Development and Revision

Example Technology: Steps to Use Jing

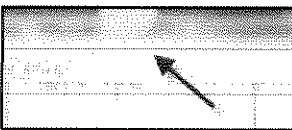
1. Go to the following website: <http://www.techsmith.com/jing/>.
2. Click **Download** on highlighted yellow bar on page.



3. You will be given the option to **Run** or **Save**. Click **Run**.
4. You will see a setup prompt. Click **I accept the fine print**.

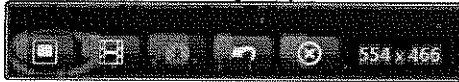


5. Click **Install**.
6. You will then be asked, **Do you want to allow the following program to install software on this computer?** (Windows 7). Click **Yes**.
7. Click **Finish**.
8. Watch the following tutorial: <http://www.techsmith.com/learn/jing/>.
9. Click **Sign Up** at bottom of screen and follow prompts for signing up.
10. Once Jing has downloaded, you will see a tiny half sun near the top of your desktop. (You should see the big yellow circle appear immediately after download and float to the top of your screen where it becomes a half sun. You really have to look for it as it is easy to miss. It appears sort of faint until you click on it.)



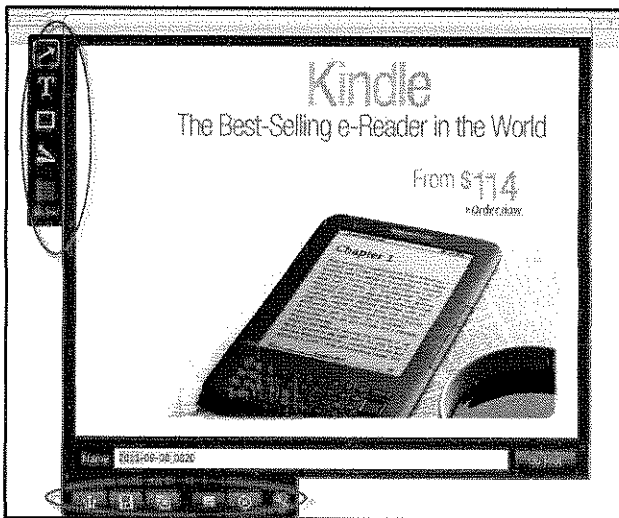
11. Once you click on the sun, three rays will appear. The first ray (on the left) is what you will use to capture your screen shots. The second ray will become a saved history repository.
12. Go to one of your favorite websites. Click on the sun, and then click on the first ray.

- Once you click on it, you will see cross hairs appear on your screen. Drag the cross hairs around until as much of the screen is captured as you want. Or, you can click on the screen and drag and pull so that a certain area of the screen is displayed within a new box.
- Once you have the image(s) you want selected, click on the first button.



When you hover over it, it reads **Capture image**. (Note: if you plan on using the voice-over feature, click on second button, which reads **Capture video**. If using this option, skip down to the next set of instructions).

- Once you click **Capture image**, a new screen will appear with your screen capture. You will see a set of buttons running along the bottom and some editing tools on the right hand side of the box. The editing tools allow you to add an arrow, text box, frame, color, or highlight.



- After you are done editing your image, click the button with the three arrows (along bottom row of buttons).
- Once the upload is complete, a box will appear that says **Capture Sent**. Click on **Your capture has been sent and the link is ready to be pasted**.



- Then copy the URL in the address bar.



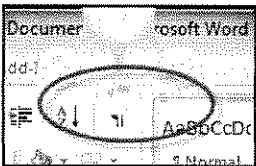
19. Go to wherever you want to paste the link (instant message chat box, Facebook, as a hyperlink in a word document, etc.) and click **Edit** and then **Paste**. Once students click on the link, they will be taken directly to your screen shot.

To include voice narration or capture a video, do the following:

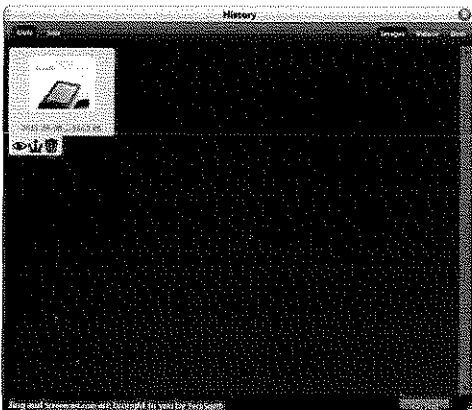
1. Click the sun.
2. Once the rays appear, click the first button that looks like cross hairs.
3. Drag the cross hairs around until as much of the screen is captured as you want. Or, you can click on the screen and drag and pull so that a certain area of the screen is displayed within a new box.
4. Next, click on the second button that reads **Capture video**. Once you do this you will see a filmstrip appear and the words **Mic On** with a 3-2-1 countdown. After the countdown, you can start recording from the built in computer mic.
5. When you are done recording click the **Stop** button.
6. A preview box should open to review your recording. If you are happy with the results, click the button with the three arrows (along bottom row of buttons).
7. Once the upload is complete, a box will appear that says **Capture Sent**. Click on **Your capture has been sent and the link is ready to be pasted**.
8. Go to wherever you want to paste the link (instant message chat box, Facebook, as a hyperlink in a word document, etc.) and click **Edit** and then **Paste**. Once your student/partner/colleague clicks on the link, they will be taken directly to your screen shot.

To retrieve previous captures, do the following:

1. Click the sun.
2. Once the rays appear, click the second button (History).



3. The History screen will appear with previous captures. Click on the capture you want. You can select to view, resend the capture (to obtain the link), or delete.



Ivy Bridge College Curriculum Design

Course Development and Revision

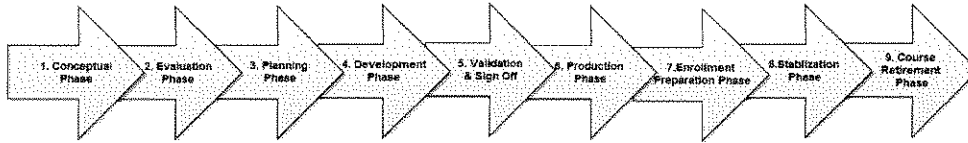
Checklist

Review the following checklist to ensure the course meets the standards set by IBC Curriculum Design Team.

- ✓ Getting Started Quiz developed.
- ✓ Introductory Discussion included.
- ✓ Learning outcomes are observable and measurable (limit 7 per course).
- ✓ Learning outcomes are tied to each assignment.
- ✓ Course topics are tied to each week (limit 7-10 per course).
- ✓ Lectures are not summaries of the readings; lectures provide new and valuable information about the course topics.
- ✓ There are 2 lectures per week.
- ✓ There are at least 40 pages of reading per week (including textbook, lectures, and other resources).
- ✓ Assignments and discussion forum postings add up to at least 20 pages of writing for the term.
- ✓ A rationale is provided for each assignment.
- ✓ Various learning products and tools are used as appropriate for the course.

CDDLc Process Framework

Course Development & Deployment Lifecycle (CDDLc)



1. Conceptual Phase: Identifies the need for a course
 2. Evaluation Phase: Appraises course proposals to determine feasibility
 3. Planning Phase: Creates the Plan
 4. Development Phase: Develop course content, resources, support mechanisms, technology, and media
 5. Validation & Sign Off: Division Chair reviews & approves
 6. Production Phase: Adapts course content into the virtual learning environment
 7. Enrollment Preparation Phase: Finalizes student and instructor support services
 8. Stabilization Phase: Stabilizing the course after initial deployment
 9. Course Retirement Phase: Retiring a course from catalogue

	1. Conceptual Phase	2. Evaluation Phase	3. Planning Phase	4. Development Phase	5. Validation & Sign Off	6. Production Phase	7. Enrollment Preparation Phase	8. Stabilization Phase	9. Course Retirement Phase
Minor Course Changes Migration	<ul style="list-style-type: none"> Identify Course Migration Issues Hold campus committee and program chairs "kick-off" Stakeholder feedback Program expansion 	<ul style="list-style-type: none"> Take Detailed Course Proposal Process Tutorial Selection Process 	<ul style="list-style-type: none"> Portfolio Design Leadership Identification Kick-off Planning Kick-off Meeting Risk Management Training Planning Resource Selection ISD/SCM Training 	<ul style="list-style-type: none"> Content Development External Resource Integration Risk Management Order Course Textbooks Review Process 	<ul style="list-style-type: none"> Division Chair Review & Approval Process 	<ul style="list-style-type: none"> Prepare Content for LMS Team Production Initiation LMS Team Assignments Create Shell Content Conversion Support & Outreach Build Database ID Production Review Setup Library Services Vendor Setup Team Roll Preparation 	<ul style="list-style-type: none"> Develop Sign-off for 2nd Party Review ID Quality Checks Initiation Distribution Faculty Update Preparation Supplemental Course Setup Class Communications & Support Activities LMS Team Support Notes Escalation 	<ul style="list-style-type: none"> Student Activation Course Monitoring Faculty Monitoring Process Course Informational Meetings 	<ul style="list-style-type: none"> Course Renewal Approval Reassessment Consideration Course Reassessment Meeting
Greenfield Courses	<ul style="list-style-type: none"> Greenfield Course Issues Stewardship Stakeholder need Program expansion 	<ul style="list-style-type: none"> Greenfield Course Proposal Process Tutorial Selection Process 	<ul style="list-style-type: none"> Portfolio Design Leadership Identification Kick-off Planning Kick-off Meeting Risk Management Training Planning Resource Selection ISD/SCM Training 	<ul style="list-style-type: none"> Content Development External Resource Integration Risk Management Order Course Textbooks Review Process 	<ul style="list-style-type: none"> Division Chair Review & Approval Process 	<ul style="list-style-type: none"> Prepare Content for LMS Team Production Initiation LMS Team Assignments Create Shell Content Conversion Support & Outreach Build Database ID Production Review Setup Library Services Vendor Setup Team Roll Preparation 	<ul style="list-style-type: none"> Develop Sign-off for 2nd Party Review ID Quality Checks Initiation Distribution Faculty Update Preparation Supplemental Course Setup Class Communications & Support Activities LMS Team Support Notes Escalation 	<ul style="list-style-type: none"> Student Activation Course Monitoring Faculty Monitoring Process Course Informational Meetings 	<ul style="list-style-type: none"> Course Renewal Approval Reassessment Consideration Course Reassessment Meeting
Major Revision	<ul style="list-style-type: none"> Major Revision/Update Major Revision/Update Stakeholder need Program expansion 	<ul style="list-style-type: none"> Major Revision/Update Proposal Process Tutorial Selection Process 	<ul style="list-style-type: none"> Portfolio Design Leadership Identification Kick-off Planning Kick-off Meeting Risk Management Training Planning Resource Selection ISD/SCM Training 	<ul style="list-style-type: none"> Content Development External Resource Integration Risk Management Order Course Textbooks Review Process 	<ul style="list-style-type: none"> Division Chair Review & Approval Process 	<ul style="list-style-type: none"> Prepare Content for LMS Team Production Initiation LMS Team Assignments Create Shell Content Conversion Support & Outreach Build Database ID Production Review Setup Library Services Vendor Setup Team Roll Preparation 	<ul style="list-style-type: none"> Develop Sign-off for 2nd Party Review ID Quality Checks Initiation Distribution Faculty Update Preparation Supplemental Course Setup Class Communications & Support Activities LMS Team Support Notes Escalation 	<ul style="list-style-type: none"> Student Activation Course Monitoring Faculty Monitoring Process Course Informational Meetings 	<ul style="list-style-type: none"> Course Renewal Approval Reassessment Consideration Course Reassessment Meeting
Minor Revisions	<ul style="list-style-type: none"> Minor Revision/Update Minor Revision/Update Stakeholder need Program expansion 	<ul style="list-style-type: none"> Minor Revision/Update Proposal Process Tutorial Selection Process 	<ul style="list-style-type: none"> Portfolio Design Leadership Identification Kick-off Planning Kick-off Meeting Risk Management Training Planning Resource Selection ISD/SCM Training 	<ul style="list-style-type: none"> Content Development External Resource Integration Risk Management Order Course Textbooks Review Process 	<ul style="list-style-type: none"> Division Chair Review & Approval Process 	<ul style="list-style-type: none"> Prepare Content for LMS Team Production Initiation LMS Team Assignments Create Shell Content Conversion Support & Outreach Build Database ID Production Review Setup Library Services Vendor Setup Team Roll Preparation 	<ul style="list-style-type: none"> Develop Sign-off for 2nd Party Review ID Quality Checks Initiation Distribution Faculty Update Preparation Supplemental Course Setup Class Communications & Support Activities LMS Team Support Notes Escalation 	<ul style="list-style-type: none"> Student Activation Course Monitoring Faculty Monitoring Process Course Informational Meetings 	<ul style="list-style-type: none"> Course Renewal Approval Reassessment Consideration Course Reassessment Meeting

Issue Escalation & Hot Fix Processes
 CDS Reporting

ATTACHMENT B

IVY BRIDGE COLLEGE of TIFFIN UNIVERSITY

OUTCOME REVISION PROCESS

The following document outlines Ivy Bridge College's (IBC) revised General Education Learning Outcomes (GELO), as well as all revised Program Learning Outcomes (PLO) and the Major Learning Outcomes (MLO). The revision process occurred between September 1 and December 1, 2012. First, the existing Course Learning Outcomes (CLO) were analyzed to illustrate gaps in the relationships between CLO, PLO, and MLO. Second, academic leaders were assembled to analyze the gaps and revise the outcomes. Third, the revisions were shared with various stakeholders to revise and build consensus. Fourth, the outcomes were reviewed against nationally-recognized guidance on learning outcomes used for general education and community colleges. Finally, the revised outcomes were shared with executive leadership for final approval. These outcomes will not take effect until IBC transitions to Altnus University and is independent of Tiffin University.

BACKGROUND INFORMATION

The GELO, PLO, and MLO that were developed during this process reflect both current best practice in learning outcomes assessment and the offerings of Ivy Bridge College. In a study of general education learning outcomes, the National Institute for Learning Outcomes Assessment (2011), the most commonly cited themes in general education learning outcomes included: content knowledge and skill, communication, critical thinking, information literacy, and cultural appreciation. The IBC GELO and PLO do provide both specific and broad representation of the NILOA-identified outcome themes. For example, the IBC GELO has four themes (Written Communication, Critical Thinking, Quantitative Reasoning, and Information Literacy); three of which are specifically mentioned by NILOA. The fourth, Quantitative Reasoning, is very important to the curricular culture at IBC, and would be implied in content knowledge and skills theme. Also, quantitative reasoning is very prevalent in other institutional outcomes.

When comparing other institutions, there are numerous consistencies. A competitor in the southwestern states, Rio Salado College (AZ), assesses general education outcomes in the areas of communication, critical thinking, information literacy, and reading. A national leader in community college education, LaGuardia Community College (NY), assesses five general education outcomes: critical literacy, quantitative reasoning, oral communication, research and information literacy, and technological literacy. Finally, America's largest community college, Miami-Dade College (FL), with more than 57,000 students, assesses ten general education outcomes: communication, quantitative analysis, critical thinking, information literacy, diverse cultures, social responsibilities, ethical thinking, technology, esthetic and creative activities, and natural systems. Overall, the GELO currently proposed at IBC reflect the curriculum, specialized programs offered, and the mission of the institution. As new programs and needs emerge, the GELO will need to expand proportionately and thoughtfully.

Considering national reform agendas, the Lumina Foundation's Degree Qualification Profile (DQP) is considered a seminal publication for guiding the redesign and coherence of institutional offerings from Associates to Doctoral programs. The IBC outcomes revision process clearly aligns with the DQP, exhibiting complementary and supplemental alignments between GELO, PLO, and MLO. One area to consider for future improvement may include Civic Learning. Currently, IBC students are assessed on knowledge of civic principles including ethics; however, field work and advocacy are not required. This may be a logical extension of Bachelors and Masters offerings. The following table articulates the general alignment of GELO, PLO, and MLO to the DQP elements.

ALIGNMENT TO LUMINA FOUNDATION DEGREE QUALIFICATIONS PROFILE (DQP)

DQP Element (Associates)	IBC GELO	IBC PLO	IBC MLO
<i>Specialized Knowledge</i>			
Describes the scope and principal features of the field of study, citing core theories and practices, and offers a similar explication of a related field.	CT 1; QR 1	AAGS 1, 2; ABA 2, 4	ACC 1; BUS 1; HCA 2, 3; SRM 2; COR 1; HLS 1; LAW 1
Illustrates the field's current terminology.	CT 1; QR 1; IL 3	AAGS 1, 2; ABA 2, 4; ACJ 4, 5	ACC 1, 2; CIT 2; HCA 1, 3
Generates substantially error-free products exhibits, or performances in the field.	WC 1-3	ABA 1	ACC 2, 3; CIT 1
<i>Broad, Integrative Knowledge</i>			
Describes how existing knowledge or practice is advanced, tested and revised.	CT 1; QR 2; IL 3		CIT 2
Describes and examines perspectives on key debates within the field and in society.	CT 2	AAGS 3; ABA 2, 4; ACJ 1-4	BUS 1; HCA 2, 3; SRM 1, 3; COR 1; HLS 1; LAW 1
Illustrates core concepts of the field while executing analytical, practical or creative tasks.	WC 3; QR 1	AAGS 2; ABA 2, 4; ACJ 2, 5	ACC 1, 2; BUS 1; CIT 3; HCA

					1-3; SRM 2
Selects and applies recognized methods in interpreting discipline-based problems.	QR 4	ACJ 5			ACC 1, 2; CIT 2
Assembles evidence relevant to problems, describes its significance, and uses it in analysis.	WC 1; QR4	ABA 3; ACJ 2			ACC 3; CIT 2
Describes the ways in which at least two disciplines define, address and justify the importance of a contemporary challenge or problem.	CT 3	AAGS 1-3; ABA 2, 4; ACJ 1-4			BUS 1, 2; CIT 3; HCA 2, 3; SRM 3; COR 1; HLS 1; LAW 1
Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems.	WC 1	AAGS 1, 2; ABA 2, 4; ACJ 2, 5			BUS 1, 2; HCA 1-3; SRM 2; COR 1; HLS 1; LAW 1
<i>Intellectual Skills</i>					
Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems. (Analytic inquiry)	QR 1, 2	AAGS 2; ABA 2, 4; ACJ 5			BUS 1; HCA 1-3; SRM 2; COR 1; HLS 1; LAW 1
Identifies, categorizes and appropriately cites information for an academic project, paper or performance. (Use of information resources)	IL 1, 3	ABA 3; ACJ 2			
Describes how cultural perspectives could affect interpretation of problems in the arts, politics or global relations. (Engaging diverse perspectives)	CT 1	AAGS 1; ACJ 1, 3			BUS 2; CIT 3; SRM 3
Presents accurate calculations and symbolic operations and explains their use either in the field of study or in interpreting social or economic trends. (Quantitative fluency)	QR 3	AAGS 2			ACC 1, 2; CIT 2
Presents substantially error-free prose in both argumentative and narrative forms to	WC 1-3	ABA 1			ACC 3; CIT 1

general and specialized audiences. (Communication fluency)			
<i>Applied Learning</i>			
Describes in writing a case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates the learning gained; and analyzes a significant concept or method related to the course of study in light of learning from outside the classroom.	WC 1-3; CT 2; QR 4	AAGS 1, 2; ABA 2, 4; ACJ 3	CIT 1; HCA 3; COR 1; HLS 1; LAW 1
Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.	QR 1; IL 1-3	ABA 3; ACJ 2	CIT 2, 3
<i>Civic Learning</i>			
Describes his or her own civic and cultural background, including origins, development, assumptions and predispositions.	WC 2	AAGS 1	BUS 2; SRM 1
Describes historical and contemporary positions on democratic values and practices, and presents his or her position on a related problem.	CT 1	AAGS 3; ACJ 1, 4, 5	ACC 2; BUS 1, 2; HCA 2; SRM 1-3
Takes an active role in the community (work, service, co-curricular activities) and examines civic issues encountered and insights gained.	CT 2*	AAGS 3; ACJ 3, 4	SRM 1

*for "examines civic issues..." only.

PROPOSED GENERAL EDUCATION LEARNING OUTCOMES (GELO)

CRITERION	PRIOR OUTCOMESTATEMENTS	REVISED OUTCOMESTATEMENTS
Written Communication	Develop and express ideas in writing to prove learning in many genres and styles	<p>GELO WC 1: Use strategies for organizing information appropriate to a text's genre.</p> <p>GELO WC 2: Write effectively in response to audience, context, and purpose.</p> <p>GELO WC 3: Use the writing process (including phases of prewriting, drafting, revising, and editing) to develop written texts.</p>
Critical Thinking	Comprehensively explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	<p>GELO CT 1: Analyze data including facts, opinions, and perceptions.</p> <p>GELO CT 2: Formulate arguments that are based on data.</p> <p>GELO CT 3: Articulate logical connections between arguments and conclusions.</p>
Quantitative Reasoning	Reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations through sophisticated arguments and quantitative evidence presented in a variety of formats (words, tables, graphs, mathematical equations, etc. as appropriate)	<p>GELO QR 1: Demonstrate solutions to quantitative problems using multiple strategies, including technology.</p> <p>GELO QR 2: Interpret quantitative data, symbols, and concepts.</p> <p>GELO QR 3: Communicate findings using appropriate formats (words, tables, graphs, mathematical equations, etc.).</p> <p>GELO QR 4: Apply quantitative reasoning to solve personal and professional problems.</p>
Information Literacy	Recognize the need to identify, locate, evaluate, and apply information effectively and responsibly to solve a problem.	<p>GELO IL 1: Access, navigate, and utilize content-rich resources for specific learning activities.</p> <p>GELO IL 2: Access, navigate, and utilize technology tools and applications for specific learning activities.</p>

		GELO IL 3: Evaluate resources based on purpose, currency, accuracy, and credentials of the author.
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PROPOSED PROGRAM LEARNING OUTCOMES (PLO) and MAJOR LEARNING OUTCOMES (MLO)

PROGRAM	PRIOR OUTCOME STATEMENTS	REVISED OUTCOME STATEMENTS
<p align="center">ASSOCIATE of ARTS</p> <p align="center">General Studies</p>	<p>Summarize, analyze, and synthesize information in the Humanities and the Sciences.</p>	<p>AAGS PLO 1: Interpret the meaning of cultural and aesthetic artifacts, practices, texts, and events. AAGS PLO 2: Recognize patterns in the natural world to hypothesize future events. AAGS PLO 3: Analyze a person's place in society and how it relates to larger social structures and institutions.</p>
<p align="center">ASSOCIATE of BUSINESS ADMINISTRATION Program Objectives</p>	<p>Communicate effectively and professionally in business contexts.</p> <p>Apply management, marketing, and accounting concepts to real-life contemporary issues in business and organizations.</p> <p>Utilize technology for decision support and information retrieval in business-related tasks and environments.</p> <p>Utilize Business resources and databases to research topics and support ideas in a problem-solving context.</p>	<p>ABA PLO 1: Practice effective and professional business communication skills. ABA PLO 2: Apply knowledge, skills and ethics to plan for business issues and opportunities. ABA PLO 3: Make and evaluate business decisions using information and technology resources. ABA PLO 4: Investigate and apply business principles, theories, and ethics enabling successful economic decisions.</p>
<p align="center">ABA Majors</p>		

<p style="text-align: center;">Accounting</p>	<p>Apply accounting principles needed to solve business problems for a variety of organizations.</p>	<p>ABA ACC MLO 1: Apply accounting principles to solve business problems. ABA ACC MLO 2: Demonstrate how taxation influences basic business, investment, personal and political decisions. ABA ACC MLO 3: Calculate and report accounting transactions using technology tools.</p>
<p style="text-align: center;">Business</p>	<p>Apply the management principles required to lead an organization and improve its performance in a business environment.</p>	<p>ABA BUS MLO 1: Apply management and leadership principles to improve organizational performance. ABA BUS MLO 2: Describe and apply principles of collaboration and cooperation to functional business departments.</p>
<p style="text-align: center;">Computer and Information Technology</p>	<p>Evaluate and apply computer and software solutions in a corporate setting.</p>	<p>ABA CIT MLO 1: Practice communication skills from the perspective of manager, subordinate and functional area leader. ABA CIT MLO 2: Explain basic concepts of computer repair and troubleshooting for both hardware and software application. ABA CIT MLO 3: Apply strategies that translate organizational needs and business requirements into viable IT solutions.</p>
<p style="text-align: center;">Healthcare Administration</p>	<p>Evaluate and apply the academic theory and practical business skills needed to succeed in an administrative and/or supervisory position in the healthcare field.</p>	<p>ABA HCA MLO 1: Use and evaluate terms and concepts unique to the healthcare industry. ABA HCA MLO 2: Demonstrate knowledge and application of management concepts in the healthcare industry.</p>

			ABA HCA MLO 3: Explain and evaluate concepts and issues within the healthcare system.
		Evaluate and prepare for careers in a range of fields including recreation and tourism, athletic administration and sports marketing.	ABA SRM MLO 1: Apply sports and recreation concepts to self and society. ABA SRM MLO 2: Compare and contrast models and theories in sports and recreation. ABA SRM MLO 3: Explain the role of business, law, and ethics in the sports and recreation management.
Sports and Recreation Management		Identify past, present and future trends in law enforcement, corrections and homeland security. Assess the strengths, weaknesses, opportunities and threats facing the criminal justice system today.	ACJ PLO 1: Identify past, present and future trends in law enforcement, corrections and homeland security. ACJ PLO 2: Assess the strengths, weaknesses, opportunities and threats facing the criminal justice system today.
ASSOCIATE of CRIMINAL JUSTICE Program Objectives		Differentiate between the roles and partnerships between the various components of the criminal justice system. Evaluate the causes and effects of criminal behavior. Explore the laws, procedures and technologies that contribute to the discipline of law enforcement, corrections and homeland security.	ACJ PLO 3: Differentiate between the roles and partnerships between the various components of the criminal justice system. ACJ PLO 4: Evaluate the causes and effects of criminal behavior. ACJ PLO 5: Interpret the laws, procedures and technologies that contribute to the discipline.
ACJ Majors			
Corrections		Explore and apply fundamental principles of juvenile justice, criminal law, correctional thoughts, probation, parole and	ACJ COR MLO 1: Explain and apply fundamental principles of juvenile justice, criminal law, correctional

	corrections communities in a work-based context.	thoughts, probation, parole and community corrections.
Homeland Security	Explore homeland security issues and challenges and assess real world situations from a first responder's viewpoint.	ACJ HLS MLO 1: Recognize homeland security issues and challenges and assess real world situations from a first responder's viewpoint.
Law Enforcement	Explore and apply fundamental principles of law enforcement in a work-based context.	ACJ LAW MLO 1: Summarize and interpret the fundamental principles, partnerships and operations of law enforcement agencies.

NEXT STEPS AND GENERAL TIMELINE

Strikethrough denotes complete.

STEP	DEADLINE	PERSON RESPONSIBLE
1. Share with faculty, IDs, and other stakeholders for continued editing.	11/4/2012	Director of Outcomes Assessment
2. Seek approval from Ivy Bridge executive leadership.	11/10/2012	Dean
3. Revise Curriculum Maps in conjunction with initial construction in TaskStream Accountability Management System (TS AMS).	12/15/2012	Director of Outcomes Assessment
4. Devise plan for updating syllabi, courses, and supporting materials (i.e. rubrics, etc.).	1/1/2013	Associate Dean, CLS
5. Add outcomes to TS AMS Outcomes and Moodle 2.3 Outcome Library.	11/15/2012	Director of Outcomes Assessment
6. Revise any foundational documents provided to Tiffin, HLC, WASC, etc.	1/1/2013	Document Owner

7. Present all outcome revisions as well as TS AMS, Moodle, and assessment system progress at Academic Affairs team meeting.	1/31/2013	Director of Outcomes Assessment
8. Build assets in TS AMS and Moodle associated new Outcomes Assessment.	1/31/2013	Director of Outcomes Assessment
9. Develop and implement full communication plan including announcements, faculty training, and employee awareness.	6/30/2013	Director of Outcomes Assessment with Others

REFERENCES

- National Institute for Learning Outcomes Assessment. (2011, May). Learning outcomes assessment in community colleges. Retrieved from <http://www.learningoutcomeassessment.org/documents/communitycollege.pdf>
- Lumina Foundation. (2011, June). The degree qualifications profile. Retrieved from http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf

Rubrics

Click the title of the rubric to view.

<u>Discussion Forum Grading Rubric</u>	2
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Discussion Forum Grading Rubric

CRITERIA	Outstanding	Above Average	Satisfactory	Below Average	Insufficient
1. Quality of Initial Post 55	Throughout the whole work, content and developing points <ul style="list-style-type: none"> demonstrate knowledge of the key terms and concepts to make up the substance of the given topic are organized in logical, digestible sequences 	Throughout most of the work, content and developing points <ul style="list-style-type: none"> demonstrate knowledge of the key terms and concepts to make up the substance of the given topic are organized in logical, digestible sequences 	Throughout a considerable amount of the work, content and developing points <ul style="list-style-type: none"> demonstrate knowledge of the key terms and concepts to make up the substance of the given topic are organized in logical, digestible sequences 	Throughout some of the work, content and developing points <ul style="list-style-type: none"> demonstrate knowledge of the key terms and concepts to make up the substance of the given topic are organized in logical, digestible sequences 	Throughout little to none of the work, content and developing points <ul style="list-style-type: none"> demonstrate knowledge of the key terms and concepts to make up the substance of the given topic are organized in logical, digestible sequences
2. Quality of Secondary Posts (average of two posts) 35	Throughout the whole work, responses <ul style="list-style-type: none"> extend the substance of subject matter in the conversation are well-organized use comments and various types of questions to extend the academic conversation 	Throughout most of the work, responses <ul style="list-style-type: none"> extend the substance of subject matter in the conversation are well-organized use comments and various types of questions to extend the academic conversation 	Throughout a considerable amount of the work, responses <ul style="list-style-type: none"> extend the substance of subject matter in the conversation are well-organized use comments and various types of questions to extend the academic conversation 	Throughout some of the work, responses <ul style="list-style-type: none"> extend the substance of subject matter in the conversation are well-organized use comments and various types of questions to extend the academic conversation 	Throughout little to none of the work, responses <ul style="list-style-type: none"> extend the substance of subject matter in the conversation are well-organized use comments and various types of questions to extend the academic conversation
3. Grammar and Mechanics 10	Throughout the whole work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) 	Throughout most of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) 	Throughout a considerable amount of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) 	Throughout some of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) 	Throughout little to none of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable)

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Project-Presentation Grading Rubric

CRITERIA	Outstanding	Above Average	Satisfactory	Below Average	Insufficient
1. Integration of Content Knowledge 65	Throughout the whole project, the content clearly shows <ul style="list-style-type: none"> • application, analysis, and/or synthesis • connections/relationships among key points • conclusions based on sound logic 	Throughout most of the project, the content clearly shows <ul style="list-style-type: none"> • application, analysis, and/or synthesis • connections/relationships among key points • conclusions based on sound logic 	Throughout a considerable amount of the project, the content clearly shows <ul style="list-style-type: none"> • application, analysis, and/or synthesis • connections/relationships among key points • conclusions based on sound logic 	Throughout some of the project, the content clearly shows <ul style="list-style-type: none"> • application, analysis, and/or synthesis • connections/relationships among key points • conclusions based on sound logic 	Throughout little to none of the project, the content clearly shows <ul style="list-style-type: none"> • application, analysis, and/or synthesis • connections/relationships among key points • conclusions based on sound logic
2. Organization and Presentation Format 15	Throughout the whole project, the content exhibits <ul style="list-style-type: none"> • consistent logic and intuition • superior organization in a masterful presentation format 	Throughout most of the project, the content exhibits <ul style="list-style-type: none"> • consistent logic and intuition • superior organization in a masterful presentation format 	Throughout a considerable amount of the project, the content exhibits <ul style="list-style-type: none"> • consistent logic and intuition • superior organization in a masterful presentation format 	Throughout some of the project, the content exhibits <ul style="list-style-type: none"> • consistent logic and intuition • superior organization in a masterful presentation format 	Throughout little to none of the project, the content exhibits <ul style="list-style-type: none"> • consistent logic and intuition • superior organization in a masterful presentation format
3. Written Components 20	Throughout the whole project, the content <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose 	Throughout most of the project, the content <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose 	Throughout a considerable amount of the project, the content <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose 	Throughout some of the project, the content <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose 	Throughout little to none of the project, the content <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose

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Technical Writing Grading Rubric

CRITERIA	Outstanding	Above Average	Satisfactory	Below Average	Insufficient
1. Content Development 35	Throughout the whole work, the text includes <ul style="list-style-type: none"> appropriate, relevant, and compelling content to illustrate mastery 	Throughout most of the work, the text includes <ul style="list-style-type: none"> appropriate, relevant, and compelling content to illustrate mastery 	Throughout a considerable amount of the work, the text includes <ul style="list-style-type: none"> appropriate, relevant, and compelling content to illustrate mastery 	Throughout some of the work, the text includes <ul style="list-style-type: none"> appropriate, relevant, and compelling content to illustrate mastery 	Throughout little to none of the work, the text includes <ul style="list-style-type: none"> appropriate, relevant, and compelling content to illustrate mastery
2. Organization and Presentation Format 15	Throughout the whole work, the content exhibits <ul style="list-style-type: none"> consistent logic and intuition superior organization appropriate to the genre (e.g. letters, emails, reports, etc.) masterful presentation format 	Throughout most of the work, the content exhibits <ul style="list-style-type: none"> consistent logic and intuition superior organization appropriate to the genre (e.g. letters, emails, reports, etc.) masterful presentation format 	Throughout a considerable amount of the work, the content exhibits <ul style="list-style-type: none"> consistent logic and intuition superior organization appropriate to the genre (e.g. letters, emails, reports, etc.) masterful presentation format 	Throughout some of the work, the content exhibits <ul style="list-style-type: none"> consistent logic and intuition superior organization appropriate to the genre (e.g. letters, emails, reports, etc.) masterful presentation format 	Throughout little to none of the work, the content exhibits <ul style="list-style-type: none"> consistent logic and intuition superior organization appropriate to the genre (e.g. letters, emails, reports, etc.) masterful presentation format
3. Support 35	Throughout the whole work, <ul style="list-style-type: none"> support materials and the use of persuasive techniques are appropriate to the genre 	Throughout most of the work, <ul style="list-style-type: none"> support materials and the use of persuasive techniques are appropriate to the genre 	Throughout a considerable amount of the work, <ul style="list-style-type: none"> support materials and the use of persuasive techniques are appropriate to the genre 	Throughout some of the work, <ul style="list-style-type: none"> support materials and the use of persuasive techniques are appropriate to the genre 	Throughout little to none of the work, <ul style="list-style-type: none"> support materials and the use of persuasive techniques are appropriate to the genre
4. Grammar, Mechanics, and Style 15	Throughout the whole work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience 	Throughout most of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience 	Throughout a considerable amount of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience 	Throughout some of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience 	Throughout little to none of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, parallel construction (e.g. lists), and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience

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Technology Application Grading Rubric

CRITERIA	Outstanding	Above Average	Satisfactory	Below Average	Insufficient
1. Processes 40	Throughout the whole work, the product demonstrates <ul style="list-style-type: none"> • excellent attention to detail • accurate interpretation of instructions • a mastery of concepts 	Throughout most of the work, the product demonstrates <ul style="list-style-type: none"> • excellent attention to detail • accurate interpretation of instructions • a mastery of concepts 	Throughout a considerable amount of the work, the product demonstrates <ul style="list-style-type: none"> • excellent attention to detail • accurate interpretation of instructions • a mastery of concepts 	Throughout some of the work, the product demonstrates <ul style="list-style-type: none"> • excellent attention to detail • accurate interpretation of instructions • a mastery of concepts 	Throughout little to none of the work, the product demonstrates <ul style="list-style-type: none"> • specific excellent attention to detail • accurate interpretation of instructions • a mastery of concepts
2. Software Usage 15	Throughout the whole work, the product demonstrates <ul style="list-style-type: none"> • excellent understanding of technology • advanced integration of functions and approaches 	Throughout most of the work, the product demonstrates <ul style="list-style-type: none"> • excellent understanding of technology • advanced integration of functions and approaches 	Throughout a considerable amount of the work, the product demonstrates <ul style="list-style-type: none"> • excellent understanding of technology • advanced integration of functions and approaches 	Throughout some of the work, the product demonstrates <ul style="list-style-type: none"> • excellent understanding of technology • advanced integration of functions and approaches 	Throughout little to none of the work, the product demonstrates <ul style="list-style-type: none"> • excellent understanding of technology • advanced integration of functions and approaches
3. Organization and Format 35	Throughout the whole work, the product demonstrates <ul style="list-style-type: none"> • superior organization • a masterful and highly innovative presentation format • features that are masterfully applied without excess to communicate ideas and concepts 	Throughout most of the work, the product demonstrates <ul style="list-style-type: none"> • superior organization • a masterful and highly innovative presentation format • features that are masterfully applied without excess to communicate ideas and concepts 	Throughout a considerable amount of the work, the product demonstrates <ul style="list-style-type: none"> • superior organization • a masterful and highly innovative presentation format • features that are masterfully applied without excess to communicate ideas and concepts 	Throughout some of the work, the product demonstrates <ul style="list-style-type: none"> • superior organization • a masterful and highly innovative presentation format • features that are masterfully applied without excess to communicate ideas and concepts 	Throughout little to none of the work, the product demonstrates <ul style="list-style-type: none"> • superior organization • a masterful and highly innovative presentation format • features that are masterfully applied without excess to communicate ideas and concepts
4. Written Components 10	Throughout the whole work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience 	Throughout most of the work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience 	Throughout a considerable amount of the work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience 	Throughout some of the work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience 	Throughout little to none of the work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience

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Technology Concepts Grading Rubric

CRITERIA	Outstanding	Above Average	Satisfactory	Below Average	Insufficient
1. Processes 90	Throughout the whole work, the <i>product</i> demonstrates <ul style="list-style-type: none"> • excellent attention to detail • accurate interpretation of instructions • a mastery of concepts 	Throughout most of the work, the <i>product</i> demonstrates <ul style="list-style-type: none"> • excellent attention to detail • accurate interpretation of instructions • a mastery of concepts 	Throughout a considerable amount of the work, the <i>product</i> demonstrates <ul style="list-style-type: none"> • excellent attention to detail • accurate interpretation of instructions • a mastery of concepts 	Throughout some of the work, the <i>product</i> demonstrates <ul style="list-style-type: none"> • excellent attention to detail • accurate interpretation of instructions • a mastery of concepts 	Throughout little to none of the work, the <i>product</i> demonstrates <ul style="list-style-type: none"> • specific excellent attention to detail • accurate interpretation of instructions • a mastery of concepts
2. Written Components 10	Throughout the whole work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience 	Throughout most of the work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience 	Throughout a considerable amount of the work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience 	Throughout some of the work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience 	Throughout little to none of the work, the text <ul style="list-style-type: none"> • is free of major errors in grammar, spelling, punctuation, and citation (where applicable) • is clear and concise • is effectively fitted to format and purpose • uses language appropriate for intended audience

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Written Analysis Grading Rubric

CRITERIA	Outstanding	Above Average	Satisfactory	Below Average	Insufficient
1. Analysis 35	Throughout the whole work, <ul style="list-style-type: none"> evidence is organized and synthesized to reveal insightful patterns, differences, or similarities related to focus 	Throughout most of the work, <ul style="list-style-type: none"> evidence is organized and synthesized to reveal insightful patterns, differences, or similarities related to focus 	Throughout a considerable amount of the work, <ul style="list-style-type: none"> evidence is organized and synthesized to reveal insightful patterns, differences, or similarities related to focus 	Throughout some of the work, <ul style="list-style-type: none"> evidence is organized and synthesized to reveal insightful patterns, differences, or similarities related to focus 	Throughout little to none of the work, <ul style="list-style-type: none"> evidence is organized and synthesized to reveal insightful patterns, differences, or similarities related to focus
2. Support 35	Throughout the whole work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples 	Throughout most of the work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples 	Throughout a considerable amount of the work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples 	Throughout some of the work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples 	Throughout little to none of the work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples
3. Conclusions 20	States a conclusion that is a logical extrapolation from the inquiry findings	States a conclusion that is an extrapolation from the inquiry findings but needs to strengthen the logical connections	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings	States an ambiguous, illogical, or unsupported conclusion from inquiry findings
4. Grammar, Mechanics, and Style 10	Throughout the whole work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout most of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout a considerable amount of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout some of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout little to none of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety

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Written Argument Grading Rubric

CRITERIA	Outstanding	Above Average	Satisfactory	Below Average	Insufficient
1. Argument 35	The thesis statement <ul style="list-style-type: none"> states the writer's own opinion about a specific topic reflects an appropriate scope for the assignment Throughout the whole work, <ul style="list-style-type: none"> topic sentences state the topic and the main idea of each paragraph 	The thesis statement <ul style="list-style-type: none"> states the writer's own opinion about a specific topic reflects an appropriate scope for the assignment Throughout most of the work, <ul style="list-style-type: none"> topic sentences state the topic and the main idea of each paragraph 	The thesis statement <ul style="list-style-type: none"> states an opinion about a specific topic may not reflect an appropriate scope for the assignment Throughout a considerable amount of the work, <ul style="list-style-type: none"> topic sentences state the topic and the main idea of each paragraph 	The thesis statement <ul style="list-style-type: none"> may not state an opinion about a specific topic may not reflect a scope that is either too broad or too narrow for the assignment Throughout some of the work, <ul style="list-style-type: none"> topic sentences state the topic and the main idea of each paragraph 	The thesis statement <ul style="list-style-type: none"> is not present Throughout little to none of the work, <ul style="list-style-type: none"> topic sentences state the topic and the main idea of each paragraph
2. Organization 25	Throughout the whole work, body paragraphs <ul style="list-style-type: none"> are well organized effectively support and develop the thesis 	Throughout most of the work, body paragraphs <ul style="list-style-type: none"> are well organized effectively support and develop the thesis 	Throughout a considerable amount of the work, body paragraphs <ul style="list-style-type: none"> are well organized effectively support and develop the thesis 	Throughout some of the work, body paragraphs <ul style="list-style-type: none"> are well organized effectively support and develop the thesis 	Throughout little to none of the work, body paragraphs <ul style="list-style-type: none"> are well organized effectively support and develop the thesis
3. Support 30	Throughout the whole work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples 	Throughout most of the work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples 	Throughout a considerable amount of the work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples 	Throughout some of the work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples 	Throughout little to none of the work, <ul style="list-style-type: none"> sentences in each paragraph compellingly explain the main idea claims are supported with detailed and persuasive examples
4. Grammar, Mechanics, and Style 10	Throughout the whole work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout most of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout a considerable amount of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout some of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout little to none of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety

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Written Reflection Grading Rubric

CRITERIA	Outstanding	Above Average	Satisfactory	Below Average	Insufficient
1. Content Development 70	Throughout the whole work, the text <ul style="list-style-type: none"> provides detailed facts, data, or an accounting of a learning situation articulates connections between this learning experience and content from the readings, past learning, life experiences, and/or future goals 	Throughout most of the work, the text <ul style="list-style-type: none"> provides detailed facts, data, or an accounting of a learning situation articulates connections between this learning experience and content from the readings, past learning, life experiences, and/or future goals 	Throughout a considerable amount of the work, the text <ul style="list-style-type: none"> provides detailed facts, data, or an accounting of a learning situation articulates connections between this learning experience and content from the readings, past learning, life experiences, and/or future goals 	Throughout some of the work, the text <ul style="list-style-type: none"> provides detailed facts, data, or an accounting of a learning situation articulates connections between this learning experience and content from the readings, past learning, life experiences, and/or future goals 	Throughout little to none of the work, the text <ul style="list-style-type: none"> provides detailed facts, data, or an accounting of a learning situation articulates connections between this learning experience and content from the readings, past learning, life experiences, and/or future goals
2. Conclusions 20	States a conclusion that is a logical extrapolation from the inquiry findings	States a conclusion that is an extrapolation from the inquiry findings but needs to strengthen the logical connections	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings
3. Grammar, Mechanics, and Style 10	Throughout the whole work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout most of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout a considerable amount of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout some of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety 	Throughout little to none of the work, the text <ul style="list-style-type: none"> is free of major errors in grammar, spelling, punctuation, and citation (where applicable) is clear and concise is effectively fitted to format and purpose uses language appropriate for intended audience demonstrates strong word choice and sentence variety

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ATTACHMENT C

Ivy Bridge College of Tiffin University Credit Hour Definition (3-credit course, 7-week format)			
Instructional Time	Hrs. per Week	Hrs. per Course	Total Instructional Time
Instructor contact time	8-12	56-84	56-84
Out of Class Time*	Hrs. per Week	Hrs. per Course	Total Out of Class Time
Reading/Resources	4-5	21-28	91-112
Discussions	4-5	21-28	
Application Activities	5-6	35-42	
Total Hrs. per Week	13-16	91-112	
Total Per 3-Credit Hour Class:			147-196

*Content varies by course and discipline, but total time expectation remains consistent. Some specific reading- and writing-intensive courses may require additional time beyond the stated guideline.

Ivy Bridge College of Tiffin University: Definition of the Credit Hour

Overview of Definition Categories and Course Format

Ivy Bridge College of Tiffin University course credit is defined per Federal regulation by Instructional Time (classroom or direct faculty instruction) and Out of Class Time (student work). The following definition is based on the federal guideline that partially defines the credit hour as “ ‘an amount of work represented in intended learning outcomes and verified by evidence of student achievement,’ establishing a ‘quantifiable minimum basis’ and as a means to ‘quantify academic activity for purposes of determining federal funding.’ ”

Ivy Bridge College offers courses in a 100% online asynchronous format. Students access course information, participate in threaded discussions, and submit assignments in the eCollege Learning Management System. Thus, all student work can be retrieved, accessed, and graded in a consistent manner, and archived for purposes of assessing student achievement on an institution-wide level.

Instructional Time Definition

Ivy Bridge College of Tiffin University currently offers only 3-credit courses.

Instructional time in Ivy Bridge College online asynchronous courses is quantified under the categories of 1) Classroom Management, and 2) Participation, Engagement, and Facilitation. These expectations are defined and trained in the Faculty Expectations Guide and FAC 100, the faculty training course. The following milestones are defined and tracked through a quality review process to assure that faculty is fulfilling instructional time expectations:

- Instructors must post a welcome message every week to introduce weekly learning objectives, important due dates, and other important classroom management information.
- Instructors must post a weekly wrap-up message to reinforce the value of reflective learning by asking students to summarize their week and discuss key concepts covered during the week.
- Instructors must respond to Discussion Forum postings, at a minimum, 5 out of 7 days per week with multiple substantive responses expected throughout discussion threads. Instructors are monitored on a scheduled basis by the relevant Program Chair via a Quality Review Rubric to gauge their active participation in the course room.
- When grading assignments and weekly participation, Instructors are required to provide quantitative and qualitative feedback to each student through the use of standardized Ivy Bridge College rubrics that provide comments that are specific and constructive. Instructors are also

expected to give comments that are specific, timely, constructive, and relevant on all written assignments using Track Changes and comment balloons in Microsoft Word. The corrected assignment and the graded rubric are then returned to the student within 7 days of submission.

- Instructors must schedule 3 hrs. a week for live office hours.
- Instructors must respond to student e-mail within 24-36 hrs.

(Evidence: Faculty Expectations Guide, FAC100 – Faculty Training, Quality Review rubric)

In a 7-week course Ivy Bridge College instructors are expected to devote 8-12 hrs. per week (average) to instructional time for a total accumulation of 56-84 hours per course.

Out of Class Time Definition

Ivy Bridge College courses are rigorously designed to include readings (textbooks, library resources, open source materials, websites, etc.), threaded discussion forums, and application activities (exercises, assignments, projects, tests, etc.) that assess the student's level of mastery of material. Many courses also include a Final Course Project. Most courses are sequenced in the following manner per week:

Preparation Readings 1

Discussion 1

Assignment 1

Preparation Readings 2

Discussion 2

Assignment 2

(Evidence: Course syllabi, course calendars)

Students are expected to be actively involved in a course every week through reading, participation in threaded discussion forums, and completing individual assignments. Each discussion and assignment is due on a specific day throughout the week in order to help students maintain an active presence in the course room. Timely participation in the threaded discussion forums is also part of each student's grade.

In most Ivy Bridge College courses, weekly deadlines are as follows:

Discussion 1: Initial posting due on Day 2; at least 2 follow-up postings due by Day 7

Discussion 2: Initial posting due on Day 5; at least 2 follow-up postings due by Day 7

Assignment 1: Due on Day 3

Assignment 2: Due on Day 6 or 7

Time estimations per week are included as a guideline for students in course syllabi.

(Evidence: Course syllabi, course calendars, Discussion Grading Rubric, participation and assignment submissions)

In a 7-week course Ivy Bridge College students are expected to devote 13-16 hrs. per week (average) out of class to academic endeavors for a total accumulation of 91-112 hours per course.

Total Credit Hour Calculations (please see detailed chart above)

3-credit course:

Instructional Time: 56-84 hrs.

Out of Class Time: 91-112 hrs.

Total Hours Combined: 147-196 hrs.

Type of Task	Task Details	Student Prep Time (includes research as needed/required)	Assignment Completion	Total Time
Getting Started	Getting Started Quiz (Prep includes reading Course Information links)	.5	.25	.75
	Introductory Discussion		.75	.75
Readings and Lectures	20-25 pages in a standard textbook		1	1
	Lectures (2 @ 700 words each); calculate weblinks or other resources/media accordingly		.25	.25
Discussions	Discussion post (initial & secondary)		1 - 2	Varies depending on resource integration
	Essays; Reactions; Summaries; Problems; Cases; Critical Reviews; Research Paper, Projects, Business/Marketing Plans, Research/Final Paper	see Resource time	1.5 per page	
Assignments	PowerPoint or multi-media (8-10 slides)		2 - 5	
	Research and reading of resources (including note taking, highlighting, etc.)	1.5 per source		
Research/Resources	Quiz/Test (T/F, multiple choice, fill-in-the-blank) - 20-30 questions (amounts can vary depending on subject and nature of questions)	2	1	3
	Quiz/Test (short answer)	2	1 - 2	3 - 4
QUIDELINES	Hours required per course (out of class - 2/3 of 135)	90		
	Average required per week	13		

ATTACHMENT D

Student Quality: College Readiness Assessment

- Cut score of 13 for admissions to IBC
- *Near-term target:* Score of 13 or better; for reference, Wonderlic normative median score for high school graduates with no college is 19
- *Long-term target:* Continue to review distribution of scores and explanatory power of current test; evaluating alternative tests

College Readiness Assessment Results

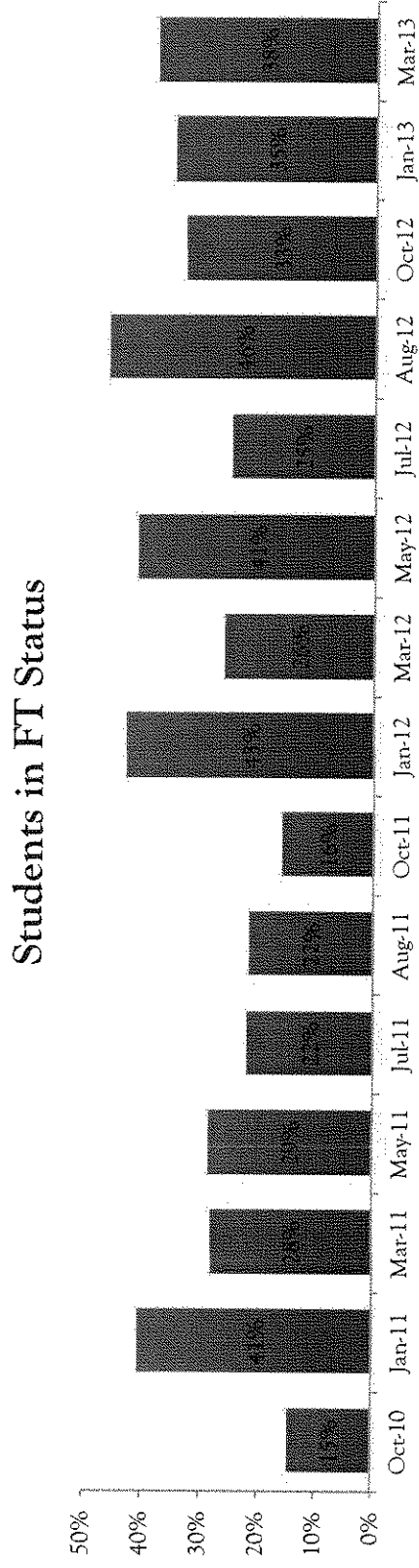
	Jan-12	Mar-12	May-12	Jul-12	Aug-12	Oct-12	Jan-13	Mar-13	May
% of Applicants Completing CRA	32%	37%	43%	45%	51%	59%	46%	46%	58.2
<u>Distribution of CRA Scores:</u>									
< 13	8%	10%	8%	2%	8%	5%	5%	11%	4%
13 - 15	16%	16%	18%	20%	16%	24%	21%	20%	13%
16 - 18	24%	22%	21%	24%	24%	28%	24%	21%	15%
19 - 21	26%	25%	28%	28%	28%	22%	25%	24%	14%
22 - 25	21%	21%	19%	18%	18%	16%	18%	16%	8%
> 25	5%	6%	6%	7%	6%	6%	7%	8%	4%
Median CRA Score	19	19	19	19	18	18	19	18	18

Note that CRA was only deployed for the direct channel for a portion of the January 2012 enrollment cycle and during that time, the cut score was not required for admission.

Student Quality: Enrollment Status

- Messaging and pricing made clear impact on enrollment status
- *Near-term target:*
 - Beat target of 29% full-time enrollment on May 2012 start
 - Distinction between Term 1 and 2 due to financial aid procedures
- *Long-term target:* 70% full-time enrollment with no difference between Term 1 and Term 2

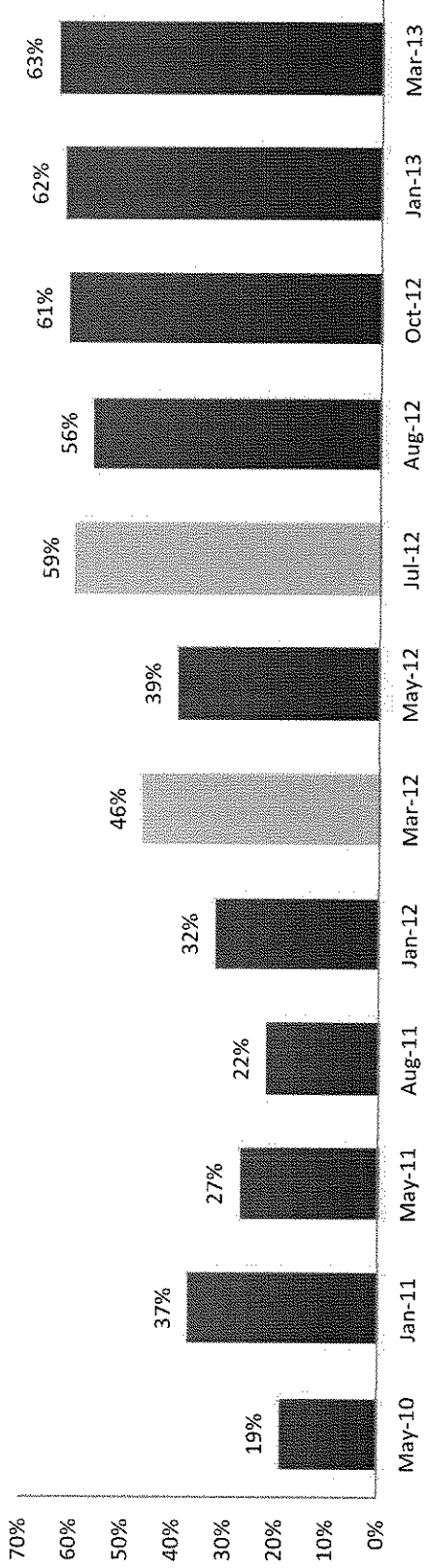
Full-Time Enrollment % (Census)



Student Quality: Satisfactory Academic Progress

- Steady improvement in student academic progress, with the majority of students now in good standing
- *Near-term target:* Surpassed target of 35% of students continuing in good standing at end of May 2012 term
- *Long-term target:* At the end of each term, 70% of students continuing in good standing

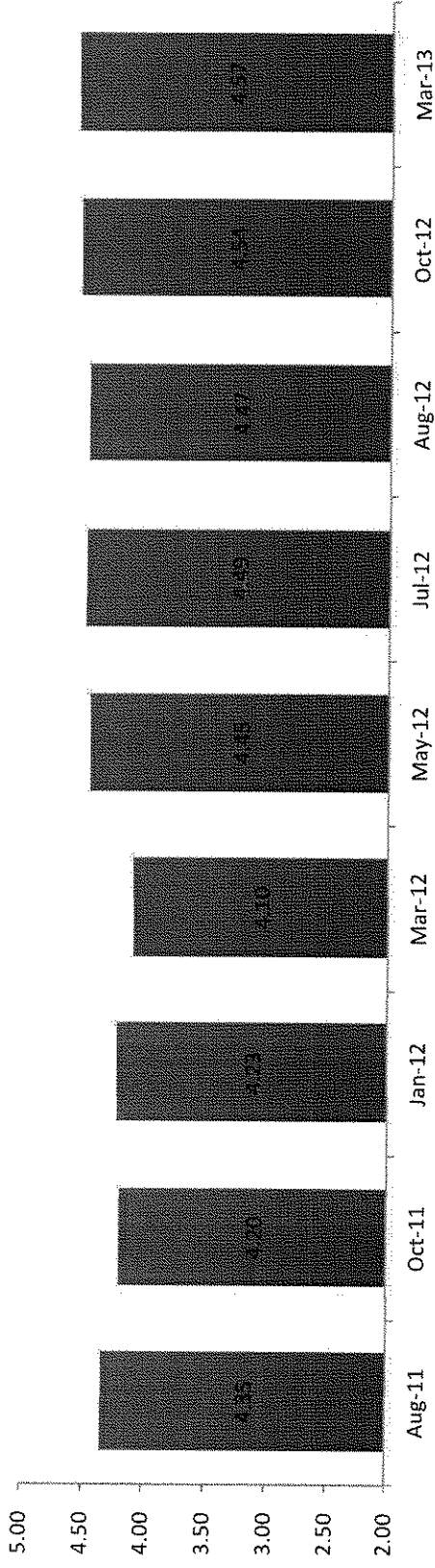
% of Students Continuing in Good Standing



Student Quality: Student Satisfaction Survey

- Measuring response to question “How likely would you be to recommend Ivy Bridge College to your friends, family and colleagues?” – this question encompasses the entire IBC experience
- Revised survey in July to Likert score and adjusted historical scores accordingly
- Achieving 60% response versus 24% last term through better survey integration
- *long-term target: 4.5 out of 5.0*

Net Promoter Score

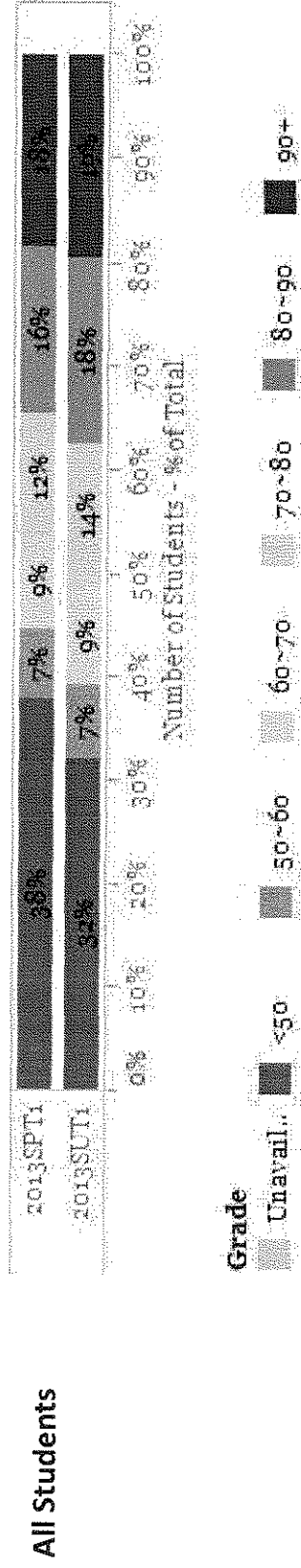


Current Grade Analysis – May Start (Term 1 to Term 1 Comparison)

Consistent improvements term over term

- 19% decrease in students with grades below 50
- 9% increase in students with grades over 80

Current Grade Distribution: May 2013 versus January 2012



Student profile at Ivy Bridge College

Enrollment:

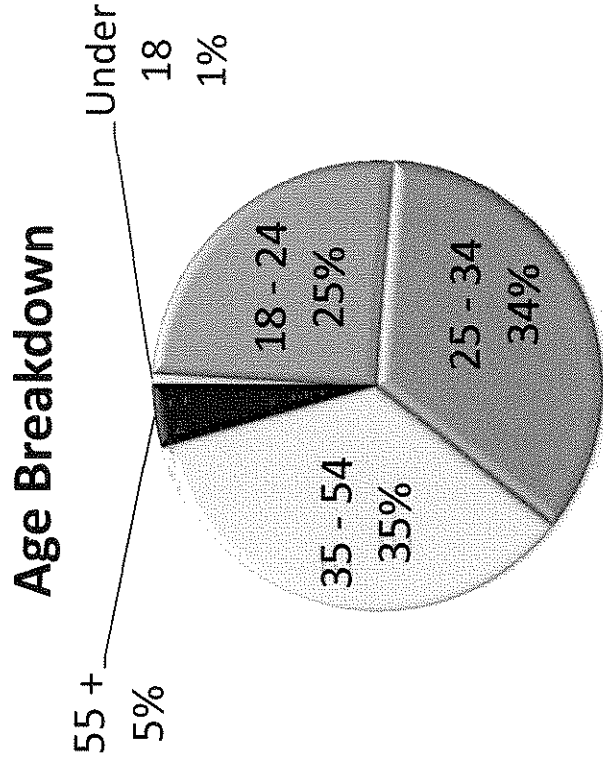
1495 total students
93% degree seeking

Demographics:

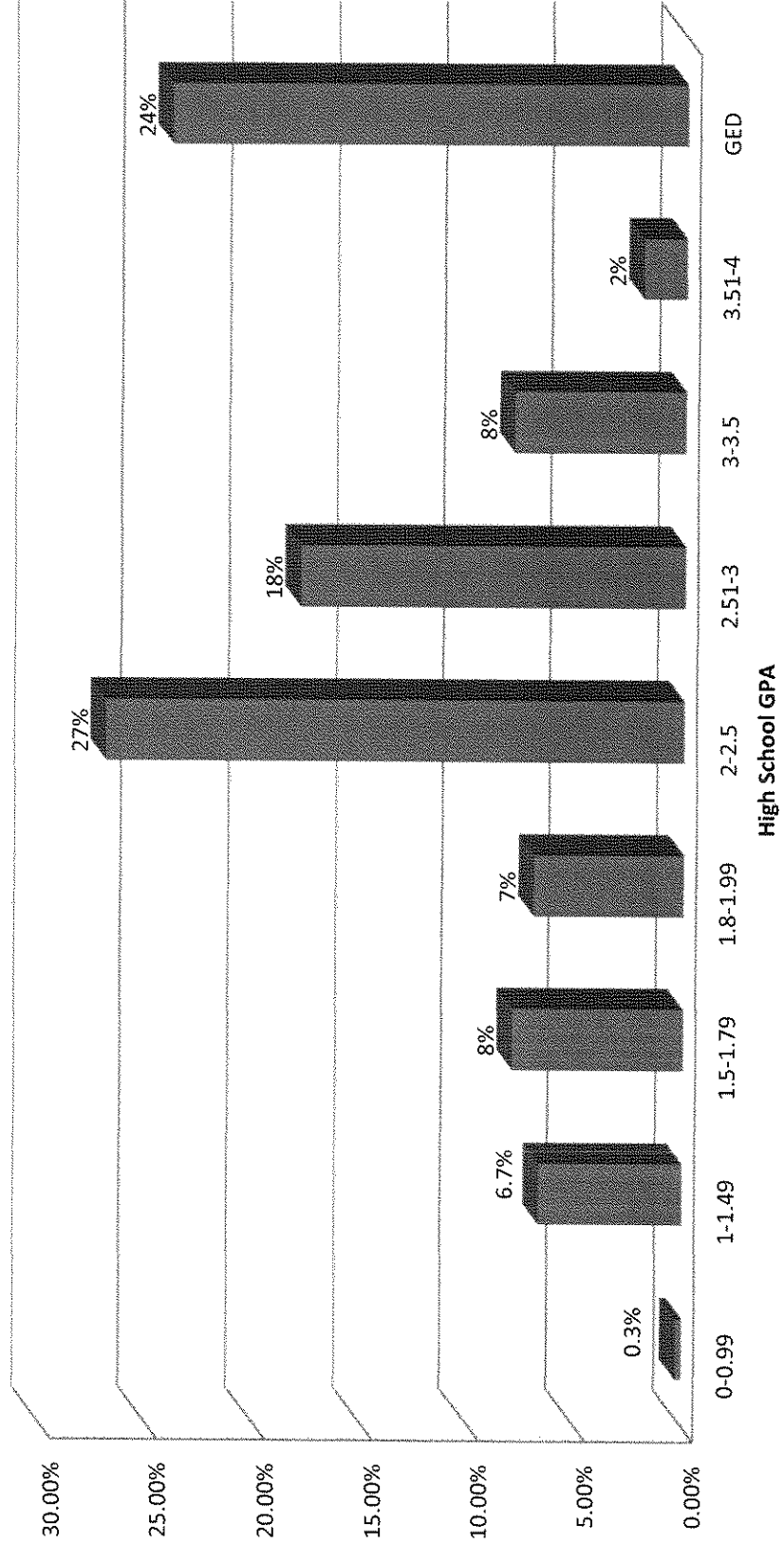
73% female
74% above age 25
82% first-generation college students
50% moms
51% minority

Income:

93% eligible for Pell grants
69% below federal poverty level



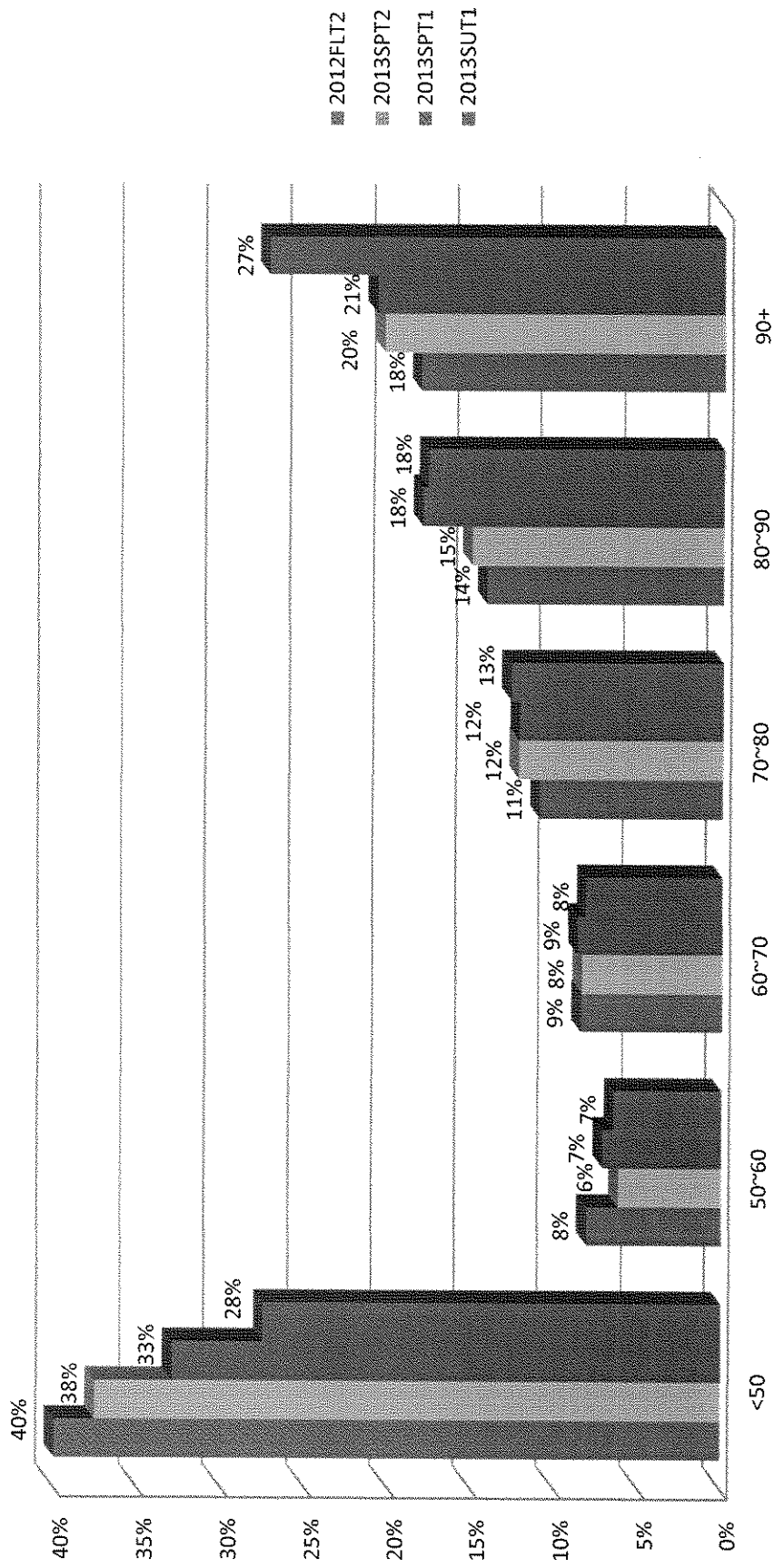
71% entered with HS GPAs of C or better



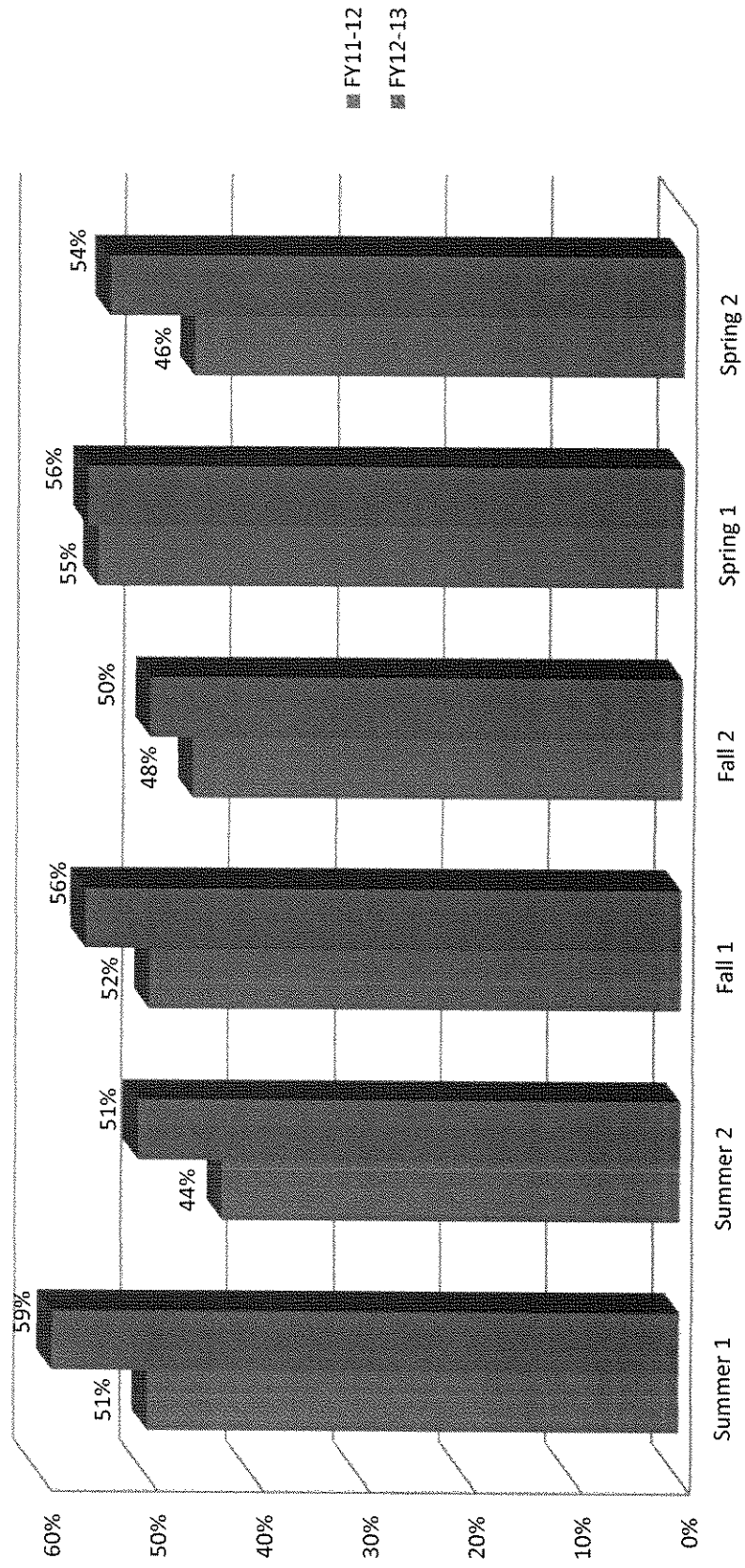
*0.3% of students are below 1.0 and fall into special circumstances

Grades show steady improvement

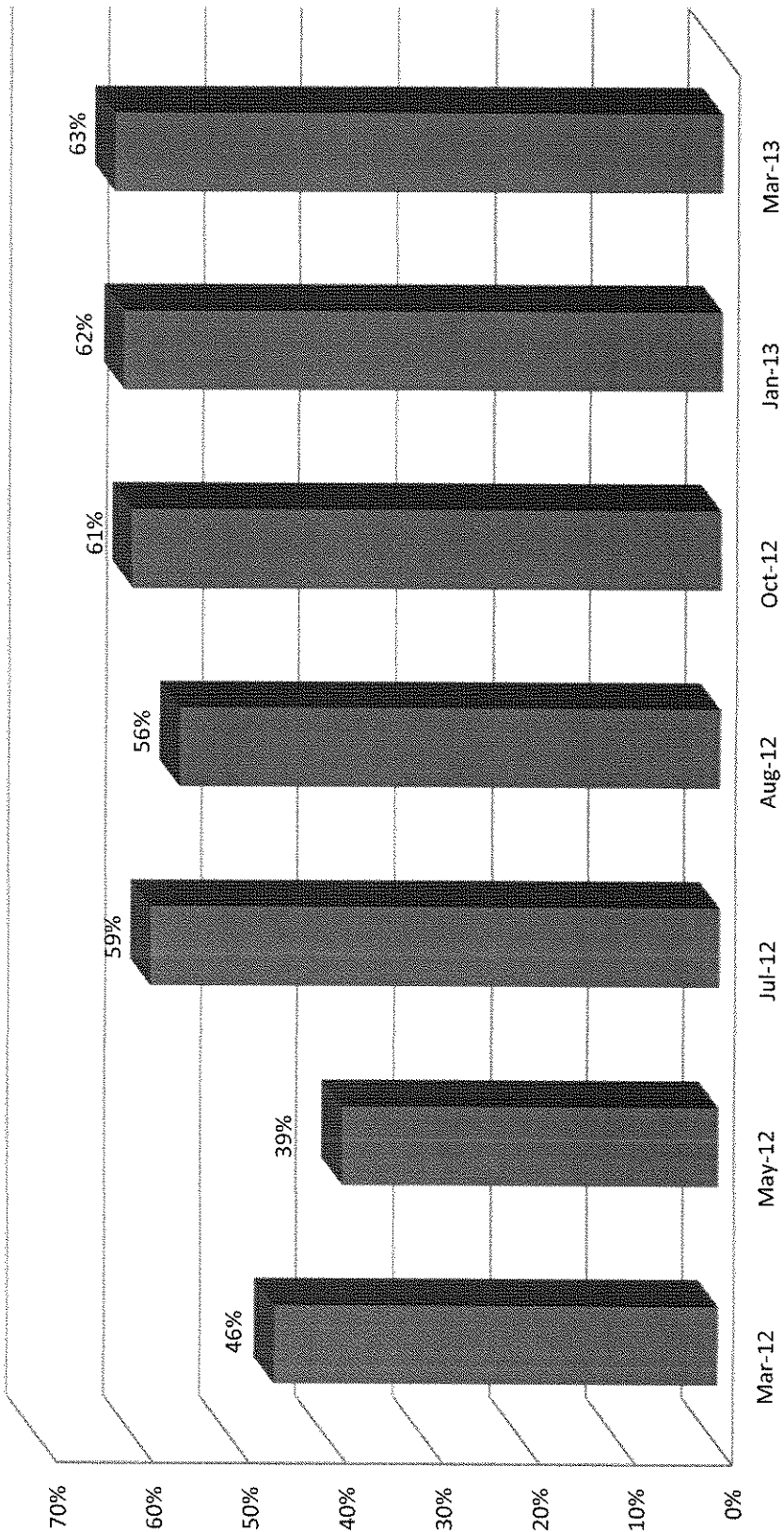
Current Grade
(as of 5/29/2013)



Pass rates have increased 17% YOY



SAP has increased 37% YOY



Net Promoter Score is up 11% (5-point scale)

"Would you recommend Ivy Bridge College of Tiffin University to friends and family?"

